



Remote and Flexible Learning Term 3 2020

Year: 3

Week: 9

Torquay College Families,

We are now entering our 6th week of Remote and Flexible Learning and there is only two weeks left of term three. I am fortunate in my position to see all the teaching and learning across the college and what I am observing is a wonderful community of learners. I am proud of the work that the students and teachers are doing in these unprecedented times.

The virtual learning environment is a great way to maintain learning and build friendships with class friends. A reminder to families that the class virtual lessons are an official class session that deserve students' full attention and a reminder to families that when we are in our Virtual Class meeting we need to ensure students are ready to engage and participate. Please make sure students are not in bed or distracted by breakfast, games or other home activities.

Digital safety continues to be a focus with some students engaging on sites that may put some students at risk and we urge families please make sure you have considered your child's digital safety and screen time. The department's E-safety website attached is a wonderful resource that all families should engage with to ensure children are using technology safely. <https://www.esafety.gov.au/parents>

The Three Way Conferences (parent, student and teacher) are open to all families each fortnight. Three Way Conferences are a great way for families to discuss individual child's learning needs. Conferences can be booked on Sentral each fortnight for the following weeks.

Thank you for your continued support,

Assistant Principal
Nadia Tkaczuk

Weekly Team Message:

Welcome to Week 9 of remote and flexible learning for Term 3. Thank you for the continued support and the amazing job that you are doing at home with your child. We really appreciate the feedback we have been receiving and your patience.

Your virtual class meetings this week will be on **Monday and Friday at 11:00am**, through Webex. You will be connecting the same way as we did using your teacher's unique meeting room number. If you need help, your teacher will post instructions in your Google Classroom stream or you can also contact the office.

Fortnightly three-way conferences (or as required) via Webex will be continuing again this week. Bookings for these open on Sentral on a Thursday to a Sunday on a fortnightly basis.

Every Thursday will be 'Show & Glow Thursday' from 10-3pm where we will be opening up our Google Classroom stream for students to be able to show off a special piece of work that they have completed that they are really proud of. This will be shared with the rest of your class. This could be classwork, or work from any specialist classes. It does not need to be a completed piece of work, it could be a draft that students are in the middle of. Their peers may choose to give positive feedback on the work that they have shared. This is a chance for us to celebrate the amazing work that students are doing at home.

IMPORTANT: Hopefully all students were able to login to readinga-z last week to complete their reading task. We will be using readinga-z weekly. If you were not able to join, here are the instructions again to assist you. Simply type in www.kidsa-z.com . Put in teachers username: TP6Surname eg. TP6Noble. Click on the student name. Put in student password: abc123. If you are having any problems with this please contact the classroom teacher.

The school website curriculum program is designed for families who would like a hard copy pack and who do not have access to the internet.

The activities listed will be uploaded on Google Classroom each week by Friday afternoon for the following week.

You will have two feedback tasks each week that need to be submitted onto Google Classroom for your teachers to give you feedback on.

However, you are still expected to be completing all activities in the planner as you would be expected to at school. Optimal learning follows a sequence of development of skills, therefore, skipping or missing lessons may lead to gaps in understanding.


Every Wednesday will be a 'Specialist Day'. This means that on a Wednesday students will be working from their specialist (P.E., Art, Indonesian, Wellbeing) classes on Google Classroom. Specialist Webex meetings are available for the students to join and connect with their specialist teachers. The times for these meetings are below.

Subject Area & Start Times	ART Room Number: 575-803-757	INDO Room Number: 874-426-885	PE Room Number: 575-729-143
9.00 am (20 mins)	F, Yr 1-2	Yr 5-6	Yr 3-4
10.00 am (20 mins)	Yr 3-4	F, Yr 1-2	Yr 5-6
11.00 am (20 mins)	Yr 5-6	Yr 3-4	F, Yr 1-2

