



DPS Remote Learning Year 3 Week 4 Week beginning: Monday May 4th - May 8th

complete all tasks by Friday May 8th 3:30pm. Please ensure your child actively engages in their learning by sending through work via FlexiBuzz, supporting them to ask questions and contribute through the FlexiBuzz chat function or if timetabled, attending a Webex Meeting before 3:45pm each day to ensure your child is marked as 'present.' Tick the box when the task is complete

Complete these learning tasks every day		
Reading	Spelling	Mindfulness
<p>Daily Reading (Read for a minimum of 10 minutes every day and/or night during the week)</p> <p>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.</p> <p>If you are unsure what level books to choose from, please contact your teacher.</p> <p>Completed each day <input type="checkbox"/></p>	<p>Using your spelling list, complete a spelling activity from the options below. Work on your next 10 words that are on your spelling list just as if you were in class.</p> <ul style="list-style-type: none"> - Phoneme sort - Words that rhyme - Pyramid – write each word in a pyramid shape <p style="text-align: center;"> n ni nig nigh night </p> <p>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.</p> <p> <input type="checkbox"/> Spelling Completed each day. <input type="checkbox"/> Test Completed and photo sent. </p>	<p>Option 1) 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: 4/5/2020 - Three things that went well today 1) I helped mum clean the house. 2) I got some good feedback from my teacher. 3) I enjoyed reading my new book.</p> <p>Option 2) Click on the Smiling Mind YouTube channel and complete a smiling mind meditation video. You might like to ask an adult or a family member to participate with you.</p> <p>Option 3) Complete 10-15minutes of mindfulness colouring in or drawing on a piece of paper. You might like to draw a picture first and then colour it in the next day.</p> <p>Completed each day <input type="checkbox"/></p>
Essential learning tasks that need to be submitted to your teacher via FlexiBuzz by Friday 3:30pm		
Reading	Writing	Maths
<p>Task 1</p> <p>Task 3 using the following sentence starters: 1) The character is feeling _____. 2) I think the character is feeling _____ because _____. 3) If I were the character I would feel _____ because _____.</p> <p>Task 5</p> <p><input type="checkbox"/> Submitted to my teacher via FlexiBuzz</p>	<p>Task 4 - The final copy of your Persuasive text.</p> <p>Task 5 - The page you finished in your Write Well book.</p> <p><input type="checkbox"/> Submitted to my teacher via FlexiBuzz</p>	<p>Task 2- Subtraction sums with working out.</p> <p>Task 4 - Subtraction problem solving with working out.</p> <p><input type="checkbox"/> Submitted to my teacher via FlexiBuzz</p>



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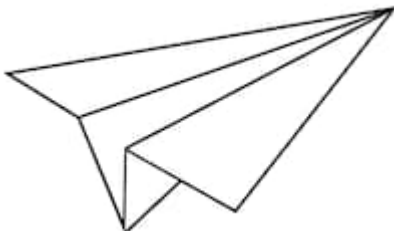

Complete 1 Reading, Writing and Maths essential learning tasks each day, in order, from the activities listed below.

