

STAGE 3 – REMOTE LEARNING – WEEK 1

Read for 20 mins each day

| | | |
|---------------------------------|------------------------------|--|
| ▪ Reader provided by the school | ▪ Reading Eggs | ▪ Book of your choice |
| ▪ Library book | ▪ Newspaper article | ▪ Read a piece of everyday text (a menu, timetable, an ad, cereal box) |
| ▪ Magazine article | ▪ Online book or information | |

COMPREHENSION

Learning Intention: use the comprehension strategy of predicting to help us read and understand a text.

Success Criteria:

- * I can state the purpose of the text and make a prediction.
- ** I can clarify the meaning of unfamiliar words and phrases.
- *** I can ask questions to check my understanding

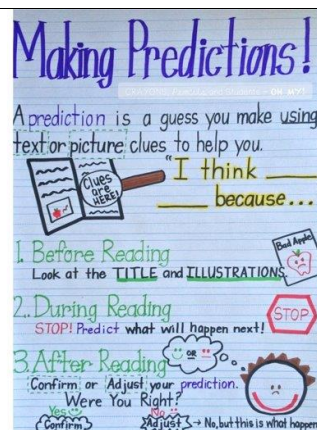
Wed

Watch: Making Predictions video
<https://safeYouTube.net/w/Mbz8>

- Have you ever read a story that gives you clues as to what is happening as you read it?
- Have you ever watched a movie that gives you clues as to what is happening as you watch it?
- Have you ever read a story that you understand only right at the very end?
- Write your responses using examples or reasons.

Incident at Dusk

- What do you think this story is about?
- What makes you think that?
- Do you think the characters in the story could be something other than human? Why?
- Have you ever read a story that isn't what it seems? Give examples.
- Reading a story like this requires the reader to think from another perspective.
- The title of the story is 'Incident at Dusk'. Why would the author signal to us that there is "something" that has happened at dusk?
- Why would this time of day be important?
- Can you make any suggestions as to what might occur as dusk is falling?



Thurs

Word Prediction

- Predict and write a list of words/phrases that you think are likely to appear in the story "Incident at Dusk".
- Read the first two pages (below) and highlight or underline all the words from your list that you predicted and are in the text.
- Reread the pages, identifying words/phrases that are challenging, interesting or unknown.
- Choose 5 challenging words/phrases and write their meanings or definitions.

INCIDENT AT DUSK

We came up onto the high plains as dusk was falling. The plains were as flat as pressed sand, though all I could see in the failing light was the dun colour of scorched treebark. It was quiet on the plains and there was no wind stirring. We kept a strict formation, one man behind the other, as we had been instructed to do in the camps.

Immediately ahead of me was Gub, my old friend from training days at the base. I kept a close watch on him as we trekked across the open spaces, his shape moving in a series of jerks, like a figure lit by lightning.

It was dangerous to venture out before nightfall, but times were difficult and we had been forced to break our normal routine.

'Hold!

The line came to a sudden halt, and I dug in my feet to avoid running into Gub. We stood there nervously for perhaps a full minute listening to the hollow sound of silence all around us and wondering what had caught the Commander's attention. The darkness was thickening now, and only a thin halo of twilight hovered across the plain. I strained my eyes and peered into the gloom, wondering if it was time to switch on the sensors. No order had been given, so I just continued to stare.



Fri

Watch BTN - 'Coronavirus Mental Health'

<https://www.abc.net.au/btn/classroom/coronavirus-mental-health/12094046>

1. Briefly summarise the BTN Coronavirus Mental Health story.
2. How do you feel about coronavirus? Write a list of words.
3. Who can you talk to if you're feeling worried?
4. What did you learn from this story?
5. What do you wonder or what questions do you have after watching the story?
6. Why is taking good care of your mental health important?

