Year 3

Parent support materials

Introduction

English

Maths

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Introduction

Welcome to Year 3 of the **Parent support materials**.

These Parent support materials include resources and practical ideas for supporting your student's learning@home.

The relevant year level Parent support materials can be printed (recommended in colour) and referring to when completing learning@home **two-week units of work**.

It contains:

- English resources
- Maths resources
- Helpful information.

The **Parent support materials** provide additional activities that can be used with the two-week units of learning provided by the Queensland Department of Education on the learning@home website. The Parent support materials could also be used as a standalone resource.

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ENGLISH

Introduction

Welcome to the English section of the **Parent support materials**.

Reading

Students should be encouraged to read every day for about 20 minutes. Students can read to you, or you can read to your student. During reading time, select activities to support students to talk about what they have read.

Contact your school for ideas and information about the type and level of books suitable for your student if necessary.

Handwriting

Although handwriting is only a short part of the student's day, it is an important activity. Handwriting helps students focus on hand–eye coordination to form letters correctly in order to write neatly and clearly. The Handwriting program consolidates the formation of letters (for example, exits and entries). This is followed by joining the letters to learn the Cursive Alphabet formation of letters.

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Reading introduction

Question–answer relationship (QAR)

The question–answer relationship (QAR) strategy assists in improving reading comprehension skills by showing students the relationship between questions about the text and the answers. If students can understand the type of question, they will know where they can find information to answer questions about a text.

The strategy outlines where information to answer questions about a text can be found — *In the book* or *In your head*.

In the book questions (*Right there* and *Think and search*) are those whose answers are found in the book. These are literal questions and answers.

In your head questions (*Author and me* and *On my own*) are those whose answers are developed from the reader's own ideas and experiences. They are not directly found in the book. These are inferential questions and answers.

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Think while you read.

Is the answer ...

IN THE BOOK OR IN YOUR HEAD?

Is the answer **RIGHT THERE?**

'RIGHT THERE'

Do you need to **THINK and SEARCH?**

'THINK AND SEARCH'

Is the answer partly in the **BOOK** and partly in your **HEAD?**

'AUTHOR AND ME'

Is the answer **IN YOUR HEAD?**

'ON MY OWN'

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Reading posters

Before reading

Think about the following.
What do I already know?

DETE©

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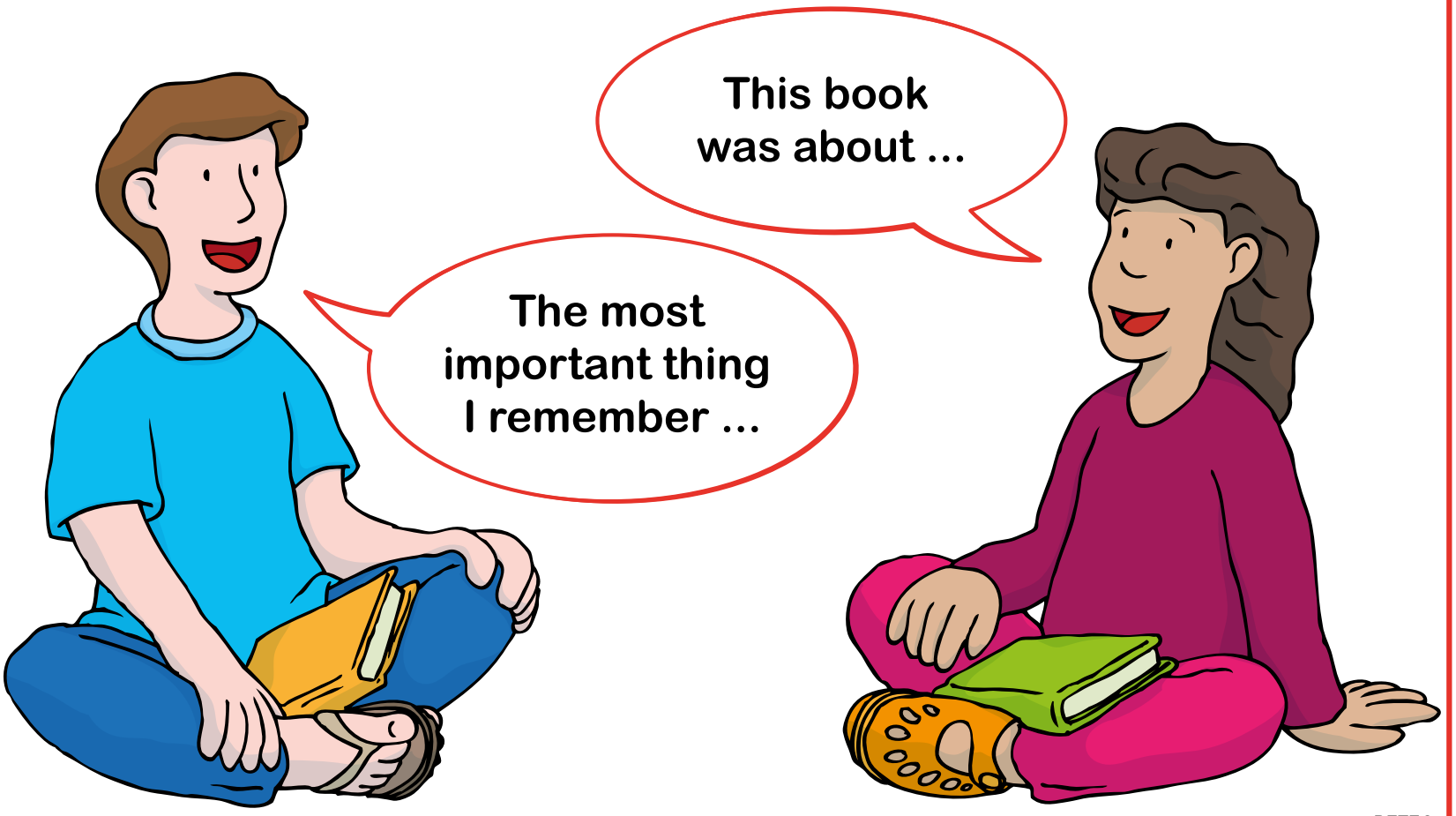
After reading

Were my predictions correct?



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During reading: Reading strategies for unknown words and making meaning

This sheet provides prompts and questions that support the development of students' reading strategies.

Name of strategy	Say to students:	Ask the students:
Predicting *Focuses the reader on the plot to give clues about what the story is about*	• Look at the front cover of the book. • Read the title. • Look at the illustrations/pictures in the book.	• What do you think this story will be about? • What characters might there be in this story? • What do you think might happen? • What words would you expect to read in this story?
One-to-one correspondence *Pointing to each word while reading*	• Point to each word as you read.	• Did the words match what you read? • Were there enough words? • Did you run out of words?
Identifying known words	• Point to the word _____ and then read it.	• Do you think it looks like the word _____?
Sounds in words	• Look at the first letter in the word. • Say the first sound of the word. • Look for other letters you know in the word. • Look for a small word inside the big word, for example: 'at' in 'cat'.	• What is the first letter in this word? • What sound does this letter make? • What other letters can you see in this word? • What sound could that letter make in the word? • Does it have a small word you know in the bigger word?

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Name of strategy	Say to students:	Ask the students:
Reading on *Reading on to the end of the sentence to gain context clues*	• Leave the unknown word and keep reading to the end of the sentence. • Go back to the unknown word and have another go.	• What do you think the word might be now? • What would make sense?
Re-reading *Going back and reading some of the text again*	• You almost got that right. There was something that didn't make sense (sound right) on this page. • Point to the difficult word/s. • Look at the letters you know in the word/s. • Read that again and think about what else would make sense.	• Does _____ make sense? • What's wrong with what you read? • Can we say it that way? • Does that look right? • See if you can find what was wrong.
Self-correcting *Where the reader corrects an error in their reading themselves*	• You made a mistake on this page. • I like the way you found out what was wrong all by yourself.	• Can you find it? • How did you know it was wrong? • Were you right?
Confirming *Checking that predictions at word level and story level are accurate*	• Retell what has happened in the story. • Predict what might happen next.	• What do you think the word might be? • Do the letters and sounds match the word you read? • Were your predictions correct? • Do your predictions match what you read?

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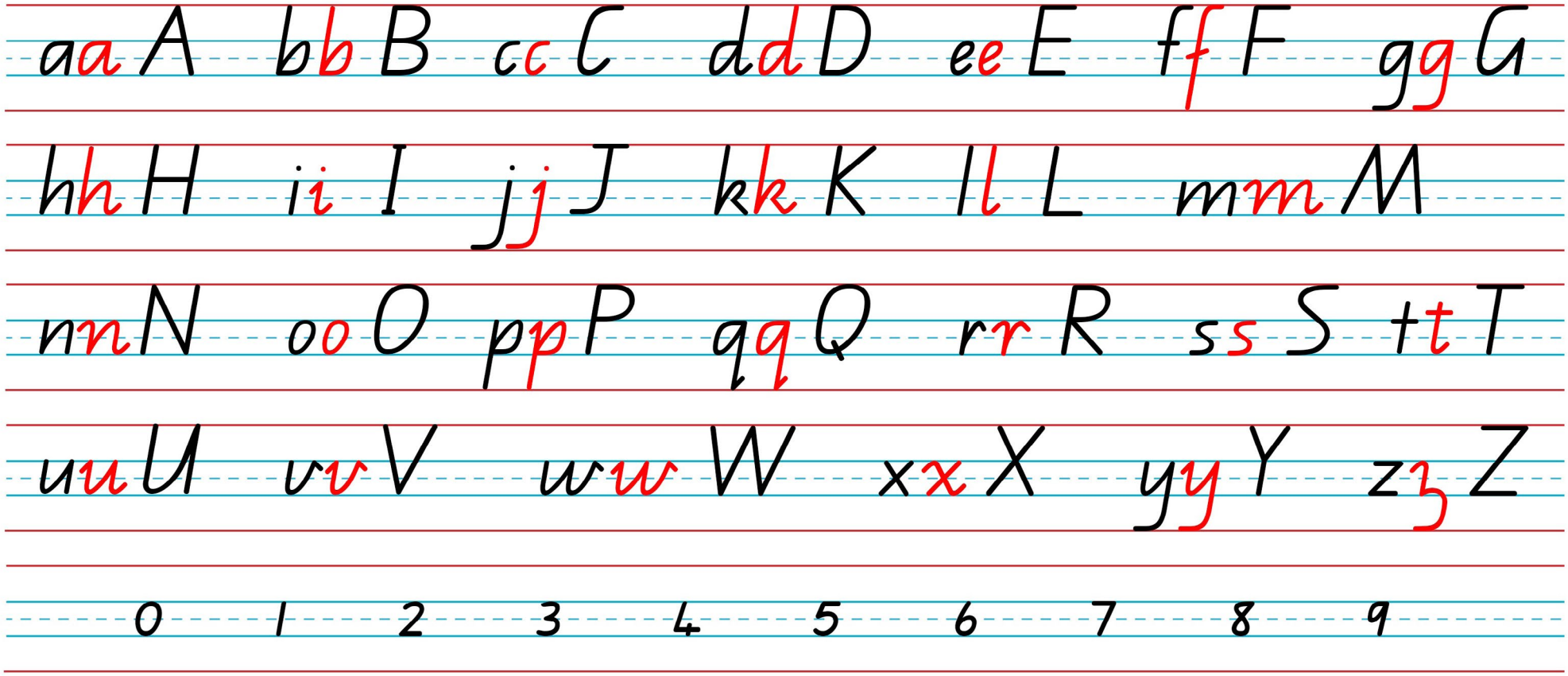
Alphabet handwriting chart



This chart is a useful tool to show where letters should be placed on handwriting lines. Consider displaying this for easy reference.

