

**Weekly Remote Learning Pack: Level 3-4**

Week overview

<b>Session 1</b> 9.00– 9.20am	<u>Monday</u> <u>Personal and Social Capability</u> Attendance and wellbeing check-in activity Video conference	<u>Tuesday</u> <u>Personal and Social Capability</u> Attendance and wellbeing check-in activity Video conference	<u>Wednesday</u> <u>Personal and Social Capability</u> Attendance and wellbeing check-in activity Video conference	<u>Thursday</u> <u>Personal and Social Capability</u> Attendance and wellbeing check-in activity Video conference	<u>Friday</u> <u>Whole school assembly</u> Online
<b>Session 2</b> 9.20 – 11.00am	<u>Literacy</u> Reading and Viewing, Writing and Speaking and Listening 1. Class video conference: Adjectives and verbs 2. Independent learning activities and small group video conferences with teacher	<u>Literacy</u> Reading and Viewing, Writing and Speaking and Listening 3. Class video conference: Adjectives and verbs 1. Independent learning activities and small group video conferences with teacher	<u>Literacy</u> Reading and Viewing, Writing and Speaking and Listening 1. Class video conference: Adjectives and verbs 2. Independent learning activities and small group video conferences with teacher	<u>Literacy</u> Reading and Viewing, Writing and Speaking and Listening 1. Class video conference: Adjectives and verbs 2. Independent learning activities and small group video conferences with teacher	<u>Literacy</u> Reading and Viewing, Writing and Speaking and Listening 1. Class video conference: Adjectives and verbs 2. Independent learning activities and small group video conferences with teacher
<b>Break</b> 11.00–11.30am					
<b>Session 3</b> 11.30 – 11.45am	<u>Independent reading</u>				
<b>Session 4</b> 11.45am–1.00pm	<u>Mathematics</u> Number and Algebra 1. Game 2. Odd and even numbers 3. Video conference and independent work/focus groups/student conferences	<u>Mathematics</u> Number and Algebra 1. Game 2. Factors and multiples of whole numbers 3. Video conference and independent work/focus groups/student conferences	<u>Mathematics</u> Number and Algebra 1. Game 2. Prime Factors 3. Video conference and independent work/focus groups/student conferences	<u>Mathematics</u> Number and Algebra 1. Game 2. Prime Numbers 3. Video conference and independent work/focus groups/student conferences	<u>Mathematics</u> Number and Algebra 1. Game 2. Square numbers 3. Video conference and independent work/focus groups/student conferences
<b>Class social time</b> 1.00– 1.15pm	Optional	Optional	Optional	Optional	Optional
<b>Lunch break</b> 1.15–2.00pm					
<b>Session 5</b> 2.00– 3.30pm	<u>Science</u> Science Understanding  1. States of Water	<u>Health and Physical Education</u> Personal, Social and Community Health  1. Personal safety and community health.	<u>Music</u> Explore and Express Ideas Respond and Interpret 1. Rhythm, Body Percussion and Improvisation	<u>Science</u> Science Understanding  1. States of Water	<u>Science</u> Science Understanding 1. States of Water  Whole class reflection on learning and social catch-up

Weekly Remote Learning Pack: Level 3-4

Monday

Monday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p><b>Session 1: Wellbeing 9–9.20am</b></p> <p><a href="#">Return to overview</a></p>	<p>LI</p> <ul style="list-style-type: none"> <li>We will develop our vocabulary to identify and describe emotions</li> <li>We will identify ways in which emotions are shown in body language</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>I can identify common words to of different emotions</li> <li>I can explain how emotions are shown in body language</li> </ul>	<p><u>Personal and Social Capability</u></p> <ul style="list-style-type: none"> <li>Identify and explore the expression of emotions in social situations and the impact on self and others (<a href="#">VCPSCSE016</a>)</li> </ul>	<p><u>Attendance, social skill development and wellbeing check-in activity</u> <i>Whole class video conference with call-in number for students with limited bandwidth.</i></p> <p>Start this activity on Monday and continue Tuesday.</p> <p>The Emotions Echo Game</p> <ol style="list-style-type: none"> <li>Ask students “When I use the word emotions, what am I talking about?” Use discussion to gauge understanding of students.</li> <li>Introduce how to play the Emotions echo game (see page 4 in <a href="#">RRRR3and4 handbook</a>). Explain that you will be the leader, and the class will work together to be the echo.</li> <li>Explain that when you say something, they will ‘echo’ back, in unison, copying you as closely as they can. You will also make a simple movement or pose, which they will copy as well.</li> <li>Remind students that because this game is the Emotions echo game, you will use emotion words, and will say the word and make a movement that suggests what it feels like to experience this emotion.</li> </ol> <p>Reflection prompts:</p> <ul style="list-style-type: none"> <li>Why is important to be able to recognise our emotions?</li> <li>Why is it important to be able to recognise other peoples’ emotions?</li> </ul> <p>* For full instructions see ‘The Emotions Echo Game’ activity from <i>Respectful Relationships: Emotional Literacy, p4–5</i></p>	<p><u>Respectful Relationships: Emotional Literacy</u> pp 4-10 <a href="https://fusecontent.education.vic.gov.au/7327c6bf-696a-41c4-8fc3-3c45dccc8bd/RRR3and4.pdf">https://fusecontent.education.vic.gov.au/7327c6bf-696a-41c4-8fc3-3c45dccc8bd/RRR3and4.pdf</a></p>
<p><b>Session 2: Literacy 9:20 – 11.00am</b></p> <p><a href="#">Return to overview</a></p>	<p>LI</p> <ul style="list-style-type: none"> <li>We are learning about the use of adjectives and verbs in a text.</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>I can identify adjectives in a narrative.</li> <li>I can identify verbs in a narrative.</li> <li>I can sort adjectives and verbs in several ways.</li> </ul>	<p><b>English Level 3</b> <u>Reading and Viewing</u></p> <ul style="list-style-type: none"> <li>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (<a href="#">VCELT253</a>)</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (<a href="#">VCELA262</a>)</li> <li>Create imaginative texts based on characters, settings and events from students’ own and other cultures including through the use of visual features (<a href="#">VCELT264</a>)</li> </ul> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (<a href="#">VCELA273</a>)</li> <li>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (<a href="#">VCELT274</a>)</li> </ul> <p><b>Level 4 English</b> <u>Reading and Viewing</u></p> <ul style="list-style-type: none"> <li>Describe the effects of ideas, text structures and language features of literary texts (<a href="#">VCELT283</a>)</li> <li>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques (<a href="#">VCELT284</a>)</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (<a href="#">VCELA292</a>)</li> </ul>	<p><b>Whole class introduction to narrative and adjective and verb (30 minute videoconference online)</b></p> <p><u>Reading – Explicit instruction &amp; modelling</u></p> <ol style="list-style-type: none"> <li>Read a narrative text, picture book or short passage.</li> <li>Explain what adjectives and verbs nouns are and reread the text to identify them.</li> <li>Brainstorm some adjectives and verbs and sort them under headings on an anchor chart.</li> <li>Ask students to write the headings ‘Adjective’ and ‘Verb’ in their book. Select a sentence from the text and invite students to spot the adjective and verb. Ask students to write these down under the headings.</li> <li>Use the responses to decide whether more examples are needed, and determine which students need additional support in a focus group.</li> <li>Encourage students to spend a couple minutes finding a couple of adjectives and verbs in their book while you work with any students who want another example. For these students describe using actions.</li> </ol> <p>Quickly check the student responses, for students who seem to find the task:</p> <ul style="list-style-type: none"> <li><i>Easy:</i> sort the words in several ways</li> <li><i>Just right:</i> continue finding words</li> <li><i>Difficult:</i> find verbs from the text and record in book</li> </ul> <p><u>Writing – Explicit instruction &amp; modelling</u></p> <ol style="list-style-type: none"> <li>Model writing a sentence, underlining the adjective and verb.</li> <li>Model ‘thinking aloud’ which adjective/verb you will use, explaining your thinking process as you write.</li> <li>Write another sentence, this time when you come to the adjective or verb invite students to make suggestions for appropriate words.</li> <li>Ask students to write a sentence dictated by you and underline the adjective and verb. Use the responses to determine which students understand.</li> <li>Quickly check the student responses, for students who seem to find the task: <ul style="list-style-type: none"> <li><i>Easy:</i> encourage students to use more complex adjectives and verbs found in their reading or descriptive phrases.</li> </ul> </li> </ol>	<p>Short text Pen and Paper Digital whiteboard</p>

