



## Remote and Flexible Learning Term 3 2020

**Year: 3**

**Week: 8**

Torquay College Families,

We are now in our 5<sup>th</sup> week of Remote and Flexible Learning. The learning programs are in full swing and we are seeing wonderful work from our students on the digital platforms Seesaw and Google Classroom.

Teachers and students are working cooperatively through the virtual environment to maintain learning and build links with class friends. 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>

Thank you to all our families that completed the 'Remote and Flexible Learning at Torquay College' survey. We are encouraged by the positive responses and feedback from our school community. We have taken on board your feedback and are working with teachers and support staff to make improvements and ensure the learning tasks are accessible and supportive of all students.

We acknowledge that we have students and families that are finding the remote learning program challenging and we urge all families to make contact with the School and class teachers for additional support.

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 week by Thursday for the following week.

Thank you for your continued support.

Assistant Principal  
Nadia Tkaczuk

Weekly Team Message:

Welcome to Week 8 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, 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.

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: 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](http://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.

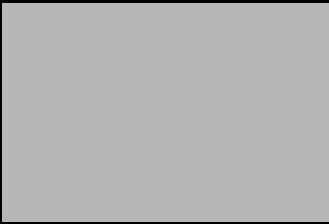
Subject Area & Start Times	<b>ART</b> Room Number: 578-370-471	<b>INDO</b> Room Number: 874-426-885	<b>PE</b> Room Number: 575-729-143
9.00 am (20 mins)	F, Yr 1-2	Yr 5-6	Yr 3-4
10.00 am (20 mins)	Yr 3-4	F, Yr 1-2	Yr 5-6
11.00 am (20 mins)	Yr 5-6	Yr 3-4	F, Yr 1-2

### Suggested Daily Schedule

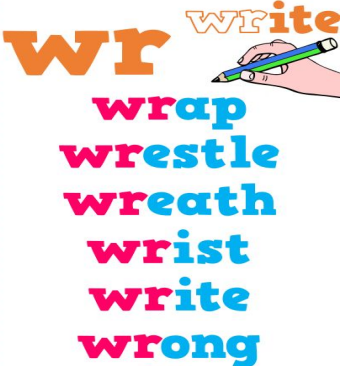
Program for: Monday Tuesday Thursday Friday			Program for: Specialist day Wednesday		
8.30 to 9.30	Physical Activity	Play outside, go for a walk, ride your bike	8.30 to 9.30	Physical Education	Torquay College PE Lesson.
9.30 to 10.30	Academic time	Select a reading or writing task from activities listed. 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> <b>Learning Intention:</b> We are learning that homophones are words that are pronounced the same but are spelt differently and have different meanings.</p>	<p>Grammar - Homophones Homophones are words that sound the same but are spelt differently and have different meanings. Examples are: right &amp; write, stair &amp; stare, knight &amp; night, their &amp; there &amp; they're</p> <p>Task: Go the google slide for this lesson in the right column. Write the sentences and choose the correct homophone out of the 2 options to put into the sentence. The answers are on the final google slide so you can correct your own work.</p> <p>There is also a Mini Lesson video explaining homophones also and the task also.</p>	<p>Watch the clip below: <a href="https://www.youtube-nocookie.com/embed/qsUEhDeD-mM">https://www.youtube-nocookie.com/embed/qsUEhDeD-mM</a></p> <p>Watch the google slide presentation below and complete the task. <a href="#">Writing Week 8 Lesson 1 Homophones</a></p> 	
<p><u>Session 2</u> <b>Learning Intention:</b> We are learning how to write a diary entry.</p>	<p>This week we are going to begin looking at diary writing. Today you will have a go at writing your own diary entry about your day yesterday or today. Please follow the Google Slides presentation labelled <a href="#">Writing Week 8 Lesson 2</a> in Google Classroom.</p>	<p>Google Slides presentation found in Google Classroom labelled <a href="#">Writing Week 8 Lesson 2</a></p>	

