

Dear Stage 3 families,

Attached is a sample weekly plan from the Department of Education web site. You can also access the site yourself if you have access. This may be helpful when planning for your children in the case of isolation. I have also included other suggestions of sites we currently use in class.

<https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home>

ENGLISH AND MATHEMATICS

Behind The News is a fabulous resource for years 3-6 students and the web site has classroom ideas you can use with your child to prompt discussion. New episodes come out every Tuesday.

<https://www.abc.net.au/btn/classroom/>

We also regularly use Mathletics, I will assign online tasks for students to complete. I will be able to login and check their results.

We have also included a Mathletics booklet for your child to complete. It would be helpful if you could 'mark' it with them so they receive immediate feedback on any errors.

I would also recommend 'Pobble 365' as a writing resource. It includes a writing stimulus, a writing activity and other literacy activities. The students are familiar with utilising this resource. We have been focusing on correct punctuation, dialogue and interesting descriptions and vocabulary in class with our narrative writing. I will also send home students own personal writing goals relating to their current writing progression level. It would be beneficial for students to keep working on these goals.

<http://www.pobble365.com/>

The best way to cover spelling is to use the words they are getting incorrect in their writing. Are there particular letter clusters they are struggling with? (tion says 'shon' for example. Eg cooperation. Celebration.) Find words they are getting wrong in their writing and go from there. Students should be able to chunk words into the syllables and sound chunks to assist with spelling long words and hearing all parts of a word.

This term we have been learning about simple, compound and complex sentences. I will include the prompt posters that we currently have displayed in class. Students could be asked to find a particular sentence type in a book that they are reading or to find all the subordinating conjunctions or to produce their own sentence of a particular type. In class we usually do one sentence study each day which takes approximately ten minutes.

It is highly recommended that students engage in reading each day. If you do not have books at home you could organise a time to come down to the school library in the next couple of days. Students also have access to Epic. Epic can be accessed through a free app or a web browser. There are a variety of books available including novels, comics, "read-to-me" books and audio books. There are also a range of educational videos. Our class code to access Epic is dns0938. Following reading a book or chapter you can engage in a discussion with your child asking them to summarise the key events to build comprehension. Students normally do this together in small groups. I will include the prompt card we use at school in the package.

HISTORY / GEOGRAPHY and SCIENCE

There are many interesting documentaries you can view with your child and have a discussion afterwards. Maybe they could summarise important points for example.

This term we have been learning about energy and forces in Science. I will include a project that was intended to be our final research topic for the unit and our report work sample. It asks students to research an electricity source of their choosing (e.g. nuclear, coal, solar etc.) and produce their findings. This could be done digitally or as a book or poster. You can be creative! We were also planning to design and build a solar powered machine (e.g. light house, car, windmill etc.) if students design these we can build them next term. Part of the design could be created in TinkerCAD and 3D printed back at school!

I have also included a multiple intelligence assignment grids. These cover all Key Learning Areas and provide some in-depth thinking and creative opportunities. Children would be expected to really take their time with these activities and produce high quality work. They have a lot of choice about how they present some of the work on the grids. The assignment are not meant to be rushed. It would be expected that the children would complete at least 15 activities from the grid to consider an assignment finished. You will notice that the activities range from simple knowledge recall to higher order evaluative questions.

CREATIVE AND PERFORMING ARTS

Children are very creative. I know they will be full of wonderful ideas. This term they have created dragon artworks, Aboriginal artworks and art for the Cedar and Steam competition. There are many web sites with creative lessons that are easy to follow.

PHYSICAL EDUCATION, PERSONAL DEVELOPMENT AND HEALTH

It is extremely important that children continue to engage in physical activity each day. They all love "Just Dance" on YouTube. There is also the option to participate in "PE with JOE" on "The Body Coach TV" channel on a live YouTube at 9am each day. It is also a great opportunity to get outside and throw or kick a ball around. For Personal Development students could continue their Resilience Project that we have been participating in their term. Students are asked to write how they are feeling each day and why, list three things that they feel grateful for and one act of kindness (something that they have done or that someone has done for them).

We will update packages for term 2 should this situation continue. I will also post learning suggestions and activities on Class Dojo each day. Parents are able to login to this to see updates and are also able to message me. Students also have their own login and are able to see learning suggestions from me and add things to their own learning portfolio. I look forward to seeing what the students have been up to and how their learning is progressing. Please contact me via Dojo, email (Jessica.fowler13@det.nsw.edu.au) or phone the school should you have any questions or require support in utilising this package. I would love to be able support students by answering their questions or yours. We will also have number talks and reading lessons on line. Should the situation continue I will also run some Nearpod lessons. Nearpod is an interactive platform where students can access a lesson using a lesson code. As the teacher, I am able to see their responses in real time and provide support. To access these lessons you can download the app on a tablet or login on a computer web browser. The students are familiar with using this resource. Please bear with us as further resources are developed.

Jessica Fowler