



Torquay College Remote and Flexible Learning Program

Week 4 Year 3 Level- Remote and Flexible Learning Program

Welcome to week 4

This week we would like to say Thank you to all our parents and carers for the wonderful home schooling you are doing with your children. The home school partnership is the bedrock for student’s wellbeing and learning especially during these uncertain times.

Torquay College staff appreciate all the positive feedback from families and we extend our gratitude and good wishes.

This week we are excited to start our Virtual Class Meetings via the WebEx program. This is an exciting opportunity for students and teachers to interact online.

Virtual Class Meetings

Each class will be holding two Virtual Class Meetings with all students. This offers students an opportunity to connect with their class and class teacher. Teachers may be engaging in a community circle, a social activity, a new learning activity or explain a task. This is a wonderful opportunity for our students to connect with each other, ask questions and clarify understandings about learning that has been planned.

These class meetings will be held via WebEx. Families have access to instructions for WebEx via their platform SeeSaw (years F-2) or Google classroom (years 3-6). While these virtual class meetings are over the internet, any family not connected will continue to book one on one conferences with their teachers once a week via Sentral.

The times for your year level (starting in week 4 from Monday 5th May)

<u>Year Level</u>	<u>Days & Time</u>	
<u>Yr 3</u>	<u>Monday 9:30am</u>	<u>Friday 9:30am</u>

Online safety

Please remember that it's important to continue to have discussions with your children about acceptable use of devices, and online safety especially at this time with both the number of people online and the potentially extended time students are using the internet. It could also be a great opportunity to revise or create a Family Technology Agreement - the link below will give you some ideas about how to do this.

The eSafety Commissioner has released the Australian Edition [Aus edition - Global online safety advice for parents and carers \(PDF, 1.1MB\)](#) resource. At this challenging time, we encourage all parents to have a read in order to support children with the safe use of technology.

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.

Week 4 Year Level 3		
Content Area	Suggested Learning Activities	Resources Required
Well Being	<p>Watch Teacher Taylor’s Tips for Remote Learning</p> <p>A few tips from one of Geelong’s favourite teachers to help get you through this period of remote and flexible learning.</p> <p>Check out “Harry’s Remote Learning Tips” video</p> <p>Complete the Bullystoppers “Being Cool Online” quiz</p> <p>Would you know how to help ten primary school students with their issues around cyberbullying and netiquette? This quiz will give you feedback as you go to help you understand how to be careful with what you share and what’s shared with you online. Head to the Bullystoppers website and complete the “Being Cool Online” quiz.</p> <p>After you have completed the quiz read through the eSafety commissioner resource “Staying Safe Online”.</p> <p>Spend some time with your parent/carer to check the settings on your device and talk through any issues or questions you may have about staying safe online. If you need further information or support check out the eSafety Commissioner website.</p>	
Reading	<p><u>I can infer the author’s message in a text.</u></p> <p>Independent reading: Please read for 20 - 30 mins per day.</p>	



Week 4's reading focus is making inferences.

Making an **inference** involves using what you know to make a guess about what you don't know or **reading** between the lines. Readers who make **inferences** use the clues in the text along with their own experiences to help them figure out what is not directly said, making the text personal and memorable.

Last week you drew the anchor chart into your book. Go back and have a look at it now. If you need to, you can **watch the PowerPoint from Reading Week 3 to remind you what making inferences is all about.**

Lesson 1:

Read these riddles to practice your inferencing skills. Solving riddles is a great way of demonstrating inferencing. See if you can solve these riddles before your parents! No need to write anything.

What goes up and down stairs without moving?

What can you catch but not throw?

I run, yet I have no legs. What am I?

What gets wetter the more it dries?

The more there is, the less you see.

They come at night without being called and are lost in the day without being stolen.

I look at you, you look at me, I raise my right, you raise your left. What is this object?

Lesson 2:

This lesson has a PowerPoint on google classroom to support your learning.

