

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

**Friday 15th May: Stage Three Phase One- allocated day for face to face teaching at school.**

Dear Stage Three,

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.

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.

**Before posting to Seesaw, please make sure your post includes a caption. Your caption can be as simple as 'Monday English Task on Text Structure'.**

Sometimes your teacher might send back your work. When they send back your work, read the comment as this will help you to improve your work or assist you to answer the question. Please resubmit the task.

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 3: 11-15/5	Monday	Tuesday	Wednesday	Thursday	Friday Stage Three Phase One: allocated day for face to face teaching at school.
Morning 9-10am	<b>English:</b>  <i>Read your novel for 20 minutes.</i>  <b>Text Structure</b> Watch the Informational Writing video.	<b>English:</b>  <i>Read your novel for 20 minutes.</i>  <b>Note taking</b> Read the text about owls from the <i>Comprehension Task Cards</i> - <i>Finding the Main Idea</i> .	<b>English:</b>  <i>Read your novel for 20 minutes.</i>  <b>Multicultural speeches</b> Continue to draft and sequence your multicultural	<b>English:</b>  <i>Read your novel for 20 minutes.</i>  <b>Grammar: Antonyms and Synonyms</b>	<b>English</b>  <b>Behind the News</b> Watch this week's episode of BTN: <a href="https://www.abc.net.au/btn/classroom/">https://www.abc.net.au/btn/classroom/</a>

	<p><a href="https://www.youtube.com/watch?v=53L-5zE7Ibw">https://www.youtube.com/watch?v=53L-5zE7Ibw</a></p> <p>Answer the following questions:</p> <ul style="list-style-type: none"> <li>→ What is the purpose of informative writing?</li> <li>→ What is a 'reliable source' of information?</li> <li>→ What text features might you find in an informative text?</li> </ul> <p>Complete the 'Informative structure - sorting task' activity shared to you on Seesaw.</p>	<p>Read the text using note taking strategies, such as: looking at the title, subheadings, illustrations and repeated words for hints about the main idea listing the subject-specific words- noting the key facts and details as single words or short phrases and answer the comprehension questions.</p> <p>Using the note taking graphic organiser on Seesaw, take notes for an informative text of your choice or from the task cards. <b>You do not have to complete all of the task cards, complete the one that interests you.</b></p> <p>Once you have written your notes, classify the key information into categories e.g. when, where, who.</p>	<p>perspective speech using the planning sheet.</p> <p>Ensure that you are <i>proofreading and editing your speech, with a focus on language and grammar.</i></p> <p>You can record what you have done in your speech so far and present it on Seesaw to get some feedback from your classmates. You may like to post a video or just your voice.</p>	<p><i>Antonyms are another name for opposites.</i></p> <ol style="list-style-type: none"> <li>1. Complete the polygon puzzle for antonyms and post the completed task on Seesaw.</li> <li>2. Choose 6-10 words on the antonym polygon puzzle and find 2-4 <b>synonyms</b> for each word.</li> <li>3. Use each of your 6 new words in a sentence to show the meaning.</li> </ol> <p><i>(Remember that synonyms have a similar meaning)</i></p> <p>EXT: Optional: Use the empty polygon template and your list of antonyms to create a new antonym polygon puzzle. <b>Hint: Write down the words before you cut it out!</b></p> <p>Perhaps you could get a family member to play with you, like tri-ominoes, only more challenging!</p>	<p>Head over to your Google Classroom page to share your thoughts on the discussion post.</p>
<p><b>Brain Break</b></p>	<p>Using a pillow (the smaller the better), place it on the top of your head and see if you can walk from one end of your home to the other and back without dropping it. If you drop it, go back to the beginning and try again (remember to walk slowly</p>	<p>Go for a walk around your environment. If you can, take your walk outside.</p>	<p>Using big steps, walk along the inside of your home close to the walls (where possible) and measure how many big steps you take to return back to your starting position (similar to calculating the perimeter although this is inside your house not outside). Remember</p>	<p><b>Limbo-</b> All you need is a broom or a long stick. Get 1 or 2 family members to hold it up horizontally and get them to start with it high and lower it as you pass each level. Remember if you drop or your hands touch the floor you will need to try Music is nice to</p>	<p>Complete these actions for <b>45 seconds</b> each: Squats, hop on one foot, hop on the other foot, jog on the spot and finally star jumps.</p>

