

STAGE 3: TERM 3 WEEK 10 PROGRAM OVERVIEW - STUDENTS

| | Monday 13/9 | Tuesday 14/8 | Wednesday 15/9 | Thursday 16/9 | Friday 17/9 |
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| <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>Morning Session</p> <p>9:00 - 11:00 am</p> | <p>English: Reading</p> <p>WALT: to summarise a text by identifying the main idea WILF: Annotating the text (highlighting) key ideas and constructing a well written summary using the main idea. - RE-listen and watch the teacher RE-explain what summarising is and how to summarise a Goosebump text called, 'Welcome to Dead House'. - The teacher will RE-model finding the main idea in the text on the text 'Welcome to Dead House'. Your Turn: - You will need to READ the extract from Roald Dahl, called 'James and the Giant Peach' and summarise the text. - Remember to highlight the key words to help you identify the main idea. - You will also need to complete the Frayer model on the word 'mischief'. Try to use this word in your writing today</p> | <p>English: Reading</p> <p>WALT: to summarise a text by identifying the main idea WILF: Annotating the text (highlighting) key ideas and constructing a well written summary using the main idea. - RE-listen and watch the teacher RE-explain what summarising is and how to summarise a Goosebump text called, 'Welcome to Dead House'. - The teacher will RE-model finding the main idea in the text on the text 'Welcome to Dead House'. Your Turn: - You will need to READ the extract from R.J. Palacio, called 'Wonder' and summarise the text. - Remember to highlight the key words to help you identify the main idea. - You will also need to complete the Frayer model on the word 'petrified'. Try to use this word in your writing today</p> | <p>English: Reading</p> <p>WALT: to summarise a text by identifying the main idea WILF: Annotating the text (highlighting) key ideas and constructing a well written summary using the main idea. - RE-listen and watch the teacher RE-explain what summarising is and how to summarise a Goosebump text called, 'Welcome to Dead House'. - The teacher will RE-model finding the main idea in the text on the text 'Welcome to Dead House'. Your Turn: - You will need to READ the extract from JRR Tolkien, called 'The Hobbit' and summarise the text. - Remember to highlight the key words to help you identify the main idea. - You will also need to complete the Frayer model on the word 'inclined'. Try to use this word in your writing today</p> | <p>English: Reading</p> <p>THIS IS AN ASSESSMENT TASK</p> <p>WALT: to summarise a text by identifying the main idea WILF: Annotating the text (highlighting) key ideas and constructing a well written summary using the main idea. - RE-listen to the teacher explaining what summarising is. - Listen to the teacher READ the extract from 'Charlotte's Web' and look at the unfamiliar vocabulary - You will need to RE-READ the extract from 'Charlotte's Web' and highlight the keywords to help you identify the main idea. - You will need to use the success criteria to help you compose your summary. - After you have composed your summary you will then need to VOICE RECORD yourself reading your summary so that your teachers can hear you.</p> | <p>REMINDER:</p> <p>Whole School Assembly via Zoom at 9:15 am - 9:45 am</p> <p>Online Learning activities resume after assembly.</p> |
| | Fruit Break | Fruit Break | Fruit Break | Fruit Break | Fruit Break |
| | <p>English: Mini Lesson</p> <p>WALT: to use a range of compound and complex sentences in writing WILF: construct sentences that are</p> | <p>English: Mini Lesson</p> <p>WALT: to understand what imagery is and how it helps us in our reading and writing</p> | <p>English: Mini Lesson</p> <p>WALT: to understand what imagery is and how it helps us in our reading and writing</p> | <p>English: Mini Lesson</p> <p>WALT: to use a range of compound and complex sentences in writing WILF: construct sentences that are</p> | <p>English: Mini Lesson</p> <p>WALT: to identify and use adverbs in our writing WILF: apply adverbs in sentences, apply</p> |

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| | <p>compound and complex</p> <ul style="list-style-type: none"> - RE-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 compound and complex sentences on an image. - You will need to look at TWO pictures and create a compound and complex sentence for each. (REFER to the success criteria) - <i>In your Writing you MUST use compound and complex sentences.</i> | <p>WILF: identify the 5 senses that are used to create imagery</p> <ul style="list-style-type: none"> - RE-listen to the teacher explain what imagery is and how each of the 5 senses can be matched to a sentence. - RE-Listen to the teacher unpack each of the 5 senses by referring to the examples - Watch the teacher model which of the 5 senses two of the sentences belong to - You will need to read the sentences and identify which of the 5 senses it belongs to. You will need to highlight the keywords that helped you. - <i>In your Writing you MUST use imagery by applying the 5 senses.