Reading	Writing	Maths
<p>Task 1) Create three inferential questions about the book you just read. Choose two of the questions and answer them. Don't forget to provide evidence and reasons. Example: Q: How did Sue feel when her brother Jack took her ice cream? A: Sue felt sad when her brother took her ice cream because she started to cry in the book when he took it. She also said to her mum that Jack had upset her when he took her ice cream. Completed <input type="checkbox"/></p> <p>Task 2) Create three evaluative questions about the book you just read. Choose two of the questions and answer them. Don't forget to provide evidence and reasons. Example: Q: How would you feel if Jack took your ice cream? A: If Jack took my ice cream I would feel sad. I would feel sad because I love ice cream and I get sad if someone takes something from me when it isn't theirs. Completed <input type="checkbox"/></p> <p>Task 3) Choose a character from a book you have been reading and answer the following questions. 1) What is one emotion the character is feeling in the text? 2) Why is the character feeling that way? 3) How would you feel if you were that character? Completed <input type="checkbox"/></p> <p>Task 4) Choose a page with a picture from a book you have been reading and answer the following questions. 1) What is one emotion that the character is feeling in the picture? 2) What makes you think they are feeling that way? 3) Tell me about a time you felt the same way as the character. Completed <input type="checkbox"/></p> <p>Task 5) Once you have finished reading a book, I want you to make TWO DIFFERENT predictions about what might happen next in the story. Use the following sentence starter to help you make your predictions. One prediction that I think will happen next in the story is _____. I predict that will happen because _____. My other prediction that I think will happen next in the story is _____. I predict that will happen because _____. Completed <input type="checkbox"/></p>	<p>PERSUASIVE TEXT Task 1) We are continuing to work on Persuasive Texts. Let's quickly look at the structure of a Persuasive Text. <u>Introduction</u> = 1) Catchy sentence to 'hook' you reader. = 2) Give your point of view (do you agree or disagree with the title?) = 3) Tell the reader what your main points are. <u>Body</u> = 1) A paragraph for each of your main points. You need to *State you Point. *Explain what you mean. *Give some Evidence or Examples. *Link it to the next point or paragraph. (PEEL) <u>Conclusion</u> =1) Restate your opinion. = 2) Restate you main points. = 3) Tell the reader to agree with you eg:- "I am sure you will agree with me that Watch the Youtube clip - A Pig Parade is a Terrible Idea. https://www.youtube.com/watch?v=wS43JPOFEIw Listen and try to hear the different parts - The <u>introduction</u> is made up of some questions and the reader then gives their opinion. What are the <u>reasons or main points</u>? Listen for the explanation of why each reason is given. (Pigs can't march, they don't like uniforms, they like eating and drinking best, the marching music, pigs cannot hold balloons.) The <u>conclusion</u> where the reader tells us again the reasons against a Pig Parade. Listen for the <u>linking words</u> too. Completed <input type="checkbox"/></p> <p>Task 2) IDEAS & PLANNING DAY - Watch the clip from task one again. Try really hard to identify the different parts of the text. <u>Introduction, main points, conclusion.</u> Today you are <u>planning</u> your own Persuasive text. Draw up a table in your book to plan your text. Look back at Wk 3 grid for ideas. Choose from <u>one of these topics</u> and start planning. *All kids should play sport. *All kids should learn to cook. Completed <input type="checkbox"/></p> <p>Task 3) DRAFTING DAY - put all your ideas into sentences and link them together. Set them out in paragraphs following the structure from Task 1. Completed <input type="checkbox"/></p> <p>Task 4) GOOD COPY DAY - write your text out so it is a complete text. Don't forget to check spelling and punctuation. Draw a picture to support your idea. Completed <input type="checkbox"/></p> <p>Task 5) Complete the next page in your Write Well book. Completed <input type="checkbox"/></p>	<p>Task 1) <u>Warm Up:</u> I am 27. Write 10 subtraction sums that have that answer. <u>Activity:</u> I want you to try the sum showing how you solved it. Show your working out. 25-9= Now try these sums showing materials and setting out. 34-7= 26-3= 35-8= 43-17= Completed <input type="checkbox"/></p> <p>Task 2) <u>Warm Up:</u> I am 38. Write 10 subtraction sums that have that answer. <u>Activity:</u> Prove that these sums are correct. 23-6=17 37-8=29 39-12=27 45-11=34 Completed <input type="checkbox"/></p> <p>Task 3) <u>Warm Up:</u> I am 90. Take 90 and subtract 5 for 4 steps. Take your number and subtract 4 for 3 steps. Take your number and subtract 3 for two steps. Take your number and subtract 2. What is your answer? Is it 53, 54, 55, 56, 57, 58? <u>Activity:</u> I went shopping and bought 37 bottles of milk. I gave 18 bottles to my grannie as she cannot do any shopping. I want you to use subtraction to show how many bottles of milk I have. You must show your setting out as you did during the week. Use materials to help explain your sum and answer. Completed <input type="checkbox"/></p> <p>Task 4) <u>Warm Up</u> I am 93. Subtract these numbers in their order. 7, 12, 4, 10, 3, 15 What is your answer? 40, 41, 42, 43, 44, 45 <u>Activity</u> On my farm I have 43 livestock. I have 26 male livestock and the rest are female livestock. I want you to use subtraction with trading to show how many female livestock I have. You must show setting out as you did during the week. Use materials to help explain your sum and answer. Completed <input type="checkbox"/></p> <p>Task 5) Go online to Essential Assessment. You can work in My Numeracy or Sunset Maths. <u>Study Ladder</u> will also have some maths activities assigned to you by your teacher. Completed <input type="checkbox"/></p>



