

Year 3 Term 2
Remote Learning Week 4

Day One	Day Two	Day Three	Day Four	Day Five
<p>Suggested daily times for activities: Reading: 30 minutes Writing: 30 minutes Maths: 30-45 minutes Humanities & Wellbeing: 30 minutes Specialists: 30 minutes once a week each for Italian, STEM and Visual Arts Physical Education: 30 minutes a day. There are a list of suggested activities provided each day, but you can do other activities instead.</p>				
<p>Reading</p> <p>Analysing: https://www.youtube.com/watch?v=dJjSmTwfaXY</p> <p>Choose a fiction book that has been assigned to you on Epic and answer these questions:</p> <ol style="list-style-type: none"> What was the problem in the story? How was the problem solved? 	<p>Reading</p> <p>Analysing How we describe things: https://www.youtube.com/watch?v=mwGWs-f6Mew</p> <p><i>"The cat jumped over the fence."</i> OR <i>"The sly black cat jumped over the tall wooden fence."</i></p> <p><i>The second sentence paints a picture in our minds, and it makes the text more interesting.</i></p>	<p>Reading</p> <p>Analysing</p> <p>Choose another fiction book that has been assigned to you on Epic and answer these questions:</p> <ol style="list-style-type: none"> What was the problem in the story? Could this problem happen in real life? How was the problem solved? How would you have 	<p>Reading</p> <p>THIS TASK WILL BE GIVEN FEEDBACK</p> <p>Analysing</p> <p>Using the same fiction book from Epic as yesterday, re-read the book and complete the following:</p> <ol style="list-style-type: none"> Write a sentence from your book that includes descriptive language. Rewrite the sentence, adding in your own descriptive 	<p>Reading</p> <p>Analysing</p> <p>Re-read a book from this week and complete the same task as yesterday using a different sentence:</p> <ol style="list-style-type: none"> Write a sentence from your book that includes descriptive language. Rewrite the sentence, adding in your own descriptive language. You may use a thesaurus to

<p>Upload to your individual small group folder or through messages on Edmodo (whichever way your teacher has asked you to do).</p> <p>Continue to read for 15 minutes (own choice on Epic or book from home).</p>	<p>Using the same fiction book from Epic as yesterday, re-read the book and answer these questions:</p> <ol style="list-style-type: none"> 1. What descriptive language did the author use to describe the character OR the setting? 2. How do these describing words add to your enjoyment of the text? <p>Upload to your individual small group folder or through messages on Edmodo (whichever way your teacher has asked you to do). Continue to read for 15 minutes (own choice on Epic or book from home).</p>	<p>solved this problem differently?</p> <p>Upload to your individual small group folder or through messages on Edmodo (whichever way your teacher has asked you to do).</p> <p>Continue to read for 15 minutes (own choice on Epic or book from home).</p>	<p>language. You may use a thesaurus to change 1 or 2 of the words.</p> <p>Watch the video (Descriptive Language) in the reading folder explaining how to do this.</p> <p>Upload to your individual small group folder or through messages on Edmodo (whichever way your teacher has asked you to do).</p> <p>Continue to read for 15 minutes (own choice on Epic or book from home).</p>	<p>change 1 or 2 of the words.</p> <p>Watch the video (Descriptive Language) in the reading folder explaining how to do this.</p> <p>Upload to your individual small group folder or through messages on Edmodo (whichever way your teacher has asked you to do).</p> <p>Continue to read for 15 minutes (own choice on Epic or book from home).</p>
<p>Writing Starting your story.</p> <p>Think about your favourite stories. How do they begin? It's important that your story starts in an interesting way to hook your reader in and keep them engaged.</p> <p>Watch the video on 7 Ways to start a story and then Mrs Toose's modelling of the beginning of her story.</p> <p>Then go and write your own - don't forget to use your plan!</p>	<p>Writing Conflict/Complication</p> <p>Looking at your narrative planning template that you completed last week, what does your character want and what is the conflict/problem?</p> <p>How are they feeling about the conflict?</p> <p>Watch the video of modelling the conflict/complication paragraph.</p>	<p>Writing Series of events/ steps to fix the problem. Resolution/Solution.</p> <p>Looking at your narrative planning template, what are the attempts your character makes to fix the problem? There could be more than one.</p> <p>How does the problem get fixed?</p> <p>Watch the video of modelling for these paragraphs.</p>	<p>Writing Conclusion/Ending</p> <p>Today we are going to finish our draft with our conclusion/ending. This is about how the character goes back to normal life and the long-term impacts. Does your character learn something? How have they changed?</p> <p>Watch the video of modelling the conclusion/ending.</p>	<p>Writing</p> <p>THIS TASK WILL BE GIVEN FEEDBACK</p> <p>Figurative language</p> <p>We are going to look at some types of figurative language today. Figurative language adds richness and colour to our writing and makes it more interesting to read. These skills will help us in editing our own narratives to improve our word choice in our writing.</p>

