



**Year 3 Term 4
Remote Learning Week 4
Monday 25th - Friday 29th October 2021**

Suggested daily times for activities:

Reading: 60 minutes

Writing: 45 minutes

Maths: 45 minutes

Humanities, Wellbeing or Science: 30 minutes

Physical Education: 30 minutes a day. There are a list of suggested activities provided each day, but you can do other activities instead.

Specialists: Weekly task as assigned by specialists every Wednesday

Monday 25th October

Reading	Writing	Maths	Humanities
<p>LI: What is inferring? SC: Identify and explain how the character changed across the story Identify the characters thoughts ,behaviour and actions Identify the events that led to the problem</p> <p>When we are making inferences, we need to use both clues from the text and from the visuals (illustrations/pictures) that are with the text. Look at the image attached called Monday shoes #1. Who do you think wears this pair of shoes? What makes you think that? Make sure you point out specific details from the photo to support your idea. Ask yourself: Is there anyone else who could wear this pair of shoes?</p> <p>We know to make an inference we need to use our prior knowledge and text/visual clues. Prior knowledge (schema) + evidence = inference</p> <p>For example, for shoes #1 my inference is that I think these shoes belong to a man. My evidence is that the shoes are big. I know from my background knowledge that men usually have bigger feet than women.</p> <p>Activity: Using the worksheet “Monday reading who’s shoes?” you need to look at each of the photos of the shoes provided and fill out your prior knowledge, your evidence from the photo and make an inference about who owns the shoes and why.</p>	<p>LI: What is poetry? SC: Identify different types of poetry eg. Acrostic, limerick, cinquain etc Use language devices in poems Use descriptive language</p> <p>Activity: Today you are able to do some free choice poetry. You can choose any of the types of the poetry that we have learned about (haiku, cinquain or acrostic) or you may like to choose a different style of poetry. Remember to use descriptive language to engage your reader.</p> <ol style="list-style-type: none"> choose which type of poetry you would like to complete. write a draft version (check to see you have followed the format for your style of poem) Publish your poem on book creator, keynote, on paper 	<p>LI: How do I use money for maths? SC: -represent values in multiple ways -calculate and represent the change for a purchase -round calculations to the nearest 5c</p> <p>What different coins/ notes do we use in Australia? Have a go putting them in order on the Ordering Coins and Notes Sheet</p> <p>Think about the different ways you can make: -\$1 -\$10 -\$25</p> <p>Activity: Have a go completing the jar activity best suited to your level:</p> <p>Easier: How much money is in my jar? Easier Activity: How much money is in my jar? Harder: How much money is in my jar? Harder</p> <p>Fast Finishers: How many coins make...? Activity</p> <p>or</p> <p>Complete the “Coin Rubbings” Sheet</p>	<p>LI: How does life today compare to life before European settlement? SC: Compare and contrast life for Indigenous Australians pre-settlement to our lives now</p> <p>We have spent the last few weeks looking at important things to the Indigenous Australian culture- e.g. story telling, songs, the Dreaming, tools and weapons, languages and totems. Have a brainstorm about what you remember about these topics. Think about which of these things are similar to how you live your life today, and which are different.</p> <p>Activity: You will spend both humanities sessions this week creating a Keynote presentation using the information you have learnt so far.</p> <p>You will need to include:</p> <ul style="list-style-type: none"> -A Title Page -A Page for each of the following: <ul style="list-style-type: none"> - What is Dreamtime? - The purpose of songs in Aboriginal culture - Some tools and weapons they used - What are Aboriginal Totems and why are they important? - A page explaining the similarities and differences between how Indigenous people lived and how you live now (e.g. how do you tell stories? Do songs still have the same purpose? etc.)

