

Torquay College Year 3 Remote and Flexible Learning Program

Week 3 - Year 3 Remote and Flexible Learning Program

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. If you feel there is too much work please make the adjustments that work for your family with quantity and pace. Students work best when we support them at their point of need in complexity, pace and quantity.

To see a step-by-step guide about how to access Google Classroom (in popular PDF format) please use the link below:

<https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1frFk116mUoFXTPT4eu9V19HxFt2daHpt/view?usp=sharing>

Suggested Daily Schedule

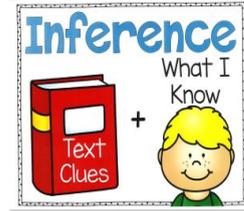
8.30 – 9.30am	Physical Activity	Play outside, go for a walk, play with your pet, ride your bike
9.30 - 10.30am	Academic time	Select two literacy tasks from reading, writing or spelling activities listed.
10.30- 11.00am	Break	
11-.00 12.00pm	Academic time	Select a Mathematics task from activities listed
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.

Reading

I can infer the author's message in a text

Inference Anchor Chart.

This week's reading focus is Inference. Inferring is using the clues from the text and what I know (prior knowledge) to gain a deeper understanding of the text. An inference allows you to figure out information that may be missing in a text or picture.



Remember to read for enjoyment. Find a comfy place and settle in for reading. Choose your own book to read independently for at least 20 - 30mins (Aim for 5 times per week).

Lesson 1:

What is an inference? Watch the PowerPoint on Google Classroom and watch the following YouTube clip to gain an understanding of what an inference is.

<https://www.youtube.com/watch?v=acZzllpIYz4>

In 'Remote Learning' book, rule up, add date and write the heading Inference. Copy the anchor chart into book. Text clues + what i know.

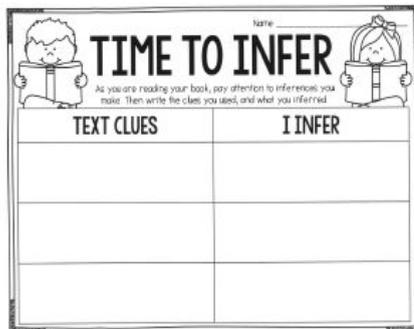
Lesson 2:

Watch/read 'One Minute's Silence' text on YouTube. Today we will be using text clues to try and infer the author's message; the author of this book is trying to show / teach us something through this story - what might it be? Read text and discuss with parent/s the author's message (that the war was equally horrific for the soldiers on both sides).

<https://www.youtube.com/watch?v=ja3X1Ojxg8s>

In your remote learning book, rule up, add date and write the heading Inference and Book title: One Minute Silence.

Write 3 text or picture clues from the reading and what you infer. For example, the first picture in the book shows kids sitting at a desk. What do you infer from this picture? I infer that they are learning about ANZAC Day and why Australian's observe this day. This is an inference as the text did not say this, I used my prior knowledge.



name: _____

TIME TO INFER

As you are reading your book, pay attention to inferences you make. Then write the clues you used, and what you inferred!

TEXT CLUES	I INFER

Lesson 3:

Choose your own book (from home or online on reading eggs) to read and make 3 inferences as completed in lesson 2.

