



Remote and Flexible Learning Term 3 2020

Year: 3

Week: 10

Torquay College Families,

We are in our final week of term 3 and I cannot believe how quick this term has flown. This term has brought us many challenges and with that many opportunities. Families have taken on the Remote and Flexible Learning environment with more confidence and resilience and that is certainly showing through in the work being produced by our students.

I would like to take this opportunity to thank you for the support you have given both to your child and to the school. We began the term with a second lock down and the tenacity and resolve from our Torquay College families, students and staff has enabled the school to further develop the home school partnerships and a learning program that supports student learning.

I am delighted with the way our students have engaged with the new learning environment showing confidence and independence in their learning. I have had many positive comments from the community who feel that we are in this together and working hard to make the best of this situation.

Finally, I would like to remind parents and carers that this term ends on Friday 18th September. Term 4 resumes on Monday, 5th October.

I hope you have a wonderful spring holiday.

Assistant Principal
Nadia Tkaczuk

Weekly Team Message:

Welcome to Week 10 of remote and flexible learning for Term 3. Congratulations on making it to the end of Term 3. Thanks for your persistence and resilience through such challenging times. We have been highly impressed by much of the work that has been produced and are so proud of the efforts.

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, during remote learning in Term 2. If you need help, your teacher will post instructions in your Google Classroom stream or you can also contact the office.

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: This week all students need to login to readinga-z. We will be using readinga-z weekly. Teachers have instructions on their google classroom. Simply type in www.kidsa-z.com . Put in teachers username: TP6Surname eg. TP6Noble. Click on the student name. Put in student password: abc123.

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: 578-370-471 | 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 |

Writing

| Curriculum Area Focus | Suggested Learning Activities | Material links / Online Resources | Task Assessed by Teacher Due Date | | | | | | | | | | | | |
|---|--|-----------------------------------|---|-----------|-----------|------------|----------|------------|-------------|-----------|------------|--------------|--------------|--|--|
| <u>Session 1</u> Learning Intention: We are learning that antonyms are words that have the opposite meaning. | <p>The focus for grammar this week is ANTONYMS - words that have the opposite meaning like happy & sad, high & low. Click on the google slides presentation and watch the explicit teaching video in materials.</p> <p>Task: In your remote learning book, write the word below and then the antonym (the opposite word) next to it.</p> <table> <tr> <td>1. over -</td> <td>2. near -</td> </tr> <tr> <td>3. loud -</td> <td>4. push -</td> </tr> <tr> <td>5. throw -</td> <td>6. old -</td> </tr> <tr> <td>7. dirty -</td> <td>8. asleep -</td> </tr> <tr> <td>9. high -</td> <td>10. left -</td> </tr> <tr> <td>11. inside -</td> <td>12. hungry -</td> </tr> </table> | 1. over - | 2. near - | 3. loud - | 4. push - | 5. throw - | 6. old - | 7. dirty - | 8. asleep - | 9. high - | 10. left - | 11. inside - | 12. hungry - | <p>Watch the clip below. https://www.youtube-nocookie.com/embed/uEFadj41kEQ</p> <p>Click on google slide presentation labelled Writing Week 10 Lesson 1 Antonyms Writing Week 10 Lesson 1 Antonyms</p> | |
| 1. over - | 2. near - | | | | | | | | | | | | | | |
| 3. loud - | 4. push - | | | | | | | | | | | | | | |
| 5. throw - | 6. old - | | | | | | | | | | | | | | |
| 7. dirty - | 8. asleep - | | | | | | | | | | | | | | |
| 9. high - | 10. left - | | | | | | | | | | | | | | |
| 11. inside - | 12. hungry - | | | | | | | | | | | | | | |

