

# STAGE 3: TERM 3 WEEK 7 PROGRAM OVERVIEW- STUDENTS

	Monday 23/8	Tuesday 24/8	Wednesday 25/8	Thursday 26/8 TAKE A BREAK THURSDAY	Friday 27/8
<p>9:00am</p> 	<p><b>Check In Time</b></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><b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b></p>	<p><b>Check In Time</b></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><b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b></p>	<p><b>Check In Time</b></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><b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b></p>	<p><b>Check In Time</b></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><b>** Complete activities from your TAKE A BREAK THURSDAY grid.</b></p> <p><b>Reminder: It is a device free day!</b></p>	<p><b>Check In Time</b></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><b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b></p> <p><b>REMINDER:</b> <b>Whole School Assembly via Zoom at 9:15 am</b></p>
<p><b>Morning Session</b></p> <p>9:00 – 11:00 am</p>	<p><b>English: Reading</b></p> <p><b>WALT:</b> Identify the purpose of a text <b>WILF:</b> identify the purpose of a text and support this using evidence from the text</p> <ul style="list-style-type: none"> <li>- Read or watch the teacher model on the text ‘Tigers’ and explain what is author’s purpose and how to identify the purpose</li> <li>- Read the text ‘Elephants vs Great White Sharks’. Use the glossary to help you identify unfamiliar words</li> <li>- Use the copy of the text to annotate and help you identify what the author’s purpose is. This will support you to use evidence from the text.</li> <li>- Answer the questions on the author’s purpose after you have annotated the text. Complete the Venn Diagram to compare Elephants and Great White Sharks.</li> </ul>	<p><b>English: Reading</b></p> <p><b>WALT:</b> Answer comprehension questions on a text <b>WILF:</b> Accurately answering the comprehension questions using full sentences and evidence from the text.</p> <ul style="list-style-type: none"> <li>- Re-read the following text ‘Elephants vs Great White Sharks’</li> <li>- Use the glossary to help you identify unfamiliar words.</li> <li>- Complete the Frayer model on the word ‘creature’. You will need to define it, write in a sentence, draw examples of the word and record synonyms of the word.</li> <li>- Answer the comprehension questions in full sentences.</li> </ul>	<p><b>English: Reading</b></p> <p><b>WALT:</b> Identify the purpose of a text <b>WILF:</b> identify the purpose of a text and support this using evidence from the text</p> <ul style="list-style-type: none"> <li>- Read or watch the teacher model on the text ‘Back to school today’ and explain what is author’s purpose and how to identify the purpose</li> <li>- Read the text ‘The Couch Potato’.</li> <li>- Use the copy of the text to annotate and help you identify what the author’s purpose is. This will support you to use evidence from the text.</li> <li>- Answer the questions on the author’s purpose after you have annotated the text.</li> </ul>		<p><b>English: Reading</b></p> <p><b>WALT:</b> Answer comprehension questions on a text <b>WILF:</b> Accurately answering the comprehension questions using full sentences and evidence from the text.</p> <ul style="list-style-type: none"> <li>- Re-read the following text ‘The Couch Potato’</li> <li>- Complete the Frayer model on the word ‘gadget’. You will need to define it, write in a sentence, draw examples of the word and record synonyms of the word.</li> <li>- Answer the comprehension questions in full sentences.</li> </ul>
	<b>Fruit Break</b>	<b>Fruit Break</b>	<b>Fruit Break</b>		<b>Fruit Break</b>
	<p><b>English: Writing</b></p> <p><b>WALT:</b> Compose the introduction of a persuasive text <b>WILF:</b> Refer to success criteria</p> <p><b>*** All writing MUST be HANDWRITTEN and completed on a sheet of paper. Upload and post a clear image of your work - under the Seesaw tab, as evidence for your teacher.</b></p> <ul style="list-style-type: none"> <li>- Use the <b>planning sheet</b> provided to map out your persuasive text</li> </ul>	<p><b>English: Writing</b></p> <p><b>WALT:</b> Compose two elaborated arguments and conclusion <b>WILF:</b> Refer to success criteria on slides</p> <p><b>*** All writing MUST be HANDWRITTEN and completed on a sheet of paper. Upload and post a clear image of your work - under the Seesaw tab, as evidence for your teacher.</b></p> <ul style="list-style-type: none"> <li>- Compose the <b>two arguments</b> and</li> </ul>	<p><b>English: Writing</b></p> <p><b>WALT:</b> Create a plan and compose the introduction of a persuasive text <b>WILF:</b> Refer to success criteria</p> <p><b>*** All writing MUST be HANDWRITTEN and completed on a sheet of paper. Upload and post a clear image of your work - under the Seesaw tab, as evidence for your teacher.</b></p>		<p><b>English: Writing</b></p> <p><b>WALT:</b> Compose two elaborated arguments and conclusion <b>WILF:</b> Refer to success criteria on slides</p> <p><b>*** All writing MUST be HANDWRITTEN and completed on a sheet of paper. Upload and post a clear image of your work - under the Seesaw tab, as evidence for your teacher.</b></p> <ul style="list-style-type: none"> <li>- Compose the <b>two arguments</b> and <b>conclusion</b> of your persuasive text</li> </ul>

