

Learning From Home – Stage 3

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Morning 9:30 – 11:30</p>	<p>Spelling Unit 13 - Copy your words out and write the definitions for 4 words. Complete page 30.</p> <p>Reading Magazine Australia's Youngest Victoria Cross Hero pages 18 and 19</p> <p>Physical Activity Break (10 mins) Look at your PDHPE Fitness Matrix and complete the activity for today.</p> <p>Writing Edit your text from last week on 'Completing school work at home is better than doing in a classroom.' Publish and record yourself reading it aloud.</p> <p>Parents and families to check and mark your work</p>	<p>Spelling Break spelling words into syllables</p> <p>Grammar Unit 5 – Commas pages 10 and 11</p> <p>Reading Magazine Australia's Youngest Victoria Cross Hero pages 20 and 21</p> <p>Physical Activity Break (10 mins) Look at your PDHPE Fitness Matrix and complete the activity for today.</p> <p>Writing Look at the 3 posters for Luna Park. They all use different techniques to try to get the reader to come and visit.</p> <ul style="list-style-type: none"> - List 3 aspects of each poster that are used to persuade the reader. - Come up with a slogan to convince people to visit - Design a poster on paper or computer of your own 	<p>Spelling Unit 13 - Complete page 31.</p> <p>Reading Magazine A Perfect Ship p. 32</p> <p>Physical Activity Break (10 mins) Look at your PDHPE Fitness Matrix and complete the activity for today.</p> <p>Writing Think about the topic 'every suburb should have a train station.' There are arguments to support this like:</p> <ul style="list-style-type: none"> - People would not need to walk as far to reach the station - More trains would lead to less pollution from cars <p>There are also arguments against like:</p> <ul style="list-style-type: none"> - The noise from trains would disturb the peace and quiet - We would need to knock down homes to fit more stations and rail lines in <p>Use the <i>persuasive planning</i></p>	<p>Grammar Unit 6 – Tense pages 12 and 13</p> <p>Writing Using your planning sheet from earlier in the week, write a first draft of your persuasive text on 'Every suburb should have a train station'</p> <p>Use the checklist to make sure that you have all the different parts and reread to make nothing has been left out.</p> <p>Physical Activity Break (10 mins)</p> <p>Speaking and Listening Watch BTN Episode 9 (Dated 31 March 2020). Make a list of 6 questions you could ask about one of the segments.</p> <p>Parents and families to check and mark your work</p>	<p>Spelling Test - Parents/Carers to test students on their spelling list. Read the word, put it in a sentence, then repeat the word. Provide students with a score. Students re-write each mistake with the correct spelling.</p> <p>Language Complete the Boggle sheet. Make as many words as you can. There is a rule sheet to help you.</p> <p>Writing – Pirate Ship image Using stimulus provided, write a descriptive orientation. Extension: write a poem about life on a ship.</p> <p>Parents and families to check and mark your work</p>

