



## Torquay College Year 3 Remote and Flexible Learning Program

### Week 2 - Year 3 Remote and Flexible Learning Program

The Torquay College Learning community has responded to our 'Remote and Flexible Learning Program' with positivity, enthusiasm and commitment. We are encouraged by our families resolve and resilience. We thank you for your hard work and goodwill.

Torquay College is continuing to support the learning of students in a remote and flexible learning environment. We are committed to the wellbeing of our school community and ensuring everyone feels safe and supported.

We understand that at times it might seem complex and overwhelming, but we will do all we can as a school to support you and your family. Your teachers are best placed to provide you and your child with learning support. Please continue to use 'SeeSaw' program for Foundation Year 1 and Year 2 or Google Classroom Year 3, Year 4, Year 5 and Year 6 as the learning and communication platform. If you have any concerns or issues please call the School.

If you need to gain access to digital technology the school will provide devices for loan. If you are having issues with the technology please log a ticket with the IT help desk via the school website in the Remote Learning page. A technician will contact you to provide support.

We have a suggested daily routine that families can adapt to suit their circumstances. The learning tasks developed are for all students, and if you feel there is too much work please make the adjustments that works for your family.

#### Principal Team

8.30 – 9.30am	Physical Activity	Play outside, go for a walk, play with your pet, ride your bike
9.30 - 10.30am	Academic time	Select a literacy task; reading, writing or spelling task from activities listed.
10.30- 11.00am	Break	
11-.00 12.00pm	Academic time	Select a Mathematics task from activities listed
12.00- 1.00pm	Creative time	Select an Art activity or a home construction activity with your child's favourite materials i.e. Lego, craft, music, instrument
1.00- 1.30pm	Lunch	
1.30 -2.30pm	Academic time	Select an Inquiry or Indonesian task from activities listed
2.30- 3.30pm	Physical Activity	Select a physical education activity or wellbeing activity.



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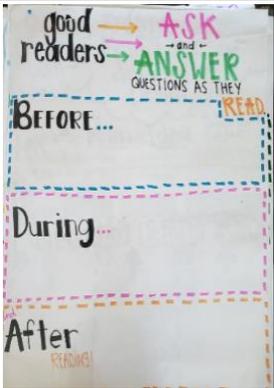
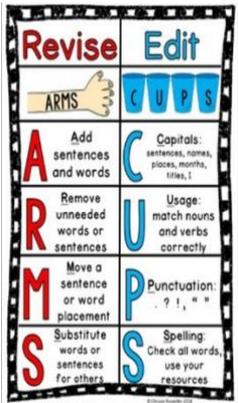
Year 3

Welcome to Week Two of our Remote and Flexible Learning Program for year 3. This is a new learning environment for all of us and we are continuing to seek your support and patience as we all adjust to this challenge.

Google classroom will be the main avenue for your child to post work, read instructions from the teacher, seek feedback and interact with other members of the class. Listed below are the weekly activities we encourage your child to work through in order. It is important the learning environment for students is calm, stress free and conducive to learning. If you feel there is too much work please make the adjustments that work for your family. Students work best when we support them at their point of need with quantity and pace.

If you do not have online access please contact the school and related hard copy learning packs will be made available.

Week 2 Year Level 3	
Content Area	Suggested Learning Activities
<b>Reading</b> Reading  Good readers ask questions before, during and after reading.	<p>This week's focus is asking questions. I am going to ask questions before, during and after reading. Successful readers ask questions and seek answers when they read. Asking questions helps readers monitor their comprehension and stay engaged and interested in their reading.</p> <p>Children are expected to read independently for 20 -30 mins per day.</p> <p><b>Lesson 1:</b> Find a comfy place in the house, e.g. on the bed with a blanket, to settle into some reading. Log on to reading eggs. (The same log in as mathletics.) Once on reading eggs, click on the library icon, look at the book of the day and then explore the library to find a 'just right' book.</p> <p><b>Lesson 2:</b></p>