Feedback task:

Take a photo of your work and upload to google classroom.

Today we will look at a wordless picture story book. Inference is a reading skill that helps students comprehend texts and explore them more deeply. Wordless picture books don't explicitly explain what is happening, so students need to pay close attention to the illustrations. Flotsam is a wordless picture book that has detailed drawings that invite close inspection.

Click the link to watch Flotsam. You may need to watch a couple of times or pause to look at the picture in closer detail.

<https://www.youtube.com/watch?v=3MTKWnxzgvM&t=78s>

Choose one of the pictures from the story to look at in detail. (some examples below)
 You could pause the clip on your chosen page.
 In your remote learning book, rule up, put the heading Flotsam Inference. Answer the following 3 questions in detail. Try to write at least 5 comments for each.

I see (observe).....

I wonder.....

I think (i think).....



Lesson 3:

This lesson has a PowerPoint on google classroom

Watch the PowerPoint called 'Week 3 Reading Lesson 3'

Read all the speech bubbles on the PowerPoint and answer the questions (infer) in your remote learning book.

	<p style="text-align: center;">making inferences/ drawing conclusions</p> <p style="text-align: right; font-size: small;">By Pia Fobert, CCC-617</p>  <p>Students with language difficulties struggle to make inferences and draw conclusions when faced with text. Teach them that these skills are actually things that they do everyday whether it be eavesdropping on a big sister or listening to an aunt's phone conversation. Help them practice the art of making inferences and drawing conclusions exclusive of text - then they can grow from there! Take your cell phone out during language therapy and role play (or have them role play) the phone conversations below. I'll bet they can make inferences!</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 30%; border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;"> <p>Hi, yes, ma'am.....OK, I'm ready. I need 2 large cheeses and a medium pepperoni. No, thank you; that will be all. Who did I call? <i>How do you know?</i></p> </div> <div style="width: 30%; border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;"> <p>Hi, I saw a picture of Sam on the stop sign in my neighborhood, and I think I might have found him. Does he have a red collar? Yes, he was playing in the water near my house, and I brought him inside. Who is Sam? What happened to Sam?</p> </div> <div style="width: 30%; border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;"> <p>So do you want to go out Friday night? I don't know what time it's playing, but I can find out. If we get there by 4:00 we will have time to get a great seat and some popcorn, too. It's going to be great! <i>Where are they going Friday night? How do you know?</i></p> </div> <div style="width: 30%; border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;"> <p>Hi there! I need to rent a bus the 1st Thursday of April. How many children can your buses hold? Do they have televisions because the kids would really enjoy that? OK. Will you be able to get us back to school by 2:45? <i>Why do I need a bus?</i></p> </div> <div style="width: 30%; border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;"> <p>Hi, I saw your ad in the newspaper, and I'm interested in what you have for sale. Can I ask you...how are the tires? Has it ever been wrecked? What are I going to buy? How do you know?</p> </div> <div style="width: 30%; border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;"> <p>Yes. It's Thursday night at the stadium. Coach Fido said we have to be there by 5:00. Wouldn't it be awesome if we WON? What's happening Tuesday night? What class made you game that?</p> </div> <div style="width: 30%; border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;"> <p>Hi Mom. Yes, I am hungry. I guess a Big Mac & smoothie would be good. <i>Where is Mom and what is she doing?</i></p> </div> <div style="width: 30%; border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;"> <p>Hi ma'am. I need to bring my son to your office today. Yes. Please. I don't know what's wrong, but I am worried. Who did I call? Why did I call that place or that person? What made you think that?</p> </div> <div style="width: 30%; border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;"> <p>Hello sir, I would like to have my son's party at your place. OK. How much will that cost? How many tokens will each child get? Will they get pizza AND cake? He will love that! Where will my son's party be held? How do you know?</p> </div> </div> <p style="font-size: x-small;">Copyright ©2012 Mia McDaniel www.teachingspyles.com/author/mia-mc-daniel</p>	
	<p>Optional Extra: Reading eggs Independent reading Book review on a recent book you have read</p>	
<p>Spelling</p>	<p>This week's focus for spelling is continuing with the 5 ers - er ir ur wor ear Again remember the sentence Her first nurse works early. The first 2 lessons will be on 'ur', 'wor' and 'ear' and the third lesson will be a Grammar lesson on Common nouns. Watch this link below on the 5ers which has an annoying song so you will never forget the sentence 'Her first nurse works early'. https://www.youtube.com/watch?v=nsjTnR3QgLo</p> <p>Lesson 1: Write 5 interesting words that have 'ur' in them, 5 interesting words that have 'wor' and 5 interesting words that 'ear' in them into your Remote Learning green books.</p>	
	<p>Lesson 2: Using the blank wordsearch template provided in our resources on the Torquay College website or using a pencil and ruler to make a grid, create your own wordsearch and write in words that include 'er', 'ir', 'ur', 'wor' and 'ear'. The words</p>	