	and concentrate the whole time).		to cover all areas of your house where you can.	have on in the background. See how low you can go without touching the ground with any part of your body besides your feet.	
<b>10-11am</b>	<p><b>Mathematics:</b></p> <p><b>1. Jump Strategy -</b> What are jump/split/compensation strategies? Watch the video to help get a better understanding of the strategies if you need to. Jump <a href="https://www.youtube.com/watch?v=Q93NOC-EtUs">https://www.youtube.com/watch?v=Q93NOC-EtUs</a> Split - <a href="https://www.youtube.com/watch?v=T9zFnCqvWyM">https://www.youtube.com/watch?v=T9zFnCqvWyM</a> Compensation - <a href="https://www.youtube.com/watch?v=X3kgzlb8VrM">https://www.youtube.com/watch?v=X3kgzlb8VrM</a> Can you record (video or voice) yourself explaining the strategy you like to use most, you may be doing a problem as you solve it, and upload it to seesaw. If you can not record yourself, write a sentence explaining it - use this problem to show us. <b>Addiville Public School has 998 pupils and Coledale Heights Public School has 667 pupils. What is the total number of pupils?</b> Complete the page of problems using one or all of the strategies.</p>	<p><b>Mathematics: -</b></p> <p><b>1. Estimation / Rounding-</b> Another way to help us solve and check addition and subtraction problems is estimation - having a calculated guess. We can do this by rounding the numbers in the sum. Watch this video <a href="https://www.google.com/search?q=using+estimation+for+addition+and+subtraction&amp;rlz=1C1GCEA_enAU899AU899&amp;og=using+estimation+for+addition+and+subtraction&amp;ags=chrome..69i57j0l2.21755j0j7&amp;sourceid=chrome&amp;{google:instantExtendedEnabledParameter}ie=UTF-8#kpvalbx=_elevXumBA8rG4-EPIsuwmAs35">https://www.google.com/search?q=using+estimation+for+addition+and+subtraction&amp;rlz=1C1GCEA_enAU899AU899&amp;og=using+estimation+for+addition+and+subtraction&amp;ags=chrome..69i57j0l2.21755j0j7&amp;sourceid=chrome&amp;{google:instantExtendedEnabledParameter}ie=UTF-8#kpvalbx=_elevXumBA8rG4-EPIsuwmAs35</a> Now complete the worksheet on Seesaw. Once you have completed this, create your own estimation worksheet that has all the problems and solutions (you are to choose if you give them the correct or incorrect answer) that others have to say if they are correct or not</p>	<p><b>Mathematics: -</b></p> <p><b>1. Place value</b> When we are trying to solve addition and subtraction problems it is important that we remember the place value of digits when adding numbers together E.g 2 345 + 10 345. When writing this as an algorithm we must ensure we line up the numbers correctly. E.g. <math display="block">\begin{array}{r} 2\ 345 \\ + 10\ 345 \\ \hline \end{array}</math> Can you tell us what would happen if the digits were not lined up under their correct place value? Practice setting this out correctly when doing the dinner budget. <b>Dinner Budget</b> You are in charge of ordering dinner tonight for your family. You have a very generous budget of \$200. Do all of this on a google doc or in a book and upload it to seesaw. 1. You are to find where you would like to order</p>	<p><b>Mathematics:</b></p> <p><b>1. Data</b> (1) Work through the Powerpoint on Seesaw, considering different ways we can represent data. (2) Write out a list of the different types of graphs that you have used or seen in the past. Choose one. Write a couple of simple sentences identifying the main features of the graph type (what are its important features, where is the categorical information, where is the numerical information). Create a model of what this form of graph might look like (with made up categorical and numerical data). Post your mini “posters” to Seesaw. (3) Comment on the graph posters of your classmates with two stars and a wish (I like how you have _____ and _____. This makes me wonder more about _____.) (4) Work through the graph sheet on Seesaw.</p>	<p><b>Mathematics: Problem Solving</b> Complete your level of Matharoo for this week. Don’t forget to do your working out.</p>

