

STAGE 3: TERM 4 WEEK 2 PROGRAM OVERVIEW- STUDENTS

	Monday 11/10	Tuesday 12/10	Wednesday 13/10	Thursday 14/10	Friday 15/10
<p>9:00am</p> 	<p>Check In Time</p> <p>Jump onto Google Classroom and say, “Good Morning” to your teachers and peers. Read any additional notices your teachers have posted and check that you know what you’re going to be learning today.</p> <p>** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>	<p>Check In Time</p> <p>Jump onto Google Classroom and say, “Good Morning” to your teachers and peers. Read any additional notices your teachers have posted and check that you know what you’re going to be learning today.</p> <p>** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>	<p>Check In Time</p> <p>Jump onto Google Classroom and say, “Good Morning” to your teachers and peers. Read any additional notices your teachers have posted and check that you know what you’re going to be learning today.</p> <p>** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>	<p>Check In Time</p> <p>Jump onto Google Classroom and say, “Good Morning” to your teachers and peers. Read any additional notices your teachers have posted and check that you know what you’re going to be learning today.</p> <p>** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>	<p>Check In Time</p> <p>Jump onto Google Classroom and say, “Good Morning” to your teachers and peers. Read any additional notices your teachers have posted and check that you know what you’re going to be learning today.</p> <p>** All Activities are posted via Seesaw and are scheduled during their allocated time.</p> <p>REMINDER: Whole School Assembly via Zoom at 9:15 am - 9:45 am</p>
<p>Morning Session</p> <p>9:00 – 11:00 am</p>	<p>English: Reading</p> <p>WALT: understand what inference is and infer text.</p> <p>WILF: identify what inference is and infer an image/sentence using background knowledge, clues and evidence.</p> <ul style="list-style-type: none"> - RE-listen to the teacher model what inference is, why it is important and how we infer. - RE-listen to the teacher model how to infer a sentence. The focus is looking at sentence level. - Your Turn: You will need to model the reading skill of inference on the selected TWO sentences. Refer to the success criteria to ensure you are successful in today’s learning activity. 	<p>English: Reading</p> <p>WALT: understand what inference is and infer text.</p> <p>WILF: identify what inference is and infer an image using background knowledge, clues and evidence.</p> <ul style="list-style-type: none"> - RE-listen to the teacher model what inference is, why it is important and how we infer. - Listen to the teacher model and show you how to use clues/evidence from a sentence to match the background knowledge and match what we can infer. - Your Turn: You will need to use the clues/evidence from the sentences to match the appropriate background knowledge and match the inference with the sentence. Refer to the success criteria to ensure you are successful in today’s learning activity. 	<p>English: Reading</p> <p>WALT: understand what inference is and infer text.</p> <p>WILF: identify what inference is and infer an image using background knowledge, clues and evidence.</p> <ul style="list-style-type: none"> - RE-listen to the teacher model what inference is, why it is important and how we infer. - Listen to the teacher model and show you how to use clues/evidence from a sentence to create the background knowledge and the inference. - Your Turn: You will need to use the clues/evidence from the sentences to create/record the appropriate background knowledge and create/record the inference with the sentence. Refer to the success criteria to ensure you are successful in today’s learning activity. 	<p>English: Reading</p> <p>WALT: understand what inference is and infer text.</p> <p>WILF: identify what inference is and infer an image using background knowledge, clues and evidence.</p> <ul style="list-style-type: none"> - RE-listen to the teacher model what inference is, why it is important and how we infer. - Listen to the teacher recap what character traits are. Listen to the teacher read the short text, ‘Library Magician’. There are word definitions to help you understand the text. - Listen to the teacher and show you how to use show not tell to help you infer the character traits of Mr Frank. The teacher will use clues/evidence from the text to connect the background knowledge and help us infer the character traits. - Your Turn: You will need to READ the short text on Charlotte’s Web. You will then need to complete the table by inferring the TWO characters, Charlotte and Mr Arable. You will need to use the clues/evidence from the text to record the inference of the character traits. Refer to the success criteria to ensure you are successful in today’s learning activity. 	<p>English: Reading</p> <p>WALT: understand what inference is and infer text.</p> <p>WILF: identify what inference is and infer an image using background knowledge, clues and evidence.</p> <ul style="list-style-type: none"> - RE-listen to the teacher model what inference is, why it is important and how we infer. - RE-listen to the teacher recap what character traits are. Listen to the teacher read the short text, ‘Library Magician’. There are word definitions to help you understand the text. - Re-listen to the teacher and show you how to use show not tell to help you infer the character traits of Mr Frank. The teacher will use clues/evidence from the text to connect the background knowledge and help us infer the character traits. - Your Turn: You will need to READ the short text on Wonder.. You will then need to complete the table by inferring the TWO characters, Mum and Auggie. You will need to use the clues/evidence from the text to record the inference of the character traits. Refer to the success criteria to ensure you are successful in today’s learning activity.
