





DPS Remote Learning Year 3 Week 5 Week beginning: Monday May 11th - May 15th

Complete all tasks by Friday May 15th 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



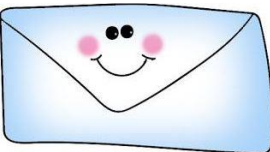
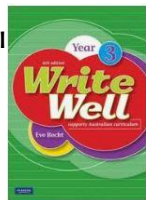


Reading	Spelling	Mindfulness
<p>Daily Reading (Read for a minimum of 10 minutes every day and/or night during the week)</p> <p>Using your take home book or a book from home, read to someone in your family or practise your independent reading. Refer to your own goal in your diary. Once you have finished reading, discuss your book with a family member. You could draw a picture of something that is happening.</p> <p>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 style="text-align: center;">S E</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 - Pyramid - Words that rhyme - Syllable sort - Word Shapes - Draw a box for each letter of your words <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> </div>  <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> <ul style="list-style-type: none"> <input type="checkbox"/> Spelling completed each day. S S <input type="checkbox"/> Test completed and photo sent to my teacher via Flexibuzz. 	<p>Option 1) In your school diary or in your own journal, write down three things that you loved about your day. Try to complete this every day this week. An example is given below: 11/5/2020 - Three things that I loved about today</p> <ol style="list-style-type: none"> 1) I spoke to my pop on the phone. 2) I had a really good sleep last night. 3) I finished all of my school work.  <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"/> E</p>

Essential learning tasks that need to be submitted to your teacher via FlexiBuzz by Friday 3:30pm

Reading	Writing	Maths
<p>Task 2 – Emily’s reasons. I</p> <p>Task 3 - Greenpeace’s reasons. I</p> <p>Task 5 - Your two new predictions. E</p> <p><input type="checkbox"/> Submitted to my teacher via FlexiBuzz</p>	<p>Task 2 - Your letter from Emily’s point of view.. S</p> <p>Task 4 - Your opinion on the school situation - at school or at home, OR just your thoughts about COVID-19</p> <p>Task 5 - The page you finished in your Write Well book. I</p> <p><input type="checkbox"/> Submitted to my teacher via FlexiBuzz</p>	<p>Task 1- drawing clock faces S</p> <p>Task 3 - time problem R</p> <p>Task 4 - time problem</p> <p><input type="checkbox"/> Submitted to my teacher via FlexiBuzz</p>