WRITING

Wed

Learning Intention: I can write my plan and opening statement for an exposition
Success Criteria:
* I can include a time connective
** I can include a high modality word
*** I can state my statement of position

Activity

- Exposition Topic: 'Students should have less homework'
- Remember an exposition is a one-sided argument so you either need to agree or disagree.
- Watch the video of Miss Painter modelling an exposition plan and opening statement on Dojo (if possible).
- Or use the sample plan and opening statement below to create your own.

Sample Plan – I disagree

Title: 'Students should have less homework'

Reason 1: it helps them learn

Reason 2: you will be smarter and get a better job in the future

Reason 3: teaches you to be responsible

Opening statement:

Firstly, I definitely believe that students should have more homework due to the following reasons: It helps them learn, you will be smarter and get a better job in the future and it teaches you to be responsible. Do you want to become the best version of yourself?

Thur

Learning Intention: I am learning to write my first and second reason for my exposition
Success Criteria:
* I can include a time connective
** I can include a high modality word
*** I can state my statement of position
**** I can list my 1st and 2nd reason
***** I can elaborate on my 1st and 2nd reason using evidence
***** I can finish my paragraph with a rhetorical question

Activity

- Use your plan and opening statement from Wednesday to write your first and second reasons.
- Watch the video of Miss Painter modelling the first and second reason on Dojo (if possible) or use the sample reasons below to help you write your own.

Reason 1:

Secondly, I am certain that students should have more homework as it helps them to learn. Homework not only helps to stimulate your brain but also continues your knowledge on concepts that are taught within the classroom. For example, if you have been learning about the solar system in science and then you get a research task on the solar system, you will increase your knowledge on the content. Do you want to become smarter?

Reason 2:

Thirdly, it is essential that students should have more homework as you will become smarter and get a better job in the future. It has been proven by studies that people who study will get a better ATAR which means a higher chance to get into universities. Practicing content taught at school, helps you to remember things and then you can retain your information. Do you want a better job in the future?

Fri

Learning Intention: I am learning to write my third reason and my concluding statement for my exposition
Success Criteria:
* I can include a time connective
** I can include a high modality word
*** I can state my statement of position
**** I can list my 3rd reason
***** I can elaborate on my 3rd reason using evidence
***** I can finish my paragraph with a rhetorical question

Activity

- Use your plan, opening statement and first two reasons to write your third reason and concluding statement.
- Watch the video of Miss Painter modelling on Dojo (if possible) or use the sample reason and concluding statement below to help you write your own.
- Upload a photo of your completed work to Dojo if possible.

Reason 3

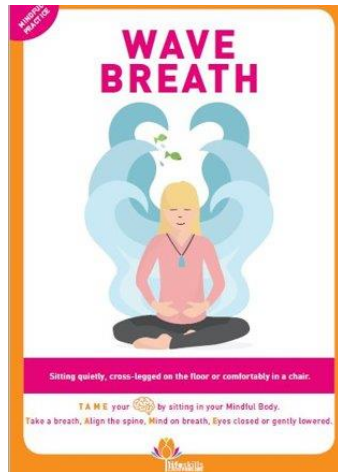
Fourthly, it is definite that students should get more homework as it teaches them to be responsible. If students are responsible for completing and submitting their homework each week it will help to get them ready for high school. Homework teaches students to work independently and develop self-discipline. Homework encourages students to take initiative and responsibility for completing a task. Homework also allows parents to have an active role in their child's education and helps them to evaluate their learning. Do you want your parents involved in your education?

Concluding statement

Lastly, I definitely believe that students should have more homework due to the following reasons: It helps them learn, you will be smarter and get a better job in the future and it teaches you to be responsible. Do you want to get a great job and feel successful?