	Fruit Break	Fruit Break	Fruit Break	Fruit Break	Fruit Break

	<p>English: Mini Lesson</p> <p>WALT: to identify and use similes in our writing WILF: identify similes and what the meaning entails. - RE-listen to the teacher explain what similes are - Listen to the teacher model two examples of similes and how to match the meaning of the simile. Your Turn: - You will need to read the simile sentences carefully and match the appropriate meaning. - You will then need to create two simile sentences and record down their meaning. - In your Writing you MUST use similes.</p>	<p>English: Mini Lesson</p> <p>WALT: to identify and use metaphors in our writing WILF: use your knowledge of simile and metaphors to identify the sentences in the correct category. - RE-listen to the teacher explain what similes and metaphors are - The teacher will explicitly go through the examples of similes and metaphors. Your Turn: - You will need to use your knowledge of similes and metaphors to drag each of the sentences into the correct column. - You will then need to add two examples of your own similes and metaphors in both columns. - In your Writing you MUST use similes and metaphors.</p>	<p>English: Mini Lesson</p> <p>WALT: to identify and use personification in our writing. WILF: construct personification sentences that build imagery. . - Listen to the teacher explain what personification is and why we use personification. - Listen to the teacher's model on how to create personification sentences using a noun, action verb and visualisation. Your Turn: - You will need to create personification sentences on the following three images using the structure of a noun, action verb and what you visualise. - In your Writing you MUST use personification.</p>	<p>English: Mini Lesson</p> <p>WALT: to understand what imagery is and how figurative language helps us in our reading and writing WILF: apply our knowledge of similes to construct descriptive sentences. - Re-listen to the teacher explain what imagery is and how each of the 5 senses can be matched to a sentence. <i>The teacher reinforces that figurative language is applied through imagery.</i> - Watch the teacher model how to construct ideas and sentences around the 5 senses on a particular type of food, popcorn. Your Turn: - You will need to select a type of food or you can select pizza. You will need to brainstorm words linked to the 5 senses and then compose a sentence for each of the 5 senses on that type of food. - In your Writing you MUST use imagery.</p>	<p>English: Mini Lesson</p> <p>WALT: to use a range of complex sentences in our writing WILF: construct sentences that are complex - Listen to the teacher explain what a sentence is and the two types of sentences - Listen to the teacher model and explain how to create a complex sentence on an image and build on from a simple sentence. Your Turn: - You will need to look at TWO pictures with a simple sentence and build on to create a complex sentence. - In your Writing you MUST use complex sentences.</p>
	<p>English: Writing</p> <p>WALT: Write a character description based on physical appearance and traits. WILF: - Imagery/ Show not tell - Figurative language - Complex and compound sentences - Select a movie character of your choice: Katniss Everdeen (The Hunger Games), Ron Weasley (Harry Potter), Moana, Shrek - Use the planning template to help you plan your character's appearance and traits. - Write two paragraphs <u>describing</u> your character's appearance and traits. ** Remember to refer to the Success Criteria *** REMINDER - work must be handwritten</p>	<p>English: Writing</p> <p>WALT: Write a description based on a setting. WILF: - Imagery/ Show not tell - Figurative language - Complex and compound sentences Choose a setting to plan and write a detailed description: Space or Under the Sea. - Use the planning template to help you plan your setting description. - Write one paragraph <u>describing your setting</u>. ** Remember to refer to the Success Criteria *** REMINDER - work must be handwritten</p>	<p>English: Writing</p> <p>WALT: Write a scene using character and setting descriptions. WILF: - Imagery/Show not tell - Figurative language - Compound and complex sentences Write a detailed scene using your character description (from Monday) and setting description (from Tuesday). - Use the planning template to help you plan your writing. - Use your character from Monday and setting from Tuesday to create a scene. - Write a detailed description of a scene. ** Remember to refer to the Success Criteria *** REMINDER - work must be handwritten</p>	<p>English: Writing</p> <p>WALT: Revise and edit our writing. WILF: - Extend on imagery - Extend on figurative language - Extend on compound and complex Sentences Go back and revise and edit your writing from Wednesday. Improve your writing by extending on your imagery (5 senses), figurative language and complex sentences + compound sentences.. ** Remember to refer to the Success Criteria *** REMINDER - work must be handwritten</p>	<p>English: Writing</p> <p>WALT: Revise and edit our writing and apply teacher feedback. WILF: - Extend on imagery - Extend on figurative language - Extend on compound and complex Sentences Go back and revise and edit your writing from Thursday by applying teacher feedback. Focus on extending your imagery (5 senses) and complex sentences. - Publish your completed writing. - Reflect on how you think you went with one of the success criteria and why. ** Remember to refer to the Success Criteria *** REMINDER - work must be handwritten</p>