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Other learning tasks that you might like to complete at home

STEM	Inquiry	Online options																				
<p>STEM: Paper aeroplane challenge</p> <p>This week your challenge is to create a paper aeroplane that is able to fly as far as possible.</p> <p>You might need to do some research to find a paper aeroplane that you can make that will fly a much further distance than the conventional paper aeroplane.</p> <p>Make sure you measure how far your paper aeroplane flies from take off point to initial landing, and let your teacher know how far it travelled.</p> <p>Good luck!</p>  <p>Completed <input type="checkbox"/></p>	<p>INQUIRY: Our Big Idea is:- Australia has its own geography, people, celebrations and food that have grown and changed over time.</p> <p>*Watch the clip of “Big Rain Coming.” https://www.youtube.com/watch?v=OlhKV491UyE</p> <p>*What does ‘waiting’ mean. What sorts of things have you had to wait for?</p> <p>*This week – keep a weather diary for the week:-</p> <table border="1" data-bbox="784 526 1478 654"> <thead> <tr> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thus</th> <th>Fri</th> <th>Sat</th> <th>Sun</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>*You can draw a picture to show the weather for the day ... remember it might change during the day so you might need to draw more than one picture. OR you could write a quick description of the weather for each day.</p> <p>*Do a little research and compare our seasons Summer, Autumn, Winter and Spring with the Indigenous seasons What is the same and what is different.</p> <p>***For information about Indigenous Seasons access the Bureau of Meteorology’s website</p>  <p>Completed <input type="checkbox"/></p>	Mon	Tues	Wed	Thus	Fri	Sat	Sun								<p>Literacy:</p> <p>1) Sunshine Online https://www.sunshineonline.com.au The school’s login details are: USERNAME: dps1645 PASSWORD: dps1645 Completed <input type="checkbox"/></p> <p>2) Epic! https://www.getepic.com/sign-in Completed <input type="checkbox"/></p> <p>3) Literacy Planet Completed <input type="checkbox"/></p> <p>Maths:</p> <p>1) Essential Assessment - My Numeracy or Sunset Maths Completed <input type="checkbox"/></p> <p>2) Studyladder Completed <input type="checkbox"/></p> <p>3) Prodigy Completed <input type="checkbox"/></p> <table border="1" data-bbox="1500 1021 2195 1428"> <tr> <td data-bbox="1500 1021 1736 1260">Q. Why can't you hear a pterodactyl on the toilet?</td> <td data-bbox="1736 1021 1960 1260">Q. What does a bee look for when it crosses its legs?</td> <td data-bbox="1960 1021 2195 1428">Knock, knock. <i>Who's there?</i> A little old lady. <i>A little old lady who?</i> I didn't know you could yodel!</td> </tr> <tr> <td data-bbox="1500 1260 1736 1428">A: because the p is silent</td> <td data-bbox="1736 1260 1960 1428">A. A BP station</td> <td></td> </tr> </table> <p>Thanks to James and Luca for their jokes this week.</p>	Q. Why can't you hear a pterodactyl on the toilet?	Q. What does a bee look for when it crosses its legs?	Knock, knock. <i>Who's there?</i> A little old lady. <i>A little old lady who?</i> I didn't know you could yodel!	A: because the p is silent	A. A BP station	
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Specialist Grid Please complete all tasks by Friday 8th May

LOTE - Indonesian

During the lessons you have been asked to use and respond to classroom instructions in Indonesian.

Some of these words and phrases include -

duduklah - please sit down

diamlah - quiet please

dengarlah - please listen

masuklah - please come in

tepuk tangan - clap your hands

permisi - excuse me

maaf - sorry

Make a Word Search

Use the words above in Indonesian (red print) to make a word search – then write the clues in English.

Ask someone in your family to find the Indonesian words.

Please click here for the word search page -

<https://drive.google.com/file/d/1hVKOv-T3NDwIA-SlwSjAdmoQ4xPDkZtL/view?usp=sharing>

Interesting Fact - Indonesia has two seasons **Musim hujan** (wet season) from November to March and **Musim kemarau** (dry season) from April to October.