Weekly Remote Learning Pack: Level 3-4

Monday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
		<ul style="list-style-type: none"> <li>Create literary texts by developing storylines, characters and settings (<a href="#">VCELT297</a>)</li> </ul> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>Discuss literary experiences with others, sharing responses and expressing a point of view (<a href="#">VCELT306</a>)</li> </ul>	<ul style="list-style-type: none"> <li><i>Just right</i>: continue with the activity</li> <li><i>Difficult</i>: focus only on the verbs.</li> </ul> <p>Explain the activity: students write their own sentences underlining the adjectives and verbs.</p> <p><u>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</u></p> <ol style="list-style-type: none"> <li>Students read a self-selected narrative record the adjectives and verbs they find in their two-column chart under the appropriate heading.</li> <li>Students write their own sentences, underlining the adjectives and verbs.</li> <li>Students complete and submit work to classroom sharing platform and complete reflection or exit ticket when done.</li> </ol> <p>Differentiation (to above task) Support Students find and record the verbs they can find.</p> <p>Extension Sort words in various ways. Use more complex adjective and verbs from read texts.</p> <p><u>Focus Groups (Videoconference with students)</u> Focus Group 1: <a href="#">Guided Reading</a> Teacher, 20 mins Text: Princess Smartypants by Babette Cole Focus: Identification of adverbial phrases</p> <p>Focus Group 1 Formative assessment:</p> <ul style="list-style-type: none"> <li>Can students recount key information from the text?</li> <li>Can students generate reasonable questions before and during reading?</li> <li>Can students explain the difference between an adjective and an adverb?</li> <li>Can students explain the effect of using an adverb or adverbial phrase?</li> </ul> <p>Focus Group 2: <a href="#">Shared Reading</a> Teacher, 20 mins Text: The Very Hungry Caterpillar by Eric Carle Focus: Identifying verbs</p> <p>Focus Group 2: Formative assessment opportunities</p> <ul style="list-style-type: none"> <li>Can students predict what the text is about?</li> <li>Can students recount key information from the text?</li> <li>Can students generate questions before and during reading?</li> <li>Can students identify what a verb is?</li> <li>Can students identify verbs from the text?</li> </ul> <p>1:1 Student Conferences</p>	
<p><b>Break</b> 11–11.30am</p>				
<p><b>Session 3:</b> <b>Literacy</b> 11.30 – 11.45am</p>			<p>Independent reading – student choice</p>	
<p><b>Session 4:</b> <b>Mathematics</b> 11.45am–1.00pm</p>	<p>LI</p> <ul style="list-style-type: none"> <li>We are learning to identify odd and even numbers through their key features</li> </ul> <p>SC</p>	<p><b>Level 3 Mathematics</b> <u>Number and Algebra</u></p> <ul style="list-style-type: none"> <li>Investigate the conditions required for a number to be odd or even and identify odd and even numbers (<a href="#">VCMNA129</a>)</li> </ul>	<p><b>Whole class Mathematics</b></p> <p><u>Independent Maths Warm-up Game (15 mins)</u> <a href="#">Largest Even Number</a> (FUSE - Interactive) – Model and post links on schools learning platform. Your task is to find the largest possible two-digit even number which uses the computer's digit, and one of your own.</p>	