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| | <p>13. follow - 14. never - 15. winner - 16. whole - 17. useless - 18. vertical -</p> <p>*The answers are on the final google slide so you can correct your own work.</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>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 third diary entry from their point of view, pretending you are living their life. Today's diary entry will focus only on the MID-DAY/AFTERNOON part of the day. YOU WILL NEED YOUR RAINBOW PLANNER you created last week to continue this task. Please follow the Google Slides presentation labelled Writing Week 10 Lesson 2 in Google Classroom.</p> | <p>Google Slides presentation found in Google Classwork folder labelled TERM 3 Inquiry Week 10 Lesson 1 or here IS a direct link for you.</p> <p>Drafting Paragraph 3: Midday/Afternoon</p> | |
| <p><u>Session 3</u> Learning Intention: We are learning to draft a diary entry from the perspective of a First Australian.</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 fourth and final diary entry from their point of view, pretending you are living their life. Today's diary entry will focus only on the EVENING part of the day. YOU WILL NEED YOUR RAINBOW PLANNER you created last week to continue this task. Please follow the Google Slides presentation labelled Writing Week 10 Lesson 3 in Google Classroom.</p> | <p>Google Slides presentation found in Google Classwork folder labelled TERM 3 Inquiry Week 10 Lesson 2 or here IS a direct link for you.</p> <p>Drafting Paragraph 4: Evening</p> | |
| <p>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.</p> | | | |

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 10 Lesson 1 and work your way through the slides. The task is outlined in the slides. Mini Lesson (ReadingWeek10Lesson1.mov) attached separately if needed.</p> | <p>TERM 3 READING Week 10 Lesson 1 ReadngWeek10Lesson1.mov</p> | |
| <p><u>Session 2</u> Learning Intention:</p> | <ol style="list-style-type: none"> 1. Log in to readinga-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 words that have the code 'ou'.</p> | <p>Spelling For spelling this week we are focussing on the 4 sounds of 'ou'. out (ow sound) *the most common and main sound shoulder (o sound) you (oo sound) cousin (u sound)</p> <p>Task; In your remote eaning book, sort and write the words below under the correct heading from the 4 sounds. Eg. out shoulder you cousin shout boulder youth young</p> <p>Words to sort under into correct column: <i>couch, mould, sound, trouble, rough, loud, group, tough, fountain, routine, about, smoulder, mountain, tough, double youthful, tour, announce, counted</i></p> | | |

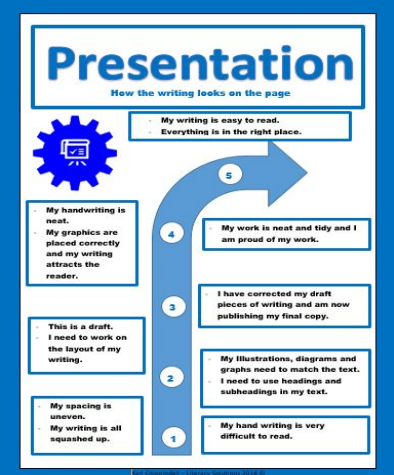
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| <p>Reading: Optional Extra- if you want to do more: Epic books Independent reading</p> | | | |

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 identify what I already know about money.</p> | <p>1. Open the Google Slides lesson package by clicking here.</p> <p>2. Complete the questions listed on the Google Slide. Make a new page in your Maths book, with the heading 'What I know about money' and the date.</p> <ol style="list-style-type: none"> 1. Write down the answers to the following questions (discuss them with an adult if you can): <ul style="list-style-type: none"> - Why do we have money? - Why is money important? - When and where is money used? - What units do we use in money? - What symbols do we use in money? - Write down at least 5 other things that you know about money (can you get to 10 ideas? Or 15?!) <p>3. Complete the tasks in the Money section of Mathletics. 4. Revisit your answers to the questions listed on the Google Slide and add any new information you can think of after playing Mathletics.</p> | <p>Google Slide Maths Term 3, Week 10, Lesson 1</p> <p>Mathletics</p> <p>Assortment of coins and notes (if possible)</p> | |
| <p><u>Session 2</u> Learning Intention: We are learning to identify fractions of a</p> | <p>1. Open the Google Slides lesson package by clicking here.</p> <p>2. Complete the questions listed on the Google Slide.</p> <p>3. $\frac{1}{2}$ of \$2=___ $\frac{1}{2}$ of \$10=___ $\frac{1}{2}$ of \$20= ___ $\frac{1}{2}$ of \$30=___ $\frac{1}{2}$ of \$40=___</p> | <p>Google slide Maths Term 3, Week 10, Lesson 2</p> | |

