

## RPS Learning from home overview Stage Three- Week 11

Dear Stage Three,

Here is the guide for Week 11. 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.

You have completed the first term of 2020! We wish you and your family a wonderful and safe Easter break and hope to see you very soon :)

Week 11 6-10/4	Monday	Tuesday	Wednesday	Thursday
<b>Morning 9-11am</b>	<p><b>English:</b> <b>Reading:</b> Read your own novel for 20 mins. Read aloud to a parent or sibling. Ask for feedback- what did you do well? How can you improve?</p> <p><b>Vocab: Homophones</b>-words that sound the same but have different spelling and meaning eg prays/ preys /praise. 1. Write sentences for each of the following homophones to show the different meanings:</p> <ol style="list-style-type: none"> <li>except</li> <li>accept</li> <li>strait</li> <li>straight</li> <li>principle</li> </ol>	<p><b>English:</b> <b>Reading:</b> Read your own novel for 20 mins. Record the most exciting or dramatic part on Seesaw. Add sound effects if you like!</p> <p><b>Vocab: Unscramble the capital cities</b></p> <ol style="list-style-type: none"> <li>SPAIR</li> <li>NOONDL</li> <li>ONAH</li> <li>KKBOANG</li> <li>JIBGINE</li> <li>LABUK</li> <li>SEANTH</li> <li>EMRO</li> <li>ROICA</li> <li>DRIDAM</li> <li>TUBIRE</li> </ol>	<p><b>English:</b> <b>Reading:</b> Read your own novel for 20 mins.</p> <p><b>Vocab: Root Words</b> (from Latin or Greek) Eg <b>pedestrian</b> is from Latin root '<b>ped</b>' meaning 'foot' <b>metropolitan</b> is from Greek root '<b>pol/polis</b>' meaning citizens/city <b>portable</b> is from Latin root '<b>port</b>' meaning 'to carry' <b>telephone</b> is from Greek root '<b>phon</b>' meaning 'sound, voice' Can you find at least 5 words each for ped- pol- port- phon-</p>	<p><b>English:</b> <b>Reading:</b> Read your own novel for 20 mins.</p> <p><b>Vocab: Word Pairs</b> Some words like to appear together as a pair. For example, shoes and socks, cup and saucer How many pairs can you think of? Aim for 15. Why do you think they are usually together? Illustrate 5 of your word pairs.</p> <p><b>Persuasive Writing (Editing and Publishing)</b></p>

	<p>f) principal g) peace h) piece i) profit j) Prophet</p> <p>2. Can you make a list of other homophones?</p> <p><b>Persuasive Writing (planning and researching)</b></p> <p><i>Topic: All students should play a sport during recess and lunch</i> Come up with ideas for and against the topic. Decide on your strongest arguments and complete research on your points. This activity will be shared with you via Seesaw to complete.</p>	<p>12.WOOMSC 13. Unscramble the letters in <b>bold</b> to make another capital city. 14. For an extra challenge, write down the country for each capital city.</p> <p><b>Persuasive Writing (planning and drafting)</b></p> <p>Using your planning from yesterday, and complete the planning template. After this you might like to start your draft of your text. The planning template will be shared to you via Seesaw.</p>	<p><b>Persuasive Writing (drafting)</b></p> <p>Continue to write your draft on the topic. Remember to edit your work and ensure your writing makes sense. Remember to use the checklist to make sure you have included all aspects of a persuasive text!</p> <p><b>Library: Writing (Book Review)</b> Mrs Pocknall will post an activity for you to complete on your class Google classroom. Please look there.</p>	<p>Complete your persuasive writing task you started on Monday. Be sure to edit your work carefully and have used the checklist. Publish your work on Seesaw. Once approved, make sure you read two other persuasive texts and provide feedback.</p> <p><b>Weekly Quiz</b> Complete the weekly quiz with your family. You might like to work in teams or by yourself.</p>
	<p><b>Mathematics: Problem Solving</b></p> <p>1. Complete The Mystery of the Pirate Captain activity that was emailed to you by your teacher. Apply your knowledge of inverse operations and reading a 24hour digital clock to solve the mystery!</p> <p>2. Attempt to complete the three open-ended problem solving activity cards that were emailed to you for today.</p>	<p><b>Mathematics: Problem Solving</b></p> <p>1. Complete The Mystery at the Swimming Baths activity that was emailed to you by your teacher. Follow the clues, using your knowledge of area and number to solve the mystery of who took the towel.</p> <p>2. Attempt to complete the three open-ended problem solving activity cards that were emailed to you for today.</p>	<p><b>Mathematics: Problem Solving</b></p> <p>1. Complete The Mystery of the Contaminated Chocolate activity that was emailed to you by your teacher. Use your knowledge of angles and fractions to solve the mystery!</p> <p>2. Attempt to complete the three open-ended problem solving activity cards that were emailed to you for today.</p>	<p><b>Mathematics: Problem Solving</b></p> <p>1. Complete your level of Matharoo for this week. Don't forget to do your working out.</p>
Break				