Art: **Photography Task Continued**

Please see link below. This task runs across 2 weeks. Please take your time and try your best. Remember if you don't have a camera to take a photo, I'd like for you to sketch your shot.

<https://drive.google.com/file/d/1PeI-QHbQbq13XJYvXStliOysOv4MsgTM/view?usp=sharing>

Early finishers: Can complete a Step by Step drawing using the following links.

Kitten <https://www.youtube.com/watch?v=dpbFZV7KlgA>

Husky Puppy https://www.youtube.com/watch?v=Z_dwGopkGGQ

Please keep all of your artwork and bring it in to show me when school starts back. I will also be hosting a webex meeting in the coming weeks. This will be a time where you can share your artwork with me. More details to come.

Performing Arts: *"Percussion Game, Vocal Experiment and Sing-along"*

1. Percussion Games: What's your Beat? (5 minutes) We have played this percussion game many times. What's your beat if a fun way to create a beat, keep in time with a beat and explore percussion and making

Group: "Hey 'Name' what's your beat?" / **Group Chant:** "What's your beat, what's your beat, hear it, hear it on the street."

The chosen person/player then creates a beat (*no more than 12 claps, taps or stomps in total*). Take turns to create a repetitive beat for others to copy and mimic. Try sitting in a circle with your family, a partner or film yourself making different beats.



2. Vocal/Singing Warm up (5 minutes) This week we are going to participate in some fun vocal warm ups and learn a whole class song.

Can you think of reasons why we need to warm up our voices before singing? (discuss)

Activity: Vocal Warm up: 'Choonaboon Fun Singing Warm Up!' <https://www.youtube.com/watch?v=K5ibRYDBFTw&feature=youtu.be>



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3. Year 3 Sing-along: Learn a song 'Woof Woof' (20 minutes) <https://www.youtube.com/watch?v=sQC1UNsb2ks>

Listen to the song 'Woof Woof' we are going to learn this songs and the different parts of the song including the verse, chorus and bridge and the importance of out tone, pitch and timing when singing. You may want to practise more than once! This is a fun and interactive way to learn a song from home and could be used as a brain break during learning or as a family sing along.

Physical Education:

Try to do something daily totalling 30 minutes of physical activity.

Complete the 3 physical education tasks below.

Video demonstrations of the activities can be found at <https://vimeo.com/showcase/7033922> (password is *moovosity*)

King of the Cones

Equipment: 8 cups or small targets and a ball for each player

Instructions:

1. Pairs.
2. Set up 4 cups or small targets about 5 metres apart.
3. Each player rolls their ball from behind their line of cups attempt to knock down one of their opponents cups.
4. Players run to collect their own ball and must return back to behind their cups before rolling again.
5. If a player successfully knocks over a cup then they pick up that cup and move to their line of cups.
6. Play rounds of 2 minutes or until one player runs out of cups.
7. The player with the most cups wins the game. Play multiple rounds.

Nearest the Pin

Equipment: Tennis balls or bean bags, markers, targets (e.g. empty plastic bottles, plastic cups, cardboard boxes or folded cardboard)

Instructions:

1. Students have at least 1 ball/bean bag each (more if possible).
2. All students throw from behind the throwing line.
3. Students attempt to land their ball closest to the target.

Variations: Change type of throw (overarm, underarm, rolling, chest pass, lob) to experiment with angle of release - connections to Science.

Vanishing Dots

Equipment: Large ball, dots or flat markers (5)

Instructions:

1. Two students play on each side.
2. Students are taking turns passing back and forth between them, attempting to roll the ball over the dots.
3. Every time students successfully roll the ball over a dot, they pick the specific dot up and place it on top of the middle dot.
4. If the ball rolls over the middle dot, nothing happens and the game continues.
5. Once all other dots are on top of the middle dot, students need to roll the ball over this larger pile of dots in the middle to finish the game.
6. First team (competing against other family members) to complete this challenge is the winner

Variations: Use less dots, decrease the distance (easier), Use more dots, ask players to pass the ball from where they receive it (harder)



Weekly Challenge (optional)

[Laundry Basketball Challenge](#)



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