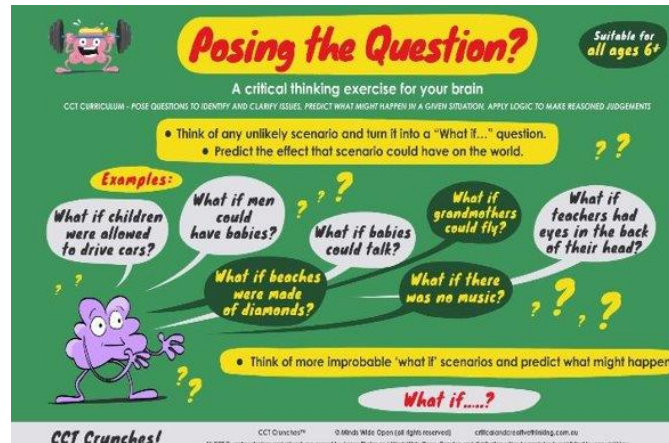
MINDFULNESS / DISPOSITIONS / CREATIVE & CRITICAL THINKING (CCT) CRUNCHES

Wednesday



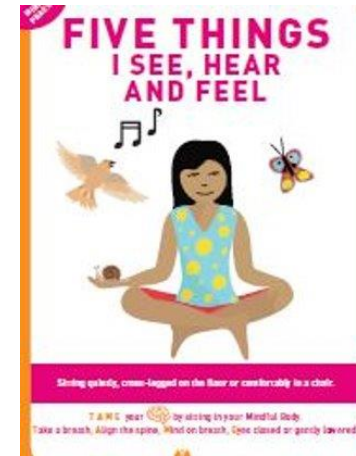
1. Take three mindful breaths. As you breathe in, imagine there is a wave travelling through your body.
2. As you breathe out, imagine the wave retreating back into the ocean.
3. Remember that just as in real life, we can ride the waves – they come and they go. Practise this thought as you continue to breathe like a wave for a minute.

Thursday



- Choose three questions from the posing the question poster.
- Predict the effect that scenario would have on the world. Discuss this with a family member.

Friday





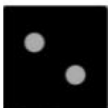

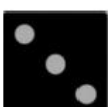

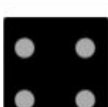

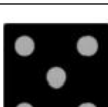

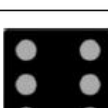

1. Take three mindful breaths. Moving just your eyes, look around you and notice five things you can see.
2. Continue sitting very still, gently close your eyes and listen for five different sounds. Note one sound, then move on to hear the next.
3. Without moving your hands, notice five things that you can feel. Perhaps the feeling of your clothes against your skin, or the floor beneath your feet.
4. Take another mindful breath in. As you breathe out, listen for any sounds in the room. Notice the parts of your body in contact with the floor. Gently open your eyes.

FITNESS (30 mins each day)

Wednesday

Roll the Dice Workout

Set a timer for 15 minutes and start rolling. Complete each body movement 10 times.

| | |
|---|--|
|  | <p>SCISSORS</p>  |
|  | <p>STAR JUMPS</p>  |
|  | <p>SPRINTS</p>  |
|  | <p>TWISTS</p>  |
|  | <p>CRUNCHES</p>  |
|  | <p>KNEE HIGH JOG</p>  |

Thursday

Mountain Climbers Challenge

- Get into a push-up position and then alternate bringing your knee to your elbow. The idea is to move fast and work up a sweat!
- Set a timer and complete the exercise of the day.
- See how many times you can complete the exercise. Do this 5 times.
- Have 1minute rest in between rounds.



Friday

Yoga Poses

Boat Pose: (Balance on your buttocks with your legs up. Then rock in the water like a boat.)



Bow Pose: (Lie on your tummy, bend your knees, lift your chest, reach your arms back towards your toes, and hold onto your feet.)



Bridge Pose: (Lie on your back with your knees bent and your feet flat on the ground. Rest your arms down alongside your body, tuck your chin into your chest, and lift up your buttocks and back to create a bridge.)



MATHS

WEDNESDAY

WALT: I am learning to understand the parts of a fraction and label fractions.

Success Criteria:





*I can identify the fraction by reading the numerator and denominator.