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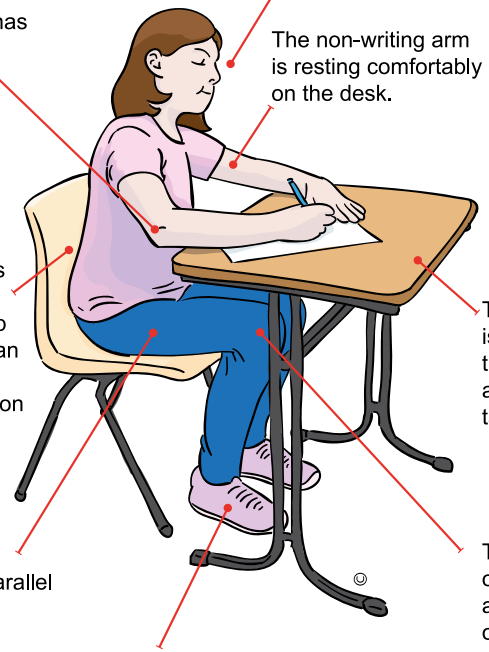
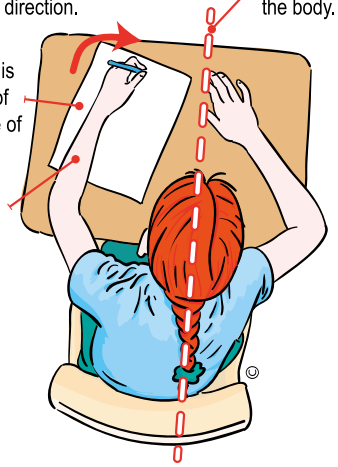
Handwriting poster

Posture

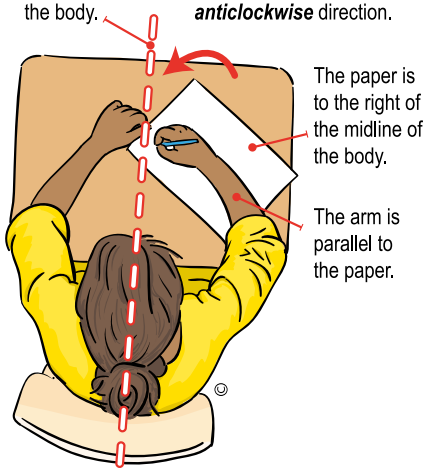


Paper position

Left hand paper position.

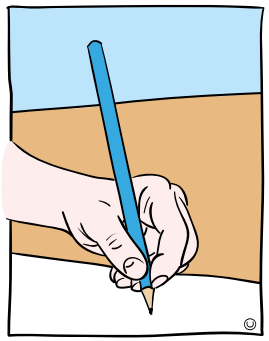


Right hand paper position.

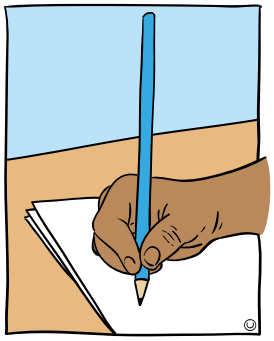


Pencil grip

Left hand grip.



Right hand grip.



The pencil is held between the thumb tip and the index finger.
The pencil rests near the first joint on the middle finger.

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MATHS

Introduction

Welcome to the Maths section of the **Parent support materials**.

Maths box

You may like to build a **Maths box** (for example: a plastic storage container with a lid, or a cupboard). Hands-on materials can be helpful for supporting students' mathematical understanding.

Suggested resources for your Maths Box

Balance scales / bathroom scales

Boards / cutters / plastic knives

Calculators

Calendar samples

Chalk

Collection of materials (for example: toys, blocks, counters, beans, buttons, paperclips, ice-cream sticks)

Collection of notes and coins (play money)

Dice — 6-sided, 10-sided

Dominoes or domino cards

Linking cubes

Straws / pipe-cleaners

Materials for measuring:

- Length — ribbons, string, shoelaces, paper tape, tape measures, rulers
- Area — grid paper, envelopes
- Mass — clay, playdough, marbles / beads, tennis balls, rice, bolts, tins
- Capacity/volume — assorted containers /lids, spoons, cups, scoops, jugs, measuring cylinders
- Time — candles, timers, stopwatch, clocks (analog and digital)
- Angle — pipe-cleaners

Packs of playing cards

Paper bags / disposable plates / streamers

Pegs

Raffle ticket booklet

Sticky notes

Split pins

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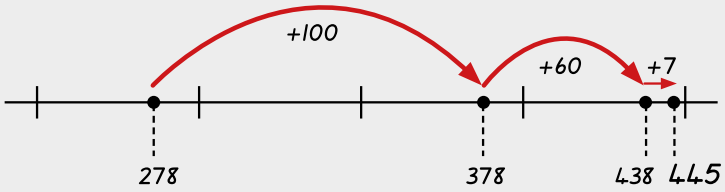
Computation strategies (three-digit numbers)

Jump

- start from a given number
- partition the other number
- add or subtract the parts

Example:

278 + 167 = ?



Split

- partition both numbers
- add or subtract the place value parts
- combine the added parts to make the sum

Example:

307 − 156 = ?

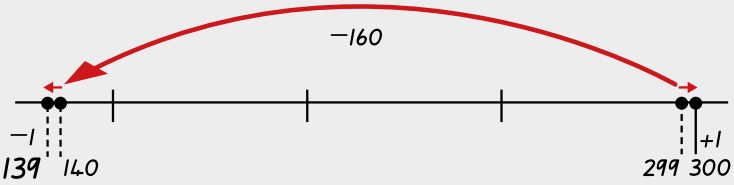
30 tens − 15 tens = 15 tens
7 ones − 6 ones = 1 one
15 tens + 1 one = 151

Compensate

- adjust one number
- add or subtract the parts
- adjust the sum or difference

Example:

299 − 160 = ?



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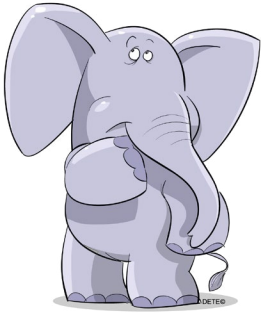
Compensate strategy — Addition (three-digit numbers)

Scan

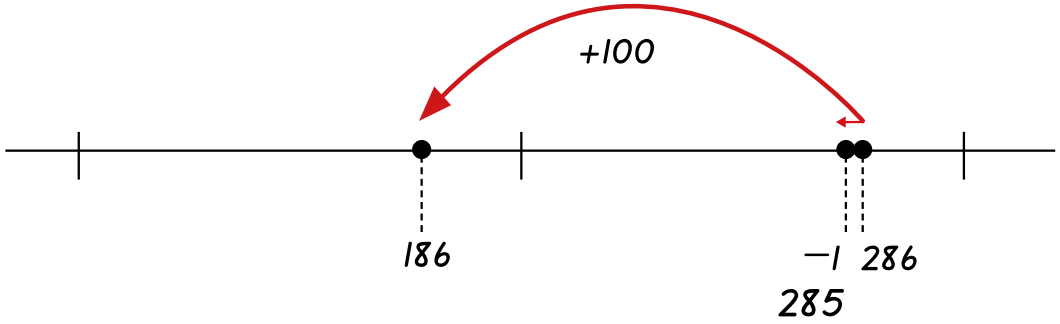
186 + 99 = ?

Think



Start with 186
99 is close to 100
Add 186 and 100, equals 286
Take away 1 is 285
186 add 99 is 285

Do



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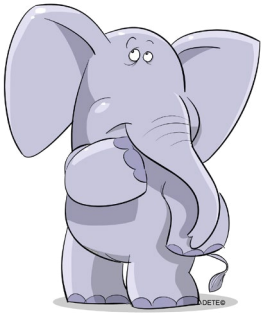
Compensate strategy — Subtraction (three-digit numbers)

Scan

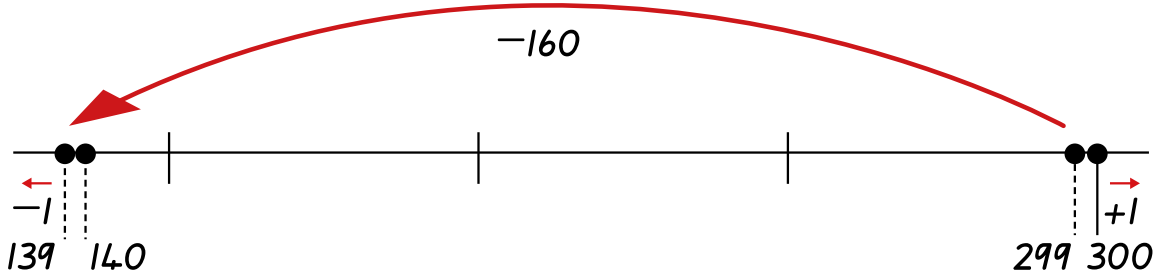
$299 - 160 = ?$

Think



Start with 299
299 is closer to 300
300 take away 160 is 140
Take away 1 is 139
299 take away 160 is 139