Suggested Daily Schedule

Program for: Monday Tuesday Thursday Friday			Program for: Specialist day Wednesday		
8.30 to 9.30	Physical Activity	Play outside, go for a walk, ride your bike	8.30 to 9.30	Physical Education	Torquay College PE Lesson.
9.30 to 10.30	Academic time	Select a reading or writing task from activities listed. Refer below	9.30 to 10.30	Art Activity	Torquay College Art Lesson.
10.30 to 11.00	Break		10.30 to 11.00	Break	
11.00 to 12.00	Academic time	Select a Mathematics task from activities listed. Refer below	11.00 to 12.00	Indonesian Activity	Torquay College Indonesian Lesson.
12.00- 1.00	Creative time	Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument	12.00 to 1.00	Well Being Activity	Torquay College Wellbeing Lesson.
1.00- 1.30	Lunch		1.00 to 1.30	Lunch	
1.30 -2.30	Academic time	Select an Inquiry or English task from activities listed in the appropriate year level learning tasks. Refer below	1.30 to 2.30	Creative time	Construction activity with your child's favorite materials i.e. Lego, draw, craft, music,instrument.
2.30- 3.30	Physical or Wellbeing	Select a wellbeing or physical activity: Play game outside, a ball game in your yard, skipping	2.30 to 3.30	Physical Activity	Play outside, go for a walk, ride your bike.

Writing

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date														
<p><u>Session 1</u> Learning Intention: We are learning that synonyms are words that are similar in meaning to another word.</p>	<p>Grammar - Synonyms Watch the clip on the right and click on the google slide presentation Writing Week 9 Lesson 1 Synonyms.</p> <p>Task: The Task is in 2 parts. Part A Write the sentences in your remote learning book and replace the underlined word with the correct synonym.</p> <ol style="list-style-type: none"> 1. I need a little help to <u>complete</u> this assignment. start finish grade ignore 2. The <u>loud</u> noise was almost deafening. soft low silent startling 3. We are going to <u>buy</u> a new car. give purchase send see 4. They ran quickly down the <u>narrow</u> path. rough hilly wide thin 5. The <u>base</u> of the vase was broken. top bottom handle middle <p>Part B Match the words on the left with the correct synonym on the right.</p> <table border="1" data-bbox="378 927 517 1163"> <tr><td>tired</td></tr> <tr><td>over</td></tr> <tr><td>share</td></tr> <tr><td>mean</td></tr> <tr><td>dark</td></tr> <tr><td>look</td></tr> <tr><td>wet</td></tr> </table> <table border="1" data-bbox="651 927 790 1163"> <tr><td>divide</td></tr> <tr><td>nasty</td></tr> <tr><td>night</td></tr> <tr><td>sleepy</td></tr> <tr><td>see</td></tr> <tr><td>above</td></tr> <tr><td>damp</td></tr> </table> <p>Answers are in the Google Slide show so you can correct your own work.</p>	tired	over	share	mean	dark	look	wet	divide	nasty	night	sleepy	see	above	damp	<p>Watch the clip below. https://www.youtube-nocookie.com/embed/pD9KWtpHDDY</p> <p>View Google slide below. Writing Week 9 Lesson 1 Synonyms</p> 	
tired																	
over																	
share																	
mean																	
dark																	
look																	
wet																	
divide																	
nasty																	
night																	
sleepy																	
see																	
above																	
damp																	
<p><u>Sessions 2 & 3</u> Learning Intention: We are learning to use a mentor text and our prior</p>	<p>**PLEASE COMPLETE THE WRITING SESSIONS BEFORE INQUIRY THIS WEEK</p> <p>Today you are going to develop your ideas to prepare to write a diary from the perspective of a First Australian. You will be using all</p>	<p>Here is a link to the Google Slide presentation that will guide/help you to fill in your PLAN ready for drafting. Writing Week 9 Lesson 2 and 3: Planning Diary</p>	<p>Feedback Task- Please share through Google Classroom. There will be an 'assignment' set for</p>														

<p>knowledge to develop ideas for our writing.</p>	<p>of the knowledge that you have gained throughout the term on our Inquiry unit on First Australians to inform your writing, as well as the mentor text 'You and me, Murrawee'. These 2 sessions are for planning only- just like when we plant a seed in our Writer's Notebook. Remember, the more ideas you have in your seed, the more interesting your diary writing is going to be. Please follow the Google Slides presentation labelled Writing Week 9 Lesson 2 and 3 in Google Classroom. When you have completed these 2 Writing sessions you need to continue this writing task in INQUIRY...so now go down to Inquiry and read what is to be done next.</p>	<p>You will also find the Google slide presentation to help guide/help you under Google Classwork Writing folder called: Writing Week 9 Lesson 2 and 3: Planning Diary</p>	<p>this on Google Classroom. Due- Friday 11/09</p>
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Writing: Optional Extra- if you want to do more:
 -Complete a page, from wherever you are up to, out of your handwriting book that was sent home from school in your remote and flexible learning pack.
 -Complete a 'rocket writing/ quick write' in your remote learning book using the daily prompt or picture on <https://www.pobble365.com>
 Remember, the 'question time' section under the picture will help get you thinking deeply about the prompt and give you ideas for your writing.

