



DPS Remote Learning @ Home Week 3

YEAR 3

Given out: Monday April 27th

Due: Friday May 1st

'Remote Learning @ Home' is intended to assist in continuing to provide activities and guidance while schools are closed. It should help develop sound work routine, time-management, build skills and to revise and share learning with parents. You should attempt to complete all the activities over the week and to provide evidence through photos or other documents that can be uploaded through FlexiBuzz to your classroom teacher. Parents, please support your child in completing these tasks. Remember staff are available to assist through FlexiBuzz.

The suggested times for each subject EACH DAY is as follows:- Literacy = 45-60 minutes, Maths = 30 - 45 minutes, Physical Activity = 30 minutes, Other activities = 90 minutes.

READING: Daily Reading (Read for a minimum of 10 minutes every day and/or night during the week)

Using your take home book or a book from home, read to someone in your family or practise your independent reading. Refer to your own goal in your diary. Once you have finished reading, discuss your book with a family member. You could draw a picture of something that is happening.

Record the title of your book in your school diary and ask a parent to sign it.

Feel free to access a range of texts from

Sunshine Online:

<https://www.sunshineonline.com.au>

The school's login details are:

USERNAME: dps1645

PASSWORD: dps1645

If you are unsure what level books to choose from, please contact your teacher.

STEM: Build a Hand Crank Winch

Here is your week 3 challenge! Click on the below link and it will take you to the instructions on how to build a hand crank winch.

<https://littlebinsforlittlehands.com/build-a-winch-simple-machine-recycled-stem-activity/>

If you do not have some of the materials needed to make the winch, think about what materials you could use instead.

Once you have finished building your winch, try to determine what objects your winch can manage to wind up.

Don't forget to send your teacher a picture and also tell them what you liked about this activity.

SPELLING:

Using your spelling list, complete a spelling activity from the options below **EVERY DAY**. Work on your next 10 words that are on your spelling list just as if you were in class.

- Phoneme sort
- Consonants and vowels
- Alphabetical order
- Syllable sort
- **Words that rhyme - write your weekly spelling word in the first column and then two words that rhyme with it.**

<i>fish</i>	<i>wish</i>	<i>dish</i>
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On **FRIDAY** ask someone in your family to test you. Then you can highlight the words you got right and move onto the next 10, just like in class. Send a picture of your spelling test to your teacher through Flexibuzz.

Also, don't forget to log into **Literacy Planet** once a week and complete some of your assigned games and tasks. The words in Literacy Planet are from your previous or upcoming spelling words.



READING: Inferring

Task 1. Before reading a book of your choice, complete a prediction of what the story will be about. Include in your prediction what might happen at the start, middle and end of the story. Use the pictures in the text and your prior knowledge to form your prediction.

I predict that the text _____ will be about _____. At the start, I predict that _____ because _____. In the middle, I predict that _____ because _____. At the end, I predict that _____ because _____.

Task 2. After reading a book of your choice, look back at your predictions and see if they were correct. My predictions were right because _____. My predictions were wrong because _____.

Task 3. After reading a book of your choice, create and write down three inferential or evaluative questions about the book. Choose one of the questions you have created and answer it in detail. Don't forget to provide evidence and reasons for your answers.

Inferential questions= How did... feel? Why did/does...? What did... mean when they said...? Explain why the character acted the way they did?

Evaluative questions= How would you feel if...? Do you think... is a good or a bad thing? How would have you ended the story?

Task 4. Read or watch the text: Shh! We Have a Plan by Chris Haughton

<https://www.youtube.com/watch?v=RAQo3mleoWo>

Before reading the text, make a prediction about the book by just looking at the front cover.

MATHEMATICS:

Topic: Subtraction

Terminology:

You means **you** & **parent** means **your parent**.

Task 1. Warm up:

- You will start at 100 and subtract 2 until you reach 80.
- Then start at 80 and subtract 3 until you reach 62
- Next start at 62 and subtract 4 for four steps.
- What's your number?
- Is it 42, 44 or 46?