	<p><b>2. Problem Solving</b> Attempt to complete the 4 problem-solving activity cards. <i>These activities will be shared on Seesaw.</i></p>	<p>through estimation and then they check by solving them.</p> <p>See the below example of a problem - tell me are they correct? E.g of what a problem may look like.</p> $  \begin{array}{r}  3456 \qquad 4468 \\  + 4578 \qquad - 3569 \\  \hline  8134 \qquad 899  \end{array}  $ <p>Now create a page of these and upload to seesaw.</p> <p><b>2. Problem Solving</b> Attempt to complete the 4 problem-solving activity cards. <i>These activities will be shared on Seesaw.</i></p>	<p>dinner from, you can use the internet to help you pick a restaurant - tell us what restaurant it is, its address and what type of restaurant it is e.g. fish and chips / Chinese.</p> <ol style="list-style-type: none"> <li>How many people you are buying for and who they are e.g. Mum, Dad, brother/sister.</li> <li>Write down what you are ordering for each person and how much their meal costs (don't forget drinks) - remember to show how you got all of your totals.</li> <li>Work out the total cost for your meal - show all your working out.</li> <li>Work out how much of the \$200 you have left.</li> </ol> <p><b>2. Problem Solving</b> Attempt to complete the 4 problem-solving activity cards. <i>These activities will be shared on Seesaw.</i></p>	<p><b>2. Problem Solving</b> Attempt to complete the 4 problem-solving activity cards. <i>These activities will be shared on Seesaw.</i></p>	
Break					

<p><b>Middle</b> 11:50-12: 50pm</p>	<p style="text-align: center;"><b>Science</b></p> <p><b><u>It's Electrifying</u></b> <b><u>Inquisitive - Electricity: We can't live without it : Activity 8-10</u></b></p> <p>Identify the cause and effect of a blackout, describe the effect of a blackout on each of the scenarios listed. In his <a href="#">video</a>, William says "Irrigation is a defence against hunger". Looking at the infographic about the cycle of hunger, explain how irrigation could stop this cycle at each step. The most important part of William's windmill was a 'dynamo'. Research about what a dynamo is, and how it generates electricity. Then draw a labelled diagram to go with your explanation.</p>	<p style="text-align: center;"><b>Science</b></p> <p><b><u>It's Electrifying</u></b> <b><u>Inquisitive - How do we produce Electricity? : Activity 1-3</u></b></p> <p>Write a descriptive passage using the visual stimulus. Incorporate the vocabulary you have learnt throughout the unit, <u>underlining</u> these words. Watch the <a href="#">video of the demolition</a> and analyse why this power station was demolished.</p>	<p style="text-align: center;"><b>HSIE: History</b></p> <p><b><u>Stories of Migration</u></b> <b><u>Inquisitive - Australian Migration Program: Activity 1</u></b></p> <p>Watch the video: <a href="#">Ten Pound Pom</a> (an original commercial from the Australian Government encouraging British citizens to migrate to Australia). Who is the target audience? And what 'pull' factors are used in the commercial? Tick the statements which indicate and provide evidence that the video clip is a reliable source.</p>	<p style="text-align: center;"><b>HSIE: History</b></p> <p><b><u>Stories of Migration</u></b> <b><u>Inquisitive - Australian Migration Program: Activity 2-5</u></b></p> <p>Use website links to research the "<a href="#">Immigration Restriction Act 1901</a>" and answer the question 'Was there a specific government policy at the time saying only certain types of people could migrate to Australia?' Visit the website link: <a href="#">Immigration Dictation Test</a> and take one of the dictation tests. Write your own dictation test designed to allow someone to enter Australia and stop someone from entering Australia. Post this to Seesaw and complete a classmates dictation test. Come up with 3 reasons why the immigration officers in the 1900s found some people unsuitable and gave them the difficult dictation test.</p>	<p style="text-align: center;"><b>Weekly Quiz</b></p> <p>Complete the weekly quiz with your family. You might like to work in teams or by yourself.</p>
<p><b>Brain Break</b></p>	<p style="text-align: center;"><b>Play your favourite song and dance to it</b></p>	<p>Take a moment to think about how you are feeling. Which words would describe how you are feeling? Can you trace back the origins of those feelings?</p>	<p style="text-align: center;"><b>Do 12 push ups (on your knees or toes)</b></p>	<p>Listen carefully with your eyes closed to any sounds you can hear for 1 minute. Once the minute is finished, write down what the closest noise was that you heard and what the furthest away noise was.</p>	<p>Close your eyes and take 20 slow breaths focusing on breathing in through your nose and out through your mouth.</p>