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Then go and write your own - don't forget to use your plan!

Then go and write your own - at least one paragraph for the steps to fix the problem and at least one paragraph for the resolution - don't forget to use your plan!

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Here are some ideas of how you could end your story:

EXAMPLES OF NARRATIVE ENDINGS	
Circular Ending The story circles back to the beginning. Sometimes an author will end with the same idea or similar or exact words as the beginning of the story.	Surprise Ending The story takes you where you didn't expect it to go. Sometimes this ending is called a twist ending because the story takes an exciting turn.
Lesson or Moral Ending The main character in the story grows, changes, or learns something at the end of the story.	Warm Fuzzy / Capturing Emotion Ending The story ends leaving you feeling emotional or good inside. A good writer tugs at the heart strings to make the reader feel something.
Reflection Ending The narrator of the story steps back and reflects on what just happened. He or she often looks back on an experience and determines the importance of that experience, what was learned, etc.	Climax Ending The story ends by leaving the reader hanging or wanting more. Writers use this strategy to tease readers or excite them into reading more (the next chapter or the next book in a series).
Question Ending The story ends with a question to keep the reader thinking. The question usually involves the reader, and writers use this strategy to make their writing memorable.	Funny Thought / Humor Ending The story ends with a funny thought or something that makes the reader laugh. This helps to make the ending more memorable to the reader.
Image Ending The story ends with an important scene that the writer shows the reader through vivid details. By showing and not telling, the writer touches the reader's emotions and conveys a mood.	Dialogue Ending The story ends with an important conversation or quote. By ending with a quote, the writer captivates the audience by making the characters more realistic and revealing their personalities.

Kristine Nannini
YoungTeacherLove

See the Week 3>Writing folder for a bigger copy!

Using your narrative planning template, write at least a paragraph for your conclusion.

Upload to your individual small group folder or through messages on Edmodo (whichever way your teacher has asked you to do).

A simile is where two things are directly compared because they share a common feature. The word AS or LIKE is used to compare the two words. E.g. As cold AS a dog's nose.

A metaphor also compares two things, but it does so more directly WITHOUT using as or like. E.g. The shop was a little gold-mine.

Personification is when we give human qualities to animals or objects.

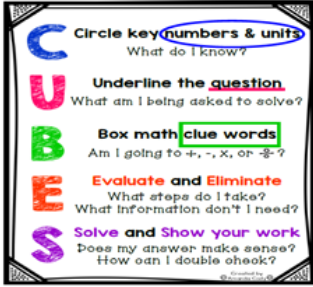
Watch the story Owl Moon: <https://www.youtube.com/watch?v=FYSgG2cK4ng>

Here are some examples from Owl Moon:


Simile: The trees stood still as giant statues.
This is a simile because it compares the trees to statues using 'as'.

Metaphor: The moon made his face a silver mask.
This is a metaphor because the moon made his face like a mask. He didn't actually have a silver mask on.

Personification: A farm dog answered the train, and then a second dog joined in.
This is personification because dogs can't talk.

