

RPS Learning from home overview Stage Three- Week Four, Term Two
Friday 22nd May: Stage Three Phase One- allocated day for face to face teaching at school.

Dear Stage Three,

How was your weekend? Did you take some time away from your devices?

Zoom Timetable:

Make sure you check your email for your Zoom invitation.

Stage Three will Zoom on Monday and Tuesday.

10:15am	10:30am	10:45am	12pm	12:15pm	12:30pm	12:45pm
Barton	Holt	Deakin	Hawke	Whitlam	Chifley	Curtin

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.

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

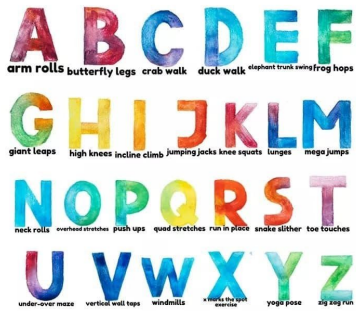
We highly suggest you continue to read and write everyday.

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


Week 4	Monday	Tuesday	Wednesday	Thursday	Friday Stage Three Phase One: allocated day for face to face teaching at school.
Morning 9-10am	<p>English:</p> <p><i>Read your novel for 20 minutes.</i></p> <p>Informative Text Language Features Read the informative text, <i>What Are Earthquakes?</i> and discuss:</p> <ul style="list-style-type: none"> - What type of words are used in this text? - Why do you think the author chose these types of words? - If these words were removed from the text, what might be the effect of this? <p>Can you identify some examples of informative language used in the text about earthquakes?</p> <p>Complete the activity 'Identifying Informative Language' on Seesaw.</p>	<p>English:</p> <p><i>Read your novel for 20 minutes.</i></p> <p>Research Ahn Do is a well-known refugee from Vietnam.</p> <p>Watch 'The Little Refugee' https://www.youtube.com/watch?v=vShmK_PhEOs</p> <p>Discuss Ahn Do's journey with your family or people near you.</p> <p>Read Do's journey from the perspective of a pirate.</p> <p>Do some research on the story of his journey to Australia and retell his journey from another perspective eg Parents, sibling etc</p>	<p>English:</p> <p><i>Read your novel for 20 minutes.</i></p> <p>Multicultural Speeches Continue to draft and sequence your multicultural 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><i>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.</i></p>	<p>English:</p> <p><i>Read your novel for 20 minutes.</i></p> <p>Grammar: Metaphor Revise the definition of metaphors. Watch this video to refresh your memory. https://www.youtube.com/watch?v=kVNal4_izVU</p> <p>Complete the 2 Seesaw activities on metaphors.</p> <p>EXT: Write 10 sentences using a different metaphor in each sentence. Make sure that you show the meaning of the metaphor.</p>	<p>English</p> <p>Behind the News Watch this week's episode of BTN: https://www.abc.net.au/btn/classroom/</p> <p>Head over to your Google Classroom page to share your thoughts on the discussion post.</p>
Brain Break	<p>Mr Squiggle: Use your own hand to create a squiggle (like you did one Friday afternoon in class) and then fill it in to create an actual picture!</p>	<p>See how long you can hold a yoga "tree pose" on one foot. Once you have tried your preferred foot, try the other</p>	<p>Find a plastic cup and have a go at learning this tapping rhythm: https://www.youtube.com/watch?v=RZf_joR1Srk.</p>	<p>Today's brain break: 20x star jumps, 10x push ups, 10x sit ups, 10 lunges on each leg</p>	<p>Dance Party! Put on your favourite song and have a dance. Try to make up a set of movements that you do everytime the chorus plays (this is you being a choreographer of</p>

