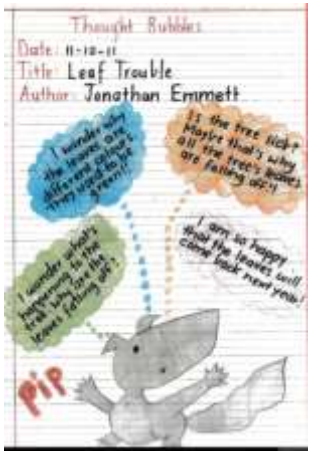
Grade 3 Remote Learning Program

REMOTE	Day 1	Day 2	Day 3	Day 4	Day 5
Reading:	**Learning Intention:** We are learning to predict before and during when we read a text. **Success Criteria:** I can predict before I read based on clues I can change my prediction whilst I read I can evaluate whether my predictions were correct/ incorrect	**Learning Intention:** We are learning to predict before and during when we read a text. **Success Criteria:** I can predict before I read based on clues I can change my prediction whilst I read I can evaluate whether my predictions were correct/ incorrect	**Learning Intention:** We are learning to predict before and during when we read a text. **Success Criteria:** I can predict before I read based on clues I can change my prediction whilst I read I can evaluate whether my predictions were correct/ incorrect	**Learning Intention:** Explore world issues through 'Behind The News' **Success Criteria:** I can listen to the BTN clip I can answer the questions throughout the BTN. I can write 5 new things that I learnt.	**Learning Intention:** Explore Vocabulary **Success Criteria:** I can explain what a saying verb is. I can select verbs from within my book to form a list.
Independent Reading **Independent / Work time (40 mins)**	Listen to a story being read on Reading Eggs or Epic and write down 3 predictions both before and during the reading. Develop a Reading Journal Entry. Instead of making 3 connections, make 3 predictions for the text. For example,' I predict this will happen to the character..... because..... No Internet: Choose your own book to read and write your predictions as a Reading Journal Entry. 	Pick your own choice of book to complete a 'Double Entry Journal'. Create a Double Entry Journal by drawing up two columns. In the first column, title it 'Predictions' and record your predictions (at least 3). Record explanations as to why you are making that prediction. Eg. 'I think the dog will escape the yard because in the picture the dog is pulling on its chain very hard. In the 2nd column, title it 'Facts', record with a tick or cross if the prediction came true, and what actually happened is written in the 'Facts' column. 	Pick your own choice of book to complete 'Thought Bubbles activity'. As you read through your text write down what the characters are thinking, wondering and feeling throughout the book. Challenge yourself to think about and predict what the character might be thinking next in the story. Can you get 4 'Thought Bubbles' around your character? 	Turn on the TV – to Channel 23 (ABC ME) today at 10:25am. Watch the episode of BTN. Record the title of the BTN show. At the end of the BTN show, record 5 new things in your workbook that you learnt from the episode. 	**Vocabulary** Saying verbs are verbs that describe how we said something. Using one of these verbs makes your writing much more interesting compared to the word 'said.' Read through a book of your choice and make a list of any 'saying verbs' you find. Can you think of any others? How can you present this?

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Writing	**Learning Intention:** We are learning to create arguments around a topic. **Success Criteria:** I can state my point of view. I can write an argument. I can research evidence to support each argument.	**Learning Intention:** We are learning to create arguments around a topic **Success Criteria:** I can state my point of view. I can write an argument. I can research evidence to support each argument.	**Learning Intention:** We are learning to draft our exposition **Success Criteria:** I can write the correct information under each subheading.	**Learning Intention:** We are learning to edit our expositions **Success Criteria** I can read my writing aloud to check it makes sense. I can check my writing contains full stops and capital letters. I can check that each paragraph is about one topic.	**Learning Intention** We are learning to use the computer to publish our expositions **Success Criteria** I can publish my work on Microsoft Word. I can apply the changes made during the editing phase.
Independent / Work time (40 mins)	**Plan & Research** Students need to decide which one of the following statements they would like to write an exposition on. -No dress code at school -Bedtime should be later -Pocket money should be increased -Country is better than the city -Exercise everyday Once you have decided on your topic, choose if you agree or disagree with the statement. Use a blank piece of paper to plan like we did in class. (See the modelled video for more information) Choose 4 reasons to support or not support the statement and write the evidence below these headings. Next use the internet to research and find supporting evidence.	**Plan & Research** Continue on with planning and researching evidence to support your exposition. By the end of today's session, you should have all your points and evidence ready to write a draft exposition. **Spelling:** Use a dictionary to find the meaning of the 5 words your teacher has given or sent you. Write each word in a sentence that helps demonstrate the meaning of word.	**Draft** Students write from their plan under the following subheadings, leaving a line between each heading to form paragraphs. See the modelled video for more information. Title: (identify topic) Introduction: (opening statement to identify point of view) Argument 1: (include reasons & evidence) Argument 2: (include reasons & evidence) Argument 3: (include reasons & evidence) Conclusion: (restate point of view / demand some action) Remember how we start each argument; firstly, secondly and finally/lastly. **Spelling** Using your 5 spelling words, can you use all 5 to create a weird and wacky sentence. Underline the spelling words when you have used them in your story.	**Draft** Continue on with writing your exposition using the subheadings from yesterday. Ensure you have included an introduction and conclusion. **Edit** Read over your work to check it makes sense. Finding a quiet spot to read aloud will help you hear the mistakes. Also check that full stops and capital letters are in the correct places. Make sure that each paragraph is connected to one topic and has evidence to support your arguments. 	**Publish** Type up your exposition, without the headings you used on Wednesday. An exposition is a plain document that has a heading and five paragraphs. There is no need for pictures, colours or borders. Try to keep the text to a size that allows your exposition to fit on one page. **Spelling** Practise each of your spelling words by writing each letter of the word onto a separate piece of paper, use scrap paper or a notepad from home. Place each 'letter' onto the ground and then jump around from letter to letter to correctly spell out loud your word. Eg. Frog - jump from the F, to the R, to the O, to the G.