Do



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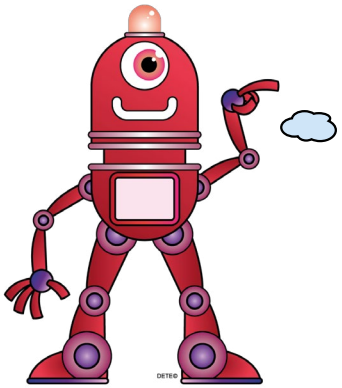
Jump strategy — Addition (three-digit numbers)

Scan

$$278 + 167 = ?$$

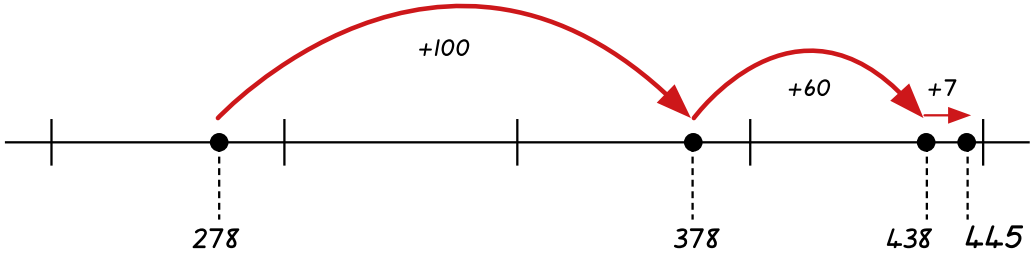
Think



Start at	**278**
Jump 100	**378**
Jump 60	**438**
Then,	
jump 7	**445**

278 and 167 is 445

Do



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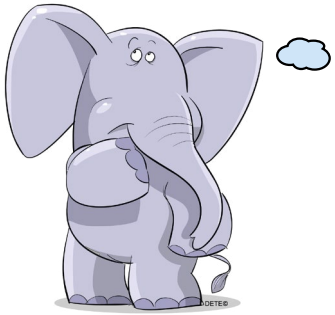
Jump strategy — Subtraction (three-digit numbers)

Scan

$385 - 158 = ?$

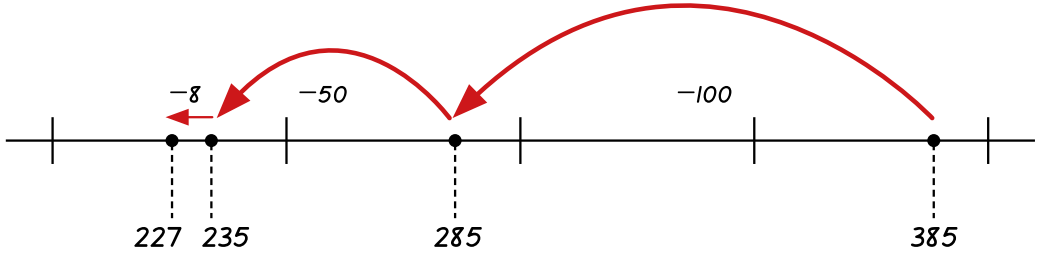
Think



Start at	**385**
Jump back 100	**285**
Jump back 50	**235**
Then,	
jump back 8	**227**

385 take away 158 is 227

Do



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Split strategy — Addition (three-digit numbers)

Scan

$$798 + 168 = ?$$

Think

Break up 798 and 168 into hundreds, tens and ones
Add the hundreds: 7 hundreds and 1 hundred is 8 hundreds
Add the tens: 9 tens and 6 tens is 15 tens
Add the ones: 8 ones and 8 ones is 16 ones
800 and 15 tens is 950
950 and 16 is 966
798 add 168 is 966

Do

$$798 + 168$$

$$700 + 90 + 8 \qquad 100 + 60 + 8$$

$$700 + 100 = 800$$
$$90 + 60 = 150$$
$$8 + 8 = 16$$
$$800 + 150 = 950$$
$$950 + 16 = 966$$

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Split strategy — Subtraction (three-digit numbers)

Scan

$307 - 156 = ?$

Think

Break up 307 and 156 into tens and ones
Take away the tens: 30 tens take 15 tens is 15 tens
Take away the ones: 7 ones take 6 ones is 1 one
Then add 15 tens and 1 one
307 take away 156 is 151

Do

307 — 156

3	0	tens		7	ones		1	5	tens	6	ones

30 tens − 15 tens = 15 tens

7 ones − 6 ones = 1 one

15 tens + 1 one = 151

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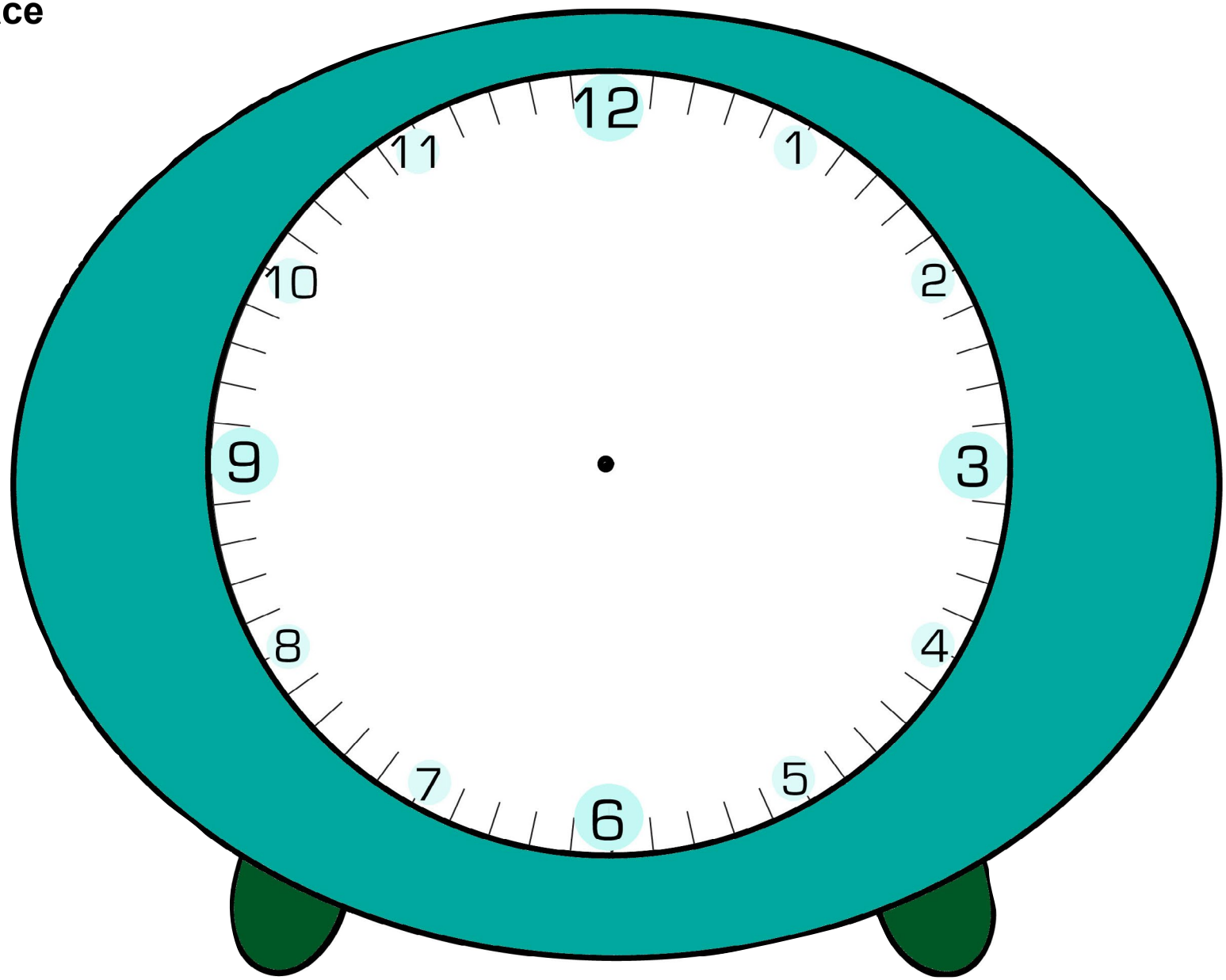
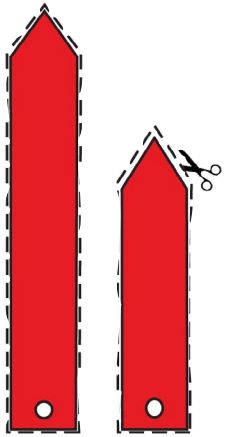
Analog clock face





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Arrow cards

1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0

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9	0	0	0	0
1	0	0	0	
2	0	0	0	
3	0	0	0	
4	0	0	0	
5	0	0	0	
6	0	0	0	
7	0	0	0	

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8	0	0	0	
9	0	0	0	
1	0	0		1
2	0	0		2
3	0	0		3
4	0	0		4
5	0	0		5
6	0	0		6

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700		
800		
900		
10		
20		
30		
40		
50		

7	
8	
9	
60	
70	
80	
90	

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Australian money

fold

fold

i.

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fold

fold

i.

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fold

fold

i.