<p><u>Session 3</u>  <b>Learning Intention:</b>          We are learning how to write a diary entry.</p>	<p>Today we will continue to look at diary writing. In this lesson you will put yourself in someone else's shoes and write a diary entry from their point of view, pretending you are living their life. Please follow the Google Slides presentation labelled <a href="#">Writing Week 8 Lesson 3</a> in Google Classroom.</p>	<p>Google slides presentation found in Google Classroom labelled <a href="#">Writing Week 8 Lesson 3</a></p>	
<p><b>Writing:</b> 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 <a href="https://www.pobble365.com">https://www.pobble365.com</a>          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> <b>Learning Intention:</b> <i>We are learning to identify the events in a text.</i></p>	<ol style="list-style-type: none"> <li>1. Open Week 8 Reading lesson 1</li> <li>2. Watch and read the lesson</li> <li>3. Draw the template into your remote learning book.</li> <li>4. TASK: Slide 8. Watch and record (write about) the exposition (beginning), rising action, climax, falling action and resolution.</li> </ol>	<p><a href="#">Week 8 Reading Lesson 1</a></p>	
<p><u>Session 2</u> <b>Learning Intention:</b></p>	<ol style="list-style-type: none"> <li>1. Log in to readinga-z</li> <li>2. Click on your name</li> <li>3. Click on 'My assignments'</li> <li>4. Choose your book to read</li> <li>5. Read your book</li> <li>6. Complete the online quiz</li> </ol>	<ol style="list-style-type: none"> <li>1. Go to <a href="http://www.kidsa-z.com">www.kidsa-z.com</a></li> <li>2. Enter teachers code TP6Surname eg. TP6Noble</li> <li>3. Click on your name</li> <li>4. Enter password abc123</li> </ol>	
<p><u>Session 3</u> <b>Learning Intention:</b> We are learning to read and write the code 'wr'.</p>	<p>Today we are focusing on the code 'wr' (also known as 2 letter R). Again it is a digraph which is 2 letters making 1 sound.</p> <p><b>Task: Part 1</b> In your remote learning book, write the 'wr' words below in interesting sentences. Make sure you vary your sentence starters and underline the 'wr' word. wrong writing wrinkles wrap wrestled</p> <p><b>Task: Part 2</b> Brainstorm and write as many 'wr' words in your remote learning book as you can. You can use books, a dictionary, google etc. to help you.</p>	<p>Watch the clip below. <a href="https://www.youtube-nocookie.com/embed/10pHsGamyQs">https://www.youtube-nocookie.com/embed/10pHsGamyQs</a></p> 	<p><b>Feedback Task- Please share through Google Classroom. There will be an 'assignment' set for this on Google Classroom.</b> <b>Due- Friday 04/09</b></p>