		foot. Compare your times. Which foot is stronger?			creating a unique dance). If you don't love dancing, choose everyday movements to enact ie. taking food off the shelf and putting it into a shopping trolley, wrapping a present, leafing through a book, typing etc. Do those actions in time to the music as though they were a dance/.
10-11am	<p>Mathematics:</p> <p>1. Word problem</p> <p>Download the word problem sheet from Seesaw.</p> <ol style="list-style-type: none"> 1. Read through the problems - do not attempt to answer them the first reading. 2. Read them again making a list or highlighting the keywords in each problem. 3. Now take that list of words and group all the synonyms together. e.g. less = subtract, take-away, spent; add = altogether, how many, total 4. Complete the worksheet - remember to show all your working out (what strategy did you use - show us) Do this in a 	<p>Mathematics:</p> <p>1. Using inverse Operation</p> <ol style="list-style-type: none"> 1. Watch the video below. https://www.youtube.com/watch?v=VP1ZmJUtb6I 2. What are 'inverse operations'? Write a short explanation - 1/2 sentences, remember to use mathematical language and give 5 examples $1234 + 6721 = 7955 - 6721 = 1234$ 3. We use inverse operations to help us check our answers are correct. Do you use this method? Do you think you could use this method? 4. Download the addition and subtraction sheet from Seesaw - Write an algorithm for each problem, solve it, then write the inverse 	<p>Mathematics: -</p> <p>1. Calculator challenge - Google Slides</p> <p><u>It is party time</u></p> <p>You may use a calculator to do this activity.</p> <p>You are planning a party for our class to celebrate the end of isolation. You are to present your plan in a google slides doc. and shared to seesaw, following the Posting to google classroom/seesaw guidelines. Include a caption as well e.g. Wednesday Math Party Plan' How you present it is up to you.</p> <ol style="list-style-type: none"> 1. You have a budget of \$1000 to spend. 2. You are to create a guest list. It is expected that you invite everyone in your class and the teachers - it is up to you who else you invite - make a guestlist and give the total number of guests. 	<p>Mathematics:</p> <p>Data</p> <p>Activity (1): Complete the sheet identifying the different graphs and collating the data in the table into a graph.</p> <p>Activity (2): REVIEW your own fridge and categorise the food that you find there. Create a data table with the different categories and numerical data. (Possible categories: drinks, soft foods, hard foods, bitter foods, sweet foods, healthy foods, smelly foods, yellow food, green food, orange food etc....categories of the student's own choosing). Select a graph type that you think will best represent this information.</p> <p>Activity (3): After collecting the data, present your own data as a table and a graph. This graph is like a more final version of their "mini poster" from the previous day, as it shows real</p>	<p>Mathematics: Problem Solving</p> <p>Complete your level of Matharoo for this week. Don't forget to do your working out.</p>

	<p>book / on paper / or seesaw draw.</p> <p>5. You are now going to write your own word problems - they are to be addition or subtraction ones. Write 5 problems, include the solutions, email them to your teacher and we will choose 5/10 of them to share to Google classroom for others to complete.</p> <p>2. Problem Solving Today's problem is a link - https://nrich.maths.org/2289 Follow the instructions and upload your machine to Seesaw - Remember the guidelines for loading onto seesaw - Include a caption e.g. 'Monday Math Problem solving' and a brief explanation of your machine.</p> <p>Have fun, I did.</p>	<p>algorithm, solve it. Were you correct?</p> <p>2. Problem Solving Today we have another link for you to follow https://nrich.maths.org/6777. Try the interactive activity, if your computer will allow it.</p>	<ol style="list-style-type: none"> 3. You are to decide the date/start and end time. Make an invitation with all the details. 4. You are to list all costs incurred - e.g. printing invitation, entertainment, food, drinks, venue costs (if any). 5. There must be a final total of costs and how much left from the \$1000. 6. Have fun planning! <p>2. Problem Solving Attempt to complete the 4 problem-solving activity cards. <i>These activities will be shared on Seesaw.</i></p>	<p>information. It needs to be neat and clearly represented.</p>	
<p>Break</p>					
<p>Middle 11:50-12:50pm</p>	<p>Science <u>It's Electrifying Inquisitive - How do we produce Electricity? : Activity 4-6</u> Students to watch the video Power Stations and the National Grid to find out:</p>	<p>Science <u>It's Electrifying Inquisitive - How do we produce Electricity? : Activity 7-8</u> Navigate the website that shows, in real time, the different energy sources that</p>	<p>HSIE: History <u>Stories of Migration Inquisitive - Australian Migration Program: Activity 8</u> View the stimulus video: "The Rise and Fall of White Australia" (a short video about the end of the White Australia</p>	<p>HSIE: History <u>Stories of Migration Inquisitive - Australian Migration Program: Activity 9</u> Analyse the stimulus graph: Migration Statistics. Then, research one of the time periods from 1945 to 2015,</p>	<p>Weekly Quiz Complete the weekly quiz with your family. You might like to work in teams or by yourself.</p>