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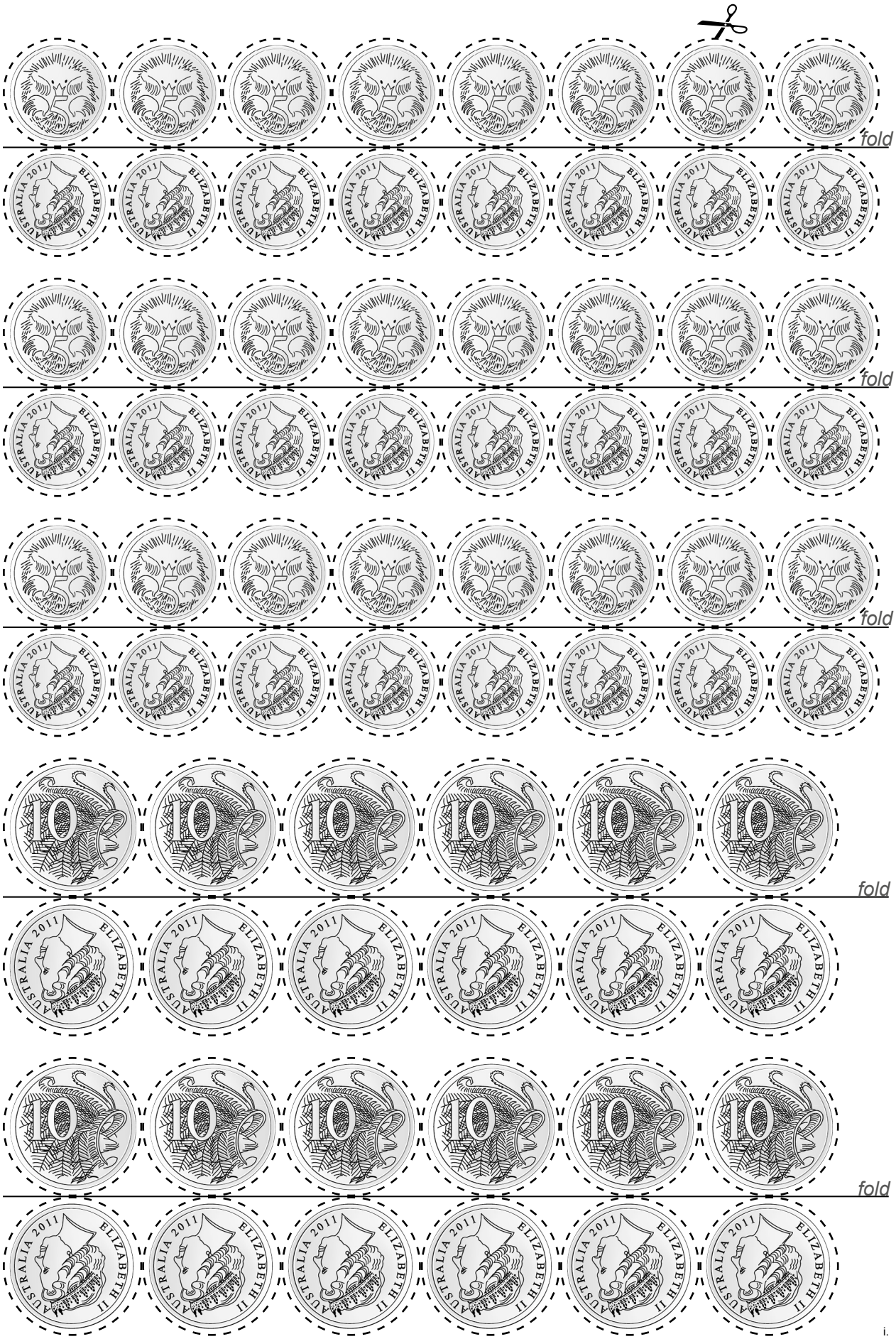

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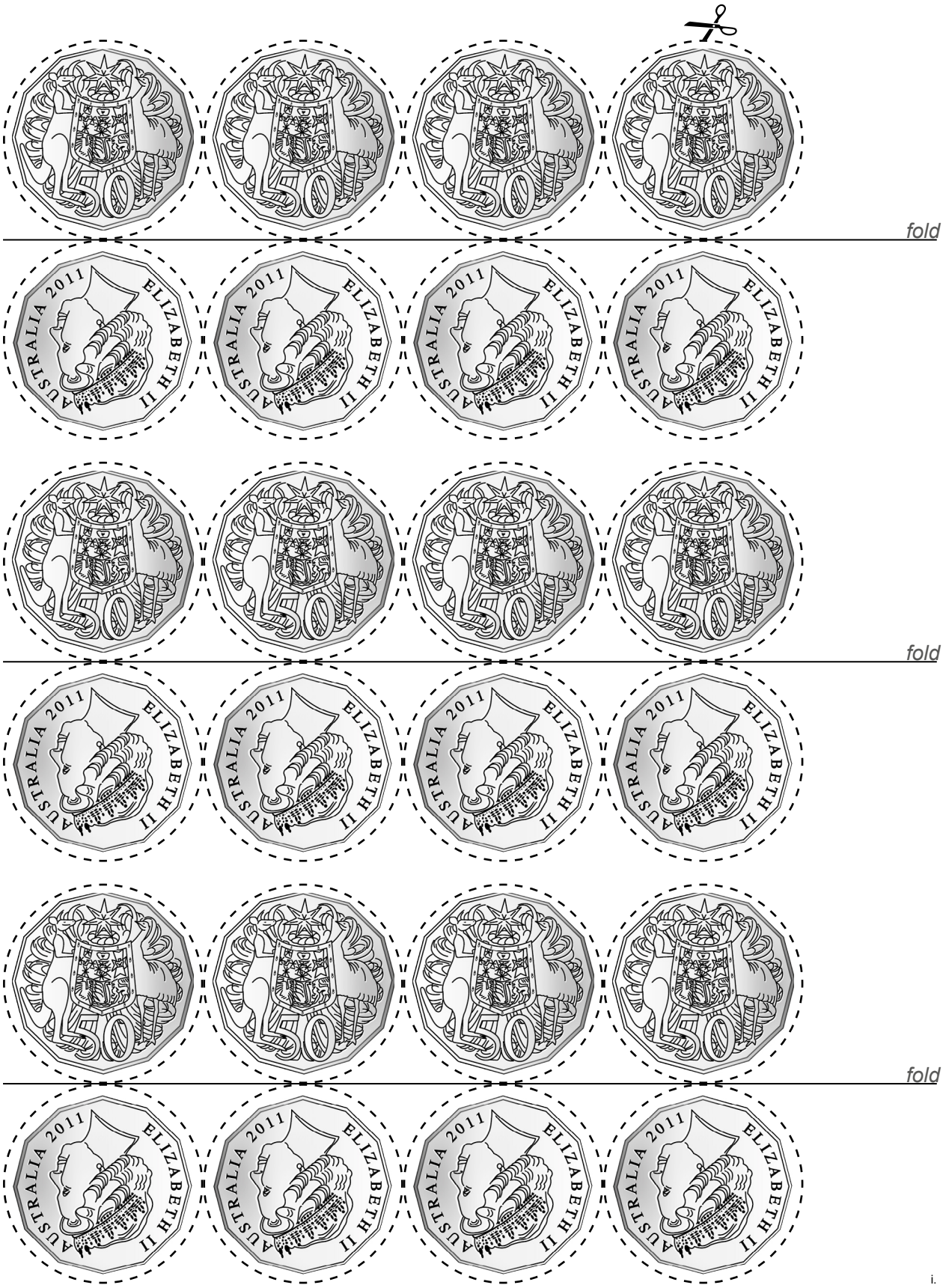

i.

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i.

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Images of Australian currency notes meet the Reserve Bank of Australia guidelines.

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Coin combinations to remember

i.

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1 dollar

2 dollars

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Metre strip

Note: To make an accurate metre strip, print on A4 paper.

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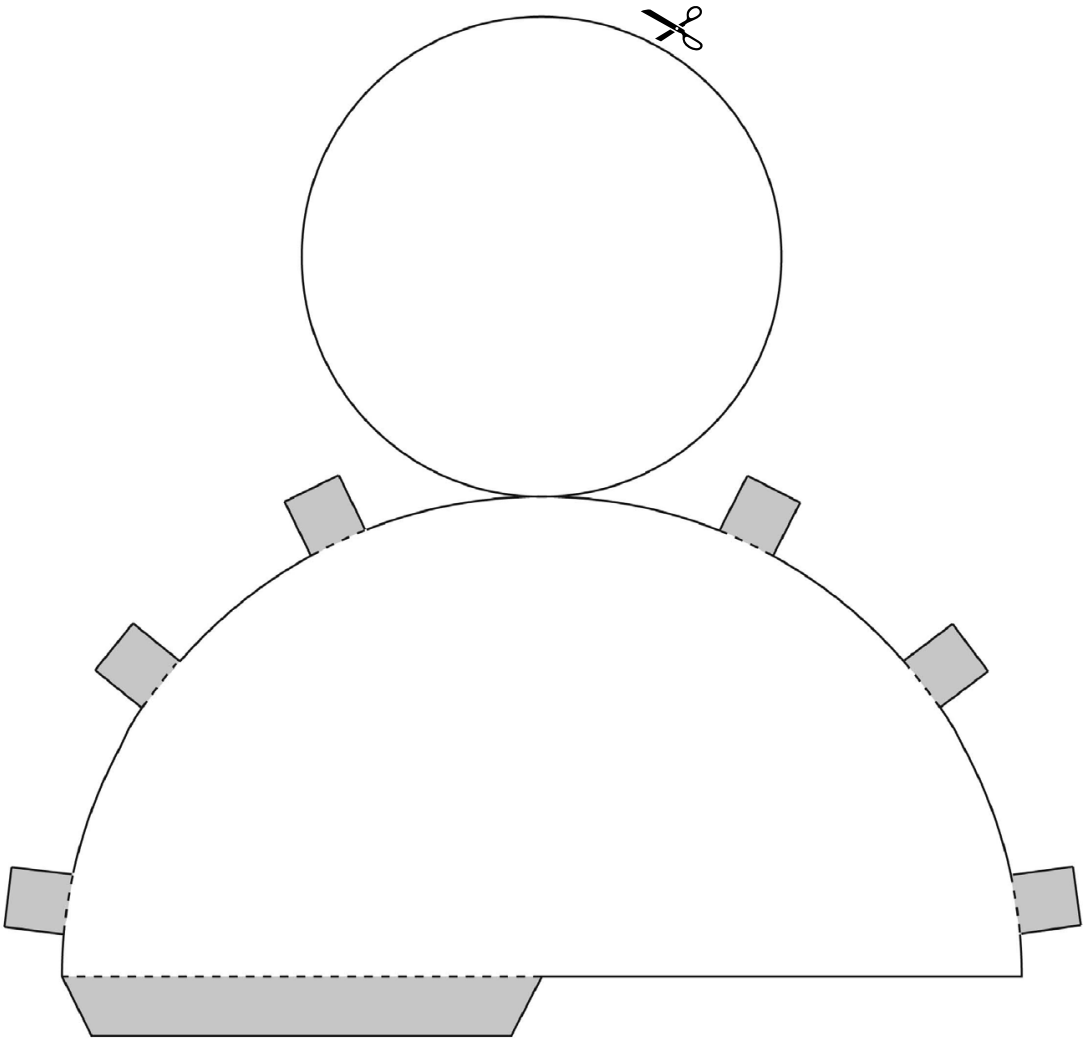
Nets of 3D objects