Weekly Remote Learning Pack: Level 3-4

Monday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<a href="#">Return to overview</a>	<ul style="list-style-type: none"> <li>I can explain the difference between odd and even numbers</li> <li>I can model odd and even numbers</li> <li>I can identify odd and even numbers efficiently</li> </ul>	<ul style="list-style-type: none"> <li>Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (<a href="#">VCMNA133</a>)</li> </ul> <p><b>Level 4 Mathematics</b> <b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>Investigate and use the properties of odd and even numbers (<a href="#">VCMNA151</a>)</li> <li>Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (<a href="#">VCMNA153</a>)</li> </ul>	<p>Have a go several times.</p> <ul style="list-style-type: none"> <li>How are you deciding which digit to choose?</li> <li>Can you describe a strategy that means your first 'guess' is always correct?</li> </ul> <p><u>Introduction to learning tasks (Video conference, 20 mins)</u> See Maths Curriculum Companion – <a href="#">Investigate odd and even numbers</a></p> <ol style="list-style-type: none"> <li>Discuss the features of even and odd numbers, e.g. that even numbers represent pairs, and odd numbers have 'one left over'.</li> <li>Using an array, model for students that even numbers can be made into two-row arrays, but odd numbers cannot - there being always one item left over. This demonstrates the fact that even numbers are always divisible by two.</li> <li>Illustrate even and odd by having students collect some objects from their house, (counters, pencils or toys) and to place them in pairs, and seeing whether or not there is one over. What does this mean?</li> <li>Using a hundred chart, colour in the even numbers in one colour and odd in another to create a visual pattern.</li> </ol> <p>Model learning activity:</p> <ol style="list-style-type: none"> <li>Ask students to complete a thinkboard, that explains why a number like 17 is odd. The thinkboard should include some discussion of pairing and guide students to identify the characteristics of even/odd numbers and the idea that numbers that end with a digit that is odd will be odd (regardless of other digits in the number).</li> <li>Students can play <a href="#">Catch a Star</a> or <a href="#">Number Ninja</a> to build odd/even recognition when finished</li> </ol> <p><u>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</u> Students complete the thinkboard and submit via the classroom learning platform.</p> <p>Differentiation (to above task) Support: Students use tens frames to identify numbers as odd or even.</p> <ol style="list-style-type: none"> <li>Using a 100's chart (<a href="#">Fuse</a>) – colour all the even numbers. What do you notice? Is there a pattern? How do you know if you are correct?</li> </ol> <p>Extension: Challenge students to classify really large numbers as odd or even.</p> <ol style="list-style-type: none"> <li>Is 2,000,894 an odd or even number? Is there a way to tell if any number is odd or even? If they have grasped the concept then all that needs to be reinforced is that if the final digit in the number is an even number, the number must be even too.</li> </ol> <p>Focus Group 1 with teacher, 30 mins Watch 'Odds and Evens' (<a href="#">Clickview</a>) and discuss the difference between Odd and Even numbers as demonstrated in the video.</p> <p>Formative assessment opportunities:</p> <ul style="list-style-type: none"> <li>Can students explain why all numbers that end in the digits 0, 2, 4, 6 and 8 are even and that numbers ending in 1, 3, 5, 7 and 9 are odd?</li> <li>Do students understand commutativity?</li> <li>Can students model arrays and use these to find factors for familiar numbers up to 20?</li> </ul> <p>1:1 Student Conferences or teacher remains available online to support students</p>	
<p><b>Class time 1–1.15pm</b> <a href="#">Return to overview</a></p> <p><b>Lunch break 1.15–2.00pm</b></p>			<p><u>Opportunity for class/year level social chat time during eating (non-compulsory).</u></p>	

Weekly Remote Learning Pack: Level 3-4

Monday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p><b>Session 5 Inquiry: Science 2–3.30pm</b></p> <p><a href="#">Return to overview</a></p>	<p>LI</p> <ul style="list-style-type: none"> <li>I can change describe changes in state from solid to liquid and the effect of adding or removing heat.</li> </ul> <p><b>SC:</b></p> <ul style="list-style-type: none"> <li>I can describe a solid and a liquid.</li> <li>I can experiment with adding and removing heat from chocolate to change its state.</li> </ul>	<p><b>Science</b></p> <p><u>Science Understanding</u></p> <ul style="list-style-type: none"> <li>A change of state between solid and liquid can be caused by adding or removing heat (<a href="#">VCSSU059</a>)</li> </ul>	<p>Introduction to learning tasks (Video conference, 20 mins)</p> <ol style="list-style-type: none"> <li>Ask students to identify the three different ways that we can find water – prompt for liquid, gas and solid if needed.</li> <li>Explain that we call these ‘states’ and a change of state happens when we move from one state to another, such as liquid to solid, or gas to liquid.</li> <li>Explain that students will watch a video that will explain how changes of state happen, and will conduct the melting experiment and record their observations.</li> </ol> <p>Independent learning Students watch the video:  <a href="https://www.abc.net.au/education/science-years-3%E2%80%934-with-mrs-bhardwaj-solid-to-liquid/13576570">https://www.abc.net.au/education/science-years-3%E2%80%934-with-mrs-bhardwaj-solid-to-liquid/13576570</a></p> <p>Students complete the activity: design and conduct a melting experiment.</p>	<p><a href="#">Science video</a></p>