Reading

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Session 1</u> Learning Intention: <i>We are learning to make connections to texts we read.</i></p>	<p><u>Text Connections</u> We are going to revise the three ways we can make connections to texts to help us understand what we are reading. TASK Open Google Slide TERM 3 READING Week 9, Lesson 1 and work your way through the slides. The task is outlined in the slides. Mini Lesson (ReadingWeek9Lesson1.mov) attached separately if needed.</p>	<p>TERM 3 READING Week 9 Lesson 1 ReadingWeek9Lesson1.mov</p>	
<p><u>Session 2</u> Learning Intention:</p>	<ol style="list-style-type: none"> 1. Log in to Reading A-Z 2. Click on your name 3. Click on 'My assignments' 4. Choose your book to read 5. Read your book 6. Complete the online quiz 	<ol style="list-style-type: none"> 1. Go to www.kidsa-z.com 2. Enter teachers code TP6Surname eg. TP6Noble 3. Click on your name 4. Enter password abc123 	
<p><u>Session 3</u> Learning Intention: We are learning to read and write the codes 'kn' and 'gn'.</p>	<p>The 2 codes we are focusing on this week are 'kn' as in know and 'gn' as in sign. TASK Using a page in your remote learning book, make a poster of the 'kn' and 'gn code. This page can include:</p> <ul style="list-style-type: none"> - words of the 2 codes (you can use google, books etc to help you) - draw pictures (eg. a drawing of a sign) - use coloured pencils and get creative! 	<p>Watch the clip below on the 'kn' and 'gn' codes for this week and 'wr' from last week. https://www.youtube-nocookie.com/embed/QkBjt28BMJ8</p>	
<p>Reading: Optional Extra- if you want to do more: Epic books Independent reading</p>			

Mathematics

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Session 1</u> Learning Intention: We are learning to find equivalent fractions using a fraction wall.</p>	<ol style="list-style-type: none"> 1. Open the Google Slides lesson package by clicking here. 2. Watch the demonstration video that explains the task all the way to the end. You may need to rewind this or replay it at different times. 3. Use the online fraction wall (click here to see it) to help you. Write each fraction from the Google Slides document in your Maths book, plus at least one equivalent fraction that you can see on the online fraction wall sheet, as shown in the video. <i>*Optional challenge*: if the questions were too easy, or if you're super-confident with fractions, go to the Challenge slide in the Google Slides document and try those ones!</i> 	<p>Google Slides lesson package Maths Term 3, Week 9, Lesson 1 The Google Slides document has the demonstration video, instructions and challenge questions inside it.</p> <p>Fraction wall sheet (used in video) Maths Term 3 Week 9 - Fraction Wall.pdf</p> <p>Maths book with 1cm grid squares</p>	
<p><u>Session 2</u> Learning Intention: We are learning to use equivalent shapes to identify the largest fraction shaded.</p>	<p>Feedback Task > please share this activity with your teacher when you have finished it.</p> <ol style="list-style-type: none"> 1. Open the Google Slides lesson package by clicking here. 2. Watch the demonstration video that explains the task all the way to the end. You may need to rewind this or replay it at different times. 3. Copy the scanned activity page into your Maths book as accurately (exactly!) as you can. Include all images and fractions. Find something circular that you can trace, that has a similar size to the circles on the activity sheet, as shown in the video. 4. For each question, tick the shape with the largest fraction shaded (the one that takes up the most space inside the shape). <i>*Optional challenge* Repeat this activity for the second 'Challenge' activity sheet!</i> 	<p>Google Slides lesson package Maths Term 3, Week 9, Lesson 2 The Google Slides document has the demonstration video, instructions and challenge questions inside it.</p> <p>Activity page Maths Term 3, Week 9, Lesson 2 - Largest Shaded Fractions.pdf</p> <p>'Challenge' Activity page Maths Term 3, Week 9, Lesson 2 - Largest Shaded Fractions Challenge.pdf</p> <p>Maths book with 1cm grid squares</p>	<p>Feedback Task- Please share through Google Classroom. There will be an 'assignment' set for this on Google Classroom. Due- Friday 11/09</p>