	<p>Read the mentor text 'What are Living Things'  <a href="https://www.youtube.com/watch?v=87n5QPc2H6Y">https://www.youtube.com/watch?v=87n5QPc2H6Y</a>          In your 'Remote Learning' book, rule up and put the heading 'Questioning'. Answer the following questions in full sentences.</p> <p><b>Before reading:</b>          Make a prediction of what the text will be about?          What do you already know about the topic?          What questions do you have?</p> <p><b>During Reading:</b>          What new facts have you discovered?          What are you wondering about?          What is the most important idea so far?</p> <p><b>After reading</b>          What was the main idea of this text?          What connections did you make while reading?          What are you still wondering about?</p>	
<p><b>Writing</b></p>	<p>This week's writing focus is <b>building writing stamina</b> and the <b>'WORD CHOICE'</b> trait. Throughout the remote learning time we will continue to work on the '6+1 Traits' of writing, continue to collect and plant seeds in our 'Writer's Notebook' and continue to learn about writing different text types. We will also use mentor texts to look at what well known authors do to make their writing great. Remember, 'writing is thinking, thinking is quiet', so please try to find somewhere quiet and comfortable at home during your writing time. This will ensure you are able to think clearly to develop your ideas and organise your thinking when writing. Don't forget to keep collecting seeds and putting them into your seed bag to inspire and personalise your writing ideas.</p> <p><b>Lesson 1: Illustrating like well-known authors</b>          Mo Willems is a well-known author that has written books like 'Don't let the Pigeon Drive the Bus' and 'The Pigeon has to go to School'. He is currently doing weekly episodes called 'Lunch Doodles' from home explaining his writing process, how he uses a notebook, and teaching students how to draw.          Watch Episode 1:  <a href="https://www.youtube.com/watch?v=RmzjCPQv3y8">https://www.youtube.com/watch?v=RmzjCPQv3y8</a>          Have a go at illustrating just like he does. This task can be completed in your 'Remote Learning' book, or on blank paper you have at home.</p>	

**Lesson 2: Word Choice- Persuasive Language**

**Warm Up-** Use [www.pobble365.com](http://www.pobble365.com) for a daily writing prompt. Scroll down and use the 'question time' box to get you thinking about this writing prompt, and generate ideas in your mind of what you could write about. Complete a 'quick write' for 10-15 mins, using the prompt of the day (these prompts change every day). Remember to re-read your work, thinking about your editing and revising skills (ARMS and CUPS will help you do this).

Watch <https://www.youtube.com/watch?v=hD9arWXliddM> to understand what persuasive writing is.

Today we are looking at the 'Word Choice' trait of writing. Word choice is where writers think really carefully about the words they chose to put into their text. This is really important when persuasive writing, as we want to convince our reader with these words. Some great sentence starters when writing a persuasive text include

Key Qualities of the **Word Choice Trait**

- The words paint pictures in the reader's mind.
- The "just right" words make the message crystal clear.
- The words are accurate, specific, and powerful.
- The active verbs add energy and punch.
- The words and phrases have a marvelous sound.

**Persuasive Sentence Starters**

I must say that...  
 It is quite obvious that...  
 Others agree that...  
 Without a doubt...  
 People all over the world understand that...  
 In my personal opinion...  
 I am absolutely certain that...  
 In truth,  
 I feel extremely confident that...  
 It is imperative that...  
 It is vitally important that...  
 Clearly,



Writebrightstation.com

In your 'Remote Learning' book write the heading 'Persuasive Language'.

Watch 'The Day the Crayons Quit' <https://www.youtube.com/watch?v=Hrd-Wdxbg-Q>

Pause at each of the letters and think carefully about the persuasive words that have been used in each letter. Make a list of these words in your 'Remote Learning' book.

**Lesson 3: Planning a persuasive text**

Plan the persuasive text that you identified in your Writer's Notebook- the seed you planted last week. Remember this is just a plan, so you are only listing your ideas in dot points (short and sharp, not full sentences).

Watch <https://www.youtube.com/watch?v=nHCYvNvV68c> and <https://www.youtube.com/watch?v=6bbWJKlVl2c>

These clips explain how to plan for a persuasive text and develop your reasons.

On a page in your remote learning book rule up the following section:

-Title

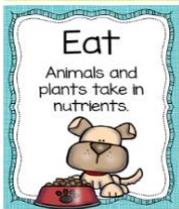
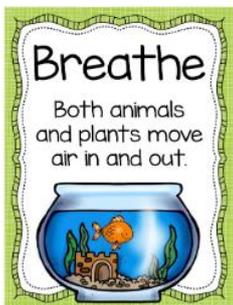
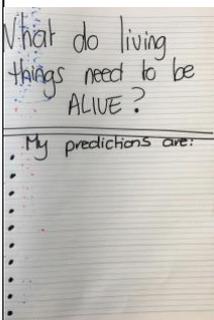
	<p>-Audience          -Reason 1 with supporting facts          -Reason 2 with supporting facts          -Reason 3 with supporting facts          Fill in your planning ready to draft your persuasive text next week.</p>
<p><b>Writing</b></p>	<p><b>Lesson 4: ANZAC Day</b>          Watch/read 'One Minute's Silence' text on YouTube.  <a href="https://www.youtube.com/watch?v=ja3X1Ojxg8s">https://www.youtube.com/watch?v=ja3X1Ojxg8s</a>          Think about how the soldiers felt in war time.          In your 'Remote Learning' book write a journal entry from the point of view of a soldier.          Start with 'Dear diary'.....          Be sure to include real facts that you learnt from their book and most of all your thoughts and feelings. This might include:          -Where you are          -How you are feeling          -What you have been doing while at war          -What are your living conditions while at war          -What you might be eating          -Your family back at home          Read your diary entry to an adult at home and discuss.  <b>Important:</b> a grown-up will need to help you send a photo of the work from this lesson to your teacher through Google Classroom, to help the teacher understand and help with your learning. More information about how to do this will come from the school app and also in Google Classroom.</p>
<p><b>Spelling</b></p>	<p>This week's 3 lesson spelling focus is 'Silent Final E' (SFE). There are 5 different jobs that Silent Final E does.</p> <ol style="list-style-type: none"> <li>1. Silent final e makes the vowel say its name. e.g. cave, nice</li> <li>2. English words don't end in v or u. e.g. blue, have</li> <li>3. Silent E after the letters C and G "soften" their sounds. e.g. cent, gym</li> <li>4. Every syllable must have a vowel. e.g. little, pickle, people</li> <li>5. Sometimes the silent final e has no purpose whatever. e.g. are</li> </ol> <p>Lesson 1. In your Remote Learning Book, write 7 words that follow rule 1 where SFE jumps over the consonant to make the vowel say its second sound e.g. like, spine          Lesson 2. Using rule 2, where every syllable needs a vowel, write the following words in interesting sentences in your Remote Learning Book.          have glue blue true          Lesson 3. Write down 10 words for rule 4 where every syllable must have a vowel. e.g. little, paddle</p>
<p><b>Maths</b></p>	<p><b>Lesson 1: Continuing to explore Mathletics</b>          Step 1. Log onto Mathletics.          Step 2. Visit the 'old Mathletics' site.</p>

	<p>Step 3. Click on the 'Spellodrome' button. (Some of you might be able to find Spellodrome on the 'new' Mathletics page.)</p> <p>Step 4. Explore Spellodrome.</p> <p>Step 5. On the 'new Mathletics page, click on the 'Play' button</p> <p>Step 6. Click on the orange 'Play' button.</p> <p>Step 7. Choose either the 'World challenge' or 'Computer challenge' and play at least 8 games. Try a different level and compare your score!</p>
	<p><b>Lesson 2: Revising and extending knowledge of 'tens facts'</b></p> <p>Step 1. Watch video here:  <a href="https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1qn4l-RuP96BehO84Tygfk0jcCUkOxQ7q/view?usp=sharing">https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1qn4l-RuP96BehO84Tygfk0jcCUkOxQ7q/view?usp=sharing</a></p> <p>Step 2. Think back? What do you remember about tens facts? How can they help us? If an adult is with you, tell them!</p> <p>Step 3. Create your own tens facts mini poster in the blank Maths book sent home in your book pack, or any other paper if you don't have a Maths book. Be sure to show friends of ten - you could do it as a rainbow, snake <b>or some other way that you choose</b> that shows how the numbers are connected to make 10.</p> <p>Challenge (optional): include your choice of multiples of 10, like <math>30 + 70 = 100</math> or <math>300 + 700 = 1000</math>. You could also show tens facts in other ways, like <math>23 + 7 = 30</math>.</p>
	<p><b>Lesson 3: Revising and extending our knowledge of 'fact families'</b></p> <p>Step 1. Watch the following video, which will explain the task:  <a href="https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1CwG6pWRYvjIQ-3-bV8Qqhmaa7D2fCaK5/view?usp=sharing">https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1CwG6pWRYvjIQ-3-bV8Qqhmaa7D2fCaK5/view?usp=sharing</a></p> <p>Step 2. Think back? What do you remember about fact families? If an adult is with you, tell them!</p> <p>Step 3. In your Maths book from your book pack (or some other paper if you need it) write the fact families the way explained in the video, using these groups of numbers: 10,6,4 10,8,2 12,5,7 &gt;&gt; <b>PLUS 3 other fact families of your choice</b></p> <p>Challenge (optional) - Write the fact families for the numbers below  18, 28,?,? 27,?,? &gt;&gt; <b>PLUS 3 other fact families of your choice</b></p>
<p>Inquiry</p> <p>Lesson 1 <b>Inquiry</b></p>	<p>Did you know that the World of Science can be divided into 3 different types/categories?</p> <ol style="list-style-type: none"> <li>1. <b>BIOLOGY</b>  Biological sciences is the study of life and living organisms (organic), their life cycles, adaptations and environment.  (BIO means life in Latin and ology the study of)</li> <li>2. <b>CHEMISTRY</b>  <b>Chemical Science - the science of matter; the science of everything the world is made of and reactions of the tiny atoms that make up everything in the world.</b></li> <li>3. <b>PHYSICS</b></li> </ol>

I can explain the 3 different aspects of science.