Tuesday 26th October

(these lessons will be taught at school)

Reading	Writing	Maths	DEAR / CATCH UP / WELL BEING
<p>LI: What is Analysing? SC: Identify why/how the setting important in the story identify the language the author used and how it added to your enjoyment or understanding of the text. Explain how the illustrations support the text</p> <p>Analysing: Revise what kinds of things does an author do to make their writing interesting? What types of words do they use, or language devices?</p> <p>Word choice is very important for an author to connect with and engage the reader.</p> <p>Activity:</p> <ol style="list-style-type: none">1. Watch the video of the book "Things to do" by Elaine Magliaro https://www.youtube.com/watch?v=CzRj-fxgRtM2. Write down any words, or phrases that the author used to make the book more enjoyable. You may pause the video as you find them.. <p>Read independently for the remainder of your time, remember to complete any tasks for your reading groups.</p>	<p>Historical Narrative LI - What is a historical narrative SC: understand the setting of the story is from a real time in history. compare the differences between the past and the present use your senses to write a description of the setting.</p> <p>Look at this picture of an ancient Egyptian house. (see attached picture on Google Drive) Airdrop the picture to students for easy use.</p> <p>Activity: Answer the following questions:</p> <ol style="list-style-type: none">1. How can you tell this house is from the past?2. What is different between this house and your house? What is the same?3. Record what you could see, hear, smell or feel if you lived in this house.	<p>LI: How do I use money for maths? SC: -represent values in multiple ways -calculate and represent the change for a purchase -round calculations to the nearest 5c</p> <p>Money Talk: What other ways can I represent \$5 without using a note?</p> <p>When we add up multiple amounts of money, we need to make sure we use the correct place value so that we find the correct amount of money. Model how to add up \$4.50, \$1.00, 35c and \$10.65, ensuring students understand that they need to put the 35c as 0.35.</p> <p>Needing to use the correct place value is also true when we are working out our change. If I paid for those items using a \$20 note, how much change would I have left? Model on the board how to calculate change when paying with more money than needed.</p> <p>Students to work at their level to complete the activity best suited:</p> <p>Easier: Calculating Change Activity: Money Problem Cards Harder: Camp Financial Plan</p> <p>Fast Finisher: Checking your change worksheets</p>	<p>Return to School Expectations Kahoot to be completed in the morning with your class.</p> <p>https://create.kahoot.it/details/be7355fa-66df-445e-b167-d9da38295e77</p> <p>Maths Revision Kahoot https://create.kahoot.it/share/maths-kahoot-week-4/39d1e799-74e2-4aa0-a042-02f161ea28f0</p>

Wednesday 27th October

(these lessons will be taught at school)

Reading	Writing	Maths	DEAR / CATCH UP / WELL BEING
<p>LI: What are language devices? SC: Explain and give an example of a hyperbole</p> <p>Authors use language devices to express their ideas and enhance their writing. Language devices highlight important concepts in a text, strengthen the narrative, and help readers connect to the characters and themes.</p> <p>Hyperboles are exaggerated statements or claims that are not meant to be taken seriously. Hyperbole describes something in an extremely exaggerated way. Tall tales are filled with them. Examples of hyperbole include, <i>I was waiting in line for hours</i> or <i>We've seen that movie a million times!</i> Watch the video on hyperboles: https://www.youtube.com/watch?v=kuzWLDWm6Zs&t=105s Can you think of any more hyperboles you have heard/know?</p> <p>Activity: Watch the video of the story <i>Kate and the Beanstalk</i> by Mary Pope Osborne https://www.youtube.com/watch?v=3X49YMFVCaE</p> <p>Then, make a list of all the hyperboles you find in the story. You can pause as you need to, to give you time to write them down.</p> <p>Read independently for the remainder of your time, remember to complete any tasks for your reading groups.</p>	<p>Historical Narrative LI - What is a historical narrative SC: understand the setting of the story is from a real time in history. compare the differences between the past and the present use your senses to write a description of the setting.</p> <p>Look at the same picture of the house from yesterday. Review what you wrote down yesterday and if possible, turn and talk to share.</p> <p>Today we're going to be using that information to write a description of the setting that we may use for a narrative.</p> <p>Activity: Write a description of the house that you could use if it was the setting of your narrative.</p> <p>Try to include descriptive language and your 5 senses.</p>	<p>How do I use money for maths? -represent values in multiple ways -calculate and represent the change for a purchase -round calculations to the nearest 5c</p> <p>In Australia our smallest coin is 5 cents. This means that when using physical money, if an amount doesn't end with 5 or 0, we need to round it to whichever number is closer.</p> <p>If the number of cents ends with a 1 or 2, we will round down to 0c at the end (e.g. \$1.91 to \$1.90).</p> <p>If the number of cents ends with a 3 or 4, we will round up to 5c at the end (e.g. \$1.94 to \$1.95).</p> <p>If the number of cents ends with a 6 or 7, we will round down to 5c at the end (e.g. \$1.97 to \$1.95).</p> <p>If the number of cents ends with an 8 or 9, we will round up to 0c at the end (e.g. \$1.98 to \$2.00).</p> <p>Activity: Have a go completing the activity best suited to your level</p> <p>Easier: Rounding to the next dollar Activity: Rounding to the nearest 5c Harder: Bake Sale Fundraiser</p> <p>Fast Finishers: Race to \$10 Game</p>	<p>Language devices Kahoot https://create.kahoot.it/details/57513578-4a19-4939-bd83-0eee0779b645</p> <p>Haiku Kahoot https://create.kahoot.it/details/86c68f4b-ea32-4a51-8c30-904bcb246c58</p>