	<ul style="list-style-type: none"> • How the energy in coal is transformed into electricity • What alternate sources of energy can be used to produce electricity <p>Label the diagram using the vocabulary provided. Read pages 1–5 of the eBook Renewable and Non-Renewable Sources of Energy. Describe a non-renewable source of energy. Read pages 6–15 of the eBook Renewable and Non-Renewable Sources of Energy and complete a PMI chart on a renewable energy source.</p>	<p>each state of Australia is using to generate electricity. Looking closely at the key at the bottom of the graph that shows which colour represents which energy source, students to analyse data and complete the Venn Diagram.</p>	<p>Policy) and name the Prime Ministers who discussed the removal of Australia’s racist immigration policy. Based on the immigration policies of the time, write a definition describing Australians in the 1960s and today. Imagining you are the Prime Minister; write your party’s immigration policy.</p>	<p>find out what the Australian Government migration policy was at the time. Use the information from the stimulus graph: <i>Migration Statistics</i> and your research information to make a vertical timeline which shows where most people migrated from and how the migration policy of the time influenced this. Respond to a peers finding on Seesaw.</p>	
<p>Brain Break</p>	<p>Have a go at lion's breath, a style of breathing in yoga. Sit on the floor with your legs crossed, hands on your knees. Inhale through your nose and then exhale strongly through your mouth making a loud HA noise. If you are feeling extra comfortable in your space, have a go at sticking your tongue out as you do it!</p>	<p>Follow these instructions and have a go at making a samurai helmet with a piece of paper cut into a square: https://www.youtube.com/watch?v=8cDQTlwIQGE</p>	<p>Mindful breathing: Stand or sit for this activity with your hands on your belly. Close your eyes and take three slow deep breaths to see if you can feel your hands moving. Count 1, 2, 3 on your breath in and then 1, 2, 3 on your breath out. Can you feel the air moving through your nose? Does the air feel colder or hotter as it makes its way back out of your nose/mouth? Do you prefer breathing through your nose or your mouth? Take some moments away from the screen with just your breath.</p>	<p>Zoom in on the image below and do the activities for the letters in your name. If you can, film yourself and show your class on Seesaw!</p> <p style="text-align: center;">Alphabet Exercise</p> 	<p>Create a blanket/pillow fort. Take a photo and show your classmates!</p>

<p>12:50-1:50</p>	<p>Visual Art (1 of 2)</p> <p>Read the profile of Ahn Do & answer these questions:</p> <ul style="list-style-type: none"> • What do you find interesting about Ahn’s artistic process? • Think about how you feel before you start creating an artwork, while you are working, and when you have finished. What are the similarities or differences between the way you work and the way Ahn works? <p>Now look through the gallery on Ahn Do’s website and choose one of the images to answer the following questions.</p> <ul style="list-style-type: none"> • What is the title of the image you chose? • Who are we looking at? Are they old/young? • What does this portrait remind you of? • If you were the artist, what might you call this artwork? • What do you think the artist wants you to feel? How do you feel? • Is there anything here that surprises you? Why is that? <p>Upload your responses to Seesaw.</p>	<p>Visual Art (2 of 2)</p> <p>Sketch yourself or a member of your family from a photograph.</p> <p>You will need:</p> <ul style="list-style-type: none"> • A pencil • Paper <p>You may find this tutorial useful. It demonstrates how to sketch from a photograph.</p> <p>When you have finished, upload your art to Seesaw.</p> <p><u><i>Optional extra</i></u></p> <p>If you would like to learn more about Ahn’s art, you might like to start with his Archibald prize entry.</p>	<p>Library</p> <p>Last week we looked at the book “Quidditch Through the Ages”.</p> <ol style="list-style-type: none"> 1. Watch the rules of Quidditch from Harry Potter and the Philosopher's Stone. https://youtu.be/thL8QAsPhK0 2. What are the player’s positions in the game? What is the seekers role or job? (something to think about) 3. Look at the example of a move (Starfish and Stick) found in the slides. 4. Think about another move and what would be involved. Draw an illustration and write a short paragraph about what is involved - post it to your Seesaw page for everyone else to see. 	<p>PDH</p> <p>Bounce back- ‘Nobody is perfect, Not you and not others’</p> <p>Complete activity worksheet - I'm perfect.</p> <p>Once completed answer the following questions:</p> <ul style="list-style-type: none"> -Is it ever possible to be 'perfect'? - What are some problems that people create for themselves when they try to be perfect? -Why are making some mistakes and having some imperfections necessary and useful? <p>Safety town</p> <ol style="list-style-type: none"> 1. Go on to: https://www.safetytown.com.au/town/student/stage-3/#list 2. Click ‘safety first’. Please only complete this activity for this week. 3. Email your responses to Mr Kouts. <p>james.kouts2@det.nsw.edu.au</p>	<p>PE/Sport</p> <p>Episode 2 of Get active@home.</p> <p>https://vimeo.com/415024468</p> <p>Remember to follow the link and try your best!</p>
<p>Break</p>					