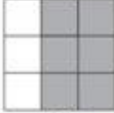




** I can label the fractions with numerals and words.

*** I can understand and explain the meaning of the fraction to a family member.

Activity:

Identify and label the fractions.

| Fraction Diagram | Number Fraction | Fraction in words |
|---|-----------------|-------------------|
|  | | one-whole |
|  | | |
|  | | |
|  | $\frac{3}{4}$ | three-fourths |

| Fraction Diagram | Number Fraction | Fraction in Words |
|---|-----------------|-------------------|
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |
| | $\frac{9}{12}$ | |
| | $\frac{5}{6}$ | |

THURSDAY

WALT:

I am learning to place fractions with denominators of 2, 3, 4, 5, 6, 8, 10 and 12 on a number line between 0 and 1.

Success Criteria:

*I can identify the fraction by reading the numerator and denominator.

**I can accurately locate and place the fraction on a number line between 0 and 1.

*** I can represent the fraction on the number line between 0 and 1.

Activity:

- Complete the number lines
- Record fractions on a number line by rolling two dice together to find the denominator.

Fractions – Lesson 2 (Part A)

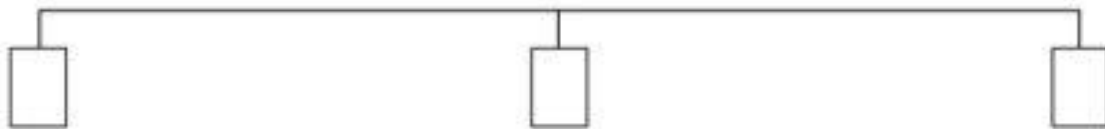
Learning Intention: I am learning to place fractions with denominators of 2, 3, 4, 5, 6, 8, 10 and 12 on a number line between 0 and 1.

Task: Copy the following number lines into your workbook.

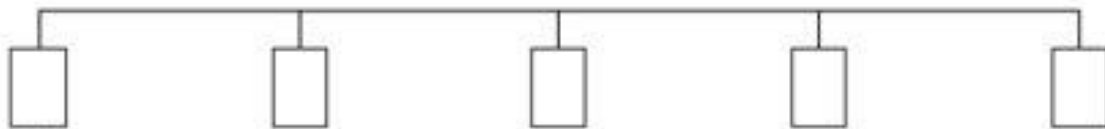
Fill in the spaces to make number lines for the fractions shown.



1. $\frac{1}{2}$



2. $\frac{1}{4}$



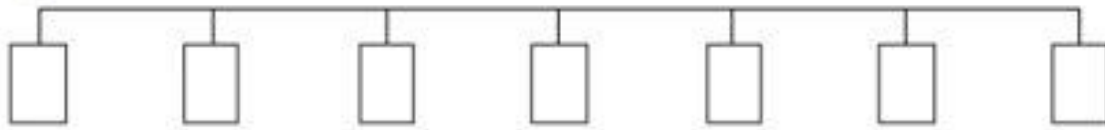
3. $\frac{1}{5}$



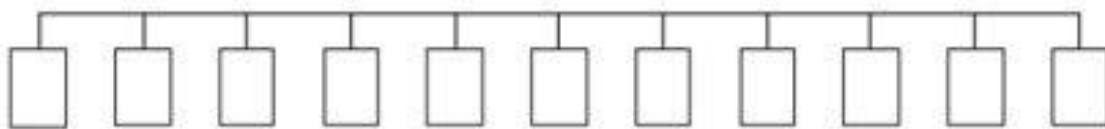
4. $\frac{1}{3}$



5. $\frac{1}{6}$



6. $\frac{1}{10}$



Fractions - Lesson 2 (Part B)

Learning Intention: I am learning to place fractions with denominators of 2, 3, 4, 5, 6, 8, 10 and 12 on a number line between 0 and 1.

Task: Record your number lines in your workbook.

Roll two dice and add the scores together. This number is your denominator. Divide your number line into this number of equal parts. Label your number line to show each step along it.

