

RPS Learning from home overview Stage Three- Week One, Term Two

Dear Stage Three,

Welcome back to Term Two!

We hope you all had a wonderful break with your family and are well rested for the new term.

Please remember to use this as a guide for your learning, if you have other family activities (such as cooking or lending a hand at home), we encourage you to do those activities and post a picture to Seesaw. Not all activities have to be completed digitally, they can be completed in a workbook you have at home.

We will be using Google classroom, more this term for some of our activities. Please make sure you join your virtual classroom, so you are able to complete the activities.

Remember when you are posting to Seesaw, ask yourself:

-Is this the best I can do?

-Is this good quality?

-Would this be acceptable in class?

If you were unsure of the answer or say no to those questions; go back, edit or redo the activity before posting.

Activities that are **red** are the activities your teachers will provide feedback on.

We highly suggest you continue to read and write everyday.

Lastly, your teachers are here to help you; please be patient and we will get back to you as soon as possible.

Week 1 29/4 - 1/5/20	Wednesday	Thursday	Friday
Morning 9-10am	<p>English:</p> <p>Introducing Informative texts</p> <p>Read the narrative text, The Midnight Thunderstorm. After reading, answer the following questions:</p> <ul style="list-style-type: none"> → What type of text is this? → How do you know? → What is the text about? 	<p>English:</p> <p>Writing informative texts</p> <p>Think of people, places, animals, objects or events that an informative text could be written about.</p> <p>Choose two of the above topics and list as many facts as possible that could be included in an informative text.</p>	<p>English:</p> <p>Multicultural speeches and Impromptu Speaking</p> <p>We are going to start learning about speeches. Define the 3M's of public speaking: matter, manner, and method. Brainstorm components of a speech, purpose, audience, literary devices and revise the structure for planning speech writing.</p>

	<p><i>What would you need to do to transform an imaginative text about thunderstorms into an informative text about thunderstorms?</i></p> <p>Read the informative text, All About Thunderstorms. Complete a Venn Diagram by comparing the imaginary text about thunderstorms to the informative text about thunderstorms.</p> <ul style="list-style-type: none"> → What do the imaginary text and the informative text have in common? → What is different about the two texts? → When might an informative text about a topic be more useful than an imaginary text? 	<p>Classify your facts in categories e.g. physical appearance, interesting facts, location. Give feedback to your peers on SeeSaw.</p>	<p>Look at the video of the winner of last year's Multicultural Perspectives Public Speaking Competition. What did you notice about it?</p> <p>https://www.artsunit.nsw.edu.au/speaking-competitions/public-speaking/multicultural-perspectives-public-speaking-competition-0</p>
Brain Break	Play your favourite song and dance to it	Do 10 push ups (on your knees or toes)	Plank (on your knees or toes) for 30 seconds
10-11am	<p>Mathematics:</p> <p>1. Ordering / writing larger numbers</p> <p>Watch the video on place value https://www.youtube.com/watch?v=qOgWFBVdots <i>This is an American clip and in Australia, we do not use commas when writing large numbers we leave a space instead of a comma.</i></p> <p>Use a dice or pack of cards (or make your own number cards 0-9) make 4 - 3 digit numbers e.g. 348, 4 - 4 digit numbers e.g. 4567, 4 - 5 digit numbers e.g. 10 765,(keep going up 1 digit until you have 32 numbers if this gets confusing stop at 4 digits and make 20; 3 and 4 digit numbers) Remember the video and how we write our numbers - leaving space between every 3 digits e.g. 6 789 243. Now take those numbers and place them in order from largest to smallest. Do this on paper or in your workbook and take a photo of it and load onto Seesaw. Complete the sheet of ordering numbers and glue/write into your book.</p>	<p>Mathematics:</p> <p>1. Expanded notation and Numbers to words</p> <p>Today we are looking at how we write large numbers into words and expanded notation. Watch the video (sing along to it and have fun) https://www.youtube.com/watch?v=t_RCTcqh5U</p> <p>You are now going to practice writing numbers in numerals (think back to yesterday's lesson) expanded notation and words. Look closely at the spelling and punctuation to help you get it correct.</p> <p>Roll dice and place the number you rolled on the place value chart (make a variety of numbers including 2 to 7 digits). Make 10 different numbers. Record these numbers in expanded notation form, as a number and in words e.g. 2000+300+60+5=2365 Two thousand, three hundred and sixty-five. Do this on paper or in your workbook and take a photo of it and load onto Seesaw.</p>	<p>Mathematics:</p> <p>1. Chance</p> <p>Ways we can say things might happen. In a book write a list of words that you could use to describe if something will happen e.g. might, likely, definitely. Think of as many as you can. Now order them from least likely to happen to most likely to happen. - take a photo and load onto seesaw</p> <p>Complete worksheets on chance - 'Chance' and 'Coin flip Investigation'</p> <p>2. Problem Solving</p> <p>Attempt to complete the 4 problem-solving activity cards.</p> <p><i>These activities will be shared on Seesaw</i></p>