				<p>Complete the figurative language worksheet in Week 4 > Writing.</p> <p>Upload to your individual small group folder or through messages on Edmodo (whichever way your teacher has asked you to do).</p>
<p>Maths Vertical Subtraction without renaming Watch this YouTube clip of a student teaching vertical subtraction.</p> <p>https://www.youtube.com/watch?v=rZEMnQdy9sM</p> <p>Look in your Edmodo folder Week 4>Maths to find your 'Subtraction without Renaming' worksheet.</p> <p>Upload to your individual small group folder or through messages on Edmodo (whichever way your teacher has asked you to do).</p>	<p>Maths THIS TASK WILL BE GIVEN FEEDBACK Vertical Subtraction with renaming Look at the following YouTube clip. The guy is American, so he calls renaming 'borrowing'. It's the same thing, but his strategies are excellent and he gives really good clues on how to do it.</p> <p>https://www.youtube.com/watch?v=Y6M89-6106I</p> <p>Look in your Edmodo folder Week 4>Maths to find your 'Subtraction with Renaming' worksheet.</p> <p>Upload to your individual small group folder or through messages on Edmodo (whichever way your teacher has asked you to do).</p>	<p>Maths Equivalent Number Sentences Rewatch the following video to remind yourself of equivalent number sentences. Both sides of the equation need to equal the same amount. Work out the answer to the full number sentence first, and then find the value of the missing number by using either addition or subtraction, so that both sides are equal.</p> <p>https://www.youtube.com/watch?v=cl28hdkYlyU</p> <p>Look in your Edmodo folder Week 4>Maths to find your equivalent number sentences worksheet.</p> <p>Upload to your individual small group folder or through messages on Edmodo (whichever way your teacher has asked you to do).</p>	<p>Maths Worded Problems If you need to revise the CUBES strategy, watch the following video: https://www.google.com/search?q=cubes+strategy&rlz=1C1GGRV_enAU766AU784&oq=cubes+&aqs=chrome.1.69i57j0l7.5947j0j4&sourceid=chrome&ie=UTF-8#kpvalbx=XjeeXsebO8SV4-EPqdm52Ac91</p>  <p>Look in your folder Week 4>Maths to find your worded problems worksheet.</p> <p>Upload to your individual small group folder or through messages on Edmodo (whichever way your teacher has asked you to do).</p>	<p>Maths Mathletics/My Numeracy/Prodigy/StudyLadder - 30 mins to practice your subtraction skills from this week.</p>

<p>Humanities What is stress? Stressed is a word we use to describe the overall feeling of being worried over a period of time, or the feeling that we should be doing more than we can manage. Sometimes our problems can cause us to feel worried or distressed as we think about what we should do. We can feel stressed when we have a few problems all at once, or when our problems last for a long time. Things that cause stress can include:</p> <ul style="list-style-type: none"> • Something hard • Something new • Something scary • When there is too much to do. <p>Think of a time when you were stressed. Draw a picture and explain what caused the stress.</p> <p>Upload to your individual small group folder or through messages on Edmodo (whichever way your teacher has asked you to do).</p>	<p>Humanities How can I reduce stress? Everyone experiences stress at some time. But there are also many different ways that people help themselves when they feel stressed. We call these coping strategies. We looked at some of the strategies we use to help us cope with strong emotions last week. Refer to the “Coping Strategies” worksheet in the Humanities folder for lots of different ideas. You need to think of two different strategies you can use to self-calm in different situations. Fill in “My Self-Calming Strategies” worksheet found in the Humanities folder.</p> <p>Upload to your individual small group folder or through messages on Edmodo (whichever way your teacher has asked you to do).</p>	<p>Wellbeing Mother’s Day Activity.</p> <p>It’s Mother’s Day on Sunday (10th May).</p> <p>There is a folder in Week 4 called Mother’s Day.</p> <p>In there you will find some activities you might like to do. If you have a printer, you could print these out. Otherwise use the ideas and make your own!</p>	<p>Wellbeing Connecting with People is very important for our happiness. Learning to listen well to others can help build relationships. Practice this with your family today. STOP-LOOK-LISTEN When someone speaks to you: STOP what you are doing and give your full attention to the speaker. LOOK at them and smile in a friendly way. LISTEN carefully to what they say and how they say it. WAIT until they have finished before you reply. When they have spoken, ask one or two questions to show you are interested. Being a careful listener shows that you care.</p>	<p>Wellbeing Please use this time to reflect on your experiences this week and answer the questions on the weekly reflection quiz.</p>
<p>Physical Education:</p> <p>Warm up: -running on spot for 1 minute -stretching for 2 minutes (if unsure google some stretches) -Plank challenge use a timer to record how long you can hold a plank.</p>	<p>Physical Education:</p> <p>Fundamental motor skill practice- AFL skills (Football required or use a different ball or rolled up socks)</p> <p>-practice marking (catching the ball). Throw the ball up and try to mark (catch) the</p>	<p>Physical Education:</p> <p>Warm up: -stretching for 2 minutes (if unsure google some stretches) -Hold challenge. Lie on your back with your legs straight. Raise your feet 5cm off the ground but make sure your</p>	<p>Physical Education:</p> <p>Go for a 30 minute run or fast paced walk in your local area.</p> <p>*Please remember to stay in your local area, maintain social distancing and follow any other government guidelines</p>	<p>Physical Education:</p> <p>Zumba dance</p> <p>Check out this Zumba playlist</p> <p>https://tinyurl.com/yb9u25v8</p>