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		<p>for visiting Luna Park</p> <ul style="list-style-type: none"> - If you are feeling brave, record an advertisement or a voice over like you hear on the radio to visit a theme park. Perhaps Disneyland, Wet & Wild or another one you have been to. <p>Parents and families to check and mark your work</p>	<p>sheet to list your 3 arguments and the reasons/facts/evidence to support them.</p> <p>Make a list of high modality words that could be used to enhance the impact of your work.</p> <p>Parents and families to check and mark your work</p>		
Break 11:30 – 12:00	Break	Break	Break	Break	Break
Middle 12:00 -1:00	<p>Mathematics</p> <p><u>Warm Up – Times Table Challenge</u></p> <p>1. Using 8 x 8 grid, Parents/Carers write random digits from 2 to 12 across the top and left rows (in line with the apple). Students have 3 mins to complete the multiplication table. Record time once completed, OR record how many empty squares are remaining once the time ends.</p> <p>2. Triangular Numbers – Yr 5 and Yr 6 – p. 80</p> <p>3. Chance p. 20</p> <p>Complete 15 minutes of Mathletics tasks</p>	<p>Mathematics</p> <p><u>Warm Up</u></p> <p>1. Using 8 x 8 grid, Parents/Carers write random digits from 2 to 12 across the top and left rows (in line with the apple). Students have 3 mins to complete the multiplication table. Record time once completed, OR record how many empty squares are remaining once the time ends.</p> <p>2. Equivalent fractions – Yr 5 p. 27</p> <p>Yr 6 – p. 91</p> <p>Complete 15 minutes of Mathletics tasks</p>	<p>Mathematics</p> <p><u>Warm Up</u></p> <p>1. Using 8 x 8 grid, Parents/Carers write random digits from 2 to 12 across the top and left rows (in line with the apple). Students have 3 mins to complete the multiplication table. Record time once completed, OR record how many empty squares are remaining once the time ends.</p> <p>2. 3D objects and Fractions – Yr 5 p. 93, 99</p> <p>Yr 6 – p. 32, 99</p> <p>Complete 15 minutes of Mathletics tasks</p>	<p>Mathematics</p> <p><u>Warm Up</u></p> <p>1. Using 8 x 8 grid, Parents/Carers write random digits from 2 to 12 across the top and left rows (in line with the apple). Students have 3 mins to complete the multiplication table. Record time once completed, OR record how many empty squares are remaining once the time ends.</p> <p>2. Drawing 3D objects – Yr 5 p. 32 and 142 and Problems Solved p. 20</p> <p>Yr 6 p. 58 and Problem Solved p. 21</p> <p>Complete 15 minutes of Mathletics tasks</p>	<p>Mathematics</p> <p><u>Warm Up</u></p> <p>1. Using 8 x 8 grid, Parents/Carers write random digits from 2 to 12 across the top and left rows (in line with the apple). Students have 3 mins to complete the multiplication table. Record time once completed, OR record how many empty squares are remaining once the time ends.</p> <p>2. Chance zero to 1 Yr 5 and Yr 6 – 46 and 70</p> <p>Complete 15 minutes of Mathletics tasks</p>
Break 1:00 – 2:00	Lunch	Lunch	Lunch	Lunch	Lunch
2:00 – 3:25	DEAR Reading	DEAR Reading	DEAR Reading	DEAR Reading	DEAR Reading

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	<p>Read on your own for 30 minutes</p> <p>PDHPE - Refer to the Personal Development/Health Matrix and complete today's activity.</p> <p>Research task: Creative Australians</p> <p>Continue work on Library task "Creative Australians" started with Mrs Meoli in Google Classroom.</p> <p>Parents and families to check and mark your work</p>	<p>Read on your own for 30 minutes</p> <p>PDHPE</p> <p>Refer to the Personal Development/Health Matrix and complete today's activity.</p> <p>Art</p> <p>If you have internet access look up some on Andy Warhol's food artworks. They use bold colours, black outlines to emphasise the colour contrasts and sometimes include repetition.</p> <p>Have a look at some of the packaging of foods in your home. Which ones use similar styles to Andy Warhol's work?</p> <p>In your pack is an artwork done by a Stage 3 student of chips and Cheetos being poured into his mouth. Choose 2 types of food packaging that you could use in a similar way.</p> <p>Either sketching with pencil or cutting out different pieces of coloured paper (if you have them) and layering them, make an artwork that is similar to the chips and Cheetos. If you don't have the foods in your home you could look them up and copy them.</p> <p>If you are cutting out the different layers and gluing them this will definitely take you more than one afternoon!</p> <p>Parents and families to check and mark your work</p>	<p>Read on your own for 30 minutes</p> <p>PDHPE</p> <p>Refer to the Personal Development/Health Matrix and complete today's activity.</p> <p>History</p> <p>In History this term we are looking at how Australia became the collection of states and territories it is today.</p> <p>Look up these words online or in a dictionary and record their meaning:</p> <ul style="list-style-type: none"> - Continent - Immigration - Federation - Premier - Constitution - Economy <p>Research the flags of the different Australian states and Territories.</p> <p>Choose 2 and sketch them in your book.</p> <p>Parents and families to check and mark your work</p>	<p>Read on your own for 30 minutes</p> <p>PDHPE</p> <p>Refer to the Personal Development/Health Matrix and complete today's activity.</p> <p>Science</p> <p>Plate tectonics. Watch video Youtube Tectonic Plates – the skin of our planet https://www.youtube.com/watch?v=yBr-D1cFmEs&feature=emb_logo</p> <p>Read 3 information pages and complete the cloze passage.</p> <p>Parents and families to check and mark your work</p>	<p>Read on your own for 30 minutes</p> <p>PDHPE</p> <p>Refer to the Personal Development/Health Matrix and complete today's activity.</p> <p>Creative Arts</p> <p>Sketch the pirate ship from Thursday's writing lesson.</p>