Weekly Remote Learning Pack: Level 3-4

Tuesday

Tuesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p><b>Session 1: Wellbeing 9–9.20am</b></p> <p><a href="#">Return to overview</a></p>	<p>LI</p> <ul style="list-style-type: none"> <li>We will develop our vocabulary to identify and describe emotions</li> <li>We will identify ways in which emotions are shown in body language</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>I can identify common words to of different emotions</li> <li>I can explain how emotions are shown in body language</li> </ul>	<p><u>Personal and Social Capability</u></p> <ul style="list-style-type: none"> <li>Identify and explore the expression of emotions in social situations and the impact on self and others (<a href="#">VCPSCSE016</a>)</li> </ul>	<p><u>Attendance, social skill development and wellbeing check-in activity</u> Whole class video conference with call-in number for students with limited bandwidth.</p> <p>Start this activity on Monday and continue Tuesday.</p> <p>The Emotions Echo Game</p> <ol style="list-style-type: none"> <li>Review the activity from yesterday.</li> <li>Replay the Emotions Echo game, teacher leading for a few rounds as a warm up.</li> <li>Invite students to have a turn at saying the word and making the pose for their peers to echo.</li> <li>Ask students to make suggestions about how they work out what emotions other people might be experiencing.</li> <li>Introduce the term body language to describe the way emotions are expressed through the body.</li> </ol> <p><i>Reflection prompts:</i></p> <ul style="list-style-type: none"> <li>What are some of the ways we express our own emotions?</li> <li>What clues can we use to understand someone else’s emotions?</li> <li>Why might this be important?</li> </ul> <p><i>* For full instructions see ‘The Emotions Echo Game’ activity from Respectful Relationships: Emotional Literacy, p4–5</i></p>	<p><u>Respectful Relationships: Emotional Literacy</u> pp 4-10 <a href="https://fusecontent.education.vic.gov.au/7327c6bf-696a-41c4-8fc3-3c45dccc8bd/RRR3and4.pdf">https://fusecontent.education.vic.gov.au/7327c6bf-696a-41c4-8fc3-3c45dccc8bd/RRR3and4.pdf</a></p>
<p><b>Session 2: Literacy 9:20 – 11.00am</b></p> <p><a href="#">Return to overview</a></p>	<p>LI:</p> <ul style="list-style-type: none"> <li>We are learning to identify the author’s description of a character’s appearance and actions.</li> <li>We are learning to identify the author’s description of setting.</li> </ul> <p>SC:</p> <ul style="list-style-type: none"> <li>I can connect the adjectives to the character or setting they are describing.</li> <li>I can connect verbs to the character or setting they are talking about.</li> </ul>	<p><b>English Level 3</b> <u>Reading and Viewing</u></p> <ul style="list-style-type: none"> <li>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (<a href="#">VCELT253</a>)</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (<a href="#">VCELA262</a>)</li> <li>Create imaginative texts based on characters, settings and events from students’ own and other cultures including through the use of visual features (<a href="#">VCELT264</a>)</li> </ul> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (<a href="#">VCELA273</a>)</li> <li>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (<a href="#">VCELT274</a>)</li> </ul> <p><b>Level 4 English</b> <u>Reading and Viewing</u></p> <ul style="list-style-type: none"> <li>Describe the effects of ideas, text structures and language features of literary texts (<a href="#">VCELT283</a>)</li> <li>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques (<a href="#">VCELT284</a>)</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (<a href="#">VCELA292</a>)</li> </ul>	<p><b>Whole-class introduction to Literacy tasks (30 mins videoconference)</b></p> <p><u>Reading - Explicit instruction &amp; modelling</u></p> <ol style="list-style-type: none"> <li>Review the learning from yesterday about adjectives and verbs with students.</li> <li>Read a narrative text, picture book or short passage.</li> <li>Model creating a mind map that connects the adjectives and verbs to the character and setting.</li> <li>Highlight an adjective and verb that link to the setting and invite the students to begin a mind map in their book linking those words to the setting.</li> <li>Next, choose an adjective and verb linked to a character and invite the students add this information to their mind map.</li> <li>Then invite students to choose their own adjectives and verbs to add to their mind map, linked to either the character or setting.</li> <li>Encourage students to spend a couple of minutes finding a couple of adjectives and verbs in their book while you work with any students who want another example.</li> </ol> <p>Quickly check the student responses, for students who seem to find the task:</p> <ul style="list-style-type: none"> <li><i>Easy:</i> encourage students to use more complex texts and descriptions to create their mind map</li> <li><i>Just right:</i> continue with the activity</li> <li><i>Difficult:</i> complete task using only verbs from the text</li> </ul> <p><b>Writing - Explicit instruction &amp; modelling</b></p> <ol style="list-style-type: none"> <li>Model writing a <b>sentence, drawing a linking line from the noun to the related adjectives and/or verbs.</b></li> <li>Model ‘thinking aloud’ which adjective/verb you will use, explaining your thinking process as you write.</li> <li>Model deciding between a few adjectives/verbs – articulate how you decide which word you will select.</li> <li>Dictate a sentence to students leaving out the adjective and verb for students to complete. Invite students to share the adjective and/or verb they selected. Are their responses appropriate?</li> </ol> <p>Quickly check the student responses, for students who seem to find the task:</p>	<p>Text of teacher’s choice</p>

Weekly Remote Learning Pack: Level 3-4

Tuesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
		<ul style="list-style-type: none"> <li>Create literary texts by developing storylines, characters and settings (<a href="#">VCELT297</a>)</li> </ul> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>Discuss literary experiences with others, sharing responses and expressing a point of view (<a href="#">VCELT306</a>)</li> </ul>	<ul style="list-style-type: none"> <li>Easy: encourage students to write a couple of versions of the same sentence with different adjectives/verbs and make a note how it changes the meaning/mood of the sentence.</li> <li>Just right: continue with the activity</li> <li>Difficult: focus only on the verbs.</li> </ul> <p>Explain the learning activity: students write their own sentences linking the adjectives and verbs to the noun they relate to.</p> <p>Answer questions &amp; clarify instructions as needed.</p> <p><b><u>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</u></b>            Students create a mind map linking adjectives and verbs to characters and settings based on their personal texts.            Students write their own sentences linking the adjectives and verbs to the noun they relate to.            Students complete and submit work to classroom sharing platform and complete reflection or exit ticket when done.</p> <p><u>Differentiation</u>  <i>Support: Only use verbs for the mind map.</i>  <i>Extension: Use more complex texts and phrases to create the mind map.</i></p> <p><b><u>Focus Groups (Videoconference with students)</u></b></p> <p><b>Focus Group 3: <a href="#">Guided Reading</a></b>            Teacher, 20 mins            Text: Stolen Girl by Trina Saffioti            Focus: Word choice to build mood</p> <p>Formative assessment:</p> <ul style="list-style-type: none"> <li>Can students recount key information from the text?</li> <li>Can students generate reasonable questions before and during reading?</li> <li>Can students explain the difference between an adjective and a verb?</li> <li>Can students explain the effect of using an adjective?</li> <li>Can students identify adjectives and verbs in the text?</li> </ul> <p><b>Focus Group 4: <a href="#">Guided Reading</a></b>            Teacher, 20 mins            Text: The Feather by Margaret Wild            Focus: Identifying verbs</p> <p>Formative assessment opportunities</p> <ul style="list-style-type: none"> <li>Can students predict what the text is about?</li> <li>Can students recount key information from the text?</li> <li>Can students generate questions before and during reading?</li> <li>Can students identify what a verb is?</li> <li>Can students identify verbs from the text?</li> </ul>	
Break 11–11.30am				
Session 3: Literacy 11.30 – 11.45am			Independent reading – student choice	
Session 4: Mathematics	LI <ul style="list-style-type: none"> <li>We are learning to use the properties of odd</li> </ul>	<b>Level 3 Mathematics</b> Number and Algebra	<b>Whole class mathematics – introduction to learning tasks</b> (20 minute Video conference)	<a href="#">Properties of Odd &amp; Even Numbers</a> <a href="#">Catch a Star</a>