<p>Fitness circuit:</p> <ul style="list-style-type: none"> -max dips -max mountain climbers -max leg raise -max burpees -max squat jumps <p>*repeat circuit twice and try to beat your score from your try at the fitness circuit</p> <p>*If unsure how to do these activities please refer to the info sent out via compass or simply google the activity</p>	<p>ball. Practice both chest mark (arms and chest) and overhead mark (fingers in W position). Try a run up or use a trampoline if you have it (ask parents first and be safe).</p> <p>-practice handballing the football against the wall. Pick a spot on the wall or stick something onto the wall. How many times can you hit it? Practice using both hands</p> <p>-practice kicking the football at a target, a person or the wall. Practice using both feet.</p> <p>*Email video of you kicking to cambridgepspe@gmail.com if you haven't already.</p>	<p>hips stay on the ground. Hold for as long as you can.</p> <p>Gymnastic circuit:</p> <ul style="list-style-type: none"> -running on spot for 1 minute as -hold tuck sit position for 1 minute -hold rocket ship position for 1 minute -hold arch position for 1 minute -hold pike position for 1 minute -hold L shape position for 1 minute <p>*repeat circuit twice</p> <p>*If unsure how to do these activities please refer to the info sent out via compass or simply google the activity</p>		
<p style="text-align: center;">SPECIALISTS</p>				
<p style="text-align: center;"><u>Science</u></p> <p>Can all work please be posted to Mrs Blake STEM grade- To join you need code- cpjvif</p> <p>Thanks to those children and parents who put work up about heat. We are looking at physics. How heat moves around.</p> <p><u>Part 1 week 4-</u></p> <p>Investigate how temperature affects ice, water, steam. Explain using a story map or procedural text. Start at ice, see what heat does?</p>	<p style="text-align: center;"><u>Visual Arts</u></p> <p style="text-align: center;">Please use the link below for Visual Arts Week 4.</p> <p style="text-align: center;">http://thebackartroom.global2.vic.edu.au/2020/04/30/grade-3-week-4-remote-learning-sunflowers-2020/</p>	<p style="text-align: center;"><u>L.O.T.E Italian</u></p> <p>L'orologio / Telling the time</p> <p>How do we tell the time in Italian?</p> <p>L'orologio- The Clock</p> <p>Che ore sono?</p> <p>(What is the time?)</p> <p>Sono le ____.</p> <p>(It is ____ O'clock)</p> <p>Watch this video:</p> <p>L'orologio:</p> <p>https://www.youtube.com/watch?v=Sm4k4QGWKJs&feature=youtu.be</p>	<p style="text-align: center;"><u>Self Care Reminders</u></p> <p>Don't forget to thoroughly wash your hands for 20 seconds.</p>	<p style="text-align: center;"><u>Specialist reminders</u></p> <p>There is only one session of Science, visual art and LOTE a week.</p>

<p>Then heat the water – safely, see how it changes to steam. What happens how does the heat move?</p> <p>Make a presentation.</p> <p><u>Part 2 week 5</u> –</p> <p>Explore the changes in food when heated.</p> <p>Choose a food that does change form, size and shape when heated.</p> <p>Explain the process of how the heat changes the food.</p> <p>Some examples could be – pasta, raw and cooked.</p> <p>Egg raw and cooked.</p> <p>Cake combination raw and cooked.</p> <p>You could- draw, use ipad, make a video- be creative as this is an assessment piece.</p> <p>Two weeks, please post both tasks by 7th May.</p> <p>Either separately or in one post.</p> <p>The assessment is out of 10. Part one 5 points, part two 5 points.</p>		<p>Task: On your ipad make your own clock and label it in Italian.</p> <p>Check edmodo for vocab & resources to help you.</p>		
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