I can identify what it means to be living.

Lesson 2



Physical science, the way our world is built and how everything is stuck together to make buildings and structures.

**Lesson 1:**

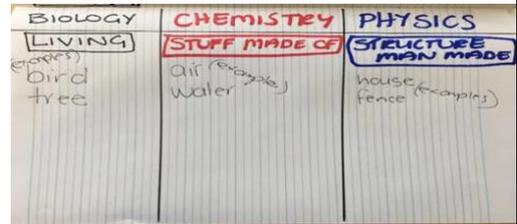
So, Science has 3 different types....

In your 'Remote Learning' book make a page that looks like this:

DON'T write the word examples....just write the examples in

Now, head outside with your book and a pencil so you can record the different types of science you see out there.

PUT A BIG CIRCLE AROUND THE BIOLOGY COLUMN AS THATS THE SCIENCE WE WILL BE STUDYING FOR THE TERM: LIVING AND NON LIVING THINGS



DEAD OR ALIVE????

**Lesson 2:**

What do things need to be living?

In your 'Remote Learning' book create a page like this:

Make a list and predict about what you think Living things NEED to be able to stay ALIVE

Now watch the following video:

[https://www.youtube.com/watch?v=p51FiPO2\\_kQ](https://www.youtube.com/watch?v=p51FiPO2_kQ)

**Important:** a grown-up will need to help you send a photo of the work from this lesson to your teacher through Google Classroom, to help the teacher understand and help with your learning. More information about how to do this will come from the school app and also in Google Classroom.

Were any of your predictions right??? Tick the ones that were correct.

**Lesson 3:**

In Science, we need to use more fancy language so let's learn some new more Tier 3

Topical language/vocabulary. We call these the **7 Traits of Living.**

In your Remote Learning book make a table that looks like this:

From the video and with help from your parents, can you fill it in?

Easy word	Harder word
Tier 1-2	Tier 3
Breath	Respiration, gas exchange

	<table border="1"> <tr> <td>Waste, poo, wee,</td> <td>Excrete</td> </tr> <tr> <td>Grow</td> <td>Mature</td> </tr> <tr> <td>Babies</td> <td>Reproduce</td> </tr> <tr> <td>Food, diet, eat</td> <td>Nutrition</td> </tr> <tr> <td>Senses, responds</td> <td>Adapts to environment, sensitivity</td> </tr> <tr> <td>Movement</td> <td></td> </tr> </table>	Waste, poo, wee,	Excrete	Grow	Mature	Babies	Reproduce	Food, diet, eat	Nutrition	Senses, responds	Adapts to environment, sensitivity	Movement		
Waste, poo, wee,	Excrete													
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Food, diet, eat	Nutrition													
Senses, responds	Adapts to environment, sensitivity													
Movement														
<p><b>Well Being</b></p>	<p><b>Understanding what I can do to calm myself down or keep going when things get tough</b></p> <p>Everyone has different ways to help us feel better, or to keep going when things get tough. Ask those around you to give you examples of some of the ways they cope with stress or calm themselves down when needed.</p> <p>Using the <a href="#">“My self-calming strategies” worksheet</a> and ideas for self-calming strategies list name at least two different calming strategies that you can use when you feel sad, angry, lonely, frightened or worried.</p> <p><i>Adapted from RRRR Level 3 / 4 Topic 5 Stress Management Activity 3</i></p> <p><b>Create a poster</b></p> <p>Create a poster for your remote learning space showing all the things you can do if you feel worried or upset. Share your poster with your teacher.</p>													
<p><b>Physical Activity</b></p>	<p><u><b>Cross Country</b></u> Continue to increase the distance from previous week.</p> <p><u><b>AFL skills</b></u> <u>Handball Tag</u> - One or more players with footballs attempt to tag others by handballing. The last remaining player is the winner. <u>Two VS One Handball</u> - Groups of three. Two players run and handpass the ball to each other, the third player attempts to intercept or block the ball. No tackling is permitted. A goal is scored after three handballs have been received without the ball touching the ground. <u>Set Shot Goal Kicking</u> – from various distances and angles</p>													