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| sum of money. | $\frac{1}{2}$ of \$1=___ $\frac{1}{2}$ of \$5=___ $\frac{1}{2}$ of \$15=___ $\frac{1}{2}$ of \$25=___ $\frac{1}{2}$ of \$50=___ $\frac{1}{4}$ of \$4=___ $\frac{1}{4}$ of \$8=___ $\frac{1}{4}$ of \$12=___ $\frac{1}{4}$ of \$16=___ $\frac{1}{4}$ of \$20=___ $\frac{1}{3}$ of \$3=___ $\frac{1}{3}$ of \$6=___ $\frac{1}{3}$ of \$9=___ $\frac{1}{3}$ of \$12=___ $\frac{1}{3}$ of \$15=___ Challenge questions: $\frac{2}{3}$ of \$3=___ $\frac{3}{4}$ of \$12=___ $\frac{1}{5}$ of \$20=___ Super challenge: Create your own money fraction problems to solve. | Assortment of coins and notes (if possible) | |
| <u>Session 3</u> Learning Intention: We are learning to read money amounts and make them with coins and notes. | <ol style="list-style-type: none"> Open the Google Slides lesson package by clicking here. Watch the demonstration video that explains the task all the way to the end. You may need to rewind this or replay it. From the ‘Shopping Items’ activity sheet, choose things that you can buy for each money amount, then write and draw the notes and coins needed to buy them - as shown in the video. Try to make as close to the amount as you can. <i>*Optional challenge*: if you've finished all the questions and would like some that are a little trickier, go to the Challenge slide!</i> | Google Slides lesson package Maths Term 3, Week 10, Lesson 3 The Google Slides document has the demonstration video, instructions and challenge questions inside it. ‘Shopping Items’ activity sheet Maths book with 1 cm grid squares | |
| <p>Mathematics optional extras: Continue <i>Mathletics</i> Play Multiverse to practise your times tables (it's in the 'Play' section of <i>Mathletics</i>)</p> <p><i>Optional 'Mental Maths' activities</i> 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 ('Wednesday' and 'Thursday') 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 10 option - Wed + Thu.pdf Mental Maths answers - Monday: Maths Term 3 Week 10 option - Wed answers.pdf Mental Maths answers - Tuesday: Maths Term 3 Week 10 option - Thu answers.pdf</p> | | | |

Inquiry

| Curriculum Area Focus | Suggested Learning Activities | Material links / Online Resources | Task Assessed by Teacher Due Date |
|---|---|---|---|
| <p><u>Sessions 1 & 2</u> Learning Intention: We are learning to publish our diary writing.</p> | <p>Over the next two sessions you are going to publish your diary entries that you have drafted from the perspective of a First Australian. You have completed this over four lessons (in writing and inquiry) and the diary writing will include:</p> <ul style="list-style-type: none"> -Early morning -Late morning -Afternoon -Evening <p>You may choose how you present this. Some ideas could include:</p> <ul style="list-style-type: none"> -type in up -handwrite -create a booklet |  <p>Here is the link to the Google slide presentation on How to Publish your Diary through the Eyes of a First Australian...you have already drafted!!</p> <p>Publishing Your Diary through the Eyes of a First Australian</p> | <p>Feedback Task- Please share through Google Classroom. There will be an 'assignment' set for this on Google Classroom. Due- Friday 18/09</p> |
| <p><u>Session 3</u></p> | <p>IT'S STEM EXPO AGAIN!!! Use the STEM Rubric again to pick an activity to do. Please remember to use the design and experiment process to help you with your work. Send your teachers photos or videos of your design or experiment. Have fun!</p> <p>Join Mrs Gunther and Mila in episode 7 of The Gunther Science Show. This week we are looking at water and surface tension.</p> | <p>YEAR THREE STEM RUBRIC. A.pdf</p> <p>Episode 7 - The Gunther Science Show.mov</p> | <p>Feedback Task- Please share through Google Classroom. There will be an 'assignment' set for this on Google Classroom. Due- Friday 18/09</p> |