Writing

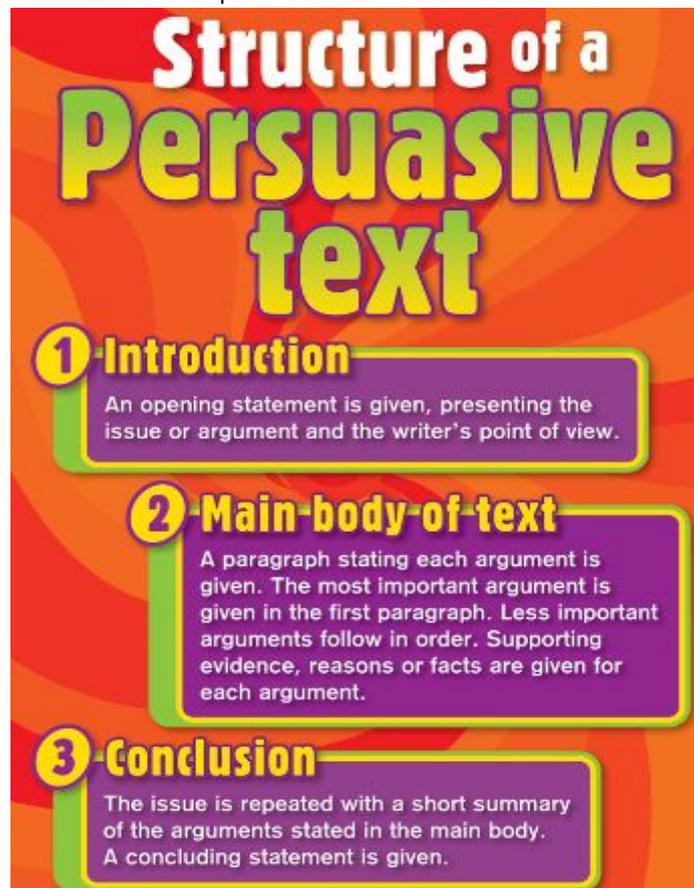
ORGANIZATION

- *a strong beginning
 - *details are in an order that makes sense
 - *details are connected
 - *an ending that ties it all together
- 

Revise	Edit
ARMS	CUPS
A Add sentences and words	C Capitals: sentences, names, places, months, titles, I
R Remove unneeded words or sentences	U Usage: match nouns and verbs correctly
M Move a sentence or word placement	P Punctuation: . ? ! , " "
S Substitute words or sentences for others	S Spelling: Check all words, use your resources

This week's writing focus is building writing stamina and the 'ORGANISATION' 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.

Lesson 1 & 2: Draft persuasive text



Structure of a Persuasive text

- 1 Introduction**
 An opening statement is given, presenting the issue or argument and the writer's point of view.
- 2 Main-body-of-text**
 A paragraph stating each argument is given. The most important argument is given in the first paragraph. Less important arguments follow in order. Supporting evidence, reasons or facts are given for each argument.
- 3 Conclusion**
 The issue is repeated with a short summary of the arguments stated in the main body. A concluding statement is given.

Over the next few lessons you are going to use your persuasive plan from last week to begin drafting your text. Remember to have your plan in front of you while you draft so that you can use this to help with your writing.

On a new page in your 'Remote Learning' book write your title.

It is now time to draft an introduction.

Watch <https://www.youtube.com/watch?v=1O2FjJ4Eolg>

Now have a go at drafting your own introduction for the persuasive topic you are writing about.

Next, we are going to draft each of our reasons, including the supporting facts. You should have already come up with these ideas in your planning last week. We need to put these ideas into full sentences that make sense. Think about the 'organisation' trait that ensures we are following the text structure and sequencing our text so that it makes sense. Don't forget that each new section needs to be a new paragraph.

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	<p>Watch https://www.youtube.com/watch?v=TY5GLGeOFs8 This will help you understand how to turn your planning into a draft. This clip will also help you to sum up your persuasive writing. Once you have finished watching, continue drafting the rest of your persuasive text. Try using some of the persuasive sentence starters and persuasive words that we looked at last week. When completed, make sure you reread your writing, editing and revising along the way (use ARMS and CUPS to help). 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.</p> <p>Lesson 3: Plant a new seed in your Writer’s Notebook Select a seed that you have collected in your seed bag. Remember, this is your free choice. Today you are going to plant that seed in your ‘Writer’s Notebook’, recording all of your thinking and ideas related to this seed. Don’t forget you need: -Date at the top -Seed glued in -Rule a line $\frac{2}{3}$ down your page for your ‘organising your thinking’ section where you will put in three possible text types you could write and headings to match. Use the text type’s sheet stuck into your Writer’s Notebook if you get stuck. Remember to fill this page up as much as you can, the more ideas you have, and the easier it will be when you come to writing a text on that seed.</p> <p>Optional: 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. Last week you would have had a go at one of these. This week you could give episode 2 a go. Watch Episode 2: https://www.youtube.com/watch?v=30DCOgTGn_o 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>
<p>Spelling</p>	<p>This week’s spelling focus is the 5 er’s. A good way to remember them is the sentence: Her first nurse works early. - er, ir, ur, wor, ear</p> <p>Lesson 1. Write the ‘Her first nurse works early’ sentence across the top of your page and then write 3 words underneath each that have the same ‘er’. E.g. her first nurse works early never birth burn worm earn</p> <p>Lesson 2. For each of the following words, write how many vowels (a,e,i,o,u) each word has, how many consonants (e.g. r,t,d) and how many syllables (e.g. lit/tle has 2). earning burnt world worthy further chapter</p> <p>Lesson 3. Using a chapter book, find as many ‘er’ of her words and write into ‘Remote Learning’ book. 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</p>

