

**Year 3 Home Learning 23<sup>rd</sup>- 27<sup>th</sup> of March, 2020**  
**Welcome to the final week of Term One**

Your Year 3 teachers, Mrs Bongers, Miss Dunshea and Mr Cripps, are so proud of all your achievements so far this term!  
 We will miss you this week and look forward to hearing about all the incredible learning you do!  
 Remember to look after each other and be kind to one another and HAVE FUN!

<b>Morning Mindfulness</b>	<p><b>MINDFULNESS Conversations with yourself or others:</b> What are you grateful for today? What can you do today to be kind to each other?  <b>10minutes of stretching or yoga.</b> Youtube: Cosmic Kids for different yoga sessions.  <b>Starting your day:</b> Make sure your learning space is organised with the things that you need. You may need a device (laptop or Ipad), your Remote Home learning book and pencils. Make sure you also take regular breaks during your day. Stretch. Jog on the spot. Get a drink of water. Go outside in your garden if you are able.</p>				
<b>Reading 50minutes per day</b>	<p><b>Learning Intention:</b> How can I work towards my individual learning goals?  <b>Success Criteria:</b> I can read for 20 minutes each day independently or aloud to a parent. I can record my reading in my reading log. I can complete My Literacy activities on Essential Assessment.</p> <p><b>20 minutes</b> – Read independently or aloud to a parent, practicing the strategy of Predicting. Ask the following questions whilst reading; What do I think will happen next and why? What happens in the end? Record what you have read in your Reading Log.  <b>20minutes</b> - Essential Assessment work on individual goals from My Literacy.  <b>10 minutes</b> - Upon completion of daily reading, talk to an adult about what predictions that you made and discuss whether your predictions were correct or different.</p>				
<b>Writing 50 minutes per day</b>	<p style="text-align: center;"><b>Monday: Writing (50minutes per day)</b></p> <p><b>Learning Intention:</b> How do you write a simple sentence? eg. I went to the shops.  <b>Success Criteria:</b> I can write a simple sentence.</p>	<p style="text-align: center;"><b>Tuesday: Writing (50minutes per day)</b></p> <p><b>Learning Intention:</b> How do you write a compound sentence? eg. I went to the shops and bought an apple.  <b>Success Criteria:</b> I can write a compound sentence.</p>	<p style="text-align: center;"><b>Wednesday: Writing (50minutes per day)</b></p> <p><b>Please find document below:</b>  <b>Learning Intention:</b> How can I use facts to support my opinion?  <b>Success Criteria:</b> I know what a fact is.</p>	<p style="text-align: center;"><b>Thursday: Writing (50minutes per day)</b></p> <p><b>Please find document below:</b>  <b>Learning Intention:</b> How can I use my opinion to support facts I know?  <b>Success Criteria:</b></p>	<p style="text-align: center;"><b>Friday: Writing (50minutes per day)</b></p> <p><b>Learning Intention:</b> How can we learn about fact and opinion through multimodal texts?  <b>Success Criteria:</b> I can identify a fact and an opinion. I can use my</p>