Reading	Writing	Maths	Science						
<p>LI: What are visual elements? SC: Identify direct gaze identify indirect gaze identify body language explain what the body language tells the reader</p> <p>What is salience? Gaze and body language</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Watch the instructional video about how gaze and body language create salience. 2. Look through the Body Language PDF. 3. Read the book "Last Day Blues" on Epic https://www.getepic.com/app/read/10038 4. Screenshot examples of: <ol style="list-style-type: none"> a. Direct Gaze b. Indirect Gaze c. 3 different type of body language 5. add a new page to your "Visual elements" book creator called gaze, and one called body language. 6. Add and label your pictures to your book creator. <p>Independent reading when finished.</p>	<p>Historical Narrative LI - What is a historical narrative SC: understand the setting of the story is from a real time in history. compare the differences between the past and the present use your senses to write a description of the setting.</p> <p>Look at this picture of an ancient Egyptian city. What do you see? How could you use your senses to describe it?</p> <p>Activity:</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1. How can you tell this city is from the past? 2. What is different between this city and a city you have been to (e.g Melbourne) 3. Write down what you could see, hear, smell or feel if you visited this city. 	<p>How do I use money for maths? -represent values in multiple ways -calculate and represent the change for a purchase -round calculations to the nearest 5c</p> <p>Other countries use different money ('currency') when they purchase items. Can you think of the name of any other types of money? https://www.youtube.com/watch?v=kACIIOdgUg</p> <p>Are these different types of money 'worth' the same amount? Converting between different types of money is called an 'exchange rate', and while some peoples' money may make it seem like they have lots more money, when you convert it into our money, they might not have as much as it seems.</p> <p>Choose a type of currency from another country to explore. You will need to find: -The name -Photos of the different notes/ coins they use -How much of their money makes up \$1 in our money You can use this website to help you: https://holidayswithkids.com.au/currency-converter/</p> <p>Extension: -Create a small shopping list (3-4 items) using the other country's money (make sure you add up the totals!)</p>	<p>What are contact and non-contact forces? describe different forces and motion explain that forces can be defined as contact or non-contact justify why a force is contact or non=contact</p> <p>What is force?</p> <div style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Force & Motion</p> <p>Force is the energy it takes to do work. When you push or pull an object, it takes energy to get that object to move. Motion is the change in position an object experiences because of a force applied.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;"> <p>Push A force to move something away from you.</p>  </td> <td style="width: 50%;"> <p>Pull A force to move something closer to you.</p>  </td> </tr> <tr> <td> <p>Gravity A force that brings objects toward the earth. When an apple falls off a tree, gravity is the reason it hits the ground.</p>  </td> <td> <p>Friction A force that slows or stops motion when two objects rub together.</p>  </td> </tr> <tr> <td> <p>Magnetism A force that attracts or repels objects. Opposite poles attract and like poles repel. Magnets attract iron, nickel, and cobalt.</p>  </td> <td> <p>Acceleration The ability for an object to gain speed in a short amount of time. As the ball rolls down the hill, it will continue to gain speed.</p>  </td> </tr> </table> </div> <p>Watch https://www.youtube.com/watch?v=wxAgdiYJjp0 Electrostatic created a non-contact force. Do we know any other non-contact forces? Watch https://www.youtube.com/watch?v=u0Ko3DbfYZk</p> <p>Complete Venn Diagram of Contact and Non-Contact Forces by putting the Examples of Force in the correct part of the Venn Diagram.