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

Reading	Writing	Maths
<p>Task 1) Read the book ‘Dear Greenpeace, There’s a whale in Emily’s Pond’ by clicking on the following link: https://www.slideshare.net/LouiseVanLaar/dear-greenpeace Once you have finished reading the book, I want you to think of some speech/thought bubbles to accompany the illustrations in the book. Write down what Emily might be thinking or saying? What might the whale be thinking or saying? Completed <input type="checkbox"/></p>  <p>Task 2) Re-read the book ‘Dear Greenpeace, There’s a whale in Emily’s Pond’ by clicking on the following link: https://www.slideshare.net/LouiseVanLaar/dear-greenpeace Once you have finished reading the book again, write down all of the persuasive reasons Emily gives to the Greenpeace for why she has a whale in her pond. Completed <input type="checkbox"/></p> <p>Task 3) Re-read the book ‘Dear Greenpeace, There’s a whale in Emily’s Pond’ by clicking on the following link: https://www.slideshare.net/LouiseVanLaar/dear-greenpeace Once you have finished reading the book again, write down all of the persuasive reasons Greenpeace gives to Emily for why she does not have a whale in her pond. Completed <input type="checkbox"/></p> <p>Task 4) Read/Watch the following book (if hard copy is unavailable) Don’t Let The Pigeon Drive The Bus After reading/watching the book, brainstorm some reasons that the pigeon used to try and convince you to let him/her drive the bus. Completed <input type="checkbox"/></p> <p>Task 5) I want you to make TWO DIFFERENT predictions about what might happen next in a book you just finished reading. Use the following sentence starters 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>Task 1) Think about the book you read for reading, ‘Dear Greenpeace, There’s a whale in Emily’s Pond’ I want you to decide whether Emily does have a whale in her pond or not. Using the following sentence starters, I want you to give three reasons why you think she does/doesn’t have a whale in her pond. I think Emily does have a Blue Whale in her pond, because..... I think Emily doesn’t have a Blue Whale in her pond, because..... Completed <input type="checkbox"/></p>  <p>Task 2) I want you to write a letter from Emily’s point of view to Greenpeace. Use the reasons from the text or create your own reasons. Use the structure of Emily’s letter in the book to create your letter. Can you set out a letter format correctly? Can you use persuasive language? Can you give persuasive reasons? Completed <input type="checkbox"/></p>  <p>Task 3) I want you to write a letter from Greenpeace’s point of view to Emily. Use the reasons from the text or create your own reasons. Use the structure of Greenpeace’s letter in the book to create your letter. Can you set out a letter format correctly? Can you use persuasive language? Can you give persuasive reasons? Completed <input type="checkbox"/></p> <p>Task 4) Thinking about the COVID-19 virus and our school situation. Choose one of the following topics and write your thoughts about it. A) I think we should be allowed back to school? B) I think we should continue to learn at home for a bit longer. OR C) How are you feeling about the whole COVID-19 situation in general. You can simply write your feelings or an opinion.</p> <p>Task 5) Complete the next page in your Write Well book. Completed <input type="checkbox"/></p> 	<p>Task 1) Warm Up: Arrange these time words in their correct order from smallest to largest. YEAR, SECOND, DAY, MONTH, MINUTE, WEEK Activity: Open Time Sheet and watch Task 1 video. You will use your maths books to draw a clock face with the numbers marked correctly. Follow the directions from the video. When completed, open a clock website helper and practice making and telling the time. Video: Time_Sheet Completed <input type="checkbox"/></p>  <p>Task 2) Warm Up: How many seconds in: 1 min, 2 min, 3 min, 4 min, 5 min. Is there a pattern? What is the pattern? Write it in your book. Activity: Open Time Sheet and watch Task 2 video. You will draw 5 clock faces and draw 5 times. You may use the website clocks to help if you need help. Remember the long hand is for minutes and the short hand is for hours. Video: Time_Sheet Completed <input type="checkbox"/></p> <p>Task 3) Warm Up: How many hours in 1 day, ½ day & ¼ day? Use a clock to help you. Activity: Open Time Sheet and watch Task 3 video. John left home at 10 o’clock and arrived at work 1 hour later. He left work 3 hours later to go home. The trip home took 2 hours [he did some shopping]. He had his tea 1 hour later. He watched TV for 2 hours then went to bed. What time did John go to bed? Show how you worked out your answer. You may use the Websites clock to help you. Video: Time_Sheet Completed <input type="checkbox"/></p> <p>Task 4) Warm Up: The big hand is on 6, the little hand is between 9 & 10. What’s the time? Activity: Open Time Sheet and watch Task 4 video. Gwen arrived home at 4 o’clock in the afternoon. She Left her home at 9 o’clock. She went to 4 shops during the time away. Make up a diary showing her day from 9am to 4pm. Show the times she visited the shops, travel time and lunchtime. Video: Time_Sheet Completed <input type="checkbox"/></p>  <p>Task 5) Go online to Essential Assessment. You can work in My Numeracy or Sunset Maths. Study Ladder will also have some maths activities assigned to you by your teacher. Completed <input type="checkbox"/></p>