<p>LUNCH 11:00 – 11:50 am</p>	<p>Time to connect</p>	<p>Time to connect</p>	<p>Time to connect</p>	<p>Time to connect</p>	<p>Time to connect</p>

Middle Session 11:50 – 1:35pm	<u>Mathematics: Multiplication</u> WALT: solve multiplication problems WILF: using the split strategy to solve multiplication problems - Watch and listen to the teacher's model on how to multiply using place value. - Solve the multiplication problems using the split strategy. - Complete the exit slip.	<u>Mathematics: Multiplication</u> WALT: solve multiplication problems WILF: using the area model to solve multiplication problems - Watch and listen to the teacher's model on how to multiply using place value. - Solve the multiplication problems using the area model. - Complete the exit slip.	<u>Mathematics: Multiplication</u> WALT: solve multiplication problems WILF: using the area model to solve multiplication problems - Watch and listen to the teacher's model on how to multiply using place value. - Solve the multiplication problems using the area model. - Complete the exit slip.	<u>Mathematics: Place Value</u> WALT: understand the second place-value pattern WILF: verbalise numbers correctly - Complete the pre-assessment. - Watch and listen to the teacher explain the 'Second Place-Value Pattern'. - Part one: Roll the dice to create one 5 digit and one 6 digit number. Write the numbers onto the place value table. Record yourself reading the number. - Part two: Order the data set in ascending order.	<u>Mathematics: Place Value</u> WALT: partition higher digit numbers in standard and non-standard form WILF: understanding and using the correct mathematical language when partitioning. - Watch and listen to the teacher model on partitioning a higher digit number in standard and non-standard form - Partition the number in the standard form - Partition the same number in the non-standard form 5 ways
	<u>Mindfulness Monday.</u> Positive Self Talk - It's important to have positive self-esteem. - People who recognize their own strengths tend to be happier and have greater self-esteem. - Think about your strengths and what makes you unique. - Answer each question. - Share your answers on Seesaw.	<u>Science</u> WALT: We are learning to understand dissolving in water WILF: I can explain what dissolving is and observe and reflect on the experiment - Read through the information about what dissolving is - Predict what will happen when salt is added into water. If you continue adding salt, will it continue to dissolve? - Watch the teacher conduct the experiment OR investigate yourself - Answer the discussion questions - Complete the reflection	<u>Music</u> WALT: Understand the meaning of pitch in music. WILF: Identifying sounds around the house with high and low pitch. -Read through information in pitch in musical instrument as well as everyday objects - Fill out table and find objects around the house with low and high pitch sounds - Glass activity: Fill glasses with different amounts of water. Experiment with high and low pitch depending on water levels.	<u>Drug Education</u> WALT: understand risks of not taking medicine safely WILF: explain what could happen to you if medicine is taken incorrectly - Listen to the teacher recap prescription and over the counter medicine. Then continue to listen to the teacher explain the purpose of Drug Facts on packaging and side effects - Your task is to read the following scenarios and tell us what you would do if this was you. Answer the following statements as true or false.	<u>STEM activity</u> WALT: Investigate the effects of air resistance WILF: Understand how we can reduce air resistance Students will make three parachutes and see which type of parachute falls the slowest when dropped from a 1.5 metre height. Students are encouraged to modify their parachute to find the best design that is the most successful. Students will record their findings in the table then answer the reflection questions.
RECESS 1:35 – 2:00 pm	Time to connect	Time to connect	Time to connect	Time to connect	Time to connect
Afternoon Session 2.00 – 2:50 pm	<u>RFF</u> Switch over to your Community Language or RFF Class, Seesaw account and complete the scheduled activity during this time.	<u>Timeout Tuesday</u> Positive Thinking Cap - Using the outline shape, design a cap with colourful messages about positive thinking. - You might want to try different kinds of writing or use symbols and illustrations. - Just remember to keep it positive! - Share your design on Seesaw.	<u>Workout Wednesday</u> Flip a Coin Fitness - Get a coin and find somewhere with space you can move. - Flip the coin ten times and complete the fitness challenge for each flip. - Share photos of your fitness activities on Seesaw. Challenge: Can you flip the coin another 10 times?	<u>Thoughtful Thursday</u> Reflection Journal - It's important to reflect and share what you have been learning about during the week. - Think about what things you have enjoyed learning about this week and what things you found challenging. - Fill in the Reflection Journal. - Share your reflection on Seesaw.	<u>Fun Friday</u> Cars of the Future - You have travelled into the future, and you've seen what kind of cars people now drive. - Design and draw a picture of what a car from the future would look like. - Don't forget to label the special features of the car. - Share your car design on Seesaw.