<p><u>Session 3</u> Learning Intention: We are learning to identify equivalent fractions displayed in different forms.</p>	<p>Mathletics - Fractions - Equivalent fractions online game</p> <ol style="list-style-type: none"> 1. Start your Maths lesson by playing 10 minutes of Live Mathletics to warm up. 2. Click on the 'Learn' section. 3. Click on the 'Fractions' tab. 4. Choose and complete any of the fraction activities that you didn't complete last week. 5. Play the online equivalent fractions game at: https://www.sheppardsoftware.com/mathgames/fractions/memory_equivalent1.htm <p>*Optional challenge* Try playing 'Equivalent Fractions Shoot' at: https://www.sheppardsoftware.com/mathgames/fractions/equivalent_fractions_shoot.htm</p> <p>(You <i>won't</i> be able to play these games on an ipad.) If you get a message advising 'Flash is blocked', click on the padlock beside the web address at the top of your webpage and then click on the down arrow to 'allow Flash'.)</p>	<p>Link to Google Slide: Maths Term 3, Week 9, Lesson 3</p> <p>Equivalent fractions online game https://www.sheppardsoftware.com/mathgames/fractions/memory_equivalent1.htm</p> <p>Equivalent fractions shoot online 'optional challenge' game https://www.sheppardsoftware.com/mathgames/fractions/equivalent_fractions_shoot.htm</p>	
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Mathematics optional extras:

Continue Mathletics

Play Multiverse to practise your times tables (it's in the 'Play' section of Mathletics)

Optional 'Mental Maths' activities

These activities are **optional** and there is no requirement for students to complete them. They are for students who have completed **all** previous Maths lessons from the Year 3 remote learning program and would benefit from an extra challenge in Maths. The questions can be viewed on-screen or printed out and answers can be written on the printout or in a Maths book or on other paper. The sheets have headings on them ('Monday' and 'Tuesday') but these just help the teachers to remember which one we're up to and the activities can be done on any day, not just those days.

Mental Maths questions: [Maths Term 3 Week 9 option - Mon + Tue.pdf](#)

Mental Maths answers - Monday: [Maths Term 3 Week 9 - Mon answers.pdf](#)

Mental Maths answers - Tuesday: [Maths Term 3 Week 9 - Tue answers.pdf](#)

Inquiry

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Session 1</u> Learning Intention: We are learning to draft a diary entry from the perspective of a First Australian.</p>	<p>**PLEASE COMPLETE THE WRITING SESSIONS BEFORE INQUIRY THIS WEEK</p> <p><i>NOW, we continue this writing task here in Inquiry lessons.....</i></p> <p>Today we will draft a diary entry. You learnt about diary entries in Writing last week. In this lesson you will put yourself in the shoes of a First Australian and write a diary entry from their point of view, pretending you are living their life. Today's diary entry will focus only on the EARLY MORNING part of the day. Please follow the Google Slides presentation labelled Inquiry TERM 3 INQUIRY WEEK 9 LESSON 1 Early Morning in Google Classroom.</p>	<p>Google Slides presentation found in Google Classwork folder labelled TERM 3 Inquiry Week 9 Lesson 1 or here IS a direct link for you.</p> <p>TERM 3 INQUIRY WEEK 9 LESSON 1 Early Morning</p>	
<p><u>Session 2</u> Learning Intention: We are learning to draft a diary entry from the perspective of a First Australian.</p>	<p>**PLEASE COMPLETE THE WRITING SESSIONS BEFORE INQUIRY THIS WEEK</p> <p>Today we will continue our diary writing. In this lesson you will continue to write from the perspective of a First Australian and write a second diary entry from their point of view, pretending you are living their life. Today's diary entry will focus only on the LATE MORNING part of the day. Please follow the Google Slides presentation labelled Inquiry TERM 3 INQUIRY WEEK 9 LESSON 2 Late Morning in Google Classroom.</p>	<p>Google Slides presentation found in Google Classwork folder labelled TERM 3 Inquiry Week 9 Lesson 2 or here is a direct link for you.</p> <p>TERM 3 INQUIRY WEEK 9 LESSON 2 Late Morning</p>	