Other learning tasks that you might like to complete at home

STEM	Inquiry	Online options
<p>STEM: Jelly Bean/Marshmallow Tower</p> <p>Materials: 50 Toothpicks 50 Jelly beans</p> <p>This week your challenge is to create the tallest tower possible using a maximum of 50 toothpicks and 50 jelly beans.</p> <p>Prior to construction, you might like to draw a design of your tower, including all of the toothpicks and jelly beans that you plan to use.</p> <p>You might also like to do some research prior to construction to find out what shapes are the strongest to use when constructing a tower.</p> <p>The only rules are:</p> <ol style="list-style-type: none"> 1) Your tower must not have more than 50 toothpicks and 50 jelly beans 2) Your tower, once constructed, must be able to stand and stay upright without any support <p>Make sure you measure how tall your tower stands and let your teacher know.</p> <p>Good luck!</p> <div data-bbox="100 1197 168 1268" style="text-align: center;"></div> <div data-bbox="533 1104 719 1353" style="text-align: center;"></div> <p>Completed <input type="checkbox"/></p>	<p>INQUIRY: <u>Our Big Idea is:-</u> Australia has its own geography, people, celebrations and food that have grown and changed over time.</p> <p>This week we are looking at Billabongs.</p> <p>TASK Watch the two short video clips about billabongs and visit the Questacon website. https://www.youtube.com/watch?v=CJcTe7xUUx4</p> <p>https://www.youtube.com/watch?v=f5IJ-EN1d10</p> <p>The Questacon website has information too. https://www.questacon.edu.au/discover/burarra-gathering/extra-information/billabong</p> <div data-bbox="797 715 1075 885" style="text-align: center;"></div> <p>*What is a Billabong? *Draw a picture to show what a Billabong looks like. *Can you describe what it would be like to be beside a billabong like in the story from last week? "Big Rain Coming." *Why is the Billabong water warm and still?</p> <p>**A Billabong is important to our Indigenous people. Write down some of the reasons it is important. *What do we have in Drysdale that would be a little bit like the Billabong? Why is this are important to Drysdale?</p> <div data-bbox="824 1173 907 1244" style="text-align: center;"></div> <div data-bbox="981 1177 1451 1396" style="text-align: center;"></div> <div data-bbox="833 1324 913 1396" style="text-align: center;"></div> <p>Completed <input type="checkbox"/></p>	<p>Literacy:</p> <ol style="list-style-type: none"> 1) Sunshine Online https://www.sunshineonline.com.au The school's login details are: USERNAME: dps1645 PASSWORD: dps1645 Completed <input type="checkbox"/> 2) Epic! https://www.getepic.com/sign-in Completed <input type="checkbox"/> 3) Literacy Planet Completed <input type="checkbox"/> <p>Maths:</p> <ol style="list-style-type: none"> 1) Essential Assessment - My Numeracy or Sunset Maths Completed <input type="checkbox"/> 2) Studyladder Completed <input type="checkbox"/> 3) Prodigy Completed <input type="checkbox"/> <div data-bbox="1948 335 2168 518" style="text-align: center;"></div> <div data-bbox="1982 630 2072 718" style="text-align: center;"></div> <div data-bbox="1960 837 2150 997" style="text-align: center;"></div> <div data-bbox="2049 1053 2150 1157" style="text-align: center;"></div> <p style="text-align: center;">SWPBS</p> <p>This week's star is RESILIENCE.</p> <p>What do you think Resilience is? Resilience is the ability to bounce back from a tough situations. How have you been showing resilience during the Remote Learning time? Watch this short video about Pip and see how she shows Resilience. https://www.youtube.com/watch?v=07d2dXHYb94&t=29s Choose someone in your family who you think deserves a Resilience award design their award and present it to them.</p> <p>Completed <input type="checkbox"/></p>



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Specialist Grid Please complete all tasks by Friday 8th May

LOTE - Indonesian SWPBS - The word for **resilience** in Indonesian is '**ketahanan**'.