Weekly Remote Learning Pack: Level 3-4

Tuesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p>11.45am–1.00pm</p> <p><a href="#">Return to overview</a></p>	<p>and even numbers to find patterns when we add or subtract.</p> <p>SC</p> <ul style="list-style-type: none"> <li>I can predict an odd or even number before calculating</li> <li>I can model and explain my understanding of adding and subtracting odd and even numbers</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the conditions required for a number to be odd or even and identify odd and even numbers (<a href="#">VCMNA129</a>)</li> <li>Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (<a href="#">VCMNA133</a>)</li> </ul> <p><b>Level 4 Mathematics</b> Number and Algebra</p> <ul style="list-style-type: none"> <li>Investigate and use the properties of odd and even numbers (<a href="#">VCMNA151</a>)</li> <li>Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (<a href="#">VCMNA153</a>)</li> </ul>	<p>See Maths Curriculum Companion – <a href="#">Properties of Odd &amp; Even Numbers</a></p> <ol style="list-style-type: none"> <li>Revisit what makes a number odd and even.</li> <li>Look at some single digit addition and subtraction problems and ask students to predict if the answer will be odd or even and explain why they believe this</li> </ol> <p>Examples</p> <ul style="list-style-type: none"> <li><math>8 + 6 =</math>      <math>6 + 2 =</math></li> <li><math>6 + 5 =</math>      <math>9 + 4 =</math></li> <li><math>9 + 3 =</math>      <math>7 + 3 =</math></li> </ul> <ol style="list-style-type: none"> <li>Begin to develop some rules about adding odd and even numbers. Even + Even = Even, Odd + Odd = Even and Odd plus Even = Odd.</li> <li>Ask students: <ul style="list-style-type: none"> <li>How could we test these rules?</li> <li>What are the rules for subtraction?</li> </ul> </li> </ol> <p><u>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</u> Students investigate the properties of adding and subtracting odd and even numbers, by testing a variety of addition and subtraction problems, which include one and two-digit numbers to develop rules.</p> <p><u>Differentiation</u> <i>Support</i> Students play <a href="#">Catch a Star</a> or <a href="#">Number Ninja</a> to build odd/even number recognition</p> <p><i>Extension</i> Find the sum or difference for each of these equations.</p> <ul style="list-style-type: none"> <li>the sum / difference of two even numbers is an even number</li> <li>the sum / difference of an even and an odd number is an odd number</li> <li>the sum / difference of two odd numbers is an even number</li> </ul> <p>Maths Focus Group 1 (with teacher, 30 mins) As students work through the learning task guide them through the noticing of rules with odd and even numbers and testing theories. Encourage them to explore bigger numbers and see if the rules still apply and if they can explain if they know why the answer will be odd or even.</p> <p>Formative assessment opportunities</p> <ul style="list-style-type: none"> <li>Can students predict the answer?</li> <li>Can students generalise a rule for addition and subtraction?</li> <li>Can students extend this to adding or subtracting numbers greater than 10?</li> </ul> <p>1:1 Student Conferences or teacher remains available online to support students</p>	<p><a href="#">Number Ninja</a></p>
<p>Class time 1–1.15pm</p> <p><a href="#">Return to overview</a></p>			<p><u>Opportunity for class/year level social chat time during eating (non-compulsory).</u></p>	
<p>Lunch break 1.15–2.00pm</p>				
<p>Session 5 Health and PE 2.00–3.30pm</p>	<p>LI: I can throw an object towards a target using different techniques.</p> <p>SC:</p>	<p><u>Health and PE</u></p> <ul style="list-style-type: none"> <li>Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (<a href="#">VCHPEM097</a>)</li> </ul>	<p><u>Introduction to learning tasks, modelling learning activity, questions</u> (videoconference 20 minutes)</p> <ol style="list-style-type: none"> <li>Introduce that we are going to refine our skills at throwing a ball underarm and overarm</li> <li>Break down and model each step in throwing a ball underarm and then overarm.</li> </ol>	<p><a href="#">apwerte.pdf</a> <a href="#">(sportaus.gov.au)</a></p>

Weekly Remote Learning Pack: Level 3-4

Tuesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<a href="#">Return to overview</a>	<p>I can trial different throwing techniques.</p> <p>I can improve my throwing accuracy.</p>		<p>3. Explain the game <a href="#">Apwerte</a> to students. Demonstrate how they can use items at home (such as balled socks and toys) as a ball and goals if they do not have materials.</p> <p>Model learning activity:</p> <ol style="list-style-type: none"> <li>1. Explain that we will play a modified version of '<a href="#">Apwerte</a>'.</li> <li>2. Model how to set up the goals (students can use anything they have at hand).</li> <li>3. Take 10 steps back from the goals, and then use a step and underarm roll technique to aim between the goals.</li> <li>4. Score one point for each goal.</li> </ol> <p>Independent Learning (offline)</p> <ol style="list-style-type: none"> <li>1. Students set up and play Apwerte, recording their score.</li> <li>2. Students can challenge themselves by moving further back from the goals.</li> <li>3. Students repeat the game, using an overarm throw.</li> <li>4. Students reflect on whether they were more accurate with an underarm or overarm throw.</li> </ol> <p>Invite students/parents to upload a photo or short video of them playing the game.</p>	