Cone



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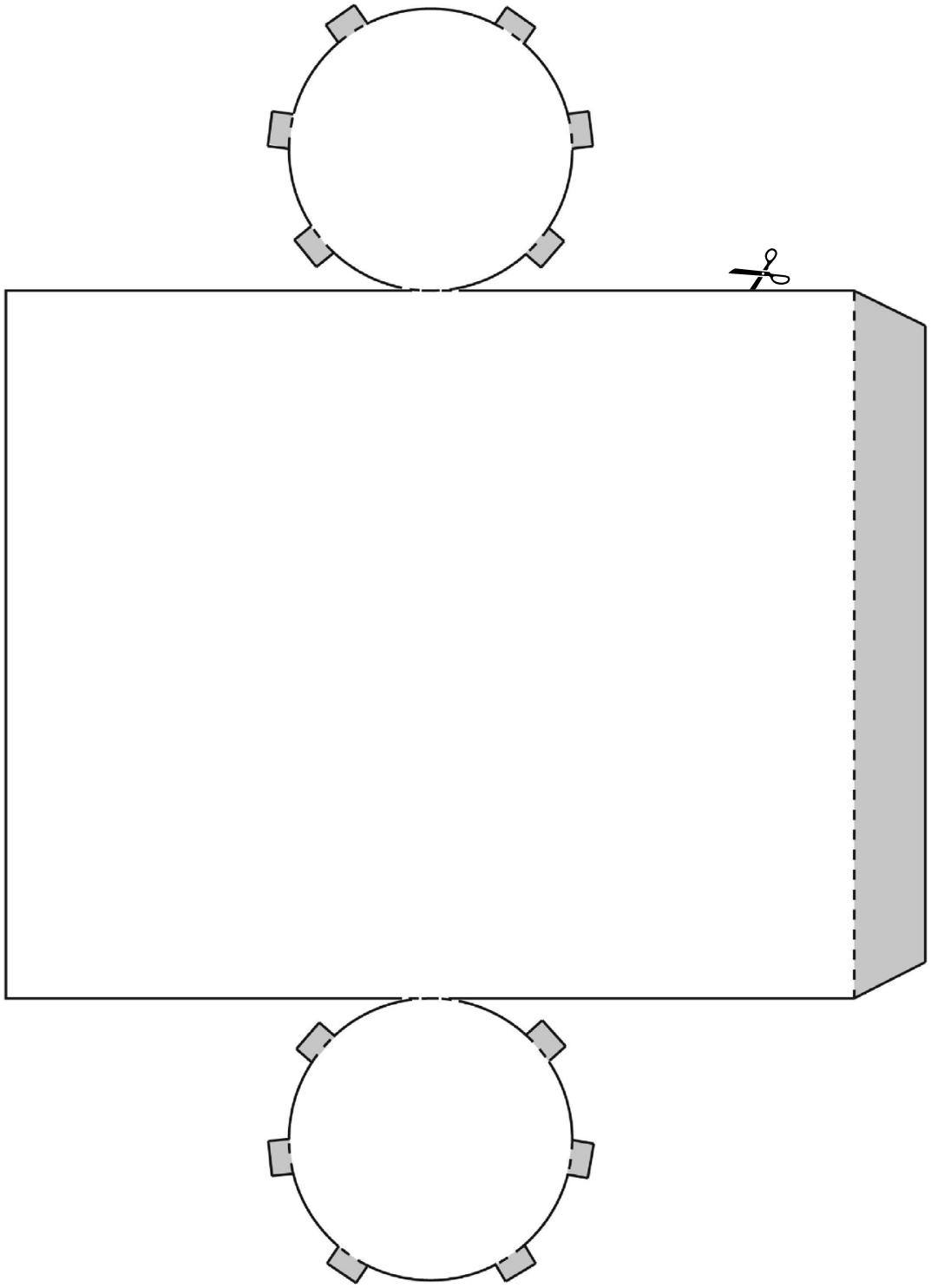
Cylinder



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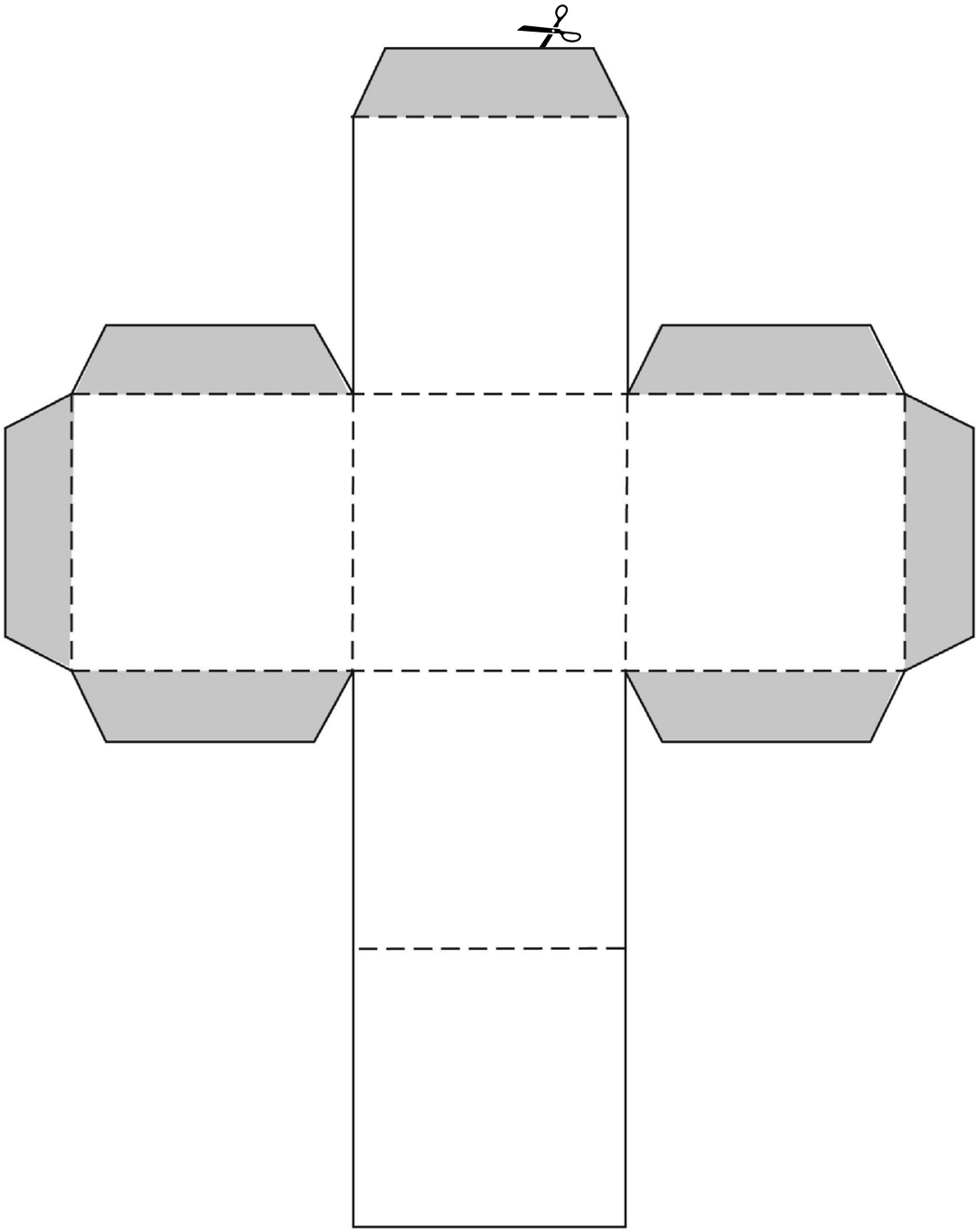
Cube



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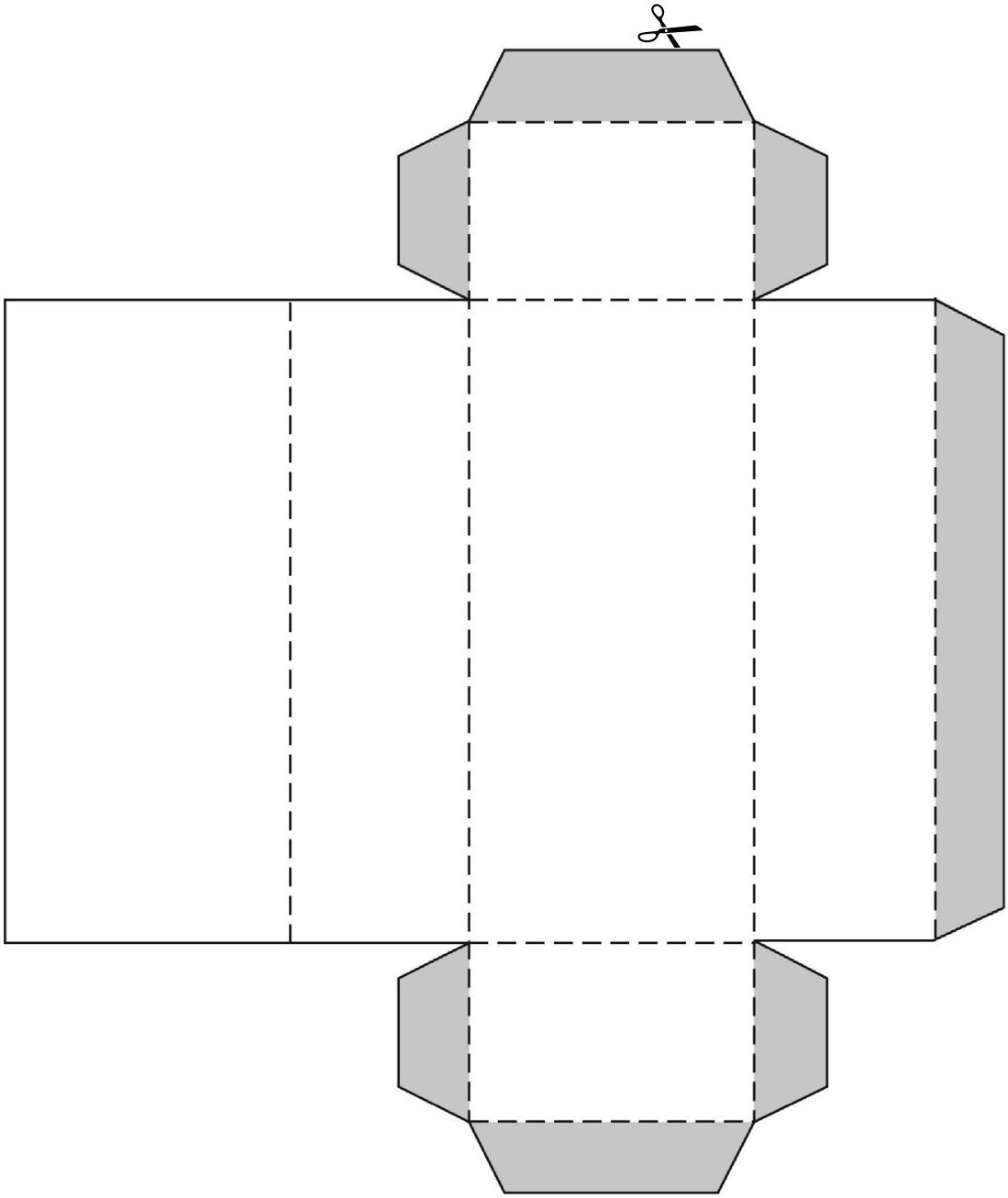
Rectangular prism