Transportasi
Transport

Activity 1) – Create a poster - At the top of your page write the heading '**Transportasi**'. Illustrate these forms of transport and label the pictures in Indonesian. We will use this poster again next week, so please keep this poster ready to use again.



pesawat terbang



bis



sepeda motor



mobil



sepeda



kapal

Activity 2) Play this game on Languages Online Indonesian - **Transportasi**. Read the Indonesian words and the English meaning under 'glossary' and then read the instructions. Click on 'start'. Remember to only use lower case letters for the words. https://www.education.vic.gov.au/languagesonline/indonesian/sect32/no_01/no_01.htm

Art: Famous Laundry Art

Hello Year 3, this was so much fun to make and something a little different! Check out the link for the activity description. If you do not have a camera you can sketch your design onto paper, adding colour using pencils.

https://drive.google.com/file/d/1RThsTILzfUwFONAbGBenPe7f6QEnN_4m/view?usp=sharing

Please keep all of your artwork and bring it in to show me when school starts back.

Performing Arts: 'Drama Game Family Time'

We are learning to: *Create a dramatic action and a sense of time and place using body, movement, language and voice to create dramatic meaning.*

Task: Time to play the game 'Postcards' using different drama elements for each postcard. For example, if you chose 'time' then your postcard could be from a spaceship! Or if you chose 'tension' your postcard could be from a party where someone dropped the birthday cake!!

How to play 'POSTCARDS'

Dance around to some music, when it stops choose a drama element to use to create a postcard from.

Quickly discuss what you want the image on your postcard to be, then negotiate how you will make it.



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You are using your bodies to create the postcard- for example a beach may need someone to be an umbrella, or a sun etc.

Challenge: Make a set of cards with different settings so you can play POSTCARDS another time. Keep your cards and bring them to class to play.

Drama Elements to Think About:

Focus: Where is the attention? Directing the focus of the audience to specific themes, issues, characters, action, plot etc.

Time: When is it set? Are you portraying the past, present, or future?

Mood: How does it feel? Change or enhance through vocal expression, body language, pace, sound, light, costumes etc.

Contrast: Use of opposites. Stillness and movement, silence and sound, shapes, levels, emotions etc.

Tension: How energy is used? Climax and resolution. Constriction of parameters such as sound, pace, space, emotion

Space: Where we move? Personal & common space. Shapes, levels, proximity to audience and size of performance space



Physical Education:

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

Complete the 3 physical education tasks below (10-15mins each).

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

Alternatively, search the apple app store for *Moovosity* to see video demonstrations in the app (only available on apple).

I will also be adding resources on the school website for extra ideas of things to do at home. <http://www.drysdaleps.vic.edu.au/?cat=318>

In the Hoop (find it in the 'Skills Beach' category in app)

Equipment: Tennis balls and hoops (or rope/string/tape to make circles)

Instructions: 1. Two students are standing on each side of the hoops.

2. Students on each side take turns rolling their ball (one student at a time).

3. Students collect their balls after they both complete their turn.

4. The goal of the game is to roll the ball so that it comes to a stop inside a hoop in the order they are placed (first, second, third).

5. If/when the ball comes to a stop inside the first hoop, students take that hoop to the side.

6. If/when the ball comes to a stop inside the second hoop, students take that hoop to the side.

7. If/when the ball comes to a stop inside the third hoop, students win that round - get a point.

8. Students place the first and second hoops back and start the next round

The first team to get to 3 points wins

Funnel of Doom (find it in the 'Skills Beach' category in app)

Equipment: Tennis balls, different coloured markers.

Instructions: 1. Students in each team take turns rolling the tennis ball through the funnel

2. Each set of markers are worth a different number of points if the ball rolls between them without touching the marker:

- 1st set (widest) – 1 point





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- 2nd set (middle width) – 2 points
 - 3rd set (closest width) – 3 points
3. One student from each team is positioned out the front of the funnel and serves as the collector.
 4. After each roll, the collector retrieves the ball and rolls the ball back to the next person in line.
 5. After a student rolls the ball, they join the end of the line. After 1 full team rotation (i.e. each person in the team has a roll), the collector swaps positions with one of the rollers.
 6. Game continues until a team reaches 21 points or play for time (e.g. 2 mins) and the team with the highest score wins.
 7. After a team wins, move their cones back to make it more difficult for the next round.
- Variations: Change distance and width of funnels, use non-dominant hand.