	<ul style="list-style-type: none"> <li>- Compose the <b>introduction</b> of your persuasive text “Which animal would YOU choose to fight in a battle? Elephant or Great White Shark?”</li> </ul>	<ul style="list-style-type: none"> <li>- <b>conclusion</b> of your persuasive text. “Which animal would YOU choose to fight in a battle? Elephant or Great White Shark?”</li> </ul>	<ul style="list-style-type: none"> <li>- Use the <b>planning sheet</b> provided to map out your persuasive text</li> <li>- Compose the <b>introduction</b> of your persuasive text “Should everyday be a device free day?”</li> </ul>		“Should everyday be a device free day?”
<b>LUNCH</b> 11:00 - 11:50 am	Time to connect	Time to connect	Time to connect		Time to connect
<b>Middle Session</b> 11:50 - 1:35pm	<p><b>Mathematics: Timeline</b></p> <p><b>WALT:</b> draw and interpret timelines using a given scale. <b>WILF:</b> using scales/accurately and structuring a timeline in order of events.</p> <ul style="list-style-type: none"> <li>- Listen and watch the teacher explain what timelines are and what scales are. The teacher will model their own timeline of a particular day of the week by planning the day and then transferring the information onto a timeline. Note that the teacher will use a scale e.g. 2 cm = 1 hour and 1 cm = 30 minutes.</li> <li>- You will need to construct a timeline to show the events that take place on <b>ONE</b> particular day in your life.</li> <li>- <b>Exit Slip:</b> Please complete the one question exit slip.</li> </ul> <p><b>Sweaty Brain Challenge:</b> You are encouraged to complete the sweaty brain challenge.</p>	<p><b>Mathematics: Place Value</b></p> <p><b>WALT:</b> understanding trading using our knowledge of place value. <b>WILF:</b> accurately using the resources to help me trade correctly</p> <ul style="list-style-type: none"> <li>- Listen and watch the teacher explain how to trade using the provided resources.</li> <li>- You will need to read, make and add the following 4 digit numbers using trading.</li> <li>- You must complete ALL the questions on each slide and use all the following resources to help you trade and complete the activity.</li> </ul> <p><b>Sweaty Brain Challenge:</b> You are encouraged to complete the sweaty brain challenge.</p>	<p><b>First Foot Forward - CODING WEBINAR</b></p> <ul style="list-style-type: none"> <li>- Make sure you jump onto the Zoom link provided by the Stage 3 teachers for our Coding Webinar with First Foot Forward. This will begin at 12:00pm and finish at 1:00pm.</li> </ul> <p><b>Self choice activity: Paper Pack</b></p> <ul style="list-style-type: none"> <li>- Please select two or three activities to complete from the grid.</li> </ul>		<p><b>Mathematics: Place Value</b></p> <p><b>WALT:</b> Understand the difference between partitioning in non-standard form and part-part whole. <b>WILF:</b> Using the rule to partition a number in non-standard form in different ways.</p> <ul style="list-style-type: none"> <li>- RECAP - Read the information and/or watch the video to understand the difference between partitioning numbers in non-standard form and part part whole.</li> <li>- Read the rules and partition the number in non-standard form to suit the rule.</li> <li>- Make sure you record the non-standard partition form in words AND numbers.</li> <li>- <b>Exit Slip:</b> Please complete the one question exit slip.</li> </ul>
	<p><b>RFF</b></p> <ul style="list-style-type: none"> <li>- Switch over to your Community Language or RFF Class, Seesaw account and complete the scheduled activity during this time.</li> </ul>	<p><b>Science</b></p> <p><b>WALT:</b> Design a sustainable garden <b>WILF:</b></p> <ul style="list-style-type: none"> <li>- Creative designs</li> <li>- Sustainable ideas to include in your garden</li> </ul> <p><b>You will design your ideal sustainable garden.</b> What fruits and vegetables are you going to plant and why? Are you going to install a drip irrigation system or other systems to make your garden sustainable? Will you use any upcycled materials?</p>	<p><b>Mathematics: Place Value</b></p> <p><b>WALT:</b> Identify the place value of numbers <b>WILF:</b> Interpret a collection of items to identify the overall number.</p> <ul style="list-style-type: none"> <li>- You will need to count the thousands, hundreds, tens and ones in the collection to identify what number it is, showing your working out. <b>You need to complete all the numbers in the activity.</b></li> </ul> <p><b>Sweaty Brain Challenge:</b> You are encouraged to complete the sweaty brain challenge.</p>		<p><b>Father’s Day Activity</b></p> <p><b>WALT:</b> Create a Father’s Day coffee cup <b>WILF:</b> Drawings and words that describe your bond with a chosen person</p> <ul style="list-style-type: none"> <li>- Choose a special person in your life.</li> <li>- Write their name in the centre of the coffee cup.</li> <li>- Fill in the sections of the coffee cup with drawings and words that describe the bond you have with this person.</li> <li>- Complete the Father’s Day statements.</li> </ul>
<b>RECESS</b> 1:35 - 2:00 pm	Time to connect	Time to connect	Time to connect		Time to connect