will need to be listed below the wordsearch. Challenge an adult or brother, sister etc. to try and find the words.

Lesson 3: Common Nouns - Common nouns are a person, place or thing such as car, animal or tree. They do not have capital letters.



Watch the clip provided in Google Classroom.

The activity is that using your Remote Learning Book, from the following words, **only** write down the words you think are common nouns.

**truck Tracey quickly aquarium Torquay slippery
beach children because school Victoria champion
Neptune slow sign impossible bottle jumped
drove triangle circus tiger MacDonalds eating
restaurant ridiculous ladder equipment Bali believe**

Optional Extra Spelling Lesson: Write the word **exceptional** at the top of your page. The challenge is using the letters from that word to write as many words as possible. Eg. tile pet. You can use the letters again in other words and you can use the letter 'e' twice in words as it appears twice in 'exceptional'. eg. peel
Good luck!

Writing

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: Creating Lists

Plant a new seed in your Writer's Notebook using a list.

- Lists don't take long to write and they have a purpose. They are often created to remind or organise ourselves. Lists are a way to group together related pieces of information, details or data.

Warm up - Watch the book Wallace's Lists

https://www.youtube.com/watch?v=BS_vLY3gU8Q

- Discuss the different kinds of lists that you observed throughout the book with an adult.

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' using the list style. Remember, you are recording all of your thinking and ideas related to this seed.

Don't forget you need:

- Date at the top
- Seed glued in (you might want to stick this at the top so that you have plenty of space to write your list)
- Rule a line ¾ 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 have lots of ideas in your list, the more ideas you have, and the easier it will be when you come to writing a text on that seed.

Seed

Writing a list of words, ideas, thoughts related to the seed:

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Lesson 2: Quick Write

Use 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

- Ice cream flavors
- Parts of your body
- Things in your living room
- Favourite television shows
- Breakfast foods
- Favourite treats
- Different kinds of transportation
- Different candies
- Different toys
- Parts of a car
- People in your neighborhood
- Different stores
- Things at a birthday party
- Different games you can play
- Sports

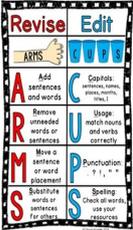
Ideas for Lists

- Names of children in class
- Foods you like
- People in your family
- Colors
- Numbers
- Different pets
- Zoo animals
- Ocean animals
- Things to take on a picnic
- Things to do at the beach
- School supplies
- Things you want for Christmas
- Favourite songs
- Fruit
- Vegetables
- Flowers
- Months of the year
- Days of the week
- Things you do after school

Name _____

This is a list of _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



of what you could write about. Complete a 'quick write', 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).

Lesson 3: Structure (Organisation) of a Narrative Text

This week we are going to start looking at Narrative texts. Watch the 'Princess and the Pea' and discuss with a family member.

- Who were the characters in this book?
- Where was this book set?
- What was the problem or complication in the story?
- What events happened throughout the story?
- How was the problem solved?