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Lunch			
<p>Middle 11:50-12:5 Opm</p>	<p>HSIE: History</p> <p><u>Stories of Migration</u> <u>Inquisitive - Human Migration: Activity 1-6</u> Watch the video: Human Migration. Summarise the facts about human migration, and write a question about the future of human migration using information from the video. Match the reasons for migration into the correct suitcases (economic, political, environmental and social). Add some of your own reasons.</p> <p><i>Post this to Seesaw.</i></p>	<p>HSIE: History</p> <p><u>Stories of Migration</u> <u>Inquisitive - Human Migration: Activity 7</u> Speak to your family and ask questions about your own family migration history. Use a different colour to note the country of birth for yourselves, one of your parents and one of your grandparents on the world map on Seesaw.</p> <p>Look at your classmates posts, analyse the results of the map.</p> <ul style="list-style-type: none"> → What do you notice? → What do you find interesting? Compare statistical evidence within our class and the Australian population. 	<p>Science: It's Electrifying!</p> <p><u>Inquisitive - Different Types of Energy : Activity 1-3</u> Watch the Roller Coaster Footage video. How did it make you feel? A roller coaster has no engine to drive it around the track. How do you think it achieves such high speeds? Brainstorm different ideas.</p> <p>Watch the Rube Goldberg Machine video. Choose a sequence of objects that appear together in the video at a certain point. Describe the 'chain reaction' that sets one object, then the next, and the next, in motion. *Check the list and start gathering equipment ready for your next science lesson.</p>
Brain Break	Do 20 star jumps	Do 10 squats (<i>hands on your hips, legs shoulder width apart and bend those knees!</i>)	Time 1 minute and hop on one leg (<i>count how many you get without stopping</i>). Swap legs and time again! Which leg was better?
12:50-1:50	<p>Visual Art: (Lesson 1 of 2)</p> <p>Migration can be defined as <i>the movement of a person or a group of people, to settle in another place, often across a border or boundary. Migration can be temporary or permanent, and it may be voluntary or forced.</i> (source: eschooltoday.com) This video shares two stories of migration</p>	<p>Visual Art: (Lesson 2 of 2)</p> <p>Continue the artwork you started yesterday.. When finished, take a photo of your artwork and upload to Seesaw. You must include an artist's commentary (at least 100 words) explaining how your work represents your ideas. Your commentary can be written or recorded as an audio file on your Seesaw post</p>	<p>PDHPE Health: (Mr Kouts)</p> <p>Bounce Back: Bad times don't last. Brainstorm: - What is optimism? - How could optimism help you to bounce back from a difficult situation? - Have you ever been in a situation you didn't like and thought it would never improve but it did?</p>

	<p><u>Create an artwork</u> representing your ideas about human migration.</p> <p>Your work may take any form (drawing, painting, collage, sculpture etc.)</p> <p>You may use digital tools in your process (photo editing etc) but your final work must be a physical creation (i.e. something you can touch).</p>		<p><i>Share your responses to Seesaw</i></p> <p>Safety- Safety town</p> <p>https://www.safetytown.com.au/town/student/stage-3/#list</p> <p>What would you do in this situation? Write down some good advice for these students in the video.</p>
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<p>Afternoon 2:20-3:00p</p>	<p style="text-align: center;">Matific</p> <p style="text-align: center;">https://www.matific.com/</p> <p>Login to Matific and complete at least 5 activities that have been allocated by your teacher.</p> <p>Keep a Google Spreadsheet of your activities and the number of stars you recieved.</p> <table border="1" data-bbox="188 715 562 986"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>1</td> <td colspan="3">Name's Matific Activities</td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Date</td> <td>Activity Name</td> <td>Score</td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		A	B	C	1	Name's Matific Activities			2				3	Date	Activity Name	Score	4				5				6				7				<p style="text-align: center;">KidsNews Discussion</p> <p style="text-align: center;">https://www.kidsnews.com.au/red</p> <p>Visit the KidsNews website, read the article allocated to your class on Google Classroom. Once you have read the article, post in your Google Classroom. In your post, consider:</p> <ul style="list-style-type: none"> *What did you find interesting? *What do you want to know more about? *What is your opinion on the article? <p>Make sure that you respond to your peers' comments.</p>	<p style="text-align: center;">Library</p> <p>Check your Google classroom for this week's lesson OR</p> <p>Choose a book that you have read and write a review on Oliver. Remember your book review only needs to be short. Think about the following information you could include:</p> <ul style="list-style-type: none"> * What is the story about? * What did you think of the book? * Would you recommend this book to others? If so, which age group will enjoy it? <p><i>Mrs Pocknall will check your review before it is posted onto Oliver for others to read.</i></p>
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