How can you make sure your number line has equal sized parts?

E.g. 2 + 1 = 3 so my fraction is $\frac{1}{3}$.



1.

2.

3.

4.

5.

Self Assessment: Rate your learning



Write your reflection:

I know... I need help with... I enjoyed...

FRIDAY

WALT: We are learning to identify types of fractions.

Success Criteria:

*I can identify proper fractions.

**I can identify improper fractions.

*** I can identify mixed numerals.

**** I can identify and explain the different types of fractions.

***** I can convert improper fractions to mixed numerals.

***** I can convert mixed numerals to improper fractions.

Activity:

After watching Miss Sayed's video, complete the answers in your book:

1. What makes a fraction 'proper'?
2. What makes a fraction 'improper'?
3. What is a mixed numeral?
4. Answer the questions below.

Take a photo of your work and upload it in the relevant activity in your portfolio.

Converting Fractions - Review

Convert these improper fractions to mixed numerals.

1. $\frac{23}{6} =$

2. $\frac{43}{5} =$

3. $\frac{22}{3} =$

4. $\frac{49}{2} =$

5. $\frac{68}{11} =$



Convert these mixed numerals to improper fractions.

1. $4\frac{5}{6} =$

2. $8\frac{3}{7} =$

3. $6\frac{2}{3} =$

4. $7\frac{8}{9} =$

5. $3\frac{1}{9} =$

TEN MATHS GAME

THURSDAY

WALT: multiply numbers quickly.

Success Criteria:

- * I can multiply numbers using skip counting
- ** I can multiply numbers using ties table facts
- *** I can multiply 2-digit numbers using a variety of strategies

Activity:

Choose your level for your TEN Maths Game or try all 4 levels.

Verse a family member or play by alone and time how quickly you can go through the deck



MULTIPLICATION WAR



Equipment

Deck of playing cards or UNO cards

Instructions

- Play with a partner OR play by yourself and time how quickly you can go through the deck
- Remove picture cards J, Q, K

Level 1

- Focus on a particular times table and leave the focus card turned up (eg. 7)
- Players take turns to flip a card (eg. 5) which will be multiplied by the focus number
- $7 \times 5 = 35$
- The first player to say the answer keeps the card.

Level 2

- Split the deck in half and give $\frac{1}{2}$ to each player
- On the count of 3, players each flip their top card
- They multiply their cards together
- The first player to say the answer keeps the card.

Variation: remove tricky times tables if needed (eg. 7, 8 or 9)

Level 3 (remove number 10s)

- Split the deck in half and give $\frac{1}{2}$ to each player
- On the count of 3, one player flips their top 2 cards (each creating a 2-digit number eg. 34) while the other player flips one card
- They multiply their cards together (34×5)
- The first player to say the answer keeps the card.
- Remember to explain your strategy (eg. $30 \times 5 = 150$, $4 \times 5 = 20$, $150 + 20 = 170$)

Level 4

- Each player flips 2 cards each creating a 2-digit number to multiply

MUSIC

THURSDAY

WALT: We are learning to can create a simple beat and add phrases to our beat.

Success Criteria:






* I can keep a steady clapping beat.

** I can keep a steady clapping beat and sing along to the simple beat.

*** I can create and perform different rhythm patterns

Activity

- Work your way through the Exploring Rhythm and Pulse PowerPoint on Dojo. Complete each slide.
- Choose 4 phrases of your own that have different rhythm patterns. They don't have to make sense!
- Practise with different people being the caller, and all responding.
- Record yourself performing your rhythm patterns and upload them onto Dojo.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
|  |  |  |  |
|  | | | |
| | | | |
| | | | |
| | | | |
| | | | |

VISUAL ARTS

FRIDAY

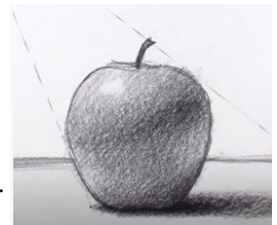
WALT: I am learning how to shade my picture to make it look more realistic.