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

You are now going to have a go at planning your own Narrative text. If you are stuck for ideas, have a look through your Writer's Notebook and look at some of the Narratives you thought that you could write. Remember, the purpose of a Narrative text is to entertain your reader. Have a think about who your target audience might be.

Narrative

A narrative is a story text. The stories are fiction; that is, they are not true. There are many kinds of narratives, but all narratives have the same parts. Each part or event is a separate paragraph.

Title	Is usually something to get the attention of the reader.	Robin Hood Gets Away
Orientation (Setting)	The starting point of the story. It tells who begins the action and when and where it begins.	One fine day Robin Hood was looking for adventure in the forest when he met an old man dressed in poor clothes.
Beginning event (Complication)	The event that starts the action and involves the characters in some problem. The events that happen as the characters try to solve the problem.	Robin swapped clothes with the old man, took his bow and arrow and went into town. As he was looking around the Sheriff's men grabbed hold of him because they thought he was an outlaw. Robin saw that there was an archery contest starting so he told the Sheriff's men that he was just a poor old man coming to try his luck at shooting.
Resolution (Solution)	Tells how the problem is solved.	The soldiers laughed and let Robin go to the contest. When it was Robin's turn he put all his arrows into the bullseye. The Sheriff was surprised and gave Robin a bag of silver. 'Tell me old man where did you learn to shoot like that?'
Ending	Tells what has come from the experience.	'A man called Robin Hood taught me,' Robin replied as he hobbled away laughing to himself.

Use the template below to help you plan your narrative text. You may want to rule this up in your 'remote learning' book.

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">Characters</td> <td style="width: 50%; text-align: center; padding: 5px;">Setting</td> </tr> <tr> <td style="width: 33%; text-align: center; padding: 5px;">Beginning Event (Complication):</td> <td style="width: 33%; text-align: center; padding: 5px;">Middle</td> <td style="width: 33%; text-align: center; padding: 5px;">End (Resolution/ Solution):</td> </tr> </table> <p>Fill in each section thinking about your own story that you would like to write. <u>You are going to have a go at drafting this next week, today you are just planning your ideas.</u> Remember, a plan is just key words and ideas. You do not need to put your planning into full sentences. I can't wait to see the creative ideas that you come up with for your story.</p>	Characters	Setting	Beginning Event (Complication):	Middle	End (Resolution/ Solution):	
Characters	Setting						
Beginning Event (Complication):	Middle	End (Resolution/ Solution):					
	<p>Optional: Mo Willems is a well-known author that has written books like 'Don't let the Pigeon Drive the Bus's 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 3: https://www.youtube.com/watch?v=9tVfVvmJP7E 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>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 remaining addition tasks. If you have already done these, continue on from whatever task you are already up to for 20-30 minutes.</p>						
	<p>Lesson 2: There are slightly different ways that 'splitting' can be used to work out addition problems but the main ideas are the same. They all involve splitting up the tens and ones, or even hundreds, tens and ones. This lesson looks at one of these ways. <i>This lesson will also help you understand how to complete Lesson 3.</i> Step 1. Watch: https://www.youtube.com/watch?v=LsSq5qM97ys</p>						