What's Your Target? (find it in the 'Skills Beach' category in app)

Equipment: Different sized balls

Instructions: 1. Groups of 1-4

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

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

Weekly Challenge (optional)

[T-shirt Challenge](#) - if you want to make it extra hard try it in a handstand, or check out this amazing [video](#)

Q: What did the baby corn say to the mummy corn?








A: Where's Pop Corn?

Knock Knock
Who's there
Tank
Tank who?
You're Welcome!

Knock Knock
Who's there
Nobel
Nobel who?
No bell that's why I am knocking!



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	Reading	 Writing	Maths	Other
Monday 	<input type="checkbox"/> Ten minutes reading – record in you diary. <input type="checkbox"/> Task 1) Read the story, complete the speech bubbles. Completed <input type="checkbox"/> S	<input type="checkbox"/> Put your new spelling words into Literacy Planet. Task 1) Use the story from ‘Reading’ – what do you think – does Emily have a whale in her pond? Completed <input type="checkbox"/> E	<input type="checkbox"/> Task 1) Learn how to draw accurate clock faces. Use the Video: Time Sheet to help you. Completed <input type="checkbox"/> S 	R Mindfulness: Inquiry S 
Tuesday	<input type="checkbox"/> Ten minutes reading – record in you diary. <input type="checkbox"/> Task 2) Read the story – give Emily’s reasons. Completed <input type="checkbox"/> I	<input type="checkbox"/> Complete the phoneme sort. <input type="checkbox"/> Task 2) Use the story from ‘Reading’ – write Emily’s letter. Completed <input type="checkbox"/>	<input type="checkbox"/> Task 2) Practise drawing accurate clock faces. Make up 5 times and write what they are. Draw them on your clocks. Use the Video: Time Sheet to help you. Completed <input type="checkbox"/>	R Mindfulness: Specialist I
Wednesday	<input type="checkbox"/> Ten minutes reading – record in you diary. <input type="checkbox"/> Task 3) Read the story – give Greenpeace’s reasons. Completed <input type="checkbox"/> I	<input type="checkbox"/> Complete the syllable spelling task. <input type="checkbox"/> Task 3) Use the story from ‘Reading’ – write Greenpeace’s letter. Completed <input type="checkbox"/> S	<input type="checkbox"/> Task 3) Solve the time problem. Think carefully and write down the steps. Use the Video: Time Sheet to help you. Completed <input type="checkbox"/> S 	S Mindfulness: Specialist R Stem Challenge 
Thursday	<input type="checkbox"/> Ten minutes reading – record in you diary. <input type="checkbox"/> Task 4) New story – Write what reasons the pigeon used. Completed <input type="checkbox"/> S	<input type="checkbox"/> Complete the word pyramid task. <input type="checkbox"/> Task 4) Write your opinion on the school situation OR write about your feelings around the COVID-19 situation. Completed <input type="checkbox"/> E	<input type="checkbox"/> Task 4) Solve the time problem. Think carefully and write down the steps. Use the Video: Time Sheet to help you. Completed <input type="checkbox"/> E	R Mindfulness: Specialist E Resilience task
Friday	<input type="checkbox"/> Ten minutes reading – record in you diary. <input type="checkbox"/> Task 5) Giving 2 predictions about a story you choose to read. Completed <input type="checkbox"/> S	<input type="checkbox"/> Get mum to test your spelling words. Completed <input type="checkbox"/> <input type="checkbox"/> The next page in you Write Well book. Completed <input type="checkbox"/> S	<input type="checkbox"/> Task 5) Online activity day – finish off any tasks and look for the tasks your teacher has set - Studyladder Prodigy, My Numeracy Completed <input type="checkbox"/> I 	Mindfulness: Specialist R E