



Framework for teaching (non-digital) – Stage 3

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and possibly resources from your teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English</p> <p>With parent/carer guidance, select an appropriate article or news item from a newspaper or on TV.</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, investigate the meaning of words you don't know and demonstrate the meaning of each word in a sentence.</p> <p>Mathematics</p> <p>Complete: You had breakfast at 6:45am and lunch at 12:30pm. How much time has elapsed</p>	<p>English</p> <p>Writing – Write a description on what you can see out your door or window at your home.</p> <p>Watch 'Behind the News' at 10am on ABC Me. Choose your favourite story. Write a summary of the story.</p> <p>Write 5 questions you would like to ask the reporter presenting the story.</p> <p>Mathematics</p> <p>Our number for today is 64. Draw and write everything you know about 64 (you can use any operation).</p> <p>Calculate the area of each room in your house. List them in order of size.</p>	<p>HSIE</p> <p>Interview: a family member or friend to explain the three levels of government.</p> <p>Ask these questions-</p> <p>What are the three levels of government?</p> <p>Who is the current Premier?</p> <p>Who is the current Governor General and what is their role or duties?</p> <p>Investigate these questions further and summarise the answers.</p> <p>Mathematics</p> <p>Find a partner to play 'Strike it out'. You need a number line from 0-20.</p>	<p>English</p> <p>With parent / carer guidance, choose an appropriate article or news item from a magazine or you tube clip.</p> <p>Summarise: keys points from the news item.</p> <p>Prepare a speech to outline the key points. You may like to record this. Present the speech to a family member.</p> <p>Mathematics</p> <p>Find a simple recipe which uses fractions.</p> <p>Imagine you need to double the quantities in the recipe to cater for a large family.</p>	<p>English</p> <p>Practise: Using clear, legible handwriting, write each of your spelling words in interesting sentences.</p> <p>Access these from soundwaves.</p> <p>Read: A chapter from a book you are reading.</p> <p>Write 5 questions you would like to ask the main character in your book.</p> <p>Write 5 questions you would like to ask the author.</p> <p>Mathematics</p> <p>Design 3 different flags which will demonstrate your knowledge of fractions.</p>

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	<p>between the two meals?</p> <p>Create three time problems that involve 24 hour and am and pm times for a parent or carer to solve.</p>		<p>First person writes a number sentence, such as: $5+12=17$. They cross out the 5 and 12 on the number line and draw a circle around 17.</p> <p>Next person uses 17 in their number sentence, such as $17-10=7$. They cross out 17 and 10 and draw a circle around 7. The game continues till a player is unable to write a number sentence with the numbers left or there are no numbers available.</p>	<p>Rewrite the recipe showing the new quantities you will need to use.</p>	<p>Each flag should be constructed using a ruler and each segment should be labelled with the fraction it represents.</p> <p>Each flag should be divided evenly – show measurements eg. Width 2cm, height 3cm</p> <p>Each flag is to be coloured using a maximum of 4 colours and no edges of the same colour should touch.</p> <p><u>Please note:</u> flags must be more complicated than halves.</p>
Break	Break	Break	Break	Break	Break
Middle	<p>Science and technology</p> <p>What do volcanoes create and what do volcanoes destroy?</p> <p>Observe: If possible, watch the following video –</p> <p>http://video.nationalgeographic.com.au/video/101-videos/volcanoes-101</p>	<p>Science and technology</p> <p>What lays underneath Earth's surface?</p> <p>Discuss: the following questions,</p> <p>Could you dig a tunnel through the Earth? Why or why not?</p> <p>What would you find inside the earth?</p> <p>Would the materials you</p>	<p>Mathematics</p> <p><u>Length</u></p> <p>Research 10 animals of varying lengths.</p> <p>Find at least 5 interesting facts about each animal relating to measurement</p> <p>Create a poster to reveal your researched facts.</p>	<p>Mathematics</p> <p><u>Multiplication</u></p> <p>Using either a piece of grid paper or paper where you have drawn your own 10 x 10 grid.</p> <p>Write a times table grid to practise your tables.</p>	<p>PDHPE</p> <p><u>Bounce back</u></p> <p>Positive trackers:</p> <p>Positive trackers seem to have a positive antenna on their head that is turned up to VERY HIGH and that constantly searches for:</p> <p><input type="checkbox"/> The things that go right for them and that they like <input type="checkbox"/> Their successes and the best</p>

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	<p>Create: a T-chart to show what volcanoes create and what volcanoes destroy.</p>	<p>find inside the earth be hard or soft? Solid or liquid? Hot or cold? How do you know? Eg. Magma - soft, hot liquid because it reaches temperatures of....</p> <p>What is the temperature inside the earth?</p> <p>Observe: If possible, watch the following video –</p> <p>http://education.abc.net.au/home#!/media/30528/below-earth-s-crust</p> <p>Create: create a cross-section diagram of what you think lays beneath our Earth's surface</p>			<p>things about their own character and behaviour</p> <ul style="list-style-type: none"> <input type="checkbox"/> The small good things that happen in their daily lives <input type="checkbox"/> The good bits, however small, in any bad things that happen to them <input type="checkbox"/> Other people's successes <p>Write down a list of things you have done which demonstrate positive tracker qualities.</p>
Break	Break	Break	Break	Break	Break
Afternoon	<p>PDHPE</p> <p>Bounce Back</p> <p>What is optimism?</p> <p>What is pessimism?</p> <p>Create poster to show your answers to the following :</p> <p>Scenario 1. You are invited to a party where you won't know many people.</p> <p>What would an optimist</p>	<p>Mathematics</p> <p>Tally the number and types of birds that frequent your yard or windows over a set period of time.</p> <p>Present the data in two different types of graphs.</p> <p>Discuss the advantages and disadvantages of each graph representation.</p>	<p>Creative arts – drama</p> <p>Find a poem</p> <p>Rehearse your poem as if you were preparing to present the poem to a large audience.</p> <p>Criteria:</p> <p>Be expressive</p> <p>Project your voice</p> <p>Use gesture</p>	<p>Games</p> <p>Find a board game or a card game and play with members of your family.</p> <p>Write a procedure to explain how to play the game for someone who has never played it before.</p>	<p>Catch-up</p> <p>Finish any tasks from the week you have not completed.</p> <p>When all tasks are completed, write a summary of your three favourite tasks outlining why they were your favourite.</p>

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<p>say? What would a pessimist say? Scenario 2. You can't find any friends when you first arrive at a new school. What would an optimist say? What would a pessimist say? Scenario 3. Your pet disappears and can't be found. What would an optimist say? What would a pessimist say?</p>	<p>Choose the most interesting bird you saw and write a report on it.</p>	<p>Present to your family.</p>		