**Framework for teaching (non-digital) – Stage 3 sample**

This is a sample that could be used to inform your own framework, using the [available K-6 template](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/teaching-and-learning-resources/k-6-resources).

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.

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning | English  Read: ask your parent/carer for an appropriate excerpt from a magazine.  Who is the audience of the excerpt? Who might the author be? What is the purpose of the text?  Compose: a written or spoken response to this article.  \*An excerpt in home language can be used for EAL/D students who can read in home language. Responses will need to be scaffolded using sentence stems or students can complete a response using a cloze passage as a writing framework.  Mathematics  Complete: You had lunch at 12:15pm and dinner at 6:30pm. How much time has elapsed between the two meals? Can you convert the times to 24 hour time?  Create three time problems that involve 24 hour and am and pm times for a parent or carer to solve.  \*Provide instructions for EAL/D students using diagrams and visual support. | English  With parent/carer guidance, select an appropriate article or news item from a newspaper or on TV.  Summarise: key points of the news item.  Respond: explain to someone the main points. Explain the purpose of the article/news item.  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.  \*EAL/D students may need a text appropriate to level of English language proficiency provided for them. Students could explain the purpose of the article in home language and then attempt to explain this in English.  Using your bilingual dictionary, look up the meaning of words you don’t know. Write the translation above the English word in the text.  Mathematics  Explore: find a timetable for local public transport. Choose a route, start points and endpoints. Calculate how long the trip will take.  Calculate: plan a day trip involving at least two stops. Create your own timetable for the day. Calculate the time to travel from each stop to the next. Convert timetable times from 24-hour to 12-hour time.  \*Provide a timetable and direct questions with scaffolded responses for EAL/D beginning/ emerging students. | HSIE  Interview: a family member or friend to understand their reasons and experiences coming to Australia (the interview could be recorded)  Create a list of questions to ask such as:   * Why did they come? * Why did they choose Australia? * How is it different to the country they were born in?   \*Provide the list of questions for EAL/D students with visual support. Students can ask questions in home language and record responses as single words, phrases or images.  Respond: Imagine you moved to another country. Where might you move? Write about your feelings.  \*Provide instructions using visual support, draw and label how you might feel if you moved to a different country, choose the image/ word which shows how you felt moving to Australia?  Complete the sentence, I felt …  Asking about past family members is not appropriate for some students.  Past memories may be challenging for refugee students. | English  With parent/carer guidance, look at some headlines in a magazine, newspaper or article.  Respond: What is the purpose of headlines?  Compose: Discuss with someone what you think the purpose of headlines and titles are. Where do you see these? Are they only used in written, informative pieces?  \*EAL/D students could read the headlines to parent/ carer and discuss purpose using home language.  Respond: Create a series of headlines using 5 words, then 4 words, 3 words, 2 words and finally one word only, to announce 5 different things you have done over the last few days. | English  Practise: Using clear, legible handwriting, write each of your spelling words in new sentences.  Read: using a piece of everyday text (could be a menu, a timetable, an advertisement) think about the structure and information expressed.  Respond: Write a paragraph explaining the purpose of the text, what language features and structures the composer has used to get their message across. Has the composer used colour or images to grab your attention? How does it affect you as a viewer or reader?  \*Some EAL/D students may require a suggested text rather than own choice and questions to scaffold learning. Some students will require questions directly related to the text eg why has the composer used the word…?  Compose: Using that piece of everyday text as a stimulus and guide, create your own. This might be a menu for the people in your house, an ad for a different product or a timetable for yourself.  \*Some EAL/D students may need to mimic the modelled text prior to constructing their own everyday text. |
| Break | Break | Break | Break | Break | Break |
| Middle | Science and technology  What factors affect the movement of objects?  Investigate: use forces (pushes/pulls) to make objects move. Identify different types of forces that act on objects. For example, gravitational, magnetic, buoyancy, applied forces (push, kick).  Explore: observe the effect of changing the variables on movement such as, surface it moves on (rough or smooth), strength of force used.  Record: predictions, observations/ measurements (photos, drawings, tables).  \*Provide instructions for EAL/D students using diagrams and visual support. Scaffold responses with text models, multiple choice, joining sentences, supported cloze. | Science and technology  What factors affect the movement of objects?  Investigate: observe the impact of friction on different surfaces, air resistance and/or buoyancy on the movement of objects.  Create: plan and perform a scientific investigation. Choose one of these forces to investigate. Identify a testable question, variables, steps, method to record observations/measurements.  \*Provide instructions for EAL/D students using diagrams and visual support. Model and a question for students to use. | Mathematics  Construct: prisms and pyramids using a variety of materials, for example plasticine, paper or cardboard nets, connecting cubes.  \*Provide visual instructions for EAL/D students.  Draw: Choose two objects you made. Sketch the front, side and top view. Make and then draw as many different nets as possible for the objects you selected. | Mathematics  Complete: multiplication activity provided by the teacher in the resource pack.  How close to 100? Play with a partner. You will need a blank 100 grid. The first partner rolls two number dice. The two numbers are used to make an array on the 100 grid. Put the array anywhere on the grid. The goal is to fill up the grid. Write the number sentence that describes the grid.  Your partner then has a turn. The game ends when both players cannot put any more arrays on the grid. How close to 100 can you get? | PDHPE  Review: Look at your physical activity diary from this week. Calculate how much time each day was spent on physical activity.  Challenge: identify two personal goals for a more active lifestyle. Brainstorm how you could achieve each goal.  Plan: how you might involve other members of the family in this physical activity challenge.  \* |
| Break | Break | Break | Break | Break | Break |
| Afternoon | PDHPE  Keep a diary of physical activity you participate in each day this week. Record the time spent each time.  How could you improve your throwing, catching or kicking skills?  Respond: write a list of strategies you could use to improve your skills.  Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball.  \*Beginning EAL/D students can keep a visual diary using word bank with images or a picture dictionary as scaffolding.  Provide a modelled text example, I can improve my throwing by …, My throwing would improve if …  Order a list of strategies you could use to improve your skills. | **Mathematics**  Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times and average the measurements. Try a new design to see if you can beat that distance.  \*Provide instructions for EAL/D students using diagrams and visual support. | Creative arts – drama  Create: plan a dramatic presentation based on your interview from this morning. Write some ideas about:   * What people are wearing? * What are they eating? * What were the challenges they faced? * What was the environment around them like? * Were there contrasts to the environments they had left? * What and who did they leave behind and who would they meet?   Perform: practise performing your dramatic presentation to a family member.  \*Using a family photo, pretend you are in that photo and perform to your family.  Teachers need to be aware of sensitivities about talking about family histories as this may not be appropriate for some EAL/D students. This may also evoke trauma for some students. | STEM  Think: in science and technology on Monday, you found objects that move with different forces. Find a small ball. How does that move?  \*Provide instructions for EAL/D students using diagrams and visual support.  Plan: a machine that moves the ball from one side of the room to the other without you touching it.  Find: things around your house like a chair to start your machine from, for example, a tube from a lunch wrap to make a tunnel, some boxes to make a track.  Record your times and review your design for success  \*Provide instructions for EAL/D students using diagrams and visual support. | Catch-up  Finish tasks from Monday -Thursday  Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times and average the measurements. Try a new design to see if you can beat that distance.  \*Some EAL/D students will require home language support which could be provide by SLSO bilingual, teachers or older siblings. Tasks and instructions for tasks may require visual support. |