</i> | <p>WILF: identify the 5 senses that are used to create imagery</p> <ul style="list-style-type: none"> - RE-listen to the teacher explain what imagery is and how each of the 5 senses can be matched to a sentence. - RE-Listen to the teacher unpack each of the 5 senses by referring to the examples - Watch the teacher model which of the 5 senses two of the sentences belong to - You will need to read the sentences and identify which of the 5 senses it belongs to. You will need to highlight the keywords that helped you. - <i>In your Writing you MUST use imagery by applying the 5 senses.</i> | <p>compound and complex</p> <ul style="list-style-type: none"> - RE-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 compound and complex sentences on an image. - You will need to look at TWO pictures and create a compound and complex sentence for each. (REFER to the success criteria) - <i>In your Writing you MUST use compound and complex sentences.</i> | <p>adverbs in our writing.</p> <ul style="list-style-type: none"> - Listen to the teacher explain what an adverb is. - Look at the teacher, explain and model how to construct sentences around an image that uses a verb and adverb. Our focus for today will be on the 'HOW' adverbs. - You will need to look at the two images and construct two sentences using adverbs. - You can decide to use compound or complex sentences. - <i>In your Writing you MUST use compound and complex sentences.</i> |
| | <p>English: Writing</p> <p>WALT: Write a detailed description on a character and a setting</p> <p>WILF:</p> <ul style="list-style-type: none"> -Imagery - Figurative Language -Compound and Complex sentences <ol style="list-style-type: none"> 1. Read through the Teacher plan and modelled writing. 2. Choose a character and setting. 3. Plan writing on the planning sheet. 4. Write a detailed description based on your character and setting. 5. Voice record a reflection on your writing (what you liked about it and why). <p>** Remember to refer to the Success Criteria</p> | <p>English: Writing</p> <p>WALT: Write a detailed description on a character and a setting</p> <p>WILF:</p> <ul style="list-style-type: none"> -Imagery - Figurative Language -Compound and Complex sentences <ol style="list-style-type: none"> 1. Read through the Teacher plan and modelled writing. 2. Choose a different character and setting from Monday. 3. Plan writing on the planning sheet. 4. Write a detailed description based on your character and setting. 5. Voice record a reflection on your writing (what you liked about it and why). <p>** Remember to refer to the Success Criteria</p> | <p>English: Writing</p> <p>WALT: Write a detailed description on a character and a setting</p> <p>WILF:</p> <ul style="list-style-type: none"> -Imagery - Figurative Language -Compound and Complex sentences <ol style="list-style-type: none"> 1. Read through the Teacher plan and modelled writing. 2. Choose another character and setting. 3. Plan writing on the planning sheet. 4. Write a detailed description based on your character and setting. 5. Voice record a reflection on your writing (what you liked about it and why). <p>** Remember to refer to the Success Criteria</p> | <p>English: Writing</p> <p>THIS IS AN ASSESSMENT TASK</p> <p>WALT: Write a detailed description on a character and a setting</p> <p>WILF:</p> <ul style="list-style-type: none"> -Imagery - Figurative Language -Compound and Complex sentences <ol style="list-style-type: none"> 1. Plan your writing on the planning sheet. 2. Write a detailed description based on the character and setting in the stimulus. 3. Voice record a reflection on your writing (what you liked about it and why). | <p>English: Writing</p> <p>WALT: Write a detailed procedure for a recipe</p> <p>WILF:</p> <ul style="list-style-type: none"> - Correct structure (title, ingredients/utensils, method) - Variety of verbs - Adverbs <ol style="list-style-type: none"> 1. Read through the Teacher plan and modelled writing. 2. Use the template to create a recipe on a chosen food, dish or drink. 3. Make your recipe and post a photo to Seesaw. |
| <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> |
| <p>Middle Session 11:50 – 1:35pm</p> | <p>Mathematics: Data</p> <p>WALT: construct our own column graph</p> <p>WILF: use the data to construct a column graph, create four questions for your peers to interpret your graph</p> <ul style="list-style-type: none"> - RECAP: Read the information, or | <p>Mathematics: Data</p> <p>WALT: interpret two way graphs</p> <p>WILF: analyse two way tables and graphs</p> <p>Interpret the data to answer questions</p> <ul style="list-style-type: none"> - Read the information, or watch the video of the teacher explaining two | <p>Mathematics: Data</p> <p>WALT: interpret dot plots</p> <p>WILF: analyse dot plots and interpret the data to answer questions</p> <ul style="list-style-type: none"> - Read the information, or watch the video of the teacher explaining how to interpret dot plots. | <p>Mathematics: Place Value</p> <p>WALT: round numbers to a specified place value</p> <p>WILF: rounding numbers to the nearest place values</p> <ul style="list-style-type: none"> - RECAP: Read the information, or watch the video of the teacher, explain and model how to round numbers. | <p>Mathematics: Place Value</p> <p>WALT: round numbers to a specified place value</p> <p>WILF: rounding numbers to the nearest place values</p> <ul style="list-style-type: none"> - RECAP: Read the information, or watch the video of the teacher, explain and model how to round numbers. |

