

Framework for teaching online – Stage 3 Week 9

Please check your class Google Classroom group for instructions from your teacher about how to document your work.

| | Monday | Tuesday | Wednesday Harmony Day | Thursday | Friday |
|---------|--------|---|---|---|---|
| Morning | | <p>Mathematics</p> <p>Explore: find a timetable for local public transport such as Sydney train timetable. Choose a route and start points/endpoints. Calculate how long the trip will take.</p> <p>Calculate: plan a day trip involving at least two stops. Create your own timetable for the day. Calculate the time to travel from each stop to the next. Convert timetable times from 24-hour to 12-hour time.</p> | <p>English/HSIE</p> <p>View: choose a video from Migrant stories This video illustrates the diversity of the people in Australia and the contribution that migrants have made to Australian society.</p> <p>Interview: a family member or friend to understand their experiences coming to Australia</p> <p>Create: a list of questions to ask such as:</p> <ul style="list-style-type: none"> • Why did they come? • Why Australia? | <p>English</p> <p>Practise: Using clear, legible handwriting, write each of your spelling words in new sentences. Make sure you include adverbs, adjectives and complex sentences.</p> <p>Spelling words are on the homework sheet on your class Google Classroom.</p> | <p>English</p> <p>Read: using a piece of everyday text (could be a menu, a timetable, an advertisement) think about the structure and information expressed.</p> <p>Respond: Write a paragraph explaining the purpose of the text, what language features and structures the composer has used to get their message across. Has the composer used colour or images to grab your attention? How does it affect you as a viewer or reader?</p> <p>Compose: Using that piece of everyday text</p> |

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| | | | <ul style="list-style-type: none"> How is it different to the country they were born in? | <p>as a stimulus and guide, create your own. This might be a menu for the people in your house, an ad for a different product or a timetable for yourself.</p> <p>Compose: Using that piece of everyday text as a stimulus and guide, create your own. This might be a menu for the people in your house, an ad for a different product or a timetable for yourself.</p> | |
| Break | Crunch 'n' Sip | Crunch 'n' Sip | Crunch 'n' Sip | Crunch 'n' Sip | |
| | | <p>English</p> <p>View: BTN online or the TV: at 10am ABC.</p> <p>Summarise: key points of the news item.</p> <p>Respond: explain to someone the main points. Explain the purpose of the article/news item.</p> <p>Compose: Using the news article/item,</p> | <p>Respond: Imagine you move to another country. Where might you move? Write about your feelings.</p> <p>OR</p> <p>Identify similarities and differences between migrant experiences.</p> | <p>English</p> <p>Reading – read any book or other type of text you have access to. Write a summary of what you have read.</p> | <p>Mathematics</p> <p>Work through what you can, of this week's powerpoint – see your class Google Classroom.</p> |

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| | | investigate the meaning of words you don't know and demonstrate the meaning of each word in a sentence. | | | |
| Break | Recess | Recess | Recess | Recess | Recess |
| Middle | | <p>Science and technology</p> <p>What factors affect the movement of objects?</p> <p>Investigate: use forces (pushes/pulls) to make objects move. Identify different types of forces that act on objects. For example, gravitational, magnetic, buoyancy or applied forces (push, kick)</p> <p>Explore: observe the effect of changing variables on movement such as changing object shape, the surface it moves on, the strength of force used.</p> <p>Record: predictions, observations/measurements (photos,</p> | <p>Mathematics</p> <p>Construct: prisms and pyramids using a variety of materials, for example plasticine, paper or cardboard nets, connecting cubes (take photos of your models).</p> <p>Draw: Choose two objects you made. Sketch the front, side and top view. Make and then draw as many different nets as possible for the objects you selected. Share a photo of your thinking onto Google Classroom</p> | <p>Mathematics</p> <p>Play: How close to 100 with someone at home, on YouCubed</p> | <p>PDHPE</p> <p>Participate in physical activity for the rest of the day. Don't forget to add the activities to your diary.</p> <p>You could search for Kids Workout on YouTube or use any music you have at home.</p> |

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| | | drawings, tables). | | | |
| Break | Lunch | Lunch | Lunch | Lunch | Lunch |
| Afternoon | | <p>PDHPE</p> <p>Keep a diary of physical activity you participate in each day this week. Record the time spent each time.</p> <p>How could you improve your throwing, catching or kicking skills?</p> <p>Respond: write a list of strategies you could use to improve your skills.</p> <p>Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball.</p> | <p>Creative arts</p> <p>Plan a dramatic presentation based on a migrant story. Write some ideas about:</p> <ul style="list-style-type: none"> • What people are wearing • What are they eating? • What were the challenges they faced? • What was the environment around them like? • Were there contrasts to the environments they had left? • What and who did they leave behind and who would they meet? | <p>Creative arts</p> <p>Think about, ask your family or research the songs and dances that your migrant may have known. For example, they may learn some new Australian songs such as 'Waltzing Matilda' or they may know some dances from other cultures such as the Greek inspired 'The delights of Greece'. Learn to sing one of these songs and do one of these dance examples.</p> <p>Incorporate this into your dramatic presentation somewhere. Perhaps as a symbol of what they are leaving behind or coming to? Complete an outline of your script incorporating a song or dance your script.</p> | <p>PDHPE</p> <p>Participate in physical activity for the rest of the day. Don't forget to add the activities to your diary.</p> <p>You could search for Kids Workout on YouTube or use any music you have at home.</p> |