	<p>Step 2: Start a new page in your Maths book. Write the heading 'Split Strategy'.</p> <p>Step 3: Use the split strategy to solve the following sums: 23+34, 42+21, 63+21. Make sure you show your working out. Note that none of these sums require renaming (also known as trading / carrying).</p> <p>Step 4: Create your own sums and work them out. Try to make 5 problems using tens and ones first. If you can, make sure at least 2 of the sums require renaming.</p> <p>Step 5: If you are feeling confident, create 5 sums using hundreds, tens and ones.</p> <p>Step 6. If you are feeling super confident, create sums that are in the thousands (and beyond)!</p> <p>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. If you need the instructions about sharing your work through Google Classroom, click on the link below:</p> <p>https://drive.google.com/file/d/1ogHffbxxmmD1T5S5Y0Pz7_F8p8RQGjDVD/view?usp=sharing</p>	
	<p>Lesson 3:</p> <p>Step 1. On a blank page in your Maths book (or some other paper) create 5 more 'Split Strategy' sums (similar to yesterday) and show your working out (see step 2).</p> <p>Step 2. For each sum, have a go at writing the steps of the splitting process underneath, like the way it was done in the video in Lesson 2 (or if you need to, some other way that you know). Imagine you are writing these for someone who has never used splitting before.</p> <p>Step 3. You may like to record yourself explaining it or present your explanation as a poster, with labels and diagrams.</p>	
	<p>Optional Extras: Continue Mathematics Play Multiverse to practise your times tables (it's in the 'Play' section of Mathematics)</p>	
<p>Inquiry I can explain what a vertebrate is.</p>	<p>Lesson 1:</p> <p>Let's revisit Vertebrates for today. Just to delve a bit deeper into what group(classification) these animals are. Remember that Vertebrates have a BACKBONE If you feel you have forgotten the difference, rewatch last weeks video</p> <p>https://www.youtube.com/watch?v=mRidGna-V4E</p> <p><i>Animals are classified (grouped) into different groups because of their special features. The posters last week show that and you made a table in your Remote Learning book too, and some of you made a small book even. So animals have different body features making them FIT into a category (group). This task will SHOW you even further how true this is.</i></p>	

Task: Please complete the resource/activity that looks like this below. You will find it from the Year 3 Resources Week 4 PDF next to the Week 4 Planner from the Torquay Website. I will also upload it onto Google classroom under Classwork tab (next to stream tab), scroll to InquiryScience folder. You will need to redraw the table into your Remote Learning Book IF this page is not printable at home ok. You wont be able to write directly onto the sheet.

Name: _____

Characteristics of Vertebrate Groups

	Birds	Fish	Mammals	Reptiles	Amphibians
Cervical Howl long is body covering do animals in this group have? (one, two)					
Head Are animals in this group born breathe or cold-blooded?					
Breathing Do the animals in this group breathe air (lungs) or water (gills)?					
Birth Do the young hatch from eggs or are they born alive?					
Milk Do the young drink milk from their mother?					
Backbone Do animals in this group have a skeleton with a backbone?					
Examples List some animals in this group.					

Some handy tips to help you fill out the table:

- use the colored posters from last week about each group for info
- use your table you created about each group of animals you did last week that looked like this
- research/ google up the animal you need to find out about (don't forget to type in 'for kids' at the end of your search because sometimes the language can be hard to understand otherwise)

If you have a printed copy of this table filled out, glue it into your Remote Learning book. Otherwise your teacher will presume you have drawn the table up into the Remote book.

Lesson 2:

THIS LESSON REQUIRES A PARENT OR FRIEND SO CHOOSE WISELY WHEN THIS GAME SHOULD BE PLAYED.

Let's start today with a game. You may need to face time a friend or print off 2 copies of the Who AM I Animals sheet. If you don't have a printer....

Ask your parents to take a photo of the Who Am I Animals sheet off your computer and then you will have a copy AND one of your parents (on their ipad)



The 3 rows of more spaced apart animals are the ones you tick off or cover up as you ask questions to the opposite partner, slowly (gradually) narrowing down the possibilities of what their animal could be.

Your questions need to be using some info you have learned.

Such as:

- Do you have fur?
- Do you have feathers?
- Do you have scales?
- Do you breathe in water?
- Do you lay eggs?
- Do you have a backbone or are you a vertebrate?
- Do you have 3 body parts ?
- Do you have an exoskeleton?

So perhaps have your table of the different animal groups next to you to help you create interesting questions, rather than are you striped, are you wearing a hat? These questions don't really help you use your new knowledge.

I have a video here for you to watch as well if you are still unsure how to play.

