**Framework for teaching online – 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 need access to a digital device and help from a parent/carer to complete the following activities. Approximate times for each activity will be shared on our class Team.

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning | English  View/Read: video on [Maglev train](https://www.youtube.com/watch?v=aIwbrZ4knpg) or read this [Maglev train information](https://www.britannica.com/technology/maglev-train).  Complete: comprehension activity (provided by the teacher in our class Team resources).  Analyse: multimedia elements used to position the audience and communicate content.  Respond: express your opinion on the use of maglev technology for transport.  Compose: a spoken or written response to this video (upload to our class Team).  \*Comprehension tasks for EAL/D students could include multiple choice where the response is the ending of a sentence. Students should be encouraged to view and read the text. Respond/ compose – Provide direct questions to scaffold responses.  Mathematics  Complete: the activity from our class Team resources (convert between 12- and 24-hour time).  Complete: the activity from our class Team resources (use start and finish times to calculate elapsed time using 12- and 24-hour times).  \*Provide instructions for EAL/D students using diagrams and visual support. | English  View: a news item [Kids news](https://www.kidsnews.com.au/news) or [BTN](https://www.abc.net.au/btn/) or the 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.  \*Some EAL/D students will require direct questions. Eg. What is this news item about? How do you know? Write down some of the language that you have heard but don’t know the meaning of and ask your teacher or SLSO for that meaning. Try to use the new language in your answers.  Mathematics  Explore: find a timetable for local public transport such as [Sydney train timetable](https://transportnsw.info/routes/train). Choose a route and start points/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 direct questions with scaffolded responses for EAL/D beginning/ emerging students. | English/HSIE  View: choose a video from [Migrant stories](https://www.ames.net.au/australianmade) This video illustrates the diversity of the people in Australia and the contribution that migrants have made to Australian society.  Interview: a family member or friend to understand their experiences coming to Australia (the interview could be recorded and uploaded to our class Teams)  Create: a list of questions to ask such as:   * Why did they come? * Why Australia? * How is it different to the country they were born in?   Add them to the list available in our class Team resources.  Respond: Imagine you move to another country. Where might you move? Write about your feelings.  OR  Identify similarities and differences between migrant experiences.  \*Asking about past family members is not appropriate for some EAL/D students.  Recounting past memories may be challenging and not appropriate for some 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?  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?  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.  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.  Mathematics  Complete: revision activities (from our class Team resources). |
| Break | Join your class for a virtual break. | Join your class for a virtual break. | Join your class for a virtual break. | Join your class for a virtual break. | Join your class for a virtual 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 or applied forces (push, kick)  Explore: observe the effect of changing variables on movement such as changing object shape, the surface it moves on, the strength of force used.  Record: predictions, observations/  \*Provide instructions for EAL/D students using diagrams and visual support. Scaffold responses with text models, multiple choice, joining sentences, supported cloze.measurements (photos, drawings, tables). | 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 (upload your observations to the class Team). | Mathematics  Construct: prisms and pyramids using a variety of materials, for example plasticine, paper or cardboard nets, connecting cubes (take photos of your models).  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. Share a photo of your thinking into the class Team. | Mathematics  Play: How close to 100 with a partner on [YouCubed](https://www.youcubed.org/tasks/how-close-to-100/) | 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 | Join your class for a virtual break. | Join your class for a virtual break. | Join your class for a virtual break. | Join your class for a virtual break. | Join your class for a virtual 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.  Communicate – check-in on our class Team.  \*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. | HSIE  Research: look at the list (provided by the teacher in our class Team resources) of connections between Australia and other countries. Choose two connections from the list. Research the impact each of these connections have on Australia. Summarise and describe what you have learnt.  Communicate – check-in on our class Team.  \*provide a modelled text for EAL/D students. Scaffold responses with cloze text, jumbled text, sentence stems, vocabulary colocations. | Creative arts  Plan a dramatic presentation based on a migrant story. 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?   Communicate – check-in on our class Team. | Creative arts  Think about, ask your family or research the songs and dances that your migrant may have known. For example, they may learn some new Australian songs such as [‘Waltzing Matilda’](https://www.youtube.com/watch?v=CwvazMc5EfE) or they may know some dances from other cultures such as the Greek inspired [‘The delights of Greece’](https://schoolsequella.det.nsw.edu.au/file/dbfafdcb-e709-43ee-b1e6-e6f7b6412896/1/vocaleasemoremodule2.zip/index.html#/id/5d7319d36995a12ad58660f9). Learn to sing one of these songs and do one of these dance examples.  Incorporate this into your dramatic presentation somewhere. Perhaps as a symbol of what they are leaving behind or coming to? Complete an outline of your script incorporating a song or dance your script.  Communicate – check-in on our class Team. | Catch-up time  Finish tasks from Monday –Thursday  Upload tasks to our class Team.  Communicate – check-in on our class Team  \*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. |