	<p><b><u>Basketball skills</u></b> Attacking and Defending – piggy in the middle</p>
<p><b>Indonesian</b></p>	<p><b>Activity 1:</b> Indonesian people generally use a <b>fork (garpu)</b> and <b>spoon (sendok)</b> to eat with. The fork goes in the left hand and the spoon goes in the right hand. The hand with the spoon is the one that travels to your mouth. The next time you have rice try eating in this style and have someone video you doing it. If you don't have rice try eating any other whole meal with a fork and spoon.</p> <p><b>Activity 2:</b> <a href="#">Watch the music clip</a> about using cutlery to eat. Try changing the subtitles to English and read along. Draw a picture of you with a <i>garpu di tangan kiri dan sendok di tangan kanan</i>.</p> <p><b>Key words:</b> di= in tangan= hand kiri=left kanan=right</p> <p>Super Challenge: Get your whole family to eat a meal with a fork in their left hand and a spoon in their right. Remember only the left hand travels to the mouth. The fork is used for holding food down to tear apart or push food onto your spoon.</p>
<p><b>Art</b></p>	<p>In your garden, pick some flowers/grass plants and arrange in a vase, making sure they are all different heights. Lightly sketch what you observe; the shapes, proportions, overlaps detail, where the light source highlights the arrangement, the shadows. If you have water colour paints, or pencils or oil pastels, dry pastels add colour.</p> 
<p><b>Optional websites sites that can be accessed to support learning</b></p>	<ul style="list-style-type: none"> <li>● Twinkl- Setting this up is really easy to do - go to <a href="http://www.twinkl.co.uk/offer">www.twinkl.co.uk/offer</a> and enter the code AUSTRCODE (30 day free trial )</li> <li>● Reading <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> Great website for students to listen to and read well known picture story books</li> <li>● Reading <a href="https://www.getepic.com/">https://www.getepic.com/</a> Website, over 40,000 books, students can search by interest and age and they earn points and badges depending on how many books they read. Teacher's need to set up their own account and add students in. Teachers can also set up collections, e.g. a collection of books purely about celebrations. Teacher's already have the App on their IPad.</li> <li>● Reading <a href="https://www.vooks.com/">https://www.vooks.com/</a> this site costs \$4.99 a month but currently has a 1 month free trial. Books are animated.</li> <li>● Spelling - Teach Your Monster to Read. Free app (need to download from App Store). There is no assessment so students begin at learning satpin. Could be suggested for parents of at risk students.</li> <li>● Study Ladder <a href="https://www.studyladder.com.au/account/teacher?t=teacher&amp;r=#create-account">https://www.studyladder.com.au/account/teacher?t=teacher&amp;r=#create-account</a> Free 24 hr access for teachers, free <i>unlimited</i> student access from <i>school</i>, free <i>limited</i></li> </ul>

student access from *home*, Printable and online resources, individual task allocation. Teachers will need to set up classes.

- **Writing legends** <https://www.writinglegends.com/> this is free until July and teachers will need to set students up. this site has - Quick Writes, Podcasts, Writing Types, Writing Process Activities, Annotated Exemplars, Checklists, Class Review, Student Replay, Positive Feedback, Independent, Vocabulary Analysis and Set Activities
  - Mindfulness- <https://www.smilingmind.com.au/>
  - Levelled Inquiry based units of work for all year levels- <https://www.coolaustralia.org/>
  - Reading A-Z- Free trial- [www.readinga-z.com](http://www.readinga-z.com)
  - BTN <https://www.abc.net.au/btn/>
  - A maths dictionary <http://amathsdictionaryforkids.com/>
  - Abcya <https://www.abcya.com/>
  - Nessi <https://www.nessy.com/us/>
  - Levelled Inquiry based units of work for all year levels- <https://www.coolaustralia.org/>
  - [www.mathletics.com.au](http://www.mathletics.com.au)
  - [www.readingeggs.com.au](http://www.readingeggs.com.au)
  - Khan Maths - <https://www.khanacademy.org/> This site can import your students from google classroom. I like it because there are instructional videos to go with the courses the students are set, unlike mathletics which really is follow up activities after a concept has been taught.
  - Prodigy Maths <https://www.prodigygame.com/> a fantasy type game where students must battle monsters to move to the next area of the game. Pros - it is motivating and like a video game and to play you can just sign in with your google classroom code. Con there is no explicit teaching so parents will need to help them with the game.
- <https://ed.ted.com/>