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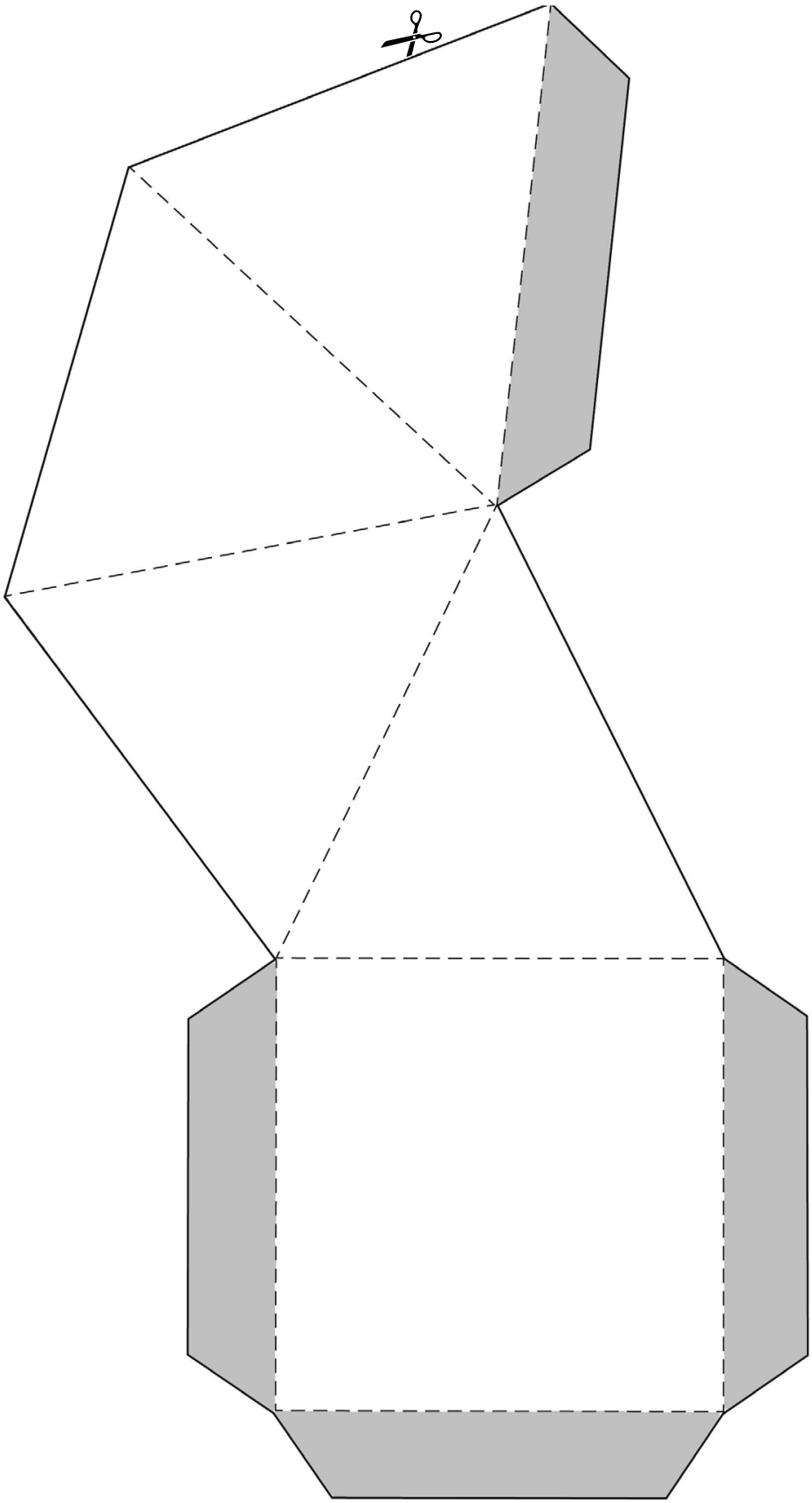
Square-based pyramid



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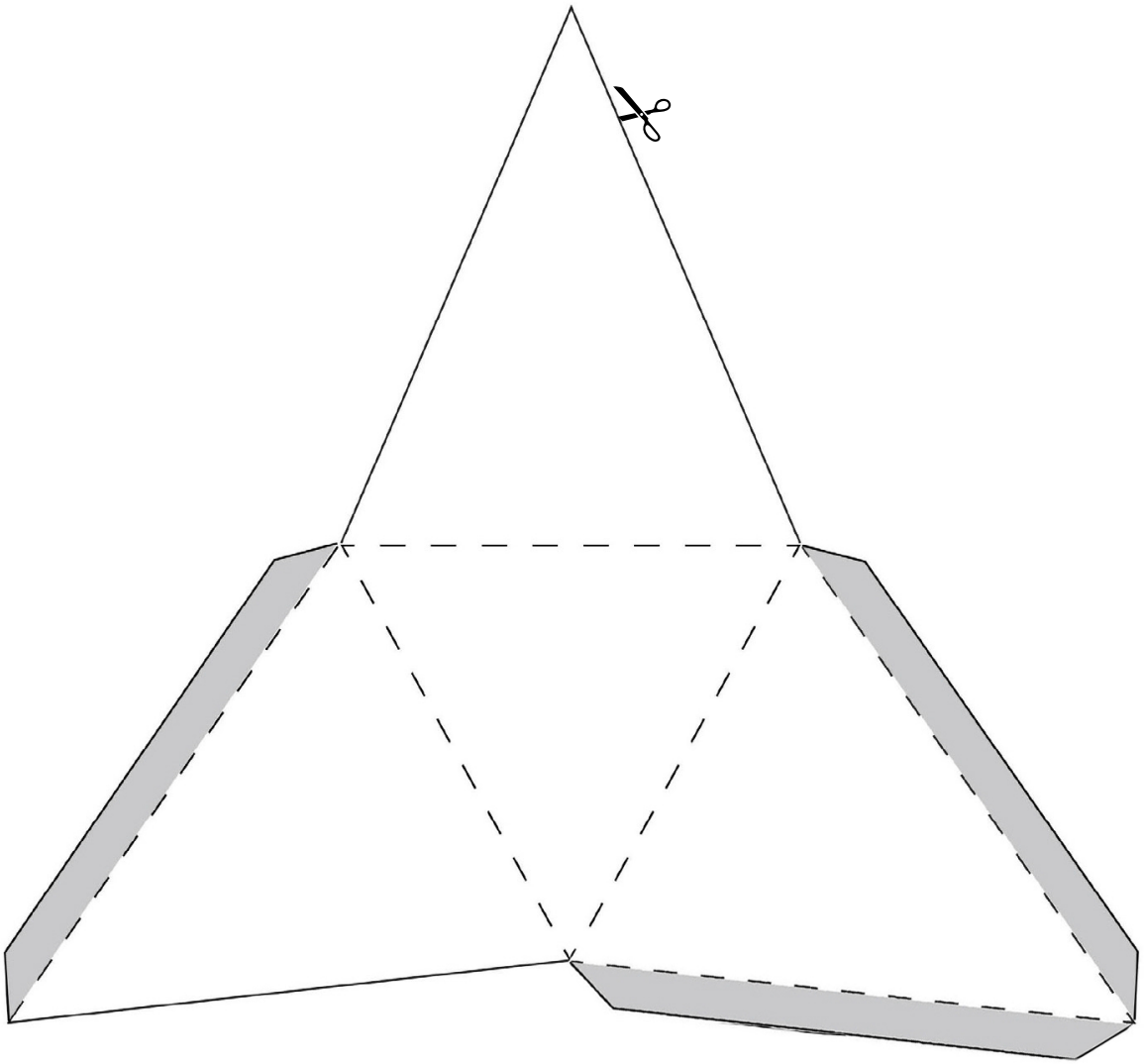
Triangular-based pyramid