<p><u>Session 3</u> Learning Intention: We are learning about air pressure.</p>	<p>Welcome back to week 9. Please pick another activity from the STEM rubric. Make sure that you are following the design process when completing the engineering activities.</p> <p>Episode 5 of the Gunther Science Show is ready for you to watch. This week we are learning about air pressure.</p>	<p>YEAR THREE STEM RUBRIC A.pdf</p> <p>The Gunther Science Show episode 5.mov</p>	
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Wednesday Specialist Program

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Well Being Activity</u> Learning Intention: I can identify my own unique traits and qualities.</p>	<p><u>What are my best qualities?</u></p> <p>Each one of us is different. We are all unique with many special qualities. Make a list of all of your best qualities. A few examples might include: I am honest. I am brave. I make people laugh. I am a good friend. Try your best to do this activity on your own, or if you need help, ask an adult for some ideas. You might even like to write your best qualities on post-it notes to put up somewhere in your bedroom or house.</p>		

<p><u>Art Activity</u></p> <p>Learning Intention: I can make and explore artwork using different materials, techniques and processes.</p>	<p><u>Activity- Guitars</u></p> <p><u>Materials-</u> Paper, textas or paint, ruler, grey lead eraser</p> <p>Directions- Look at images for inspiration.</p> <p>The last three pictures have the plain shapes of the guitars.</p> <p>Draw an outline of a guitar, make it as large as your piece of paper. You can be creative with the shape.</p> <p>Draw in the parts of the guitar, the sound hole, the neck, the strings (use a ruler to get straight lines) etc.</p> <p>Outline everything with a black texta or a fine liner. Decorate your guitar using textas or paints. Leave your background plain or add in patterns or paint.</p> <p>Have fun.</p>		
<p><u>Indonesian Activity</u></p> <p>Learning Intention: I can say the place, weather and temperature in a sentence.</p>	<p>Putting it all together.</p> <ol style="list-style-type: none"> 1. Watch the mini on giving a weather report. This video will take you step by step through how to write your own weather report. Make sure you have a piece of paper and pencil while watching the mini lesson. 2. Film your own weather report. 	<p>Mini lesson</p> <p>Paper, pencil, props for filming a weather report.</p>	
<p><u>Physical Education Activity</u></p> <p>Learning Intention: I can test alternative responses to movement challenges and predict the success or effectiveness of each</p>	<p>The Olden Days (Watch Mr. McLoughlan's video in Google Classroom Week 9)</p> <p>This week we are going to show you some activities that were really fun back in the olden days.</p> <p>Activity 1 – Skittles</p> <p>Set up some skittles (eg: plastic bottles) in a triangle shape. Take 5 big steps back (or more if you want a challenge!), underarm the ball to see how many you can knock over. Like ten pin bowling, you get two turns to knock them all over. Add them up as your total score.</p> <p>Challenges – change your ball or skittles, move further away from your skittles, can you play against a family member?</p>	<ul style="list-style-type: none"> - Plastic bottles or set of skittles - Wooden ball, tennis ball or any sized ball - quits and wooden peg or pot plant and some toys - Potato sack, sleeping bag or pillow case Hard-boiled egg/plastic egg and stirring spoon or any spoon 	

Activity 2 – Quoits

Players take turns to throw the **quoits** from the throwing position to try and hook them over the scoring peg. If you don't have a quoits set, improvise and use toys as the quoits and a pot plant as the scoring peg.

Activity 3 – Potato sack race

On an area of flat, grassy ground, get the students to line up with their feet inside their sacks. On the command "On your marks!" they should reach down and hold the top of the sack around their waist/stomach. Then shout "get set...GO!" to begin the fun-filled race! The first to jump, hop, bounce and wobble to the finish line is the winner. To make the race more challenging and exciting, you could introduce obstacles for the children to jump around or over.

Activity 4 – Egg and spoon race

Each player gets a spoon and an egg (hardboiled or plastic). Each team must carry their egg on their spoon from the starting line to a turnaround point and back again. Then, the egg is passed off to a teammate who takes their turn. If the egg is dropped, the player must stop and retrieve it. The winner is the team that gets past the finish line first with their egg and spoon

Activity 5 – Hose tag/chain tag

This is a movement activity which requires students to move whilst linked to other students. Played like a normal game of tag except that each time a player is tagged they join hands with the tagger (or you could use a bit of rope or hose). The play continues until the last person is tagged and they are the winner.

See you next week!

-short length of rope or hose 10cm long

Living and Learning by the Sea