

Week 1 - Year 3 Level- Remote and Flexible Learning Program

Torquay College is acting to support the learning of students in a remote and flexible learning environment. We are committed to the wellbeing of our school community and ensuring everyone feels safe and supported.

We recognise that it might seem overwhelming but we will do all we can as a school to support you and your family. This of course will look differently and mean different things to different people but the fundamental message is that we are in this together.

Learning tasks have been designed by each Year level teaching team and will continue to develop as the term progresses. All remote and flexible learning tasks will be housed centrally on the Torquay College Website – under the ‘Remote and Flexible Learning’ tab. This will provide families with the week by week learning program.

The Foundation, Year 1 and Year 2 teams will use ‘SeeSaw’ as the software platform. The Year 3, Year 4, Year 5, and Year 6 teams will use ‘Google Classroom’ as the software platform.

If you need to gain access to digital technology the school will provide devices for loan. If your preference is to have hard copies we can make work packs available.

We want you to find what works best for you and your family and we will be seeking constant feedback so we can refine our work to make it easily accessible and understood.

We have a suggested daily routine that families can adapt to suit their circumstances. The learning tasks developed are for all students, and if you feel there is too much work please make the adjustments that work for your family with pace and quantity.

Principal Team

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.

Suggestions to ensure a successful home learning environment:

- establishing and following a daily routine
- defining a space for your child to work in
- monitoring communications from teachers and others
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- keeping your children social, but set rules around their social media interactions.

Setting up a learning environment:

Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time.

A space/location for extended learning should be a public/family space, not in a bedroom where possible. It should be a place that can be quiet at times.

Above all, ensure you or another adult is present and monitoring your children's learning.

Wellbeing:

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).

Digital Safety:

We recommend that you take the time to explore issues of online safety and discuss these with your child. It is important that during this period of remote learning that we maintain safe and responsible use of information and communication technologies. This includes appropriate use of digital platforms, privacy and information protection, respectful communication and how to deal with online issues.

Year 3

Welcome to our Remote and Flexible Learning Program for Year 3. This is a new program for all of us and we are seeking your support and patience as we all adjust to this challenge. Whilst children will not be attending school, we will be providing an ongoing learning program. As we embark on this system of learning we will be open to you and your child's feedback so we can improve and refine the delivery of the program. You have always been your child's prime educator but we appreciate the challenge of becoming their 'teacher'. With this in mind we are trying to keep the process as clear and simple as possible. It is important the learning environment is calm, stress free and conducive to learning. 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.

If you do not have online access please contact the school and related hard copy learning packs will be made available.

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>

Week 1 Year Level 3	
Content Area	Suggested Learning Activities
Well Being	<p>Setting up your remote learning space</p> <p>Use the "Checklist for setting up my remote learning space" to create a practical and inspiring space</p> <p>Complete the "Seeking help" worksheet and display this in your remote learning space.</p> <p>Personalise your space with your daily timetable and weekly planner, and a vision board, inspiring poster or a motivational quote</p> <p>Take a photo of yourself in your remote learning space and share on Google Classroom along with two emotions that describe how you are currently feeling (E.g. Excited, Frustrated, Proud, Relieved, Happy, Surprised, Interested, Sad, Bored, Lonely, Nervous, Embarrassed).</p> <p><i>Emotions list from RRRR Level 3/4 Topic 1.</i></p> <p>Read a story to increase understanding of coronavirus and support your student's wellbeing</p> <p>E.g. "Dave the dog is worried about coronavirus" or "What is the coronavirus?"</p>

	<p>Family bucket list jar</p> <p>Find a large jar to use either post it notes or icy pole sticks to write down every time you or your child/ren wished they could do an activity, visit someone or go somewhere that they can't currently do. Some students may wish to decorate the jar. Eventually you will be able to work through your bucket list activities, in the meantime this might provide a positive distraction and generates hope and plans for the future.</p> 
<p>Reading</p> <p>Good readers <u>connect</u> what they <u>already know</u> to <u>understand</u> what they read.</p> 	<p>This week's reading focus is making connections and increasing independent reading stamina. Each week we will have a mentor text which children will read/watch and then complete a task in their 'Remote Learning' book (green book) We expect children to independently read for 20 - 30 mins per day.</p> <p>Lesson 1: Find a comfy place in the house, e.g. on the bed with a blanket, to settle into some reading. Log on to Reading Eggs (the same log in as Mathletics.) Once on Reading Eggs, click on the library icon, look at the book of the day and then explore the library to find a 'just right' book.</p> <p>Lesson 2: The focus for lesson 2 is making connections, text to text. Text to text is connecting to another book. Watch the YouTube clip on the mentor text "The true story of the 3 little pigs" https://www.youtube.com/watch?v=vB07RfntTvw</p> <p>In your 'Remote Learning' book, rule up book, add date and heading 'Making Connections: Text to text'. Complete the sentences. This book reminds me of ----- because ----- The character ----- reminds me of ----- because -----</p> <p>Lesson 3: The focus for lesson 3 is making connections, text to self. Text to self is connecting to yourself. Watch / listen to the mentor text "Alexander and the terrible, horrible, no good, very bad day." https://www.youtube.com/watch?v=w6HhKlpp7ok</p> <p>In your remote learning book, rule up book, add date and heading 'Making Connections: Text to self.' Complete the sentences. I can connect to the ----<i>character</i>---- because----- I can understand how ----<i>character</i>---- felt because ----- The part of the book where ----<i>name event</i>-----,reminds me of the time i -----</p>
<p>Writing</p>	<p>This week's writing focus is building writing stamina and the 'IDEAS' trait.</p> <p>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.</p>