<p>Afternoon 2:20-3pm</p>	<p>Design a board game Lesson 1/3</p> <p><u>Step (1):</u> Inspiration: Have a look at the board games that you have at home. What do they feature? They all probably have boards and pieces, some might have cards, some might use dice etc.If you don't have any board games at home, you could research them on the computer or think of any board games that you have played throughout your life.</p> <p><u>Step (2):</u> Brainstorm: What would you like your boardgame to look like? Will it be a course in the shape of the letter S? Or will it be more complicated? Will it have squares that make the player go back to the start? Will there be challenge squares? Do you want your boardgame to have a theme?</p> <p><u>Step (3):</u> Draft: Begin a draft of your board game. On a scrap piece of paper, draw the shape. Work out how many places you would need between the "start" and "goal" places.</p>	<p>Create a board game Lesson 2/3</p> <p>Start to create your board game. Take photos of it at each stage so that you can show how it changed and improved over time.</p> <p><u>Step (4):</u> Get a fresh piece of paper (a larger piece if you have it). Using your draft from the day before, begin to draw out your board game.</p> <p><u>Step (5):</u> Add details to each of the tiles, including challenges (does the player need to go back to the start if they land on that square? Do they need to stand on one foot for a minute etc.)</p> <p><u>Step (6):</u> Consider the additional materials you might need. You may need to borrow a dice from another board game. You may need to work out what you would use as player pieces, whether you need to make "challenge cards"...</p>	<p>International Day of the Bee!</p>  <p>Today is International Day of the Bee!</p> <p>Bees are so small, and pretty annoying when they sting us - do they really matter? Should we bother celebrating them at all?</p> <p>Watch this video to learn more about bees. You can also find more information here.</p> <p>Using what you have learned, write a short poem celebrating the bee and its role in the garden community!</p>	<p>Read Aloud</p> <p>Work through the google slides and listen to the read aloud for our book: Boy Overboard by Morris Gleitzman. Chapters 4-6.</p> <p><i>You will find this in Google Classroom. Click on 'Classwork' and then 'English'. Boy Overboard Chapters 4-6</i></p>	<p>Finalise your board game (from Monday and Tuesday) Lesson 3/3</p> <p>Finalise your board game:</p> <p><u>Step (7):</u> Consider a simple list of rules for HOW people will play your game.</p> <p><u>Step (8):</u> Check that you have all of the things you need (boardgame, dice, player pieces, cards...)</p> <p><u>Step (9):</u> Have a "play test". Find someone to play your game with you.</p> <p><u>Step (10):</u> Record your process on Seesaw. This might include photos from the draft board game to the end product, photos of the player pieces that you have used, and a review of HOW SUCCESSFUL you have found your game to be! Consider how you might have done it differently if you were to do it again.</p>
---	--	--	---	--	---

If you require an offline version (hard copy), please email Ms Salhab (renee.salhab1@det.nsw.edu.au), with the following details: your name, your child's name and class and full address.