Activity:

You will write out this sum:

$3+8=$ [you can work out the answer]

Subtraction is the **opposite** of addition.

If you add $3+8$ the answer is 11.

If you take those numbers and use them in a subtraction sum You can have:

- $11 - 8 = 3$
- $11 - 3 = 8$
- $3 + 8 = 11$

So for an addition sum you can get **two** subtraction sums. Write out these sums below and create two subtraction sums using the same numbers for each sum. You'll have to work out the answers.

- $12+9=$ $15+7=$ $23+6=$
- $26+7=$ $28+12=$

Task 2. Warm up:

- You will start at 100 and subtract 5 until you reach **80**.
- Now start at 80 and subtract 6 until you reach **62**
- Now start at 62 and subtract 7 for three steps.
- What's your number?
- Is your answer 40, 41 or 42?

Activity:

In your last lesson you showed the **link** between **addition** and **subtraction**.

WRITING: All of the writing activities should be completed in the book you were given from school.

*We are still working on our **PERSUASIVE** writing. Persuasive writing is when you try to convince others to agree with you. This week we will be using the same topic as last week because we already have our strong reasons and evidence written down. Our topic is: "**Dogs are the best pets.**"

Task 1. Our lesson today is about **linking** our ideas. Watch the clip on Youtube.

<https://www.youtube.com/watch?v=TY5GLGeOFs8>

Can you think of some good linking words? Write them down with the heading – **Linking Words**.

Now try to **link** some of your ideas together. Here is an example:- I think dogs make the best pets **because** they can help us.

You should try to write 3 sentences. 1) 2) 3)

Task 2. Look back at the table you drew in your book last week – it looked like this ...

Point or Idea	Reasons for your point.
1.	Explain:
	Evidence:

We are trying to **link** our **main point** with our **explanation** and our **evidence or examples**.

Point or Idea	Reasons for your point.
1. Dogs are helpful	Explain: They can do jobs.
	Evidence: * Dogs can be Police dogs. *Dogs can help the blind people. *Dogs can get the paper for you.



I think Shh! We Have a Plan will be about _____. I think it will be about that because _____.

After finishing reading, complete the following questions:

1. Why were they tip-toeing slowly to the bird?
2. What do you think the three characters thought when they saw all of the birds come and land around the character handing out food?
3. Do you think they will catch the squirrel? Why/Why not?

Task 5. Read or watch the text: Wolfie The Bunny by Ame Dyckman

https://www.youtube.com/watch?v=_jkaL-VOScc

Before reading the text, make a prediction about the book by just looking at the front cover.

I think Wolfie The Bunny will be about _____. I think it will be about that because _____.

After finishing reading, complete the following questions:

1. Why didn't Dot sleep through the night?
2. Why did the family dress up the wolf before going down the street?
3. How did Wolfie know that the bear was a threat before Dot did?

Please note: if you do not have access to watching the above YouTube videos or do not have access to the books, you can still complete the above activities using the same structure/idea from activity 3 with a book of your choice.

Well done. In this lesson I want you to **prove** the subtraction sum.

If you have materials you could use [pencils, crayons, blocks, straws, etc] to show your sum with working out.

Take a **picture** of your work and send it to your teacher.

Be **inventive** to prove your answer.

Below are subtraction sums to use or you may make up your own.

See what you can do.

Any problems talk to your teacher via **Chat Line**.

Good luck Mathematicians.

- 12-9= 21-4= 25-8=
- 34-7= 38-12=

Task 3. Warm up:

You will need a parent or someone [sister, brother, dog won't do, neither will the cat].

Using **both hands** you both show a number.

Highest number is the **start** of the sum and lowest is the **part to subtract** from the sum.

Both have to try to solve the sum first.

Record your wins and after 3 minutes see who is the winner.

Activity:

What is subtraction used for?

Can you write down 3 things where you might use subtraction other than in the classroom?

Here is a **real life problem** that uses subtraction.