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| | <p>watch the video of the teacher, explain column graphs.</p> <ul style="list-style-type: none"> - Use the data provided in the Frequency Table to construct your column graph using the correct features. - Create four questions about your graph for your peers to answer. - Complete the exit slip. | <p>way tables and how it helps us represent our data on a two way graph.</p> <ul style="list-style-type: none"> - Teacher will model how to interpret a two way graph - Your task is to interpret the two way graph - Complete the exit slip. | <ul style="list-style-type: none"> - Interpret the dot plots and answer the questions. - Complete the exit slip. | <ul style="list-style-type: none"> - Read the number and round it to the nearest tens, hundreds and thousands. You must complete all the questions. - Complete the exit slip. | <ul style="list-style-type: none"> - Read the number and round it to the nearest tens, hundreds and thousands. You must complete all the questions. - Complete the exit slip. <p style="text-align: center;">Stage 3 Zoom Disco at 12:00 - 1:00 pm</p> | |
| | <p style="text-align: center;"><u>RFF</u></p> <p>- Switch over to your Community Language or RFF Class, Seesaw account and complete the scheduled activity during this time.</p> | <p style="text-align: center;"><u>Science</u></p> <p>WALT: Build a strong bridge using two sheets of A4 paper WILF: creative designs, a bridge that can hold as many coins or pencils as possible</p> <ul style="list-style-type: none"> - Using 2 sheets of paper, build a strong bridge that will reach across a 15cm gap. The bridge must be at least 7cm wide. - Design 3 different bridges - one at a time, using 2 sheets of paper for each bridge. You can use glue, tape and any other items to stick the paper together but you CANNOT add anything under the span of the bridge or glue the paper to the books. | <p style="text-align: center;"><u>History</u></p> <p>WALT: Identify what primary and secondary sources are and how they help us understand historical events WILF: Identify what primary and secondary resources are</p> <ul style="list-style-type: none"> - Listen to the teacher explain what primary sources are and what secondary sources are - You will watch the Teacher Model and see what some sources are. <p>Your Turn:</p> <ul style="list-style-type: none"> - You will need to sort the various items into their appropriate categories e.g. if the source of information is primary or secondary source - You will then need to look at two sources and identify if it is a primary or secondary source and justify how you know. | <p style="text-align: center;"><u>CAPA: Art</u></p> <p>WALT: Creating a tile that represents yourself WILF: being creative, having fun and acknowledging things that represent yourself.</p> <ul style="list-style-type: none"> - Cut out or draw a square that has the following dimensions (8cm by 8cm) - Using any materials or equipment, create a tile that expresses you. It can be anything you like that represents you. - Take a clear, flat photo of your tile and post it onto Seesaw. - Your teachers will create a class collage of all your tiles to show your unity during this time. <p>Be creative!</p> | <p style="text-align: center;"><u>Holiday Grid Activities</u></p> <p style="text-align: center;">Happy Holidays Stage 3! We are so PROUD of you for completing and engaging in online learning activities.</p> <p style="text-align: center;">Please find attached Holiday Grid Activities you can complete during the break.</p> <p style="text-align: center;">See you all in Term 4!</p> | |
| <p style="text-align: center;">RECESS 1:35 – 2:00 pm</p> | <p style="text-align: center;">Time to connect</p> | <p style="text-align: center;">Time to connect</p> | <p style="text-align: center;">Time to connect</p> | <p style="text-align: center;">Time to connect</p> | | |
| <p style="text-align: center;">Afternoon Session 2.00 – 2:50 pm</p> | <p style="text-align: center;"><u>Mindfulness Monday</u> I Can Train My Brain</p> <p>Read the facts and tips about healthy brains. Think about how you can be healthy and train your brain. Answer each question on the healthy brain. Share your answers on Seesaw.</p> | <p style="text-align: center;"><u>Timeout Tuesday</u> How You Doing?</p> <p>Find somewhere quiet to reflect and think about your feelings. Look at the emotions listed in each box. Draw or write down what makes you feel that way. Share your answers on Seesaw.</p> | <p style="text-align: center;"><u>Workout Wednesday</u> Flip a Coin Fitness</p> <p>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.</p> <p>Challenge: Can you flip the coin another 10 times?</p> | <p style="text-align: center;"><u>Thoughtful Thursday</u> A Poem For You</p> <p>Think about TWO people you appreciate in your life. It could be someone from your family, a friend, a teacher, a coach etc. Write an acrostic poem about each of their names. Include nice and kind words to tell them how much you appreciate them. Draw a picture of your chosen people. Share your poems on Seesaw.</p> | | |