Wednesday Specialist Program

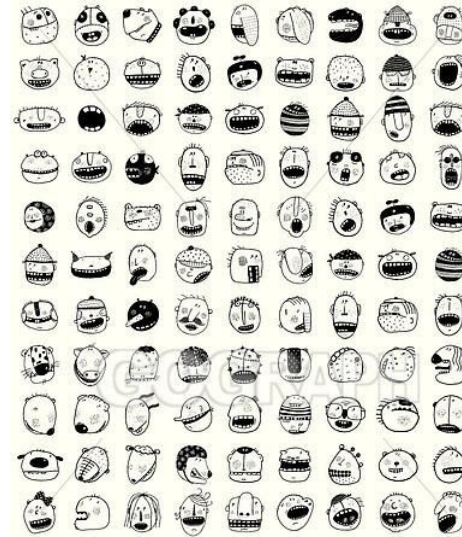
| Curriculum Area Focus | Suggested Learning Activities | Material links / Online Resources | Task Assessed by Teacher Due Date |
|---|---|--|--|
| <p><u>Well Being Activity</u> Learning Intention: I can reflect on my work.</p> | <p>It's been a big term and the holidays are only a few days away! Take a few minutes to make a list or draw of all of the things that you have accomplished this term. What have you worked really hard on this term? What are some of your successes? What are you most proud of?</p> | <p>N/A</p> | |
| <p><u>Art Activity</u> Learning Intention: I can use visual conventions such as line, colour, shape and form I can discuss how artists express ideas I can discuss how artists use materials, techniques and visual conventions from a range of</p> | <p>BOOK WEEK ACTIVITY: CARTOON DRAWINGS</p> <p>'Curious Creatures, Wild Minds' is the theme for this year's Book Week.</p> <p>The curious creatures in the picture shown, are Monsters, hanging out and engrossed in the story that the white duck is reading. They are actually a Cartoon style drawing. Most children's books have a curious creature or two, and the best ones are the descriptions in the book and you have to try and imagine in your head, what they look like.</p> <p>Ask a friend or family member, to make a mark or a scribble on a page.</p> <p>You look at this mark and turn the page around to try and visualize what Curious Creature/ Monster could you draw. If you need ideas, google 'Cartoon Style Monster Images'. Coloured pencils, water</p> |  | <p>assessed</p> |

places, times and cultures

colour pencils can be used. If wet, let dry before you outline your Monster with a finetip/ black texta. Add lines and shapes to its body. Often cartoons have exaggerated features like big eyes and mouths.



gg80714994 www.gograph.com



gg96509863 www.gograph.com

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| <p><u>Indonesian Activity</u> Learning Intention:</p> <p>I can understand some elements an Indonesian weather forecast.</p> | <p>Reviewing our understanding of weather</p> <ol style="list-style-type: none"> 1. Watch the mini lesson on the weather forecast- recap. We watched this video at the start of the term. Can you understand it a little better now? 2. Play the Word Wall activity. Pop the balloon and get the block to land in the matching carriage. Write your full name and class where it says Name. <p>Terima kasih and have fun</p> | <p>Mini lesson</p> <p>Word Wall activity</p> <p>https://wordwall.net/play/4190/888/553</p> | |
| <p><u>Physical Education Activity</u> Learning Intention:</p> <p>I can explore and practise different techniques to propel an object towards a target.</p> | <p>Activity 1 – HITS Work out with Joe the Body Coach</p> <p>To warm up, we have an active eight minute work-out with our friend Joe the body coach. Click the link below and follow along with Joe.</p> <p>https://www.youtube.com/watch?v=YIB2SJnBHBQ</p> <p>Activity 2 – Down Ball</p> <p>For a demonstration and better understanding of how this game works Watch Mr. McLoughlan's demonstration video in Week 10 PE - Google Classroom.</p> <p>If you can't access google classroom follow these instructions.</p> <p>https://www.youtube.com/watch?v=4cuYDHU1Ho4 or https://www.youtube.com/watch?v=vouETUcTv6o</p> <p>Activity 3 – Dance time</p> <p>This week's song is a 4:36 minute dance session "Hey Ya" A great way to feel the rhythm.</p> <p>https://www.youtube.com/watch?v=CXM37IjOb_w</p> | <p>- internet</p> <p>- ball of any size, bouncy ball or tennis ball is the best chalk</p> <p>-skipping rope</p> | |

Activity 4 – Skipping tricks bank

Steps:

- Practice some [beginner intermediate](#) or more [challenging](#) skipping tricks
<https://www.youtube.com/watch?v=wK8XUaAfmSs&t=699s>
- Can you create any tricks of your own?
- Work on improving your top 5 tricks to share with your classmates – could you teach your class or family member your tricks.

See you next term!