



Term 3 Week 1 2021 Framework for Learning – Stage 3

Hi everyone,

Welcome to Term 3!

Here is the Stage 3 Framework for Learning for Week 1.

Please begin each morning on Google Classroom and go into the Classwork tab and look at the 'Daily Check-in and Attendance' topic and

1. read the Daily Check-in notification from your teacher for class-related messages and
2. submit your attendance by answering a question on there.

The activities on the Framework are to be started on Tuesday 13th July and finish on Friday 16th July and can be completed on Google Docs or Google Slides and be uploaded to Google Classroom.

Alternatively, work can be completed in an exercise book or on paper, scanned/photos taken of work and uploaded to Google Classroom.

PBL Focus: Week 1: [Learn Always](#)

Please read the 'Learning from Home Expectations' Matrix and become familiar with it. (see attached)


This week your focus will be: [Being prepared and on time - have books, stationery and device ready for learning.](#)



Classroom and Home - listening to, and following instructions, storage of bags and equipment.

Lugarno Public School - Learning from Home Expectations





	Learn Always	Play Safely	Show Respect
Online	<ul style="list-style-type: none"> Stay on task and avoid distractions Be ready to begin online learning on time Ask questions if you are unsure Submit online tasks on time 	<ul style="list-style-type: none"> Have movement breaks away from the screen every 30 minutes 	<ul style="list-style-type: none"> Be patient while waiting for feedback from your teacher Use appropriate language when communicating on Google Classroom
Learning Environment	<ul style="list-style-type: none"> Be an independent learner Have your equipment ready Make sure your device is fully charged 	<ul style="list-style-type: none"> Make sure your learning space is suitable Ensure you have the equipment you need Sit somewhere comfortable with good posture and airflow 	<ul style="list-style-type: none"> Consider other family members who may be working near you Treat equipment and property with care Keep your learning space organised and tidy
Break Times	<ul style="list-style-type: none"> Tidy your workspace between sessions Disconnect from your learning whilst having a break Avoid use of a device 	<ul style="list-style-type: none"> Take regular breaks away from the screen and move around Eat healthy food & drink plenty of water Wash your hands regularly 	<ul style="list-style-type: none"> Be aware of others still working Speak kindly to siblings, parents or carers Be thoughtful of others working from home
Play	<ul style="list-style-type: none"> Find new games to play both inside and outside Set a time limit Follow the expectations and rules of the game 	<ul style="list-style-type: none"> Wear a hat playing outside Listen to parents and carers' instructions Avoid confrontations with siblings Remember to practise social distancing Wash your hands after play 	<ul style="list-style-type: none"> Look after your belongings & pack away each activity before starting the next Include your siblings in your play
Looking After Yourself	<ul style="list-style-type: none"> Celebrate successes and share your work with someone Keep in a routine with daily work Take regular brain breaks Practice 'mindfulness'. 	<ul style="list-style-type: none"> Keep in your school morning routine: wake up, get dressed, eat breakfast, brush teeth Wash your hands regularly Exercise regularly 	<ul style="list-style-type: none"> Keep in touch with family and friends via telephone or technology Talk to your family about how you are feeling It is important to help out with chores

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	STAFF DEVELOPMENT DAY - No learning online for students	<p>English Reading: DEAR reading for 20 minutes From the last chapter you just read during DEAR, write your response to the chapter. Use these questions to guide your answers:</p> <p>a). Are there any words you do not understand? If so, write them down and use a <u>dictionary</u> to find the meaning of the word/s. Then put the word/s into a sentence each.</p> <p>b). <u>Summarise</u> the key events from the chapter.</p> <p>c). How has a main character from the story inspired you?</p> <p>d). Make a connection with a situation in your life that relates to the chapter.</p> <p>e). Predict what will happen next.</p> <p>Any other comments or thoughts</p> <p>2. From your novel, find and record the following:</p> <p>a) 5 proper nouns</p> <p>b) 3 noun groups (adjectives + noun)</p> <p>c) 3 verb groups (verb + adverb)</p> <p>d) 2 compound sentences</p> <p>3. Illustrate a descriptive</p>	<p>English Reading: With parent/ carer guidance, look at some headlines in a magazine or newspaper. You could look at Kids News at https://www.kidsnews.com.au or by using the QR code below.</p>  <p>Respond: Write a letter to the journalist with further questions you would have asked in regards to the story they wrote.</p> <p>Viewing: Watch 'Behind the News' at 10am on ABC Me or online at https://www.abc.net.au/btn Choose your favourite story. Write a summary of the story.</p>	<p>English Reading: DEAR reading for 20 minutes. List some unfamiliar or interesting words and try to work out what they mean within the context of the sentence, paragraph or chapter. You may need to read back or ahead.</p> <p>Spelling: complete a task from the <i>Word Work</i> grid using your spelling group words.</p> <p>Writing: Write an imaginative text based on the pobble attached.</p>	<p>English Reading: Read one chapter of your DEAR novel. Take a part of the story that you have read and turn it into a comic strip.</p> <p>Spelling: complete a task from the <i>Word Work</i> grid using your spelling group words.</p> <p>Writing: Write an acrostic poem based on your experience Learning from Home.</p>