</p> <p>Review by going through Indigenous Games Contact & Non Contact Forces. In this PowerPoint Contact Forces are BLUE and Non-Contact Forces are GREEN. Are there any changes you need to make to your Venn Diagram? One hint is that there should be no forces in the crossover section of the Venn Diagram as a force cannot be both contact and non-contact.</p>	<p>Push A force to move something away from you.</p> 	<p>Pull A force to move something closer to you.</p> 	<p>Gravity A force that brings objects toward the earth. When an apple falls off a tree, gravity is the reason it hits the ground.</p> 	<p>Friction A force that slows or stops motion when two objects rub together.</p> 	<p>Magnetism A force that attracts or repels objects. Opposite poles attract and like poles repel. Magnets attract iron, nickel, and cobalt.</p> 	<p>Acceleration The ability for an object to gain speed in a short amount of time. As the ball rolls down the hill, it will continue to gain speed.</p> 
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Reading	Writing	Numeracy	Humanities
<p>LI - revise the weeks reading strategies SC - identify visual elements -recognise and explain hyperboles -analyse author's word choice -use prior knowledge and text/visual clues to make an inference</p> <p>Today, you can choose a book of your choice to read. It might be a chapter book you're reading, a book that's your all time favourite, your guide/reciprocal group reading text, a book you have been waiting to read. Anything.</p> <p>Activity: while reading, you can practice the week's reading strategies. You don't have to make any notes or write anything down, just make mental notes of what you notice. Eg. What words has the author used to engage you? What visual elements have been used? Is there any figurative language</p> <p>Don't forget to complete your reading group activities.</p>	<p>Historical Narrative LI - What is a historical narrative SC: understand the setting of the story is from a real time in history. compare the differences between the past and the present use your senses to write a description of the setting.</p> <p>Look at the same picture of the city from yesterday. Review what you wrote down yesterday and if possible, turn and talk to share.</p> <p>Today we're going to be using that information to write a description of the setting that we may use for a narrative.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Write a description of the city that you could use if it was the setting of your narrative. <p>Try to include descriptive language and your 5 senses.</p>	<p>LI: How do I use money for maths? SC: -represent values in multiple ways -calculate and represent the change for a purchase -round calculations to the nearest 5c</p> <p>Think about some of the things that you see your parents use money for. Money is used when they are buying something. Most often at the supermarkets when they're buying food for the family.</p> <p>Activity:</p> <p>Use the catalogue of a supermarket or their website to find the items you will need to complete the day's shopping. Use the shopping list to help you keep track!</p> <p>You will need to purchase the ingredients for meals for:</p> <ul style="list-style-type: none"> -Breakfast -Lunch -Dinner -Dessert <p>You will need to work out what coins or notes you would use to pay for it and what change you would get (if any!) if you paid with it with physical money. Remember to round to the nearest 5c!</p> <p>Some websites you could have a look at: https://shop.coles.com.au/a/national/home https://www.woolworths.com.au/ https://www.aldi.com.au/</p>	<p>LI: How does life today compare to life before European settlement?</p> <p>SC: Compare and contrast life for Indigenous Australians pre-settlement to our lives now</p> <p>Activity: You will be continuing on with your presentation from the last session.</p> <p>You will need to include:</p> <ul style="list-style-type: none"> -A Title Page -A Page for each of the following: <ul style="list-style-type: none"> - What is the Dreamtime? - The purpose of songs in Aboriginal culture - Some tools and weapons they used - What are Aboriginal Totems and why are they important? - A page explaining the similarities and differences between how Indigenous people lived and how you live now (e.g. how do you tell stories? Do songs still have the same purpose? etc.)