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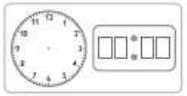
Maths	**Learning Intention:** Understanding daily timelines **Success Criteria:** -Create a timeline of your day, starting from wake up to bedtime -Include the time you start an activity	**Learning Intention:** Telling time to 5 minutes **Success Criteria:** -Read and write digital time in hours and minutes -Recognise and match times on both a digital and an analogue clock	**Learning Intention:** Telling time to the minute **Success Criteria:** -Draw the digital time onto an analogue clock -Read and write digital time in hours and minutes	**Learning Intention:** Telling time to the minute **Success Criteria:** -Read and write digital time in hours and minutes -Recognise and match times on both a digital and an analogue clock	**Learning Intention** Understanding 24hour time **Success Criteria** -Convert pm times to 24 -Calculate the difference of time between events
Mental Maths	Use each set of digits to create the smallest 4-digit number possible. Then write each number in words. • 1, 3, 1, 8 • 6, 3, 7, 9 • 0, 5, 2, 2	If the answer is 11, what could the question be? Write down 8 sums with the answer of 8. Use each operation at least once.	Your number is 115. Do the following with your number: -Write it in words. -What number is 10 more? What is 10 less? What is 100 more? What is 100 less? -Write three sums that equal 115. -Put numbers into place value columns.	If the answer is 35, what could the question be? Write down 8 sums with the answer of 45. Use each operation at least once.	Use the clues to guess the four-digit number: 1st digit: 4 multiplied by 2 =? 2nd digit: 12, 9, ?, 3 3rd digit: Half of 18 =? 4th digit: 40 divided by 10 =? Your number is? ??? Now order the digits to make the smallest and largest numbers.
Independent / Work time (40 mins)	Today you are creating a timeline of what your day is going to look like at home. Things to include can be: • Wake up/ bedtime • Breakfast/ lunch/ dinner • Times you start a lesson (reading, writing, maths) • Break times If there is anything else that happens in your day, then please include that as well. **Reminder:** Anything that happens after midday become afternoon, which means pm time. Between wake up to midday is am **Challenge:** Underneath your timeline, write down how long an activity takes, then order them from smallest to largest.	Today you will be drawing clocks based on a digital time. Draw the following times: • 10:05am • 11:35pm • 5:15am • 8:45am • 3:20pm • 1:55pm • 7:50pm • 9:10am **Reminder:** The long hand refers to the minutes and the short hand refers to the hours. **Support:** Draw these clocks, but with o'clock times, the long hand will always face the 12 for O'clock times. **Challenge:** With your dice/ playing card, roll or draw a number and add that number to the minutes eg. If I roll a 9, I will add 9 minutes to 10:05 to make it 10:14, then draw that time.	Draw clocks that match the following times: • 12:46am • 2:37am • 5:09am • 6:53pm • 7:17am • 8:29pm • 3:33pm • 10:29pm **Support:** Draw these clocks, but with half past times **Challenge:** Draw your clocks in order of earliest time to latest time, then calculate the difference between. For example: 2:37 is the earliest, the next time is 3:33. The difference between is 56 minutes.	Using BLM 56, Read through the following times and insert them into the sheet • 8:55am • 12:31pm • 6:08am • 11:15pm • 2:22am • 3:18am • 2:00pm • 9:48pm **Support:** Draw these times with either o'clock or half past Once you've drawn the times onto the clock faces, cut them out and paste them in order from earliest to latest. 	From the clocks you have created throughout the week, you are now going to write them in 24-hour time digitally. So 1pm becomes 13:00, 2pm becomes 14:00 etc. **Support:** Order the digital times from earliest to latest. **Challenge:** Organise all your times in order from earliest to latest in 24-hour times.