Revise		Edit	
ARMS		CUPS	
A Add sentences and words	C Capitals: sentences, names, places, months, times, ...	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



Key Qualities of the Ideas Trait

- The writing has a clear focus.
- The ideas are fresh and original.
- The reader learns something important.
- The writing makes sense.
- The writing includes good, juicy details.

Lesson 1: Rocket Writing

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 of what you could write about. This is also something you could use each day at the start of your writing session as a 'quick write' for 10-15 mins, 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 2: The 'IDEAS' Trait- Developing Ideas

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.

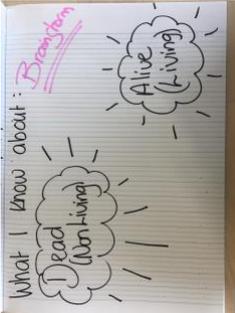
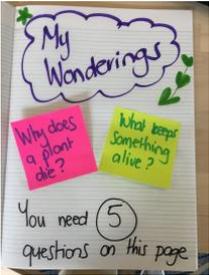
Remember to fill this page up as much as you can, the more ideas you have, and the easier it will be when you come to writing a text on that seed.

Please ensure that when you plant this seed you put a persuasive text as one of the three possible text types down the bottom that you could write. You will need this for next week.

Lesson 3: Ideas in Persuasive Texts

Watch the YouTube clip on the mentor text "The true story of the 3 little pigs" <https://www.youtube.com/watch?v=vB07RfntTvw>. In your 'Remote Learning' book, rule up, add date and heading 'Ideas in the True Story of the Three Little Pigs'. List all of the original ideas the author had for writing this text that made it different from the original story of the Three Little Pigs. How did this author make this story unique and their own? How did they make it interesting for the reader? How did they try to persuade us that the wolf was actually the good character?

<p>Spelling</p>	<p>This week's 3 lessons spelling focus is the 2 sounds of 'c' (1st sound c as in can & 2nd sound c as in cent), the 2 sounds of 'g' (1st sound 'g' as in glad & 'g' as in giant) and the 2 sounds of 'y' (1st sounds as in yellow and second sound as in funny).</p> <p>*always rule up and date your work</p> <ol style="list-style-type: none"> 1. Find words with the letter 'c' in them in books (chapter books, magazines etc.) and write them into your Remote Learning Book under the columns of sound 1 and sound 2. 2. Find words with the letter 'g' in them in books (chapter books, magazines etc.) and write them into your Remote Learning Book under the columns of sound 1 and sound 2. 3. Students to write the following words into individual, interesting sentences and underline them in red. Include interesting adjectives (describing words) in each sentence. yourself yawn yacht family baby study
<p>Maths</p> <p>Example 8:30 - Get up, have a shower and breakfast 9:30 - Reading and writing 10:30 - Break and snack 11:00 - Mathletics 12:00 - Construction time with Lego 1:00 - Lunch 2:00 - Inquiry learning from school Remote Learning Plan 3:00 - Play Xbox with family 6:00 - Dinner 7:00 - Bed</p>	<p>Lesson 1: Becoming familiar with Mathletics Step 1. Log on to Mathletics. Step 2. See if you can find the 'Go to old Mathletics' site. Write down the names of the learning activities you can see on that site. Step 3. Go back to the 'new' Mathletics site. Step 4. Click on the 'Explore' button. Check out the different activities in this section.</p> <p>Lesson 2: Continuing to explore Mathletics Step 1. Log on to Mathletics. Step 2. Click on the 'play' button. Step 3. Open up the different apps and try them. Write down which one is your favourite.</p> <p>Lesson 3: Getting started in Google Classroom for Maths - Log into Google Classroom using a web browser on a computer (the Chrome browser works best) or you could also use the Google Classroom app in the Apple App Store or Google Play store on a phone or tablet. If using a computer, go to http://www.classroom.google.com - For your username and password, you can find it in the front of your green Remote Learning Book Example username: YOURCODE@torquaycollege.vic.edu.au Password: your laptop password that you log in to the school computers with - Look near the top for the post called 'Maths - Daily Timetable' - Look at the instructions and the example in the task on Google Classroom. You will be replying with your own brief timetable for a day of your choice. For an example of what your daily timetable could look like, look at the screen capture from Google Classroom below this text. If you don't have access to Google Classroom, you could write this by hand in the blank Maths book sent home in your work pack, or some other paper you have. - To see a picture of the task instructions with an example, go to https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1gwPt8lfp5tbLQVpX1DIJ8xYmNU1YsXGF/view?usp=sharing</p>