	<p>I know what needs to be included to make a simple sentence.</p> <p><b>10 min:</b> Talking about what makes a simple sentence. 1 Idea, Capital letter, Noun, Verb, Full Stop.</p> <p><b>10 min:</b> Finding Simple Sentences in the book you are reading.</p> <p><b>20 min:</b> Writing simple sentences about your day.</p> <p><b>10 min:</b> Editing your work using CUPPS (Capital letters, Understanding, Punctuation, Paragraphs, Spelling)</p>	<p>I know what needs to be included to make a compound sentence.</p> <p><b>10 min:</b> Talking about what makes a compound sentence. More than 1 Idea, Capital letter, Noun, Verb, Connective (and, but, so, then) Full Stop.</p> <p><b>10 min:</b> Finding Compound Sentences in the book you are reading.</p> <p><b>20 min:</b> Writing Compound sentences about your day.</p> <p><b>10 min:</b> Editing your work using CUPPS (Capital letters, Understanding, Punctuation, Paragraphs, Spelling)</p>	<p>I can find facts in a persuasive writing piece.</p> <p>I can write facts about my day today.</p> <p><b>10 min:</b> Reading the persuasive piece and talking about what it's about.</p> <p><b>10 min:</b> Finding the facts and underlining them or highlighting them.</p> <p><b>20 min:</b> Writing facts about your day.</p> <p><b>10 min:</b> Editing your work using CUPPS (Capital letters, Understanding, Punctuation, Paragraphs, Spelling)</p>	<p>I know what my opinion is.</p> <p>I can find opinions in a persuasive writing piece.</p> <p>I can write my opinion about what is happening in my day today.</p> <p><b>10 min:</b> Reading the persuasive piece and talking about what it's about.</p> <p><b>10 min:</b> Finding the opinions and underlining them or highlighting them.</p> <p><b>20 min:</b> Writing your opinion about your day.</p> <p><b>10 min:</b> Editing your work using CUPPS (Capital letters, Understanding, Punctuation, Paragraphs, Spelling)</p>	<p>thinking skills to build my own opinion.</p> <p><b>10 min:</b> Watch this video on Youtube: <a href="#">Forkfish - Plastics in the ocean - Rusty Swordfish</a></p> <p><b>5 min:</b> Discuss with an adult; What do you think the author's purpose was? What do you think his opinion was? What are some facts that he included in this video?</p> <p><b>20 min:</b> Writing; Write down your own opinion about this video. What do you think about the Forkfish? Why do you think this video was created?</p> <p><b>5 min:</b> Share your writing with an adult. Edit your writing.</p>
<p><b>Spelling</b> <b>25 minutes per day</b></p>	<p><b>Please find document below:</b></p> <p><b>10 minutes</b> – SMART Spelling List provided for Look, say, cover, write, check.</p> <p><b>15 minutes</b> – Choose a spelling activity from the Spelling menu below, to help you practice your spelling words for the week.</p> <p><b>Spelling Menu:</b> Fancy writing OR Spelling snakes OR Use a dictionary to write the meaning OR Bubble sounds OR Digraph/trigraph bubbles OR Vowels and consonants OR Tree words (write the words in the leaves) OR Come up with antonyms and synonyms OR Put your words into sentences</p>				

<p><b>Maths</b> <b>50minutes per day</b></p>	<p><b><u>Learning Intention:</u></b> How can we practice strategies for multiplication?  <b><u>Success Criteria:</u></b> I can practice my individual goals for multiplication. I can stay focused on my work. I can make a prediction for the maths problem of the week.</p> <p><b>10 minutes:</b> Practice your 2, 3, 5 and 10 times tables using skip counting or repeated addition  <b>25minutes:</b> Essential Assessment – log in and work on individual learning goals.  <b>10 minutes:</b> Sunset Maths activities</p> <p><b><u>Mrs Bonger’s fun learning Estimation and weighing activity. Please find document below</u></b></p>
<p><b>Inquiry</b> <b>3 x 50minute sessions per week</b> <b>OR 30minutes per day</b></p>	<p><b><u>Please find in second attachment</u></b>  <b><u>Learning Intention:</u></b> What is the difference between a renewable and non-renewable resource?  <b><u>Success Criteria:</u></b> I know what renewable and non-renewable energy is. I can use my inquiring skills to find out about this resource. Students research renewable vs. non-renewable resources. Use the attached PDF overview of Renewable and non-renewable energy to decide which resource you wish to research.  <b><u>Find out:</u></b> What is it? How is it processed and how does this energy reach your home? How is it used? What are the effects of its use on the environment and on humans?  <b><u>Documenting your learning:</u></b> Students choose either a renewable or non-renewable energy source and create a poster or powerpoint on the resource.  <b><u>Sharing your learning:</u></b> Take a photo or video of your learning and send this to your teacher.</p>

## Weekly SMART Spelling Grid

Focus:

Name:

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
RED Spelling Words				
bare				
care				
rare				
dare				
share				
sharing				
ORANGE Spelling Words				
shared				
spare				
square				
glare				
prepare				
preparing				
GREEN Spelling Words				
unprepared				
careful				
caring				
cared				
scare				
scared				

# Why There Should Be a Television Programme for Women's Football

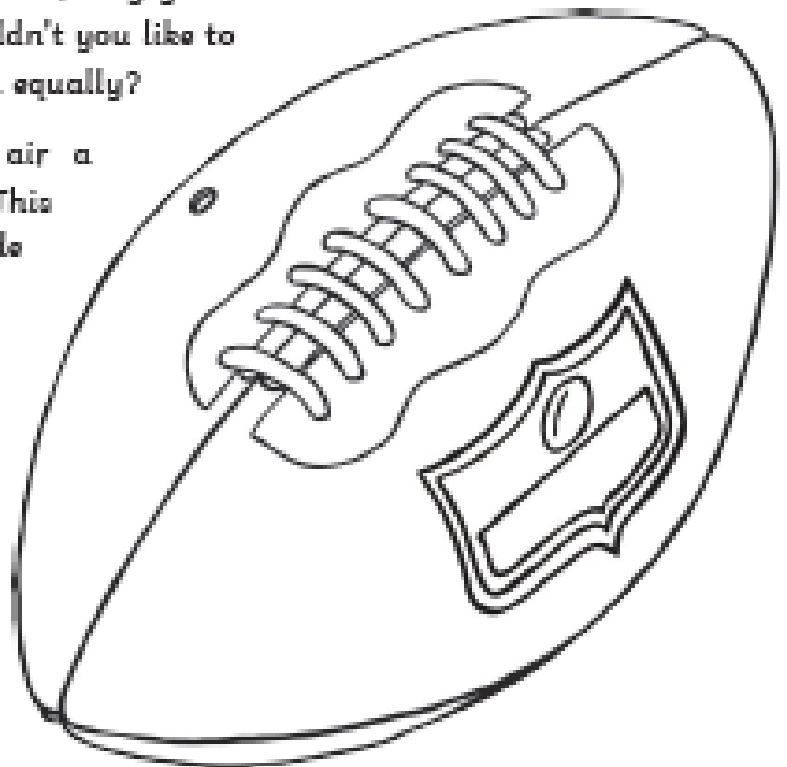
Anyone who likes football can close their eyes and hear their AFL team's theme song. They can hear the crowd noise, imagine the football sailing through the goal posts and picture the players celebrating another goal. However, the players are always men. Why? I strongly believe that women's football should be given equal billing with men's football and that would include having the same programme for women each week.

Women's football is a popular and growing sport and should be represented on TV. Football is one of the most popular team sports for women, the crowds at games are getting bigger and the skill levels are even better than those in the men's game. It is time to give women's football equal standing on TV.

Girls who enjoy playing football should have access to role models that can be a positive influence for them. Not many people know the names of women's football stars. If girls could be more familiar with women who have become professional players, they would be more likely to train hard to try and achieve the same thing.

It is hugely important to give boys and girls equal rights in everything. Females are paid on average less than males and are not represented equally in films. As AFL is the national sport in Australia, it makes really good sense for football to lead the way in this. Wouldn't you like to have a world where everybody is treated equally?

Undoubtedly, the time has come to air a television programme for women too. This would be the perfect way to provide positive role models for girls and combat inequality. The time is now.



## Year 3 Maths Problem of the Week

Mrs. Bongers' parents have an incredible vegetable garden. They are growing pumpkins and this one is HUGE!

How much do you think this pumpkin weighs in grams?

Your job is to make a prediction and send your predictions to [bongers.cassandra.e@edumail.vic.gov.au](mailto:bongers.cassandra.e@edumail.vic.gov.au)



Mrs. Bongers will weigh the pumpkin on Friday 27<sup>TH</sup> of March and a prize will be awarded to the student with the closest prediction.

**TIPS:** You may need to look at the different weights of products in your pantry and kitchen to make a well informed prediction.

You may use scales if you have a set in your house to weigh other objects to arrive at your prediction.