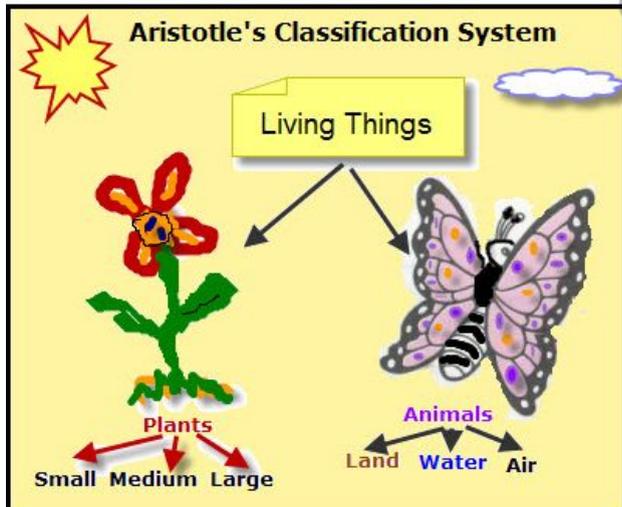
<https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1HsFacnc2TgosOPVXDc2BvTf6osMTy9xs/view?usp=sharing>

It's also available in Classwork Inquiry Science folder called Who Am I

Lesson 3:

Today we are going to swap and have a look at plants. Plants belong to the Kingdom of Living things too. I only started you guys on the classification of animals because animals

are so familiar to you. Today, we go back a bit to learn that over time we began to classify LIVING THINGS with only 2 classifications.

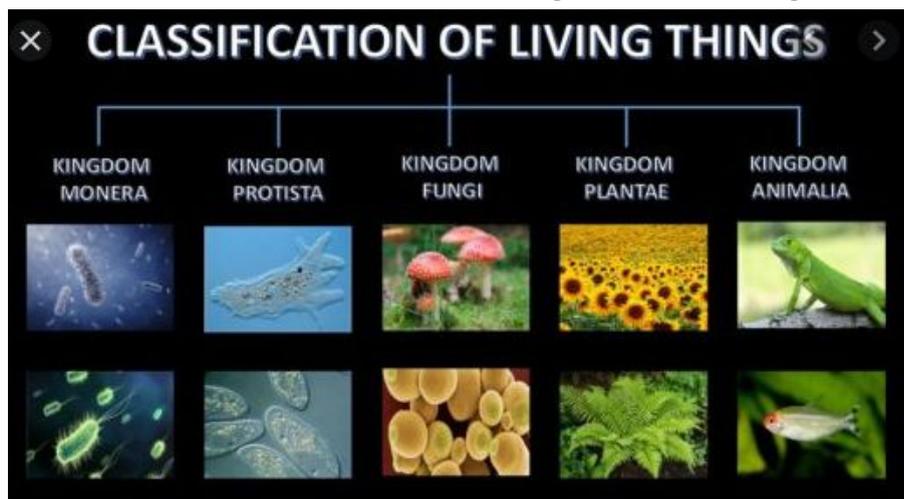


Aristotle was a famous Greek philosopher (someone who creates ideas about how the world works) from hundreds and hundreds of years ago. He figured out that Living things belonged to 2 main groups:

- **Kingdom of Plantae (PLANTS)**
- **Kingdom of Animalia (ANIMALS)**

Today we know ALOT more information so below is actually now the 5 Kingdoms of living things. This is thanks to the invention of microscopes that discovered a world that we cannot see. So you can now see that all the LIVING things on our planet can be classified into 5 different kingdoms. You have discovered a little about the Animalia Kingdom already and now we are going to discover a little about the Plants.

Here is a fact: , the COVID 19 virus is under the Kingdom of Monera being a virus.



So, plants....

The 7 Traits of Living things require a plant to have the ability to do these 7 things:

- Respire (breath)

- Move
- Excrete
- Reproduce (babies)
- Respond (sensitive)
- Grow
- Nutrition (eat)

So do plants have these things to be living?

Let's find out?

Here is my video taking you on a journey about why plants actually do have the 7 traits of living things. (It is also available under Classwork Inquiry science folder.)

Video Lesson 3 Week 4: Why are PLants living?

<https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1g8Dzed9RgoTS8SGOU9Axx06wkPZHEqbd/view?usp=sharing>

Still don't believe me that plants move? Well, take a look at this:

<https://www.youtube.com/watch?v=j-dZ3VKjJEw>

Don't get confused with growing OK.They are 2 very different things.

This next one is beautiful to watch...flowers moving!!

<https://www.youtube.com/watch?v=LjCzPp-MK48>

TASK:

Draw a plant in your Remote Learning BOOK and label the parts of the plant that help it be LIVING. You may need to rewatch my video again and write down some notes as you go OR have your drawing ready and you can fill it out as I take you through the journey of the plant again. The good thing is you can stop and start the video as you need to.

Here is a picture from MY video you may use to help you create your own. You can make it out of papercraft if you wish



Optional Extras:

Now, if you are interested to know more here is a great little video on plant kingdom.

	<p>https://www.youtube.com/watch?v=IYxfz1PSfZ0</p> <p>Here is a short interesting video on BUG eating plants...a different group of plants altogether. It is interesting, but bizarre! This video also shows how plants move and all the action they have in ONE day!</p> <p>https://www.youtube.com/watch?v=UoL1dg3SzOI</p> <p>If you are interested you can research a little about the other Living things kingdoms (Monera, Fungi and Protista) if you like.</p>	
<p>Physical Activity</p>	<p>Hello Year Three!</p> <p>I hope you have had a great week. This week we have even got a couple of demonstration videos from Mr. McLoughlan. I hope you enjoy the activities. Get your family involved as it is way more funJ.</p> <p>We are starting off with some "Bear Breathing" for 2 minutes. This is a fun, educational and practical breathing exercise that we are encouraging students to keep with them throughout their day to help keep them centred, calm and provide further clarity to their learning.</p> <p>:video: https://app.gonoodle.com/activities/bear-breath?s=Discover&t=Wo4/13/20-FP-4A-Featured%20on%20GoNoodle%20TUESDAY&sid=1750&x=2&y=1&mf t=simple%20row</p> <p>Now that we are feeling calm and breathing well, we are going to work on fundamental motor skills.</p> <p><u>Tennis ball skills catching and forehand strike</u></p> <p>As per video in google classroom.</p> <p>Complete various challenges shown in the video to do with catching and ball handling.</p> <p>Come up with your own challenges and see if you can beat your personal best or better the score of your family members. You can also do some partner throwing and catching in the back yard. Start off close to each other and take a step back every time you catch it. If you drop it take a step forward. Play again but only use one hand. If you don't have a partner you can use a wall.</p> <p>Next, we have a 5 minute workout from "Fresh Start Fitness". Press play and follow along, be sure to drink lots of water when you are finished.</p> <p>:video:https://app.gonoodle.com/activities/geocentric?s=Channel&t=Fresh%20Start%20Fitness&sid=16&cs=fresh-start-fitness</p>	<p>Tennis ball, tennis racquet or down ball bat.</p> <p>Furniture in the house or objects outside to make an obstacle course as per the video clip in google classroom</p>

The main activity today, is really fun for the whole family and you will have to get creative, I have used my imagination in the video clip. Have fun with it.

The floor/ground/grass is lava (Great activity for students Year Three to Six)

As per video on google classroom.

Students are to set up a course in the living room/backyard with things around the home like furniture that they can move from one object to another without touching the ground. You can move a tennis ball (treasure) from the start to the beginning and for the final part of the challenge drop the treasure at the end of the course in a box (treasure chest). Time how fast you can do the course. If you drop the treasure add three seconds to your time. If you hit the lava you have to start again. Try to race the clock or family members.