<p><b>Middle</b> <b>11:50-1:50pm</b></p>	<p><b>HSIE: History</b>  <a href="https://www.inquisitive.com/class/fsf/login">https://www.inquisitive.com/class/fsf/login</a>  Access Code 5858  <b>Holt, Deakin &amp; Chifley</b> - to start '<u>An Australian System of Government</u>'.  Complete pages 2 &amp; 3.  <i>Note:</i> Activity 1 requires you to watch a video from the Stimulus Resources.  Activity 4 requires you to use the Guided Research Links from the Stimulus Resources. This will be shared to Seesaw for your class to comment on.    <b>Hawke &amp; Barton</b> - to start '<u>Human Rights</u>'.  Complete pages 2 &amp; 3.  <i>Note:</i> Activity 5 requires you to watch a video from the Stimulus Resources.    <b>Curtin &amp; Whitlam</b> - Design your own chamber.  Imagine you are an architect who has been asked to design a new chamber for both the House of Representatives and the Senate. The current chambers are modelled on the British Parliament; however, you might like to dispense with tradition and create</p>	<p><b>HSIE: History</b>  <a href="https://www.inquisitive.com/class/fsf/login">https://www.inquisitive.com/class/fsf/login</a>  Access Code 5858  <b>Holt, Deakin &amp; Chifley</b> - continue working on '<u>An Australian System of Government</u>'.  Complete pages 4 &amp; 5.    <b>Hawke &amp; Barton</b> - to continue '<u>Human Rights</u>'.  Complete pages 4 &amp; 5.  <i>Note:</i> Activity 6 &amp; 7 require you to upload to Seesaw and comment on a classmates work.    <b>Curtin &amp; Whitlam</b> - Continue your Chamber design.  Modify your draft from yesterday with annotations about where all Members of Parliament will sit.  Justify your design and explain what it symbolises about our Parliament.</p>	<p><b>HSIE: History</b>  <a href="https://www.inquisitive.com/class/fsf/login">https://www.inquisitive.com/class/fsf/login</a>  Access Code 5858  <b>Holt, Deakin &amp; Chifley</b> - continue working on '<u>An Australian System of Government</u>'.  Complete page 6.    <b>Hawke &amp; Barton</b> - to continue '<u>Human Rights</u>'.  Complete pages 6 &amp; 7.    <b>Curtin &amp; Whitlam</b> - Finalising your Chamber.  Begin creating your final project of your Chamber. This could be a poster, diorama, Cava design, slideshow of each room. Be creative.</p>	<p><b>HSIE: History</b>  <a href="https://www.inquisitive.com/class/fsf/login">https://www.inquisitive.com/class/fsf/login</a>  Access Code 5858  <b>Holt, Deakin &amp; Chifley</b> - continue working on '<u>An Australian System of Government</u>'.  Complete page 7.    <b>Hawke &amp; Barton</b> - to continue '<u>Human Rights</u>'.  Complete page 8.    <b>Curtin &amp; Whitlam</b> - Complete your Chamber &amp; post to Seesaw.  Complete your Chamber project and submit it to Seesaw with photos of your progression and drafts. Post about any problems or issues you had and how you overcame them.    <p style="text-align: center;"><b>BTN</b></p> <p>Watch this week's episode of BTN:  <a href="https://www.abc.net.au/btn/classroom/">https://www.abc.net.au/btn/classroom/</a>  Check Seesaw today for the discussion post.</p> <p style="text-align: center;"><b>PE</b></p> <p>Complete at least half an hour of Physical activity.  Try to come up with your own 2 minute fitness routine. Record your</p> </p>
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	a completely new look for the Australian Parliament.			routine, put it on SeeSaw and get your classmates to try it out. Give each other some positive feedback on your video.
<b>Break</b>				
<b>Afternoon 2:20-3:00 pm</b>	<p><b>DRAMA</b></p> <p>TALK YOUR WAY OUT OF THIS (Balloon Debate)</p> <p>You are to read the story on seesaw 'Talk your way out of this'</p> <ol style="list-style-type: none"> <li>1. Brainstorm all the ideas as to why you should stay in the balloon.</li> </ol>	<p><b>DRAMA</b></p> <p>TALK YOUR WAY OUT OF THIS (Balloon Debate)</p> <p>You are to read the story on seesaw 'Talk your way out of this'</p> <ol style="list-style-type: none"> <li>2. Write a speech as to why you should stay in the balloon.</li> </ol>	<p><b>DRAMA</b></p> <p>TALK YOUR WAY OUT OF THIS (Balloon Debate)</p> <p>You are to read the story on seesaw 'Talk your way out of this'</p> <ol style="list-style-type: none"> <li>3. Video yourself putting your case forward to the others as to why you should stay in the balloon.</li> </ol>	<p><b>PDH</b></p> <p>Read through: <i>What's the best way to?</i> worksheet.</p> <ol style="list-style-type: none"> <li>1. Use the Seesaw notepad and respond to each scenario. Give your reasons what you would do if you were in this situation (in full sentences).</li> <li>2. Which scenario did you find the hardest to decide on what to do? why?</li> </ol>

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.