**Reading:** Optional Extra- if you want to do more:  
 Epic books  
 Independent reading

## Mathematics

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Session 1</u>  <b>Learning Intention:</b>            We are learning to show fractions as equal sized parts of a whole.</p>	<p><b>Worded division problems - this concept will be used in tomorrow's lesson.</b></p> <ol style="list-style-type: none"> <li><a href="#">Open the Google Slides lesson package by clicking here.</a></li> <li>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.</li> <li>For each question in the Google Slides document, write the question and make the fraction in your Maths book <b>as shown in the video</b>.</li> </ol> <p><i>Optional challenge:</i> if the questions were too easy, or if you're super-confident with division, go to the Challenge slide in the Google Slides document and try those ones!</p>	<p><a href="#">Maths Term 3, Week 8, Lesson 1</a>            The Google Slides document has the demonstration video, instructions and challenge questions inside it.</p> <p><b>Maths grid book (with 1cm grid)</b></p>	
<p><u>Session 2</u>  <b>Learning Intention:</b>            We are learning to identify halves and quarters.</p>	<ol style="list-style-type: none"> <li>Watch:  <a href="https://www.khanacademy.org/math/early-math/cc-early-math-geometry-topic/cc-early-math-fractions-of-shapes/v/halves-and-fourths">https://www.khanacademy.org/math/early-math/cc-early-math-geometry-topic/cc-early-math-fractions-of-shapes/v/halves-and-fourths</a></li> <li>In your maths book, draw a square shape that is made up of 4 of the smaller grid squares in your book. Shade half of the square shape yellow. Shade a quarter of the square shape blue.</li> <li>Repeat this activity by drawing a new square shape that is made up of 16 of the smaller squares. Shade half of the square yellow. Shade a quarter of the square blue.</li> <li>Repeat this activity by drawing a new square shape that is made up of 36 smaller squares. This shape will be 6 squares across and 6 down. Shade a half of this square shape yellow. Shade a quarter of the square shape blue.</li> </ol>	<p><b>Maths grid books (with 1cm grids)</b></p> <p><b><u>MATHS TERM 3, WEEK 8, LESSON 2</u></b></p> <p><a href="#">Maths Term 3, Week 8, Lesson 2 (Click here for the slides)</a></p> <p>The Google Slides document has the demonstration video, instructions and challenge questions inside it.</p>	

	<p>5. Draw a rectangular shape that is 4 smaller squares long and 2 smaller squares wide. Shade half of the rectangle yellow. Shade a quarter of the rectangle blue.</p> <p>6. Create your own shapes that you can use to shade half yellow and a quarter blue.</p>		
<p><u>Session 3</u> <b>Learning Intention:</b></p>	<p><b>Mathletics - Fractions</b></p> <ol style="list-style-type: none"> <li>1. Start your Maths lesson by playing 10 minutes of Live Mathletics to warm up.</li> <li>2. Click on the 'Learn' section.</li> <li>3. Click on the 'Fractions' tab.</li> <li>4. Choose and complete at least 5 fraction activities.</li> </ol> <p><i>Optional challenge:</i> if you've finished all the division activities, click on 'Test'! If you find these activities too easy or too hard, let your teacher know.</p>	<p><a href="http://www.mathletics.com.au">www.mathletics.com.au</a></p> <p>If you can't remember your username or password, look in your remote learning pack provided by your teacher. If you still need help, ask your teacher.</p> <p>There is also a Mathletics app for Apple and Android phones and tablets.</p>	
<p><b>Mathematics optional extras:</b> Continue Mathletics Play Multiverse to practise your times tables (it's in the 'Play' section of Mathletics)</p> <p><i>Optional 'Mental Maths' activities</i> These activities are <b>optional</b> and there is no requirement for students to complete them. They are for students who have completed <b>all</b> 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.</p> <p>Mental Maths questions: <a href="#">Maths Term 3 Week 8 option - Wed + Thu.pdf</a> Mental Maths answers - Monday: <a href="#">Maths Term 3 Week 8 option - Wednesday answers.pdf</a> Mental Maths answers - Tuesday: <a href="#">Maths Term 3 Week 8 option - Thursday answers.pdf</a></p>			