<p>Inquiry</p>  	<p>Our Inquiry Unit for this Term is Dead or Alive</p> <p>Lesson 1: We will be looking at the Living and Non Living things that surround us in our environment. Let's start our journey by wandering outdoors into the garden. Look around and talk with someone whilst you observe what you see, hear, smell and touch. Now, back to your learning space you have created ready for your task. Let's begin with a classic 1986 song which I expect you and your parents to sing out loud!!!</p> <p>Click on the link below and read and sing out loud..... https://www.youtube.com/watch?v=Py6U3XMy-AM</p> <p>Lesson 2: In your 'Remote Learning' book create a page that looks like the picture inserted.</p> <p>Only copy the BLACK words, not the pink. Now, on your own (no parent help) brainstorm around the outside of each cloud bubble...What do you know about Non Living and Living?</p> <p>Lesson 3: On the next page or using sticky notes, write/ask yourself 5 'I wonder questions'. Such as: What keeps something alive? Why does a plant die? Ask your parents for help with this? Here are some question starters to help you..... Can Does How Why What Is When Could Your page could look something like this....decorate it to make it look good. Over the next weeks, we will try to answer these questions together.</p> <p>Can you all please write the question "What about the ONCE living?"</p>
<p>Physical Activity</p>	<p><u>Cross Country</u> Students 8, 9 and 10 yrs run 2 kilometres. Start by jogging around the block with a family member and increase the distance a bit more each day.</p> <p><u>AFL skills</u> Practise by kicking 20 drop punts. Handballing to a target on a wall. Running and bouncing in the backyard</p> <p><u>Basketball skills</u> Practise dribbling the ball in the driveway. Do 20 chest passes and 20 bounce passes</p>
<p>Indonesian</p>	<p><u>Eating at home vocab poster</u> (Download from Google Classroom or look in learning pack) <u>Stick it your house somewhere where you can learn the words</u></p> <p>Activity 1: Download and print the Eating with your Family poster and practice saying the words with the video on Google Classroom. Put it somewhere in the house that you can see it. Maybe on the pantry or the fridge.</p>

	<p>What does your family like to eat at home? Write sentences in Indonesian about each person and draw or take a photo of your family members eating their favourite dishes. For example: Saya suka makan pasta. Ibu suka makan sushi. Madeline suka makan Taco. Key words: suka=like makan=eat Ibu=Mum Bapak=Dad Watch Bibitsku and sing along</p> <p>Activity 2: Watch the Kids Try Foods videos Number 1 and Number 2.</p> <p>Look in you pantry see if you can find any foods or ingredients that are made in Indonesia and write them down.</p> <p>Highly Recommended Super challenge: Read the recipe for Dadar Gulung, look on the Google Classroom or in your learning pack, and and try cooking it with your family. Take a picture and write who in your family suka or tidak suka dadar gulung.</p>
Art	<p>Dead or alive- Inquiry Unit What makes something living? What makes something dead? Make up a list of characteristics (try and think of at least 8 things) Plants are living things- but the picked fruits and flowers are no longer considered living. Draw, paint, clay model a list of living and non- living things.</p>
Optional websites 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 ● 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 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 IPad. ● 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. ● Writing legends https://www.writinglegends.com/ this is free until July and teachers will need to set students up. this site has - Quick Writes, Podcasts, Writing Types, Writing Process Activities, Annotated Exemplars, Checklists, Class Review, Student Replay, Positive Feedback, Independent, Vocabulary Analysis and Set Activities ● 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/>
- Nessy <https://www.nessy.com/us/>
- Levelled Inquiry based units of work for all year levels- <https://www.coolaustralia.org/>
- www.mathletics.com.au for Maths and spelling through the spellodrome part of it
- Khan Maths - <https://www.khanacademy.org/> This site can import your students from google classroom. I like it because there are instructional videos to go with the courses the students are set, unlike mathletics which really is follow up activities after a concept has been taught.
- Prodigy Maths <https://www.prodigygame.com/> A fantasy type game where students must battle monsters to move to the next area of the game. Pros - it is motivating and like a video game and to play you can just sign in with your google classroom code. Con there is no explicit teaching so parents will need to help them with the game.
- www.readingeggs.com.au
- <https://www.natgeokids.com/au/>
- <https://ed.ted.com/>



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