- John saved 20 bags of his favourite snack for the party.
- At the party the guests ate 13 bags.
- What is the sum and answer?
- Can I prove it?

The sum is:

- 20 bags subtract 13 bags is 7 bags left over.

2. Dogs are good company.	Explain:
	Evidence:

Look at my sentence. I have used some colours to help you see the different parts. I have linked my main idea to the explanation and the evidence or example. The linking word is in red.

*I think dogs make the best pets **because** they can be helpful and **do jobs** like **getting the paper for you**.

Now you **link** your **idea** to the **explanation** and the **evidence**.

*You should write 3 sentences.

If you have more than one example for a main idea, you can link a second sentence like this one I have written.

**** I think dogs make the best pets **because** they can be helpful and **do jobs** like getting the paper for you. **Another way dogs can help** is by doing **jobs for the Police or helping people who cannot see**.

Task 3. Now we are going to write the **ending** to our persuasive text.

Watch the clip on Youtube again

<https://www.youtube.com/watch?v=TY5GLGeOFs8>

For our ending we want to remind the reader of our main ideas of points. We can use words like:- In conclusion / To sum up / Finally / Lastly.. Tell the reader again the main points of your argument. Here is my example, I have given my three main points:- Finally, I think dogs make the best pets because they can help us, they are very friendly and they are easy to look after.

Now you have a go. Use a phrase to start the conclusion then list you three main reasons or ideas.

_____ I think dogs make the best pets _____

Task 4. Now we need to put ALL the parts that you have been working on together in one text. Here we go.

*Firstly write out your amazing **introduction**.



As a maths sum I would write:

$$\rightarrow 20-13=7$$

To prove it.



13 answer =7

Task 4. Warm up:

Choose a number from 10-50. [e.g.: 34]

Using only numbers from 2-9 you will do quick mental subtraction sums.

You will need a parent or older sibling.

You will choose the number to start and your parent/sibling will choose the number to subtract with [e.g.: 24-6=].

Keep a tally and stop after 3 minutes.

Now it's your turn to do the same thing but with roles reversed.

Your parent/sibling will do what you have just done and visa-versa.

Activity:

Today let's combine your **addition**, **money** and **subtraction** skills.

You have to **design a word problem** that contains money.

If you still have some money coins left from last week you could use them.

Your problem has to show **addition and subtraction**.

After you have written out the **problem**.

Write out the **sums** that are in the problem.

Draw the sums using materials [pencils, cubes, etc.]

Here's an example:

- I work for 5 days and I get paid \$4.00 on Monday and Tuesday.
- I work really hard on Wednesday and earn \$10.00.
- I am sick on Thursday [cough!] but earn \$4.00 on Friday. Mum takes \$8.00 from me

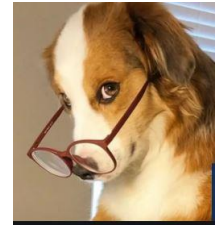
*Now write out each of your **3 linked ideas**. Each idea is a new paragraph with the main idea, the explanation and some examples or evidence.

*Now write the excellent **conclusion** you did in lesson 3.

*The last thing to do is draw a **picture** to go with your writing.

BINGO you have written a terrific

persuasive text. Well done. 🖨



***Send a photo of your finished text to your teacher.

Task 5. Please do the next page in

your **Write Well Book**. So we can try

and keep together do not do multiple pages each week.



to help with the shopping. Glad to help mum.
 → How much is left?
 Okay here are my sums.
 Addition:
 $\$4.00 + \$4.00 + \$10.00 + \$4.00 = \$22.00$
 Subtraction:
 $\$22.00 - \$8.00 = \$14.00$
 Working out:
 111 1111 1111111111 1111 is 22 dollars
 11111111 1111111111111111 is 14 dollars
 22-8
 Now it's your turn to write your problem showing money, addition and subtraction.
 Send your maths to your teacher when finished.
 Good luck Mathmeticians.

Task 5. Activity: Essential Assessment

Go online to Essential Assessment - you can work in **My Numeracy** or **Sunset Maths**.
Study Ladder will also have some activities assigned to you by your teacher.