		passage from your novel.			
		<p>Additional Reading (optional) 5/6W Read Theory 5/6FM - ReadWorks: Use the QR code below and our class code: L4Y6WV to access the <i>Reading Mindset Snapshot</i>. (See Google Classroom)</p>  <p>4/5H - ReadWorks Read and complete comprehension activities for your reading group (See Google Classroom)</p>	<p>Additional Reading (optional) 5/6W - Read Theory 5/6FM - ReadWorks: Read <i>What's Inside?</i> and learn about our brains - complete the comprehension activities. (See Google Classroom)</p> <p>4/5H - ReadWorks Read and complete comprehension activities for your reading group (See Google Classroom)</p>	<p>Additional Reading (optional) 5/6W - Read Theory 5/6FM - ReadWorks: Read <i>Space Junk</i> and complete the comprehension activities. (See Google Classroom)</p> <p>4/5H - ReadWorks Read and complete comprehension activities for your reading group (See Google Classroom)</p>	<p>Additional Reading (optional) 5/6W - Read Theory 5/6FM - ReadWorks: Read <i>Volcanoes</i> and complete the comprehension activities. (See Google Classroom) 4/5H - ReadWorks Read and complete comprehension activities for your reading group (See Google Classroom)</p>
Break	Break	Break	Break	Break	Break
Middle	STAFF DEVELOPMENT DAY - No learning online for students	Mathematics: 1.Starter: go to link below and do the activity that corresponds to the day's	Mathematics: 1.Starter: go to link below and do the activity that corresponds to the day's	Mathematics: 1.Starter: go to link below and do the activity that corresponds to the day's	Mathematics: 1.Starter: go to link below and do the activity that corresponds to the day's date

		<p>date https://www.transum.org/Software/SW/Starter_of_the_day/ https://bit.ly/3wAep9x</p>  <p>2. Complete the Mathletics activities set by the teacher. https://bit.ly/3wy5566</p> 	<p>date https://www.transum.org/Software/SW/Starter_of_the_day/ 2. Complete the Mathletics activities set by the teacher.</p> <p>Science and Tech Material World The structural property of a material represents the characteristics that can be observed. For example, bendy (flexible), stretchy (flexible), stiff (rigid), brittle (breaks easily), durable (doesn't break easily) smooth, rough, waterproof, absorbent, transparent, opaque, shiny, dull.</p> <p>Choose ten different objects from around your home/classroom. After you have finished collecting your objects, pick them up and move them, squeeze them softly, feel how heavy they are, what they feel like. Write the name of each object. Identify the material(s) it is made from. List the structural properties you can observe for each material.</p>	<p>date https://www.transum.org/Software/SW/Starter_of_the_day/ 2. Complete the Mathletics activities set by the teacher.</p> <p>PDHPE Design a small fitness circuit with at least 4 different activities. Complete the circuit every day this week. Do two circuits per session Challenge someone in your family to compete with you or just do it on your own.</p>	<p>https://www.transum.org/Software/SW/Starter_of_the_day/ 2. Complete the Mathletics activities set by the teacher.</p> <p>PDHPE Time to get your heart rate pumping! Visit PE with Joe and find yourself a short activity to follow. https://www.youtube.com/watch?v=YvrtftiOOVw or https://bit.ly/3xyzNgD</p> 
Break	Break	Break	Break	Break	Break
Afternoon	STAFF DEVELOPMENT DAY - No learning online for	Geography Factors that Shape Places Geographical inquiry in	Creative Arts: Visual Arts https://documentcloud.adobe.com/link/track?uri=urn%3	Activities: Complete an activity from the 'Some activities and	PDHPE Mindfulness: Find a quiet space to lie on

	students	<p>the field</p> <p>How is local bushland managed for people, places and the environment?</p> <ol style="list-style-type: none"> 1. What is your local bushland and where is it? (pre-visit) 2. What are the geographical features of the bushland? 3. What is the water quality of the creeks that flow through the bushland? 4. How do people influence and manage bushland? 5. What lives in and around the bushland? 6. What actions can be undertaken to sustainably manage the bushland for people, places and the environment? 	<p>Aaid%3Ascds%3AUS%3A8a8cb039-dee8-45e6-a1a8-16d955943461</p> <p>https://adobe.ly/3r5mJgs</p>  <p>Print off one of the templates at the link above, or draw your own. See if you can turn each shape into something unique.</p>	<p>ideas for home for parents of primary and early learners' sheet on the back page of this booklet or the last page of this document.</p>	<p>the floor or sit on a chair with your hands in your lap and try to focus on your breathing – think back to when you did this activity in the classroom – try to imagine the warm bubble rising and falling as you breath in and out. Now try to imagine the bubble floating slowly up and around your body with every breath that you inhale and exhale. Allow 5 minutes. Remember if you start to get distracted, focus back on your breathing. It may be helpful to have some ambient background noise on in the background. Try this:</p> <p>https://www.youtube.com/watch?v=sjkrmBnpGE</p> <p>https://bit.ly/3hW2cXu</p>  <p>Catch-up: Finish any unfinished tasks from Monday –Thursday</p>
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Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p style="text-align: center;">Syllable Sort</p> <p>Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p style="text-align: center;">Odd One Out</p> <p>For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p style="text-align: center;">Wacky Words</p> <p>On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p style="text-align: center;">Word Detective</p> <p>Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p style="text-align: center;">Digging in the Dictionary</p> <p>Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p style="text-align: center;">Rhyming Wheels</p> <p>Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p style="text-align: center;">Alliteration</p> <p>Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p style="text-align: center;">Sentence Smart</p> <p>Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p style="text-align: center;">Story Time</p> <p>Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p style="text-align: center;">Sort Them Out</p> <p>Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p style="text-align: center;">Word Search</p> <p>Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p style="text-align: center;">Handwriting Hero</p> <p>Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p style="text-align: center;">Letter Lingo</p> <p>Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p style="text-align: center;">Words Within Words</p> <p>Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p style="text-align: center;">Code Breaker</p> <p>Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>



Some activities and ideas for home for parents of primary and early learners