Success Criteria:

* I can draw a picture with some shading following step by step instructions.

** I can draw a picture with consistent shading following step by step instructions.

*** I can draw a realistic picture shading and contrasting following step by step instructions.



Activity

- You will need a plain piece of A4 paper and a sharp pencil.
- Watch the entire video on shading <https://www.youtube.com/watch?v=-WR-FyUQc6I>
- Now go through and follow the artist on you own piece of paper. (This does not need to be perfect is just PRACTICE).
- Experiment with shading on you own piece of paper.
- Upload you practice work onto your Dojo portfolio.

SCIENCE

WALT: I am learning to design and make a useful item from useless items.

Success Criteria:

*I can design and make a simple useful item.

** I can use and apply a variety of solutions to design and make a simple useful item.

*** I can reflect and creatively design and make a simple useful item.

Activity: STEM Challenge! 'One person's trash is another person's treasure!'

Create a new, purposeful object using recycle or junk items that you could find at home.

Design

- Ask your parents if there are any junk or recycle items in the house that they don't want anymore. Make sure they are items or things that you would be comfortable pulling apart or recycling.
- Collect up to four junk/recycle items to design and make a new object that would be useful.
- List and collect other materials such as scissors, glue, tape etc that you would need to construct your object.
- Design and label your plan.
- Upload your image on your portfolio.

Stem Build

- Design and Make your useful object
- Name your object
- How and where will you use your project?
- Take an image of your project and all your work.
- Upload them on your portfolio.

Reflection

- What worked well and what was the hardest part of the challenge?
- Is there anything you would change about your design/object?

CODING

WALT: I am learning about lesson programming and drawing basics.

Success Criteria:

*I can understand what programming is

**I can make drawing with code

***I can make a simple snowman

****I can make a weaving snowman

Activity:

- Go to the Khan Academy website <https://www.khanacademy.org/join>

▪ To join, please enter you class code:

5 Mandarin: Q9ZB6YF8

5 Plum: BRU7YXNU

5 Amethyst: DZ5G74XP

5/6 Lavender: VNRWV37Q

6 Iris: U5WUAVRZ

6 Purple: VEA8JJP

6 Violet: C3QUPTXR

- Once you enter your class code press **+Add**
- Then Login in to your existing account
- Please enter your username and password
- Follow the prompts to start your lesson

JOURNAL REFLECTION

Please reflect on (think about) your week. This can be completed any way you choose (journal entry, mind map, drawing, video)

How are you feeling?

What have you and your family been doing?

What's going well?

What would you change?

Please share your reflections on Dojo.

WEEK 1 CHALLENGES

Physical Challenge



30 Second Fitness Challenge: Target Throwing

<https://safeYouTube.net/w/5k06>



Word Challenge

Word quiz

In five minutes, how many words can you make by using the letters in the box? Every word must contain the letter E somewhere in it.

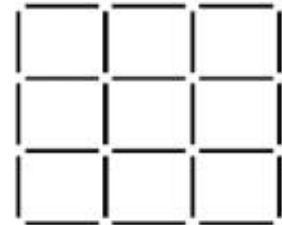
| | | |
|---|---|---|
| E | M | N |
| | W | F |
| P | T | G |
| A | B | L |



Picture Challenge

Squared up

Rub out eight lines to leave only two squares.



Maths Challenge

Martin has a business washing cars. Last year he washed 20 cars a week. This year, he wants to increase his business to 1,200 cars a year. How many cars will he have to wash each month on average?

Times Table Challenge

Choose a times table that you need to practice and time how quickly you can say and write them, or ask a family member to test you. Record your best time and try to beat it.
(For extra challenge try doing them out of order.)

Mystery Number Challenge

A.
This number is odd.
This number is a multiple of 11.
The number is less than 4×20 .
The sum of the digits is 6.

The Mystery Number is: _____

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |