



Greenacre PS Daily Home Learning Overview

Day: Monday 19th July

Early Stage 1 and Stage 1 = 2.5 hours learning a day

Stage 2 and Stage 3 = 3 hours learning a day

<p>TEACHER MESSAGE</p>	<p>Good morning everyone, You will be required to complete all the lessons. You have three options, pick ONE option below:</p> <ol style="list-style-type: none"> 1. Google Classroom OR 2. Seesaw Activity OR 3. Paper. Take a photo and upload your work on Seesaw. <p>If you cannot listen to the Podcast, please complete the summarising activity on your sustained reading text.</p>
<p>LIFE SKILL OF THE DAY</p>	<p>Help your family by loading or unloading the dishwasher or by washing/drying the dishes.</p>
<p>SEL FOCUS OF THE WEEK 30- 40 mins each day</p>	<p>Follow the link below to watch a video of Mr Tratras explaining the Taking our Time Tool.</p> <p>https://drive.google.com/file/d/1bhKlBcCLAFFqPMmEhVqwVxbebnDmstZ6/view?usp=sharing</p> <p>Or read the explanation below</p> <p>Taking our Time Tool = I use time wisely. I take time to pause and think</p> <p>Taking our time tool is about how we can use time to help us to solve our problems in a safe, sensible and positive way. By taking our time to stop and think before we act or speak, it can stop us from doing something that we might regret later. As well it allows us to take responsibility for ourselves and how we react to others.</p> <p>There are 2 different ways that we can use the taking time tool in situations:</p> <ul style="list-style-type: none"> - Time-Away allows us to physically remove or distance ourselves to create more space from the heat of a conflict. It also allows us the space to calm down and take an inventory of how we are feeling and thinking. - Time-In simply means to take some time to check-inside oneself to see what is needed. It is a time to notice what you feel, to think things through, or cool down internally. Taking a Time-In doesn't always require leaving a situation; it is more a reminder to turn inward for self-reflection. <p>Activity: Write or record your understanding of the Taking Time Tool and how you might use it when learning from home. Remember that Taking Time involves taking time in or taking time away from a situation.</p>
<p>ENGLISH 40mins -60 mins each day</p>	<p>Modelled Reading: <u>Podcast Project Ari</u></p> <p>Episode 1:</p> <p>https://podcasts.google.com/feed/aHR0cHM6Ly9vbW55LmZtL3Nob3dzL3Byb2plY3QtYXJpL3BsYXlSaXN0cy9wcm9qZWNOlWFyaS5yc3M/episode/NmE3NTNmNDUtZjBhNS00MDU5LThkZmEtYWQ0MjAwNGI4ZmZi?sa=X&ved=0CAUQkfYCAhcKEwj41PyM0evxAhUAAAAAHQAAAAAQcg</p> <p>Listen to Episode 1 of Project Ari. After listening complete the responding to text activity:</p> <p>Please record your response in one of the following options: Google Classroom, Seesaw Activity</p>

	<p>Paper (make sure you take a photo and upload onto Seesaw)</p> <p>Every student is to read EVERYDAY for at least 20 mins</p> <p>Once a week every student is to record themselves reading and send the video to their teacher via Seesaw</p>
<p>BREAK</p>	<p>Have a healthy snack and MOVE around a bit</p>
<p>MATHEMATICS 30mins – 45mins each day</p> <p>If you can access a device you are to complete one number task and Mathletics.</p> <p>If you can't access a device you are to complete both number tasks.</p>	<p><u>Number Task</u> Complete at least one of the following:</p> <ol style="list-style-type: none"> 1. Mariam has five coloured scarves in a bag. In the bag, there are 2 red scarves, 2 yellow scarves and 1 blue scarf. Mariam randomly pulls out one scarf for herself, one for her brother and one for her sister. What coloured scarves might Mariam have pulled out of her bag? Record some possible combinations. You can draw them if you like. Upload your work. <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 2. Adam and Omar buy their father a card for Fathers' Day. The card costs \$5.90. Adam puts in 40c more than Omar. How much do they each contribute to the card? <hr/> <p><u>Mathletics</u> login.mathletics.com</p> <p>Complete the activities assigned on Mathletics using the login information sent to you.</p> <p>If you didn't receive this please contact your teacher.</p>
<p>BREAK</p>	<p>Have a healthy lunch and play an outdoor game.</p>
<p>Other Activities 30 mins</p>	<p>Research Task: Choose ONE of the following options:</p> <p>Option 1: NAIDOC WEEK Art Appreciation This years' NAIDOC week theme is Heal Country! View the artwork and read the artist's blurb. Maggie Jean Douglas states that she has represented many different aspects of Country in her artwork. Can you identify them?</p> <p>Part A: Use the sentence starters "I think..." and "I wonder..." to explain which parts of the artwork might symbolise:</p> <ul style="list-style-type: none"> - different landscapes - hope - communities/ people - animals - bush medicines <p>Part B: Use your connections to describe one of the many ways that Country might have healed Aboriginal people throughout their lives. You may record your explanations using the microphone tool.</p> <p>Resource: Poster and artist information</p>

Option 2 : NATURAL DISASTERS

This term Stage 3 is learning about Natural Disasters. You need to choose a natural disaster that has occurred, it can be outside of Australia. Some examples are 2009 Black Saturday bushfires, 2004 Tsunami in Indonesia. You may use Google classroom, make a poster, slides or video to present your information.

What to include in your presentation:

1. **Quick Facts:** Tell us the quick facts about your disaster - when, where, what was it?
2. **Location:** Tell us a little more about the location. Did it take place in a big city? Or did the natural disaster affect an entire country? Was it an urban area or a rural area?
3. **Devastation:** Tell us what impact the disaster had on the area including human, environmental and financial.
4. **Science:** Explain the science behind the natural disaster. For example, if you choose to talk about tornadoes tell us how tornadoes form. If you choose to talk about earthquakes, tell us how they actually happen.
5. **Technology:** Tell us how scientists can measure the disaster. What instruments do scientists use? What techniques do they use? What kind of technology did they have at the time as opposed to today?
6. **Relief:** What did people do to help out when this disaster occurred?
7. **Changes:** Tell us one thing that has been changed or improved since the disaster has occurred.
8. **Interesting Facts** share some interesting facts about this natural disaster that are not covered in one of the other dot points.
9. **Pictures**

END OF THE DAY

REFLECTION / CONVERSATION PROMPTS

What was your favourite part of today?