Weekly Remote Learning Pack: Level 3-4

Wednesday

Wednesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p><b>Session 1: Wellbeing 9–9.20am</b></p> <p><a href="#">Return to overview</a></p>	<p>LI</p> <ul style="list-style-type: none"> <li>Students enhance their ability to recognise emotions in others.</li> <li>Students identify the types of events and situations that are associated with positive and negative or comfortable and uncomfortable emotions.</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>I can recognise emotions in others.</li> <li>I can explain events that are associated with positive and negative emotions.</li> </ul>	<p><u>Personal and Social Capability</u></p> <ul style="list-style-type: none"> <li>Identify and explore the expression of emotions in social situations and the impact on self and others (<a href="#">VCPSCSE016</a>)</li> </ul>	<p><u>Attendance, social skill development and wellbeing check-in activity</u> <i>Whole class video conference with call-in number for students with limited bandwidth</i></p> <p>Start this activity on Wednesday and complete on Thursday (note that this activity is modified for remote learning from the activity in the RRRR book).</p> <ol style="list-style-type: none"> <li>Review learnings from Monday and Tuesday</li> <li>Explain that in the next activity, students will work in groups to set up a guessing game for the other members of the group.</li> <li>Each student will design an image (drawing, using photos or with found objects) in a freeze frame, showing a situation in which someone might feel a certain emotion. Students will share their image on the classroom sharing platform for working in groups on Thursday.</li> <li>The group will look at their freeze frame and guess the emotion being illustrated.</li> </ol> <p>* For full instructions see 'What Do Emotions Look Like?' activity, pp 5 <a href="https://fusecontent.education.vic.gov.au/7327c6bf-696a-41c4-8fc3-3c45dccc8bd/RRRR3and4.pdf">https://fusecontent.education.vic.gov.au/7327c6bf-696a-41c4-8fc3-3c45dccc8bd/RRRR3and4.pdf</a></p> <p><i>Reflection prompts:</i></p> <ul style="list-style-type: none"> <li>What clues did you use to interpret the emotion being demonstrated in the freeze frame?</li> <li>Are there times where differing emotions might be expressed in a similar way?</li> </ul>	<p><a href="#">Relationships: Emotional Literacy</a> p4-14</p>
<p><b>Session 2: Literacy 9:20 – 11.00am</b></p> <p><a href="#">Return to overview</a></p>	<p><b>LI:</b> We are learning to identify how description of character and setting influence the events and mood of a narrative.</p> <p><b>SC:</b> I can describe how I feel when I read a descriptive phrase. I can identify how the author was trying to make the audience feel when they read a descriptive phrase. I can discuss how the mood or events might change if the description changed.</p>	<p><b>English Level 3</b> <u>Reading and Viewing</u></p> <ul style="list-style-type: none"> <li>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (<a href="#">VCELT253</a>)</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (<a href="#">VCELA262</a>)</li> <li>Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features (<a href="#">VCELT264</a>)</li> </ul> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (<a href="#">VCELA273</a>)</li> <li>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</li> </ul> <p><b>Level 4 English</b> <u>Reading and Viewing</u></p> <ul style="list-style-type: none"> <li>Describe the effects of ideas, text structures and language features of literary texts (<a href="#">VCELT283</a>)</li> <li>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques (<a href="#">VCELT284</a>)</li> </ul> <p><u>Writing</u></p>	<p><b><u>Whole-class introduction to literacy tasks (30 mins videoconference)</u></b></p> <p><b>Reading - Explicit instruction &amp; modelling</b> Become familiar with 'The Kick Off' lesson plan linked <a href="#">here</a>.</p> <ol style="list-style-type: none"> <li>Watch <a href="#">Bringing books to life: The Kick Off</a> (5mins) as a shared viewing with students</li> <li>Encourage students to respond to the questions outlined in the document and discuss how the descriptions of character actions influence the mood and events of the story.</li> </ol> <p>Model the learning activity:</p> <ol style="list-style-type: none"> <li>Identify <b>descriptive phrases</b> from a shared book (e.g. Charlie and the Chocolate Factory by Roald Dahl)</li> <li>Record the phrase and how it makes you feel or how it influenced the mood or actions.</li> <li>Invite students to share another phrase and how they responded to it. Students record in their book.</li> </ol> <p><b>Writing - Explicit instruction &amp; modelling</b></p> <ol style="list-style-type: none"> <li>Model writing a <b>descriptive action scene</b>, for example from a sporting event. Use 'think aloud' so students can hear your thought process when deciding on adjectives and verbs to use and your intended impact on the audience, mood and actions.</li> <li>Ask students to write the first sentence of their descriptive scene. Quickly check the student responses, for students who seem to find the task: <ul style="list-style-type: none"> <li><i>Easy:</i> encourage students to describe how they are going to create a mood or create descriptions that influence the events of their scene.</li> <li><i>Just right:</i> continue with the activity</li> <li><i>Difficult:</i> focus only on using careful choice of verbs to create the scene.</li> </ul> </li> </ol>	<p>Text of teacher's choice</p>