## Inquiry

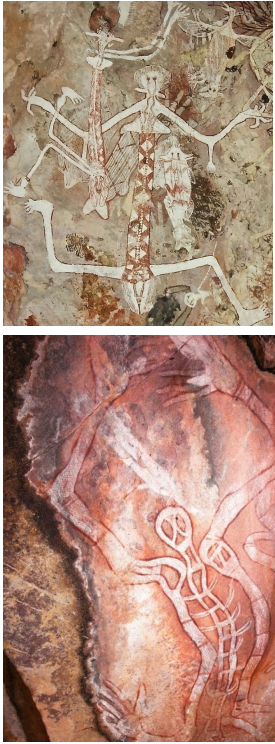
Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
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<p><u>Sessions 1 and 2</u>  <b>Learning Intention:</b>  We are learning to show our understanding of how the Wathaurung lived their daily life.</p>	<p>It's time everyone to now become the expert on the Daily Life of the Wathaurung First Australians. Your job is to create an Information Report presentation about all you know about how the wathaurung lived their DAILY LIFE. You can choose any way to present your understanding. You need to use all the research, summaries, drawings, models, worksheets and knowledge you have collected from the last few week's work.  This type of presentation falls under the genre(type) of writing called:  <b>Information Reports...</b></p> <p>Information Reports have certain features that make them a 'report' for delivering information to an audience.  Here are some features of a report:</p> <ul style="list-style-type: none"> <li>● Title</li> <li>● subheadings</li> <li>● Pictures/photo or real life drawings</li> <li>● captions ( a small sentence explaining the picture) under each picture</li> <li>● labelled diagram/drawings</li> <li>● fact boxes</li> </ul> <p>When you prepare all your Wathaurung information you have learnt over the last few weeks, think about the above features. You may copy/photocopy, cut and paste from any notes you already have that are neat and edited.</p> <p>I have attached a Google slide with instructions and videos that can help you with different ways you might like to present your report AND it will help you with ideas on how to set out your work too ok. Have a look....</p>	<p>Here is the Google Slide to help you organise and prepare your presentation step by step....</p> <p>Have a look.....</p> <p><a href="#">How to Organise and Prepare your Presentation</a></p>	<p><b>Feedback Task- Please share through Google Classroom. There will be an 'assignment' set for this on Google Classroom. Due- Friday 04/09</b></p>
<p><u>Session 3</u></p>	<p>Welcome back to week 8.  I have noticed that some of you have been working very hard through the STEM rubric. Keep up the great work and pick another one this week to complete.</p> <p>The Gunther Science Show this week includes a special guest from a ghost!!!</p>	<p><a href="#">The Gunther Science Show episode 4.mov</a></p> <p><a href="#">YEAR THREE STEM RUBRIC A.pdf</a></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>  <b>Learning Intention:</b>            I can practise being mindful.</p>	<p><b>Mindfulness</b>            Mindfulness is noticing what is happening right now in the present moment. When we notice what is happening around us, it can help us to calm down, especially if we are feeling sad, angry or frustrated. Mindfulness can help us deal with difficult emotions, and can help us feel happy and feel good.</p> <p><u>Activity:</u> Make a Calming Glitter Jar            (*Parent assistance required)            This activity can teach us about how strong emotions can sometimes be overwhelming, and how to find calm when these strong emotions take over.</p> <p><u>Instructions:</u> 1. In the jar or bottle, mix the clear glue and hot water. 2. Add a very small amount of food colouring to the water and glue mixture. 3. Choose a glitter or object to add to the mixture. Imagine the object or glitter represents a feeling such as sadness, anger, fear, happiness, love or anything else you feel. 4. Add that glitter or object to the mixture. 5. Keep adding glitter or objects and assigning feelings to them. 6. Fill the jar or bottle all the way to the top with the hot water. 7. Mix the contents together with the spoon or stick. 8. Make sure the</p>	<p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Jar or bottle that will not leak</li> <li>• Glitter and/or other small objects to add such as beads, sequins</li> <li>• Food colouring</li> <li>• Clear glue</li> <li>• Hot (not boiling) water</li> <li>• Spoon/stick to mix</li> </ul> <p>Calming Glitter Jar DIY Video:  <a href="https://www.youtube.com/watch?v=kjq--zNReRI">https://www.youtube.com/watch?v=kjq--zNReRI</a></p>	

	<p>lid is on tight! (Glue the lid on.) 9. Shake the jar or bottle and watch all the objects interact.</p> <p><u>Questions to Think About:</u>          What sorts of things or events make the glitter and objects (emotions) in the jar swirl? Say them out loud as you shake the jar.          Distressing events might include: Losing a game, missing friends, getting frustrated with a parent or sibling, scary stories on the news, sick family members.          Positive events might include: Spending time with family, making a new friend, learning a new skill, winning a game.          Notice how it is hard to see through the jar with all these events going on. Now, watch what happens when you keep the jar still. Does the water begin to clear? The same thing happens in our mind when we stop for a little while and are mindful...bad or hard feelings start to go away and we can focus on other things that make us happy or calm.</p>		
<p><u>Art Activity</u>  <b>Learning Intention:</b></p> <p>I can discuss how artists use materials, techniques and visual conventions from a range of places, times and cultures</p>	<p><u>Researching and talking about art.</u></p> <p>Uluru is of huge cultural significance to the Indigenous people.</p> <p>Last year our Government returned this sandstone rock back to its traditional land owners.</p> <p>Research why Uluru is so important to the Indigenous in terms of Culture and Art. Perhaps you have visited this rock and remember what you heard or saw during a tour or a visit?</p> <p>Make a short video of you talking about what you learnt, thought or feel. Please write out your response first, practise it and rehearse it and try and get to one minute and 50 seconds, at least this. So you may have to go back and re video.</p> <p>There will be art terms you can use in your talk and rock paintings you can refer to. Also think about the way the Indigenous made this art.</p> <p>Have fun!</p>		<p><b>assessed</b></p>

<p><u>Indonesian Activity</u> <b>Learning Intention:</b></p> <p>I can say what the temperature is in Indonesian</p>	<p>1. Watch the mini lesson, in the Google Classroom, to revise saying big numbers and introducing the story 'Bumblebee dan Pikachu Mau Bermain Tenis' (Bumblebee and Pikachu Want to Play Tennis).</p> <p>2. Fill in the Google Form using the link in the Google Classroom to show your understanding of the story, vocabulary and structures learned so far this term. Press submit at the end of the form and this automatically gets sent to Bu Kylie.</p>	<p>Mini lesson</p> <p>Google Form</p> <p><a href="https://forms.gle/GwuWBnpekTadpz2q7">https://forms.gle/GwuWBnpekTadpz2q7</a></p>	
<p><u>Physical Education Activity</u> <b>Learning Intention:</b> I can improve my fundamental motor coordination by completing a series of movement sequences.</p>	<p><b>Activity 1 – HITS Work out with Joe the Body Coach</b></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><a href="https://www.youtube.com/watch?v=YIB2SJnBHBQ">https://www.youtube.com/watch?v=YIB2SJnBHBQ</a></p> <p><b>Activity 2 – Balloon Tennis</b></p> <p>For a demonstration and better understanding of how this game works Watch Mr. McLoughlan's demonstration video in Week Eight PE - Google Classroom.</p> <p>If you can't access google classroom follow these instructions.</p> <p><a href="https://www.youtube.com/watch?v=u3L-9PRE6Ao">https://www.youtube.com/watch?v=u3L-9PRE6Ao</a></p> <p><b>Activity 3 – Dance time</b></p> <p>This week's song is a 4:36 minute dance session "Hey Ya" A great way to feel the rhythm.</p> <p><a href="https://www.youtube.com/watch?v=CXM37ljOb_w">https://www.youtube.com/watch?v=CXM37ljOb_w</a></p> <p><b>Activity</b></p> <p><b>4 – Angry birds striking</b></p> <p><b>Steps:</b></p>	<p>- internet</p> <p>- balloon</p> <p>- anything to use as a net for example: chairs or a coffee table</p> <p>- bat</p> <p>-ball</p>	

- Find 5 things you can use to make a tower of 'angry birds' – use toys, pillows, plastic cups, plastic bottles – anything you are allowed to knock over.
- Move about 5 steps away from your tower – drop the ball from your non-striking hand, and with your striking hand hit it towards your tower. See how many hits you need to knock all the items over.
- Challenges – bring in more objects to make your tower bigger/taller, take an extra step back each time you hit the tower, try using your tee and bat to hit off

See you next week!