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	<p>learning. More information about how to do this will come from the school app and also in Google Classroom.I</p>
<p>Maths</p>	<p>Lesson 1: Step 1. Log onto Mathletics. Step 2. Warm up by playing Live Mathletics for 10 minutes. Step 3. Go to the addition section of the 'Learn' page and click on the 'Adding' or 'Addition' button. (This is underneath the 'Topics' heading.) Step 4. Complete the first five addition tasks.</p> <p>Lesson 2: Step 1. Watch https://www.youtube.com/watch?v=lice0r1z0Jl Step 2. In your Maths book, write down the numbers the presenter used as 'near doubles'. Step 3. In your Maths book, write down your own definition of what 'near doubles' are. Step 4. In your Maths book, set up a new page with a heading 'Near Doubles'. Underneath, write down your own examples of 'near doubles'. Try to create 'near doubles' that are in the ones (e.g. 5+6), tens (e.g. 60+70) and even hundreds (e.g. 300+200).</p> <p>Lesson 3: Number Lines Step 1. Watch https://www.youtube.com/watch?v=_OS0wzijcxg Step 2. Start a new page in your Maths book. Write the heading 'Number Lines'. Create a number line that is the same as the one on the YouTube clip. Label the different parts of your number line. Step 4. Go to https://www.sheppardsoftware.com/mathgames/earlymath/fruit_shoot_NumberLine.htm (If the site doesn't open, right mouse click on the padlock beside where the website is listed. Flash will pop up. Click on 'allow Flash') continued on next page ... Choose a level and play the number line game. If you find it too easy or hard then choose a higher or lower level. Step 4. Create 5-10 number lines in your maths book. Use different numbers to start your number line and different numbers to count by e.g. start a number line with the number 3 and count by two.</p>
<p>Inquiry</p> <p>I can Classify of living things.</p>	<p>Lesson 1: Last week we learnt that science is divided into 3 different types: Biology, Chemistry and Physics.... So Lesson 1 is asking you to interview your parents about the science in their jobs. Ask them this simple question?</p> <p><i>How does Science help you do your job?</i></p> <p>Maybe they can identify with you any:</p> <p>Biological Science (living organic stuff) chemical Science (chemicals and atoms that make up our world) Physical Science (how everything stays together, built or inorganic non living stuff)</p> <p>Some jobs won't have all three types of science in their job and that's ok.</p> <p>Lesson 2 Let's start today with another video to remind us about What Living is! https://www.youtube.com/watch?v=Gy60BqCnTG4</p>

Living things can be broken up into different groups due to the special features they have.... Plants are part of the different groups, BUT we will visit that a little more so in coming weeks. Let's stick with animal groups first.

So Animals from the Animal Kingdom can be divided into 2 groups to begin with.

They are:

Vertebrates and Invertebrates

Vertebrate means having a backbone and Invertebrate means no backbone such as insects.

Watch this video that explains the difference between Vertebrate and invertebrate.

<https://www.youtube.com/watch?v=mRidGna-V4E>

Then the animals are classified (broken up) into further smaller groups.

They are placed into a smaller group depending on their special features they have.

For example: Birds have feathers, lay eggs. We don't! So, birds have their own special group they belong to.

Remember we talked about the Tier words last week?

Classification is the Tier 2 word

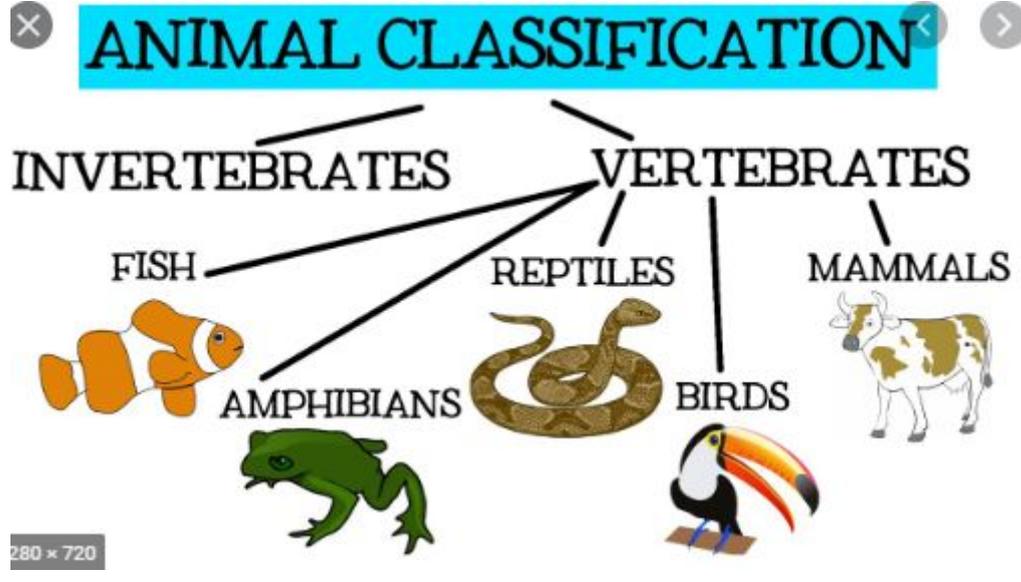
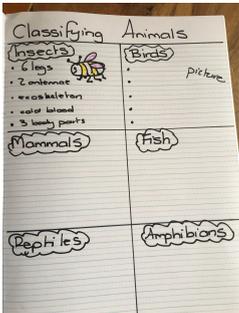
Group is the Tier 1 word