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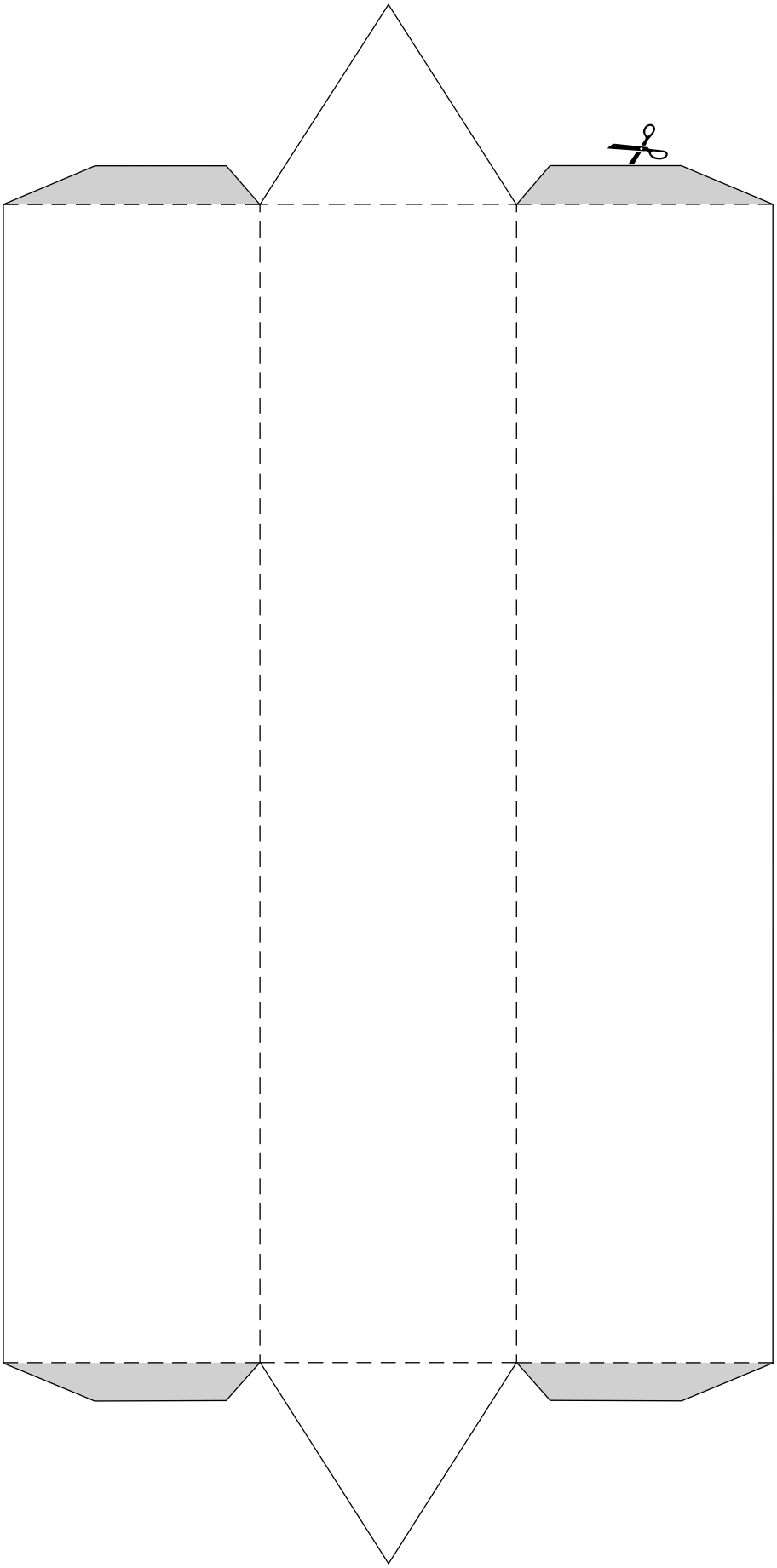
Triangular prism



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Numbers to 9 999

one hundred	two hundred
three hundred	four hundred
five hundred	six hundred
seven hundred	eight hundred

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nine hundred	100
200	300
400	500
600	700
800	900

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and	–
one	two
three	four
five	six
seven	eight

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nine	1
2	3
4	5
6	7
8	9

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ten	twenty
thirty	forty
fifty	sixty
seventy	eighty
ninety	

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10	20
30	40
50	60
70	80
90	

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eleven	twelve
thirteen	fourteen
fifteen	sixteen
seventeen	eighteen
nineteen	

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11	12
13	14
15	16
17	18
19	

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one thousand	two thousand
three thousand	four thousand
five thousand	six thousand
seven thousand	eight thousand
nine thousand	

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1 000	2 000
3 000	4 000
5 000	6 000
7 000	8 000
9 000	

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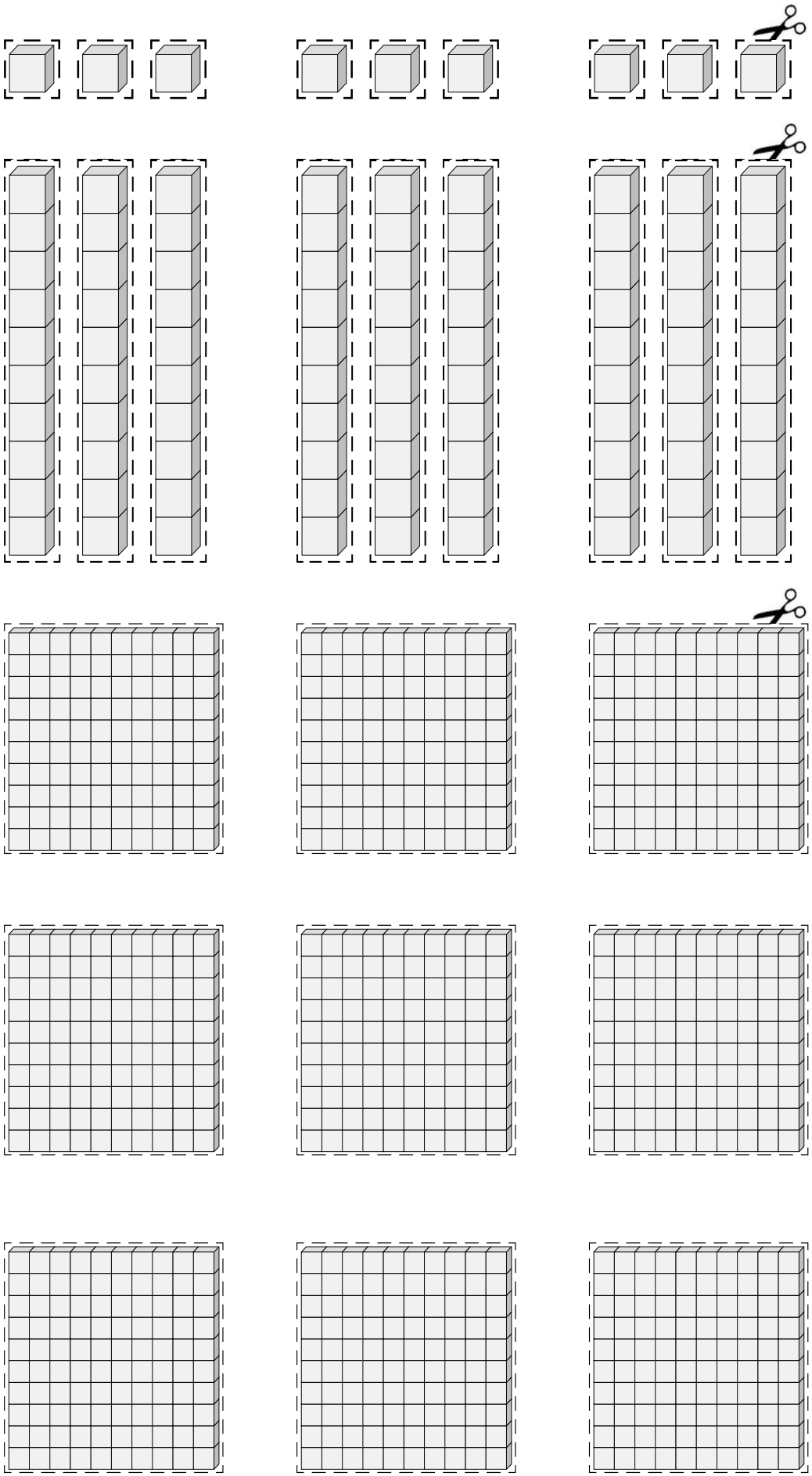
Pictures of MAB



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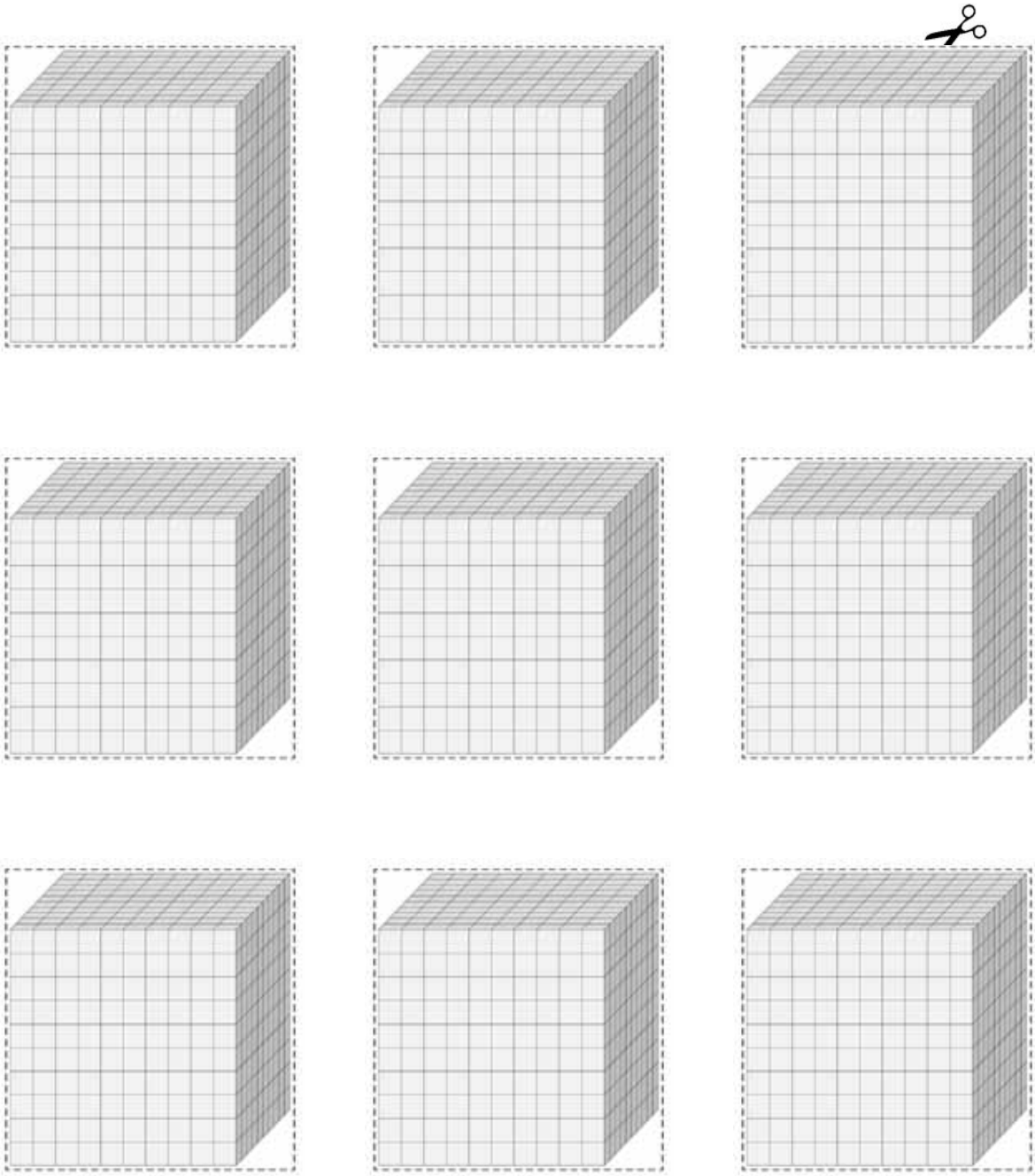

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Mathsercise is a group of activities designed to support your students' knowledge of the number facts, number computation and content that underpins their understanding of mathematics.

