



DPS Remote Learning Year 3 Week 6 Week beginning: Monday May 18th - May 22nd

Complete all tasks by Friday May 22nd 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

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.

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



Completed each day ☐

Spelling

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.

- [Phoneme sort](#)
- [Words that rhyme](#)
- [Word Shapes](#)
- [Pyramid](#)
- [Syllable sort](#)



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.**

- Spelling completed each day.
- Test completed and photo sent to my teacher via Flexibuzz.



Mindfulness

Option 1)

Post Isolation Bucket List - Every time you think of something you would like to do or someone you would like to see but you can't at the moment, write it down and put it in your jar. Over the weeks you can watch the jar fill with all the wonderful experiences you have to look forward to. After isolation you can have fun working your way through your list and will be so grateful that you can experience all the things you have been waiting for.



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.

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.

Completed each day ☐



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

Reading

Task 1 - Crayon's reasons to Duncan



Task 2 - Why Duncan should use the crayon more



Task 3 - Answers to the three questions



- Submitted to my teacher via FlexiBuzz

Writing

Task 1 - Your letter from the crayon's point of view..



Task 3 - Your draft copy of your persuasive writing

Task 4 - Your good copy of your persuasive writing



- Submitted to my teacher via FlexiBuzz

Maths

Task 2 - Solving two equations using equipment. Show your working out.



Task 4 - Solving 3 equations using equipment. Show your working out.



- Submitted to my teacher via FlexiBuzz



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

Reading

Task 1) Read or watch the book [The Day The Crayons Quit](#) Once you have finished reading the book, I want you to choose a coloured crayon and write down some of the reasons they gave to Duncan. Once you have finished that, I want you to look at the structure of the letters from the crayons to Duncan as this will help you with your writing tasks.

Completed



Task 2) Read or watch the book [The Day The Crayons Quit](#) Once you have finished reading the book, I want you to choose another coloured crayon and write down some of the reasons why you think Duncan should use it more. Make sure it is a different colour from task 1.

Completed



Task 3) Read or watch '[Hey Little Ant](#)' Answer the following questions after you finish reading the book: 1. What reasons did the ant use to try and convince the boy to save his life?

- 2. What do you think the boy will decide to do? 3. Do you think the boy should squish the ant? Why or why not?

Completed



Task 4) Read or watch '[Hey Little Ant](#)' Once you have finished reading the book, have a go at drawing a foot about to stomp on the ant. Make sure your picture is nice and big. After finishing that, draw a speech bubble near the foot and a speech bubble coming from the ant. In the speech bubble next to the foot, write down a reason for stomping the ant. In the other speech bubble write down a reason against stomping the ant.

Completed

Task 5) Read or watch '[The Pigeon Needs A Bath](#)' After you have completed the book, complete the following task: What were three reasons that the pigeon used to try and convince you that they wouldn't need a bath?

Completed

Writing

Task 1) Using the coloured crayon you chose for task 1 in reading, write a letter to Duncan expressing your point of view. An example is provided for you below:

Dear Duncan, I believe that you should use me less. The first reason is because I'm getting overworked and I'm not getting time to play with the other coloured crayons. Secondly, do you have to use me to colour in the whole sky? Sometimes the sky is grey or white with clouds. Why don't you try light blue? I hear she's really neat. From your tired dark blue crayon.

Completed



Task 2) Using the crayon you chose for task 2 in reading, write a letter as Duncan, expressing your point of view to the coloured crayon explaining why you should use it more. Use the example in task 1 for writing as a guide to complete your writing.

Completed



Task 3) Draft copy: At the end of the story, the boy has not yet decided whether or not he is going to squish the ant. You need to choose whether you are going to be the boy or the ant. Whoever you choose, you need to write a persuasive letter to the boy not to step on you (if you're the ant) or write a persuasive letter to the ant explaining why you are going to step on them (if you're the boy).

Structure of a Persuasive Text

Introduction- A hook opening then express your opinion 3 reasons to convince and persuade the ant/boy

Conclusion- Express your opinion

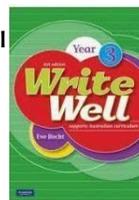
Completed



Task 4) Good copy: After submitting your draft copy and receiving feedback from your teacher, write your final copy for submission to your teacher. Remember to check for punctuation, correct spelling and that it makes sense.

Task 5) Complete the next page in your Write Well book.

Completed



Maths

Task 1) Warm Up: Start at 21, add 5, subtract 3, add 4, subtract 2, add 3, subtract 1. What is the answer? Write the sum out.