MINDFULNESS:

In your school diary or in your own journal, write down three things that went well for you today. Try to complete this every day. An example is given below:
20/4/2020 - Three things that went well today
 1) I really enjoyed reading my book today.
 2) Dad made me a yummy lunch.
 3) I went outside and exercised with my family.

Try some of the below mindfulness activities too. You might like to ask an adult or your sibling to join in with you.

INQUIRY: Our New Big Idea is:-

Australia has its own geography, people, celebrations and food that have grown and changed over time.
 *Watch the clip of "Where the Forest Meets the Sea" a story by Jeannie Baker about the Australian Daintree Rainforest
<https://www.youtube.com/watch?v=2ZR1pN8MGao>
 *Videos: **Australia Facts for Kids- Cool, Fun Facts about Australia for Children**
<https://www.youtube.com/watch?v=hJm7kLzEmdE> (14 min).

SPECIALISTS:

Art: Photography Task
 Please see link below. This task runs across 2 weeks. Please take your time and try your best.
<https://drive.google.com/file/d/1Pel-QHbQbqI3XJYvXStliOysOv4MsgTM/view?usp=sharing>
 Please keep all of your artwork and bring it in to show me when school resumes.

Performing Arts: See the page below *Also remember you use music, dance and drama as a way to get you moving



- 1) **Playing with balloons:** the aim of this game is to keep the balloon off the ground, but you must move the balloon slowly and gently.
- 2) **Texture bag:** place several small shaped or textured objects in a bag. Reach in and touch an object, describing what you are touching. The person who isn't touching the object guesses what it may be. Take turns with your partner.
- 3) **Blowing bubbles:** go outside and blow bubbles, however, focus on taking a deep, slow breath, and exhaling steadily to fill the bubble. Try and make the bubbles as big as you can. Focus on the way they form, detach and float away until they pop.

Tourism Australia and Chris Hemsworth - Full version
<https://www.youtube.com/watch?v=V7dukhch8uo> (3min).



This map is only small - IF you can print out a larger one OR have a go at drawing your own. Then do the following things:-

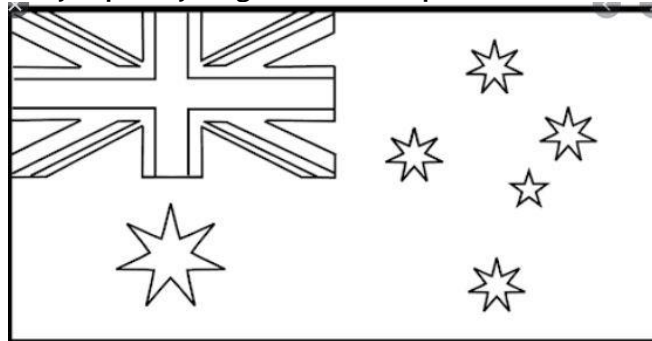
Name all the States and Territories.

Can you name the oceans that surround Australia?

Where is the Great Barrier Reef?

Can you draw the major rivers of Australia.

Can you put anything else on the map?



and feeling good. Just Dance, create your own dances and make a family playlist of all songs that make you happy and relaxed. Perhaps even make a play or magic show.

Languages: Indonesian

Lihat ini serangga indah!



(Look at these beautiful insects)



Macam – Macam Serangga

(Types of insects)

Kupu-kupu - butterfly

Lalat – fly

Nyamuk – mosquito

Belalang – grasshopper

Find a piece of paper, list these Indonesian words for insects down your page. Walk outside and see if you can see and hear any of these insects. Remember, just use your eyes and ears. Next to each word write 'ada' (there is) or 'tidak ada' (not there).

Interesting fact – There is a large centipede that is found in Indonesia. It can grow up to 20cm long. **Wah! Panjang sekali!** (Wow! Very long!).

Lagu (Song) Nama-nama hari (Days of the week) Jalan Sesama (Sesame Street) -

<https://www.youtube.com/watch?v=IsF1oAVSTIc> This is a catchy song, I'm sure you will enjoy.