This week, we finish off with some feel good dancing, from the classic "Uptown Funk" with a little help today from Spiderman.

<https://www.youtube.com/watch?v=cntzSx-KdWw>

Indonesian

Watch Bibitsku song again

<https://www.youtube.com/watch?v=8ezLC2tqvuy>

Watch the demonstration video of **suka (like), tidak suka (don't like), belum coba (haven't tried)**. On the Indonesian Google Classroom.

Download/print out the **survey sheet** and fill it out for yourself.

Activity 2:

Now put on your reporting/interview hat/glasses and survey your family **in Indonesian** asking them about some of the foods on the survey sheet. You might have to teach them about suka, tidak suka and belum coba or you could get them to point to the answer if they can't manage it.

Ask: Kamu suka [then the name of the food in Indonesian]



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for example:

You: Kamu suka nasi?

Family member: Suka

Alternatively you could pretend to be different characters by putting on a different hat, glasses etc.

Upload it to the Indonesian Google Classroom. If you have not joined please do as all activities and resources will now be found here to be viewed each week. Go to Google Classroom, click on the plus sign, then join class and put in the code.

Terima kasih!

3A Bahasa Indonesia

Class code: **pq3jigo**

3B Bahasa Indonesia

Class code: **etawpmi**

3C Bahasa Indonesia

Class code: **eqrusov**

3D Bahasa Indonesia

Class code: **ryecyw2**

3E Bahasa Indonesia

Class code: **2qp7jvr**

3F Bahasa Indonesia

Class code: **jkos5bq**

3G Bahasa Indonesia

Class code: **tr6pdko**

<p>Art</p>	<p>ART COMPETITION:</p> <p>Create an artwork celebrating our theme:</p> <p>HOME is where the ART is...</p> <p>For your chance to win \$250* of Art & Craft Materials...</p> <p>PLUS \$450* of Art & Craft Materials for your school</p> <p>Embracing creativity strengthens us as individuals and as a community. Now, more than ever, it is vital to our resilience and wellbeing. Create, contribute and connect.</p> <p>Competition categories:</p> <p>Category 1: Primary Foundation to Level 3</p> <p>Category 2: Primary Level 4 to Level 6</p> <p>Artwork can be 2D (e.g. drawing, painting, sidewalk chalk drawing etc.) or 3D (e.g. sculpture, construction).</p> <p>Email a photo of your artwork to zartart@zartart.com.au with your:</p> <ul style="list-style-type: none"> ● Name ● Email Address ● Phone Number ● Year Level ● Category section ● School Name ● <u>Competition closes close of business Thursday 7th May</u> <p>For privacy reasons, student's FIRST NAME & SCHOOL NAME will be published only.</p> <p>By submitting your work, you are giving permission for Zart to showcase your artwork along with your name (first name only) and school name on website.</p> <p>ONE ENTRY PER STUDENT.</p>	<p>Use resources that you have at your house. Please do not buy new materials. This could be a piece of art you have been working at home during remote learning and what else can you add to it to make it 'swishy' for the competition?</p> <p>It could be indoor or outdoor art.</p> <p>If it is more than one medium, then it is a mixed media piece.</p> <p>Maybe add a little written blurb to explain what you have made, how you have made it. If you can, add art terms like colour, line, form, balance, texture, pattern, figure ground, tone, contrast.</p>
<p>Optional websites sites that can be accessed</p>	<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 ● Reading https://www.getepic.com/ Website, over 40,000 books, students can search by interest and age and they earn points and badges depending on how many books 	



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to support learning	<p>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 I pads.</p> <ul style="list-style-type: none">● 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.● Study Ladder https://www.studyladder.com.au/account/teacher?t=teacher&r=#create-account Free 24 hr access for teachers, free <i>unlimited</i> student access from <i>school</i>, Free <i>limited</i> student access from <i>home</i>, Printable and online resources, individual task allocation. Teachers will need to set up classes.	
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