Activity: Watch the video <https://drive.google.com/file/d/1wHaxTcyvfhr5exngstNxfNWgDckZrkR/view>

Work out this subtraction 32-17= Show your working out using blocks, pencils, or Lego using the method shown in the video. Remember to show the renaming of the tens number and the ones number. Now try 34-18= with setting out.

Completed



Task 2) Warm Up: Quick sums 35+5-4+3-4+2-6= 39+5-4+3-4+7-6= 43+5-4+3-4+2-6=

Activity: Watch the video

<https://drive.google.com/file/d/1wHaxTcyvfhr5exngstNxfNWgDckZrkR/view>

Work out this sum 43-25=. Show your working out using blocks, pencils, or Lego. Show how you borrowed from the ten's column. Remember to show the renaming of the tens number and the ones number. Now try 44-26= with setting out. Take photos to send to your teacher.

Completed

Task 3) Warm Up: Write 5 subtraction sums that have an answer of 27. Write 5 subtraction sums that have an answer of 42.

Activity: Watch the video

<https://drive.google.com/file/d/1wHaxTcyvfhr5exngstNxfNWgDckZrkR/view>

Using the setting out from the video, do these sums. 34-16= 53-17= 41-26= Remember to show the renaming of the tens number and the ones number.

Completed

Task 4) Warm Up: 6 + 4 + 10 + 2 + 7 + 9 = 82 What is my starting number?

Activity: Watch any of the Maths videos. Show the working out and complete these sums. 35-18= 37-29= 41-26= Take photos and send them to your teacher.

Completed

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





Other learning tasks that you might like to complete at home

STEM

Inquiry

Online options

STEM: Science experiments

Activity #1: Skittles rainbow

Materials:

- 1 pkt Skittles
- 1/4 cup warm water
- 1 white plate



Instructions:

- 1) Arrange the Skittles in a single row coloured pattern around the edge of the plate.
- 2) Pour over enough warm water to cover all the Skittles and the plate itself.
- 3) Watch and wait as a rainbow appears on the plate, the colours will move towards the middle and create a whirl of colour.

Activity #2: Making a sundial

Materials:

- Stick
- Rocks or chalk
- Watch or clock



Instructions:

- 1) Choose a sunny spot outside in the garden or yard.
- 2) Put a stick in the ground.
- 3) As each hour passes during the day, place a rock, or mark with chalk for each hour to show where the shadow falls at that time.
- 4) Mark as many hours as you can and mark out the rest using the space between each measured hour as indicators to where each marker goes.
- 5) Your sundial is ready to use.

INQUIRY: Our Big Idea is:- Australia has its own geography, people, celebrations and food that have grown and changed over time.

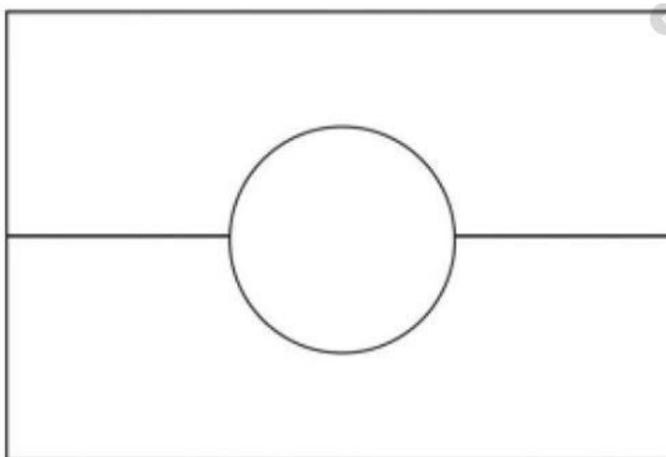
This week we are looking at the Aboriginal flag and traditional tools used by the First People. The most well known tool is the boomerang. There are 2 videos to watch - one explains all about how they are made and the other video shows a boomerang in flight.

<https://youtu.be/IHRo6mSTF6k?t=1>

<https://www.youtube.com/watch?v=sPKK-83VWlo>

TASK

- 1) Colour in the Aboriginal Flag and explain what each part represents.
- 2) Draw a boomerang and explain how the First People made them and what they were used for.



Literacy:

1) Sunshine Online
<https://www.sunshineonline.com.au>
 The school's login details are:
USERNAME: dps1645
PASSWORD: dps1645
 Completed



2) Epic!
<https://www.getepic.com/sign-in>
 Completed

3) Literacy Planet
 Completed



Maths:

1) Essential Assessment - My Numeracy or Sunset Maths
 Completed

2) Studyladder
 Completed

3) Prodigy
 Completed



SWPBS

This week's star is ACCEPTANCE. Enjoyment is a wonderful feeling. Can you think of something that you enjoyed doing recently? Watch this clip on kindness and the power of spreading joy.