Below is a great basic graphic organiser showing you how we classify animals from the Animal Kingdom.

TASK: Draw/design YOUR OWN table or graphic organiser that is like this one below, into your REMOTE LEARNING BOOKS please. You can print off animal pictures or draw them neatly and colored in. Under Invertebrates add the Classification: Insects and draw an insect.

I'll be uploading a video to talk about this in more depth. You will find it in Classwork tab on Google classroom, scroll down to Inquiry/science.





Lesson 3:

Now, have a look at the pictures of each group.

Read the mini posters about the special features of each group.

Some of you will have access to the posters from the resources off the Torquay website. The groups are the mini pictures placed in the left hand margin here..

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

Task: Draw a picture of each vertebrate and invertebrate. You can summarise or make small dot points under each group or even label the parts of...creating a listing of the special things that makes that animal fit into that group or more fancy way is to say its....CLASSIFICATION.

Some of you might like to create a small book about Animal Groups or more fancier title called The Classification of Animals

FINISHED everything????

Still want a FUN activity to do with your family over dinner?

Wild self is a fun activity you can do with your parents or siblings if you like. You will need a piece of A4 paper each.

https://drive.google.com/open?id=17xDft-qnUJ8fF4aucfKv_Nqxs8agkmD

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<p>Well Being</p>	<p>Strategies for calming intense emotions</p> <p>While we are isolated we can experience a range of different and sometimes intense emotions. Try all ten strategies from the “strategies for calming intense emotions” handout.</p> <p>Spend some time thinking about how each of these made your body feel. Which ones do you think would be the most helpful to you? Revisit your daily timetable and make sure you have a daily self-calming activity scheduled each day.</p>
<p>Physical Activity</p>	<p><u>Cross Country</u> Continue to increase the distance from previous week.</p> <p><u>AFL skills</u> <u>Foot Dribble</u> - Use one foot to move the ball slowly as you walk around a space. Try using toes, heels, instep, outside of foot. Use alternate feet. Dribble the ball around markers. <u>Kicking off the Ground</u> - Foot flip. Put your toes up against the underside of the ball and flip it up off the ground into the air. Step and kick. Stand one step behind the ball. Take one step and kick the ball. Take three steps and kick the ball. <u>Drop and Kick</u> - Hold the ball with two hands and kick to your partner. Drop the ball and kick it to your partner to stop or catch. Try alternate feet.</p> <p><u>Basketball skills</u> Learn the lay-up – talk about travel https://www.youtube.com/watch?v=uv7COBs24D8</p>
<p>Indonesian</p>	<p>Activity 1: Watch the video on spices. Use Google Translate to find the meaning in English of the words on the Bumbu (Spices) Worksheet, write it on. You will find the worksheet on the Google Classroom or in your Learning Pack.</p> <p>Activity 2: Look at the spices in your cupboard. See if you can find any on your list. Tick it off your list on the Bumbu Worksheet if you find it and if you suka (like) or tidak suka (don't like) when you smell it.</p> <p>Super Challenge: Watch the Indonesian Food Safari</p>
<p>Art</p>	<p>Design and construct a building using Lego or any other building materials you have in your home.</p> <p>When you are finished, take a photo!</p>

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Optional websites sites that can be accessed to support learning	<ul style="list-style-type: none">• Twinkl- Setting this up is really easy to do - go to www.twinkl.co.uk/offer and enter the code AUSTRCODE (30 day free trial)• Reading https://www.storylineonline.net/ Great website for students to listen to and read well known picture story books• 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• BTN https://www.abc.net.au/btn/• A maths dictionary http://amathsdictionaryforkids.com/• Abcya https://www.abcya.com/• Nessi https://www.nessy.com/us/• https://ed.ted.com/• www.readingeggs.com.au
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