** Please keep your Indonesian work together for when you return to school. Terima kasih!



Colour the Australian flag.
What do each parts of the flag represent?

Physical Education

Try to do something daily totalling 30 minutes of physical activity. This could be anything, walking the dog, playing on the tramp, just dance videos, etc.

Complete the 3 physical education tasks below.

Video demonstrations of the activities can be found at <https://vimeo.com/showcase/moovosity> (password is

moovosity)

Bucket Bounce

Equipment: Tennis balls, buckets (or bins) and markers

Instructions:

1. From behind their throwing line, players must bounce their balls into the bucket.
2. The ball must remain in the bucket (not bounce out).
3. Each pair has 4 balls (begin with 2 per player).
4. This is a continuous game; players may collect their balls at any time.
5. Pairs work together by collecting and throwing any of the 4 balls for their team.
6. First pair to bucket all their balls is the winner

Variations: Change the type of throw, have multiple buckets at different distances



What's Your Target

Equipment: Different sized balls

Instructions:

1. Locate 3 different targets from around the home, 1 x small, 1 x medium and 1 x large
2. The objective of the game is to propel an object towards the target and know it down or hit it. You complete the levels as below.
 - Level 1- Large target, Level 2- Medium target, Level 3- Small target
3. Create your own scoring system and play many rounds.

Variations: Use different ways of propelling different balls Eg. handpass, cricket ball strike

Paper Run

Equipment: Buckets, baskets, boxes or hula hoops. Scrap paper or cardboard. Small



beanbag or rock.

Instructions:

1. Create a series of "golf holes" by placing buckets, baskets, boxes or hula hoops in the playing space.
2. Place scraps of cardboard or paper on the floor to mark "golf tees" where you will throw from.
3. With your child, take turns standing on each golf tee and tossing a beanbag or ball underhand into the "hole".
4. If a shot is missed, the next throw is to be taken from where the rock or beanbag landed.
5. Continue throwing at each hole until one of you successfully lands your beanbag or rock in the "hole". The winner of each game is the person to land their beanbag or rock in the "hole".

Weekly Challenge

<https://youtu.be/yzO64Oo7yag>

Year 3- Performing Arts- Week 2 Online Learning: 'Make your own musical instruments!'

What different things could you find around the house to make an instrument?

- Containers with dry beans?
- Wooden spoon bucket drumming?

Create a list of ideas and objects from around your home that you could use?

Task: Make an instrument to play as you sing your favourite song, nursery rhyme, or even make up your own song!

Mr Stephens has provided some links and pictures to help with your ideas:

<https://www.youtube.com/watch?v=k1SHjSRBfVQ>

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



***Please ensure you ask your parents for before just grabbing any items around your home. You may even like to design and make more than one instrument or make a poster that describes your instrument and how it works. We will share our instruments when we return back to school. Explore the different songs that you can make and play along with! Enjoy...**



<p>Q: What do you get if you cross a sheep with a kangaroo?</p> <p>A: A woolly jumper!</p>	<p>Q: What is funny and falls out of a tree?</p> <p>A: A joke 'o' nut</p>	<p>Knock Knock Who's there? Who Who who? <i>I didn't know you were an owl!</i></p>	<p>Q: What type of pie did the ghost eat?</p> <p>A: BOO berry pie with lots of thick scream!</p>
<p>Q: Why did the kids eat their homework?</p> <p>A: Because the teacher said it would be a piece of cake!</p>	<p>Q: What do you call twin dinosaurs?</p> <p>A: A pair-odactyls!</p>	<p>Q: What do you call a cow in an earthquake?</p> <p>A: A milk shake!</p>	<p>Knock Knock Who's there? Wa Wa who? What are you so excited about?</p>

Thanks to Kate, Connor, Ryan and the teachers for their jokes this week.

Can you think of a good joke? Send it to Mr Bruns, Mr Bradford or Mrs Croxford through Flexibuzz and we'll include them on future sheets.