**Afternoon  
Session  
2.00 – 2:50 pm**

**Book Week Activity**

For today's Book Week activity, you will making a poster to advertise the Book Week theme

Using the theme 'Old Worlds, New Worlds, Other Worlds', design a poster to advertise Book Week.

The poster should be eye-catching and use persuasive language techniques to draw the reader in and advertise the theme.

Post and share your poster on Seesaw with your class.

**Book Week Activity**

For today's Book Week Activity you will be dressing up.

Today is all about celebrating your favourite book character.

Dress up in costume as a character from your favourite story. Have fun and get creative with your costumes!

Post a photo of yourself in your book week costume and share it on Seesaw with your class.

**Book Week Activity**

Today's Book Week activity is all about NEW WORLDS.

Imagine that you have travelled to a planet millions of lightyears away from Earth. What do you think you would find?

Draw a picture of this new planet and write a description of this world and what you can see there.

Share your picture and description on Seesaw with your class.

**Book Week Activity**

Today's Book Week activity is all about reading for fun and taking time out away from the screen.

Take the time to go somewhere unusual and read a book e.g., in your shower, in a tree or under a table.

Post a photo of yourself reading in these wacky places and share it on Seesaw with your class.

**Book Week Activity**

Today's book week activity is about OTHER WORLDS.

Create and label a map for an imaginary world. It could be based on a world from a book you have read or one that you have made yourself. What kind of things would you find there? Use your imagination!

Post a photo of your map and share it on Seesaw with your class.