The activities are organised into four sections:

- Today's number
- Number facts
- Let's calculate
- Everyday maths.

Doing the same activity multiple times will help the students work towards being flexible and confident mathematics learners.

It may be useful to keep a separate Mathsercise book for students to use with these activities.

Today's number

With **Today's number**, students may choose a number or several numbers and then answer some of the activities.

Number of the day

Have the students select and record a number between 10 and 1 000, for example:

356

Choose some activities from the following options:

Activities	Examples
Write in words	three hundred and fifty-six
Show in hundreds, tens and ones	3 hundreds, 5 tens and 6 ones
Show in tens and ones	35 tens and 6 ones
Add ten more	366
Add one hundred more	456
Show ten less	346
Count back two	354
Write the number before and after	355, 357
Round to the nearest 10	360
Round to the nearest 100	400
Write an addition number sentence to equal today's number	320 + 36
Write a subtraction number sentence to equal today's number	400 – 44

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Find

The answer is, for example, 24.

What is the question? Example: 30 take 6 or 15 and 9.

Number facts

To develop an understanding of **Number facts**, students need opportunities to:

- practise facts so that they can recall facts with fluency
- look for number patterns
- learn related facts together.

When learning number facts students can nominate:

- facts I know well
- facts I do not know
- facts I can work out.

Visual models can be used to help students learn number facts and thoroughly develop knowledge.

Number fact shaker

(an activity for one player)

What you need

- At least 20 counting items
- Shoe box that has been divided inside with a straw

What to do

- Place 20 counting items inside the box.
- Replace the lid and shake the box.
- Open the lid and look at where the items are lying in the box.
- Make up an addition or subtraction fact about the items on each side of the straw.
- Write the fact(s) in their Maths exercise book.

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Addition/subtraction snap

(a game for two players)

What you need

- Playing cards (Ace–9; remove all kings, queens, jacks and jokers)

What to do

- Divide the cards evenly between two players.
- Each player turns over a card at the same time.
- Players add the two together as quickly as possible and say the sum out loud.
- The player who gives the correct answer first collects the cards.
- Play continues until one player collects all of the cards.

Arrays game

(an activity for two or more players)

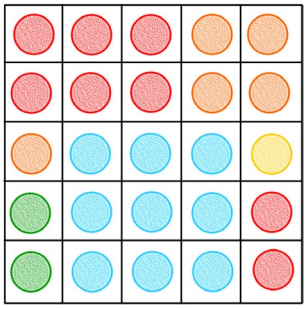
What you need

- **5 × 5 grid** and access to counters for each player
- Two 1, 2, 3 dice

What to do

- Roll two 1, 2, 3 dice.
- For each roll of the dice, have players use their counters to cover a portion of their grid as an array.
  - If 3 and 2 are rolled, players cover a 2 × 3 or 3 × 2 array.
  - If 1 and 2 are rolled, players cover a 1 × 2 or 2 × 1 array.
  - If a player cannot create an array in the remaining space on the grid without overlapping, the player waits for the next roll.
- The winner is the first player to fill their grid.

Example of a completed grid:

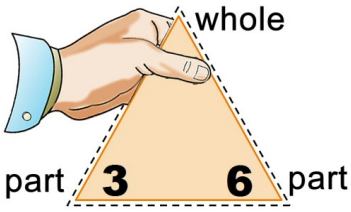


Hidden values

Display fact family triangles with one value hidden. Discuss strategies for calculating the missing value, for example: to divide or to multiply.

Have students work with a partner, taking turns to:

- represent a multiplication fact in a fact family triangle
- cover one value on the triangle
- challenge the partner to calculate the missing value.



Students may use materials to help work out the hidden values.

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Let's calculate

In the **Let's calculate** section, students develop computational fluency. When teaching for understanding, students can begin by using materials and visual representations and then move along to symbolic representations.

The use of materials is appropriate for assisting students in their mathematical development. The use of materials will change as students become increasingly proficient.

Spin and double

(a game for two players)

What you need

- Materials to make a spinner (scissors, paper, pencil).

What to do

Have the students:

- make a spinner showing two-digit numbers
- spin the spinner to identify a two-digit number
- double the number using a mental strategy (materials, models and jottings can be used to support students' thinking)
- check their solution on a hundred board or calculator
- earn a point for each correct sum

The winner is the first player to earn five points.

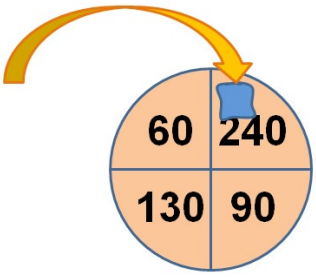
Target doubles

(a game for two or more players)

What you need

- Simple chalk target outline on the floor (or on the concrete in an outside space) with a two-digit or three-digit multiple of 10 in each space of the target
- Small beanbag

What to do



Have the students take turns to:

- toss a beanbag onto the target
- double the number the beanbag landed on, using a mental strategy
- check the answer on a calculator
- collect a point for each correct answer.

The winner is the player with the most points until a time limit is reached.

Discuss students' personal methods for calculating.

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Compatible numbers

(an activity for one player)

Have students become familiar with rearranging single-digit numbers to add compatible numbers.

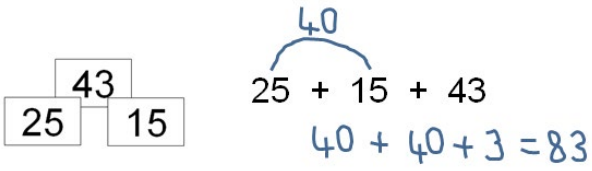
What you need

- Collection of two-digit number cards

What to do

Have students take turns to:

- collect three cards from a collection of two-digit number cards
- arrange the cards in a sequence that uses compatible numbers
- add the three numbers using a mental strategy (or combination of strategies)
- represent the numbers with materials, if required
- record their strategy using an informal written method, for example:



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Thinkboards

Present students with a variety of two-digit and three-digit addition problems, for example:

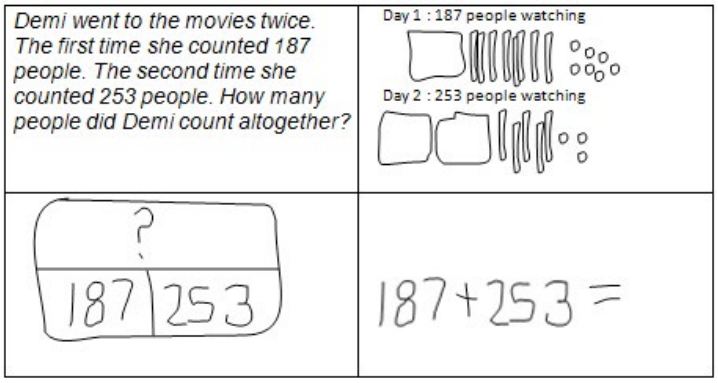
Demi went to the movies twice to see Tiger Queen*. The first time she counted 187 people in the cinema. The second time she counted 253 people. How many people did Demi count altogether?*

Have the students:

- draw a simple thinkboard (see example)
- copy the number story into one cell of the thinkboard.

Discuss the problem.
Identify the values as parts and wholes, for example: 187 as one part; 253 as the other part (the whole is unknown).

Identify the missing value, for example: the total number of people.



Have students complete the thinkboard with different representations for the same situation, including:

- a drawing
- a part–part–whole model
- a number sentence.

Solving word problems

Present addition and subtraction word problems involving two-digit numbers.

Example word problems:

- Joe planted 35 seedlings on Saturday and 21 seedlings on Sunday. How many seedlings did he plant altogether?
- Hannah bought a box of 25 doughnuts. She gave 12 to her sister. How many doughnuts did Hannah have left?

Have the students:

- use the SCAN–THINK–DO strategy
- attempt a mental calculation irst
- represent both numbers with base ten modelling materials to con irm the sum
- record the strategy using an informal written method.

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Everyday maths

In **Everyday maths** students can be asked any practical mathematical questions that will help them in everyday life.

Time

Have the students use a calendar (for the current year) to:

- identify today, tomorrow, yesterday, day after, day before, next week, last week
- order months of the year
- identify which season we are in
- identify day, date and month
- find how many days in June
- find how many days until ... (pick a date, for example a birthday or holiday).

Duration of time

Have the students make comparisons of durations of time, for example:

- short time/long time, shorter/shortest time, longer/longest time
- fast/slow
- activities that take a month, a week, a day, an hour
- use a clock (analogue and digital)
- ask about o'clock and half-past, quarter to/past times.

Length

Have the students make comparisons of objects and distances, for example:

- longer/shorter, longest/shortest
- wider/narrower, widest/narrowest
- thicker/thinner, thickest/thinnest
- taller/shorter, tallest/shortest.

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Capacity

Have the students make comparisons of objects/containers that:

- are full/empty
- hold more than/hold less than
- hold as much as
- hold the most/hold the least.

Location

Have the students follow directions by moving:

- forwards/backwards/sideways
- left/right
- clockwise/anticlockwise
- half turn/quarter turn.

Area

Have the students make comparisons of shapes that:

- cover more/cover less
- have a larger area/smaller area
- have a larger surface/smaller surface.

Mass

Have the students make comparisons of objects that:

- weigh more/weigh less
- weigh the same
- are heavier than/lighter than
- are heaviest/lightest.

Money

Have the students use collections of money to:

- identify Australian coins and their value
- describe features of coins
- count collections of coins (5c, 10c, $1, $2)
- identify familiar coin combinations.

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