Weekly Remote Learning Pack: Level 3-4

Wednesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
		<ul style="list-style-type: none"> <li>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (<a href="#">VCELA292</a>)</li> <li>Create literary texts by developing storylines, characters and settings (<a href="#">VCELT297</a>)</li> </ul> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>Discuss literary experiences with others, sharing responses and expressing a point of view (<a href="#">VCELT306</a>)</li> </ul>	<p><b><u>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</u></b> Students write a descriptive scene, for example from a sporting event, using careful choice of adjectives and verbs to motivate events and create mood.</p> <p>Answer questions &amp; clarify instructions as needed.</p> <p><u>Small Group Instruction</u> (Online via videoconference, 20 minutes per group) <i>Focus Group 5: <a href="#">Guided Reading</a></i> <i>Text: The Witches by Roald Dahl</i> Discuss the author's use of descriptive language and how this helps create a mood for the reader. <i>Formative assessment opportunities:</i></p> <ul style="list-style-type: none"> <li>Can students identify the verbs, adjectives and adverbs used by the author?</li> <li>Can students explain how the language selections by the author help create a mood?</li> </ul> <p><i>Focus Group 2: <a href="#">Shared Writing</a></i> Focus: Using descriptive language to create a mood for the reader. <i>Formative assessment opportunities:</i></p> <ul style="list-style-type: none"> <li>Can students identify verbs and adjectives?</li> <li>Can students suggest examples of verbs and adjectives?</li> <li>Can students suggest verbs and adjectives that help to build different moods?</li> </ul> <p>1:1 Student Conferences via phone or videoconference</p>	
<p><b>Break</b> 11–11.30 am</p>				
<p><b>Session 3: Literacy</b> 11.30 – 11.45am</p>			<p>Independent reading – student choice</p>	
<p><b>Session 4: Mathematics</b> 11.45am– 1.00pm</p> <p><a href="#">Return to overview</a></p>	<p>LI We are learning to use fact families to recall simple addition and subtraction facts</p> <p>SC I can demonstrate the relationships between addition and subtraction by writing equivalent number sentences</p>	<p><b>Level 3 Mathematics</b> Number and Algebra</p> <ul style="list-style-type: none"> <li>Investigate the conditions required for a number to be odd or even and identify odd and even numbers (<a href="#">VCMNA129</a>)</li> <li>Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (<a href="#">VCMNA133</a>)</li> </ul> <p><b>Level 4 Mathematics</b> Number and Algebra</p> <ul style="list-style-type: none"> <li>Investigate and use the properties of odd and even numbers (<a href="#">VCMNA151</a>)</li> <li>Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (<a href="#">VCMNA153</a>)</li> </ul>	<p><u>Independent Maths Warm-up Game (15 mins)</u> <a href="#">Alien Addition (FUZE - Interactive)</a> – <b>Model and post links on schools learning platform.</b> Invading spaceships with addition problems move down from the top of the screen toward a laser cannon on a platform at the bottom.</p> <p><u>Whole class mathematics – introduction to learning tasks</u> Video conference, 20 mins See Maths Curriculum Companion – <a href="#">Inverse Operations</a></p> <ol style="list-style-type: none"> <li>Review learning from previous 2 days.</li> <li>Discuss how a set of related addition and subtraction facts are called a fact family eg, If I know that <math>6 + 3 = 9</math> then I also know that <math>3 + 6 = 9</math> and that <math>9 - 6 = 3</math> and <math>9 - 3 = 6</math>.</li> <li>During classroom discussions focus on supporting students to recognise, and record, related facts.</li> <li>Assist students to realise that if they can recall an addition fact, they can use that information to solve the related addition and subtraction tasks for that fact family.</li> </ol> <p><u>Model the learning activity</u></p> <ol style="list-style-type: none"> <li>Roll two dice or use cards (marked 0-9) as the two numbers to create a fact family.</li> <li>Highlight the fact that if the students understand, and can use, fact families the number of individual facts that they need to learn is reduced.</li> <li>Record all possible facts related to that fact family.</li> </ol>	

Weekly Remote Learning Pack: Level 3-4

Wednesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
			<p>8. Ask students to complete one fact family. Quickly check the student responses, for students who seem to find the task:</p> <ul style="list-style-type: none"> <li>• <i>Easy</i>: encourage students to use challenging numbers (eg two- or three-digit numbers).</li> <li>• <i>Just right</i>: continue with the activity</li> <li>• <i>Difficult</i>: focus only on using digits up to 6.</li> </ul> <p>Students complete work and reflection on learning and share on class sharing platform.</p> <p>Focus Group 1 (with teacher, 30 mins) Students requiring additional support.</p> <ol style="list-style-type: none"> <li>1. Roll two 6-sided dice to find the two numbers.</li> <li>2. Use counters and a tens frame to model the addition.</li> <li>3. Demonstrate how to record the number sentence.</li> <li>4. Find the related facts and record the fact family.</li> <li>5. Students complete learning task.</li> </ol> <p>Focus Group 1 Formative assessment opportunities</p> <ul style="list-style-type: none"> <li>• Can students use counters and tens frame to model the addition?</li> <li>• Can students find the remaining facts?</li> <li>• Can students explain how the relationship between the facts?</li> </ul> <p>1:1 Student Conferences or teacher remains available online to support students <u>Opportunity for class/year level social chat time during eating (non-compulsory).</u></p>	
<p><b>Class time</b> 1–1.15pm</p>				
<p><b>Lunch break</b> 1.15–2.00pm</p>				
<p><b>Session 5 Music</b> 2–3.30pm</p> <p><a href="#">Return to overview</a></p>	<p>LI We are learning to perform music using body percussion. SC I can follow identify the rhythm of the song I can use body percussion to accompany a piece of music.</p>	<p><u>Music</u> Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience <a href="#">(VCAMUP027)</a></p>	<p><b>Whole-class introduction to Music tasks (30 mins videoconference)</b></p> <ol style="list-style-type: none"> <li>1. Students to the use of the body or found objects as body percussion.</li> <li>2. Model how to create a beat and rhythm using either body percussion or found objects.</li> <li>3. Students follow the teacher’s rhythm, changing every 30 – 60 seconds.</li> </ol> <p>Introduce the learning activity</p> <ol style="list-style-type: none"> <li>1. Students will watch the Melbourne Symphony Orchestra perform Bamboozled, and will follow along with the video, using body percussion or found instruments and singing to accompany the orchestra. <a href="https://www.abc.net.au/education/perform-bamboozled-with-the-melbourne-symphony-orchestra/13593246">https://www.abc.net.au/education/perform-bamboozled-with-the-melbourne-symphony-orchestra/13593246</a></li> <li>2. Teacher plays the video and accompanies the music using body percussion.</li> <li>3. Students join in online.</li> </ol> <p>Independent learning activity:</p> <ul style="list-style-type: none"> <li>• Students use body percussion to accompany their favourite piece of music. Students are invited to share a short video of them performing on the class sharing platform.</li> </ul>	