<p>12:50-1:50</p>	<p><b>Visual art (lesson 1/2)</b></p> <p>This week in Visual Art, you will be creating a replica of a historical document you will be studying in History.</p> <p>Examine a <a href="#">real example</a>. Look carefully at all the elements: aged paper, <a href="#">typewriter</a> print, handwriting &amp; photographs.</p> <p>This is a 5 step process:</p> <ol style="list-style-type: none"> <li>1. <u>Dress up &amp; take digital photos</u> for your artwork</li> <li>2. <u>Recreate the document electronically</u>. Use a computer application such as Google Docs or Word. Include lines and spaces for handwriting. Add your photographs to replicate the <a href="#">original doc</a>.</li> </ol> <p><b>Continue reading instructions in Tuesday column.</b></p>	<p><b>Visual art (lesson 2/2)</b></p> <ol style="list-style-type: none"> <li>3. <u>Print the document</u> with your photographs (Black &amp; White)</li> <li>4. <u>Tea-stain</u> your document</li> <li>5. Add in <u>fancy handwriting</u></li> </ol> <p>Bring your replica historical document to school on Friday to show your teacher.</p> <p><b>Note: If you do not have access to a printer</b>, email the finished document to your teacher. They will print it for you &amp; give it to you on FRIDAY. You can finish your artwork on the weekend or next week.</p>	<p><b>Library</b></p> <p>Check the Google classroom for an activity involving "Quidditch through the ages".</p>	<p><b>PDH</b></p> <p><b>Bounce Back- Unhelpful thinking makes you feel more upset</b></p> <p>Read activity worksheet 'Types of unhelpful thinking' so that you have an understanding of helpful thinking v unhelpful thinking.</p> <p>Once complete, <b>select any 5 scenarios</b> in the 'Practising Helpful Thinking, Challenging Unhelpful Thinking' worksheet and write an unhelpful thinking response. Then write a helpful thinking response for each of the 5 scenarios you chose. (remember to use activity worksheet 1 to help you understand the definitions).</p> <p><i>Post your answers on Seesaw. Remember to include which scenarios you choose in your responses.</i></p>	<p><b>PE/Sport</b></p> <p>Please complete the <b>Get active@home episode 1</b>. Follow the video and it will tell you what household items you need for this PE lesson.</p> <p><a href="https://vimeo.com/413442823/7f9b1c806a">https://vimeo.com/413442823/7f9b1c806a</a></p>
<p><b>Break</b></p>					
<p><b>Afternoon</b> 2:20-3pm</p>	<p><b>Considering your Community (Lesson 1/3)</b></p> <p>Identify a group of people working hard in the community during these times. They may be the people working at grocery stores, healthcare workers keeping people well, the police making sure that everyone is staying safe etc.</p>	<p><b>Considering your Community (Lesson 2/3)</b></p> <p>Begin your work creating your poster, letter, artwork etc. Research how you would deliver it to the recipient. Do you want to mail it as a letter? You will need to look up the address of the location. Do you want to send an email to a hospital thanking them for</p>	<p><b>Considering your Community (Lesson 3/3)</b></p> <p>Enact your plan! Take photos of what you have done. Take a photo of yourself sending a letter, creating the poster, etc. Post it to Seesaw with a one paragraph reflection on WHY you chose that particular group of people, WHY you chose to contact them through</p>	<p><b>Read Aloud</b></p> <p>Work through the powerpoint and listen to the read aloud for our new book: Boy Overboard by Morris Gleitzman.</p> <p>Can you tell which of the Stage 3 teachers is reading it to you?</p>	<p><b>You Time</b></p> <p>We would like you to turn off your screens this Friday afternoon, unplug, find somewhere relaxing to sit and journal or read a book.</p>

	<p>Brainstorm a way in which you could show your appreciation to this group of people (example: making a poster thanking healthcare workers that you hang in your front window, drawing a thank you message in chalk on your front driveway, write a letter to your local supermarket thanking them for their work etc.)</p>	<p>their work? You will need to research their email address online.</p>	<p>that particular method and HOW you hope it will make them feel.</p>	<p><i>You will find this in Google Classroom. Click on 'Classwork' and then 'English'.</i></p>	
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If you require an offline version (hard copy), please email Ms Salhab ([renee.salhab1@det.nsw.edu.au](mailto:renee.salhab1@det.nsw.edu.au)), with the following details: your name, your child's name and class and full address.