<https://www.youtube.com/watch?v=rwelE8yyY0U>

Design a mascot to represent the value of Enjoyment at school.



Completed

Completed



Completed



Specialist Grid Please complete all tasks by Friday 22nd May

Art: Webex Year 3 Art Show and Share: Friday 22nd May at 2.30pm
Come along and bring your favorite piece of artwork that you have completed during remote learning to share.

Week 6 activity: Haunted House



Painting with coffee

Please see **link below** for activity description.

https://drive.google.com/file/d/1iSAGuUaR3TnHM6oP_hiNS6qBRo301U6l/view?usp=sharing

Help video:

<https://drive.google.com/file/d/1rMBWKgHy7MZIdQUI4L19wPjBGZLSjoGs/view?usp=sharing>

Indonesian

Transportasi
Transportation

Onomatopoeic words are words that try to mimic the sound of an object, a thing or an action. You may know of some of these words from your reading and viewing. These words can be used to enhance meaning e.g. in English we recognise ‘woof-woof’ for a dog bark and in Indonesian it is ‘gong-gong’. As there is a different culture and language these words are sometimes different.

You have been looking at **transportasi** (transport). Last week you created a poster. Please write the onomatopoeic words relating to the sounds of transport (in Indonesian) on your poster.

Mobil (car) – **tut-tut**

Sepeda (bike) – **kring-kring** (a bike bell)

Bis (bus) – **brum-brum**

Kereta api (train) – **jes-jes**

Kamu naik apa ke Sekolah?

How do you travel to school?

Travelling to school in Indonesia. Please click here -

<https://safeYouTube.net/w/GVuE>

Please create a short cartoon and respond to this question **Kamu naik apa ke Sekolah?** (How do you travel to school?)

This can be a funny sentence e.g. **Saya naik pesawat terbang ke sekolah.** (I travel by plane to school).



* If you are not writing about a vehicle, you don't need the word ‘naik’ e.g. walking ‘berjalan kaki’

pesawat terbang (plane) **bis** (bus) **sepeda motor** (motor bike) **mobil** (car) **sepeda** (bike)
kapal (ship)



Performing Arts: 'Dynamics in Music'

Learning Intention: 'I use some music terminology when discussing the music I hear'

Watch: 'Elements of Music: Dynamics'

Learn about the musical element of dynamics- or difference in volume. This mini-clip describes loud and quiet dynamics, and defines concepts such as pianissimo, piano, forte, fortissimo, crescendo and decrescendo in easy to understand ways.

<https://www.youtube.com/watch?v=f96k2siTTpA>

What is Dynamics? Dynamics refers to the volume or sound of the music:

Word:	Symbol:	Affect on Volume:
forte	<i>f</i>	loud
piano	<i>p</i>	soft
mezzo piano	<i>mp</i>	slightly soft
mezzo forte	<i>mf</i>	slightly loud
sforzando	<i>sfz</i>	instantly loud
crescendo	<<	gradually louder
diminuendo	>>	gradually softer

Complete the following [worksheet](#) (below) to demonstrate your learning:

_____ means the music is getting louder.

When the music is pianissimo it is _____.

The music word for soft is _____.

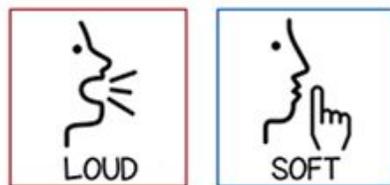
A loud sound is called _____.

Fortissimo means _____.

When the music is getting softer it is called _____.

Task: Dynamics Poster: Make a poster that describes one of the dynamics you have learnt *about*, we will display this in Mr Stephens Music room when we return to class:

pianissimo, piano, forte, fortissimo, crescendo, decrescendo,



Physical Education:

Soft Toy Bocce

Equipment: 4 soft toys or balls per player plus a target object per game.

Instructions: 1. 2-4 players.

2. Underarm throw a target object 5-10 metres out from the throwing area.

3. Players take turns in underarm throwing their toy/ball attempting to have it come to rest as close to the target object as possible.

4. Each player has a turn and then they follow the order until all players run out of toys/balls.

5. At the conclusion of the match, the player with the toy closest to the object is the winner of that round.

6. A popular variation is to change up the skill and use soccer or footy handpass.

7. Play multiple rounds and experiment with the objects you throw at the target.



Optional Activities (check the moovosity app or [website](#), password *moovosity* - Howzat & Nearest to the pin

Weekly Challenge (optional)

Choose a challenge from the [RHSports e-Challenge](#) and help DPS win some prizes!

Optional Webex Fitness Class

Join Mr Sinnott for a workout at one of the following times:

Tuesday 11:00am & 1:30pm

Meeting details will be sent through flexibuzz.



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