Thursday

Thursday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p><b>Session 1: Wellbeing 9–9.20am</b></p> <p><a href="#">Return to overview</a></p>	<p>LI</p> <ul style="list-style-type: none"> <li>Students enhance their ability to recognise emotions in others.</li> <li>Students identify the types of events and situations that are associated with positive and negative or comfortable and uncomfortable emotions.</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>I can recognise emotions in others.</li> <li>I can explain events that are associated with positive and negative emotions.</li> </ul>	<p><u>Personal and Social Capability</u></p> <ul style="list-style-type: none"> <li>Identify and explore the expression of emotions in social situations and the impact on self and others (<a href="#">VCPCSE016</a>)</li> </ul>	<p><u>Attendance, social skill development and wellbeing check-in activity</u>  <i>Whole class video conference with call-in number for students with limited bandwidth</i></p> <p>Start this activity on Wednesday and complete on Thursday (note that this activity is modified for remote learning from the activity in the RRRR book).</p> <p>For full instructions see ‘What Do Emotions Look Like?’ activity, pp 5 <a href="https://fusecontent.education.vic.gov.au/7327c6bf-696a-41c4-8fc3-3c45dccdc8bd/RRRR3and4.pdf">https://fusecontent.education.vic.gov.au/7327c6bf-696a-41c4-8fc3-3c45dccdc8bd/RRRR3and4.pdf</a></p> <ol style="list-style-type: none"> <li>Review learnings from Monday and Tuesday</li> <li>Explain that in the next activity, students will work in groups to set up a guessing game for the other members of the group.</li> <li>Each student will design an image (drawing, using photos or with found objects) in a freeze frame, showing a situation in which someone might feel a certain emotion. Students will share their image on the classroom sharing platform for working in groups on Thursday.</li> <li>The group will look at their freeze frame and guess the emotion being illustrated.</li> </ol> <p>Reflection prompts:</p> <ul style="list-style-type: none"> <li>What clues did you use to interpret the emotion being demonstrated in the freeze frame?</li> <li>Are there times where differing emotions might be expressed in a similar way?</li> </ul>	<p><a href="#">Emotional Literacy</a> p4-14</p>
<p><b>Session 2: Literacy 9:20 – 11.00am</b></p> <p><a href="#">Return to overview</a></p>	<p>LI</p> <ul style="list-style-type: none"> <li>We are learning to use tools to help organise our knowledge on a topic</li> <li>We are learning to use tools to help us share our knowledge on a topic.</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>I can use a mind map or graphic organiser to record my schema a topic</li> <li>I can write questions and conduct research to find specific answers</li> <li>I can use a mind map or graphic organiser to plan and organise information for my text</li> </ul>	<p><b>English Level 3</b></p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> <li>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (<a href="#">VCELT253</a>)</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (<a href="#">VCELA262</a>)</li> <li>Create imaginative texts based on characters, settings and events from students’ own and other cultures including through the use of visual features (<a href="#">VCELT264</a>)</li> </ul> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (<a href="#">VCELA273</a>)</li> <li>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (<a href="#">VCELT274</a>)</li> </ul> <p><b>Level 4 English</b></p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> <li>Describe the effects of ideas, text structures and language features of literary texts (<a href="#">VCELT283</a>)</li> <li>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques (<a href="#">VCELT284</a>)</li> </ul> <p><u>Writing</u></p>	<p><b>Whole-class introduction to Literacy tasks (30 mins videoconference)</b></p> <p><u>Reading - Explicit instruction &amp; modelling</u></p> <ol style="list-style-type: none"> <li>Review learning about verbs and adjectives over the last few days.</li> <li>Read a narrative text, picture book or short passage which contains emotive phrases.</li> <li>Discuss with the students how particular phrases influence the audience by encouraging an emotional response or setting a mood.</li> <li>Model finding a descriptive phrase and labelling it with the emotion it encourages in the reader.</li> <li>Encourage students to spend a couple of minutes finding a descriptive phrase in their book that elicits an emotional response, while you work with any students who want another example.</li> <li>Quickly check the student responses, for students who seem to find the task:             <ul style="list-style-type: none"> <li><i>Easy:</i> encourage them to find several phrases that begin to build a picture about what that character is like.</li> <li><i>Just right:</i> continue with the activity.</li> <li><i>Difficult:</i> look only the effect of the actions of the character.</li> </ul> </li> <li>Explain the learning activity: Students identify writing techniques in their book, writing the phrase and how it made them feel or how it influenced the mood or actions.</li> <li>Students identify and record the particular words and phrases used by the author that evoke a response.</li> </ol> <p><u>Writing - Explicit instruction &amp; modelling</u></p> <ol style="list-style-type: none"> <li>Model writing a section of a story with particular emphasis on using word choice, verbs, adjectives and descriptive phrases, to have an emotional impact on the reader or set a mood for the story.</li> <li>Model ‘thinking aloud’ to explain the decision making for language and word choices</li> </ol>	

Weekly Remote Learning Pack: Level 3-4

Thursday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
		<ul style="list-style-type: none"> <li>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (<a href="#">VCELA292</a>)</li> <li>Create literary texts by developing storylines, characters and settings (<a href="#">VCELT297</a>)</li> </ul> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>Discuss literary experiences with others, sharing responses and expressing a point of view (<a href="#">VCELT306</a>)</li> </ul>	<ol style="list-style-type: none"> <li>Ask students to write a sentence that aims to have an emotional impact on the reader. Quickly check the student responses, for students who seem to find the task: <ul style="list-style-type: none"> <li><i>Easy</i>: encourage students to write several descriptive phrases throughout the story linked to one character, to influence the readers opinion of that character.</li> <li><i>Just right</i>: continue with the activity</li> <li><i>Difficult</i>: focus only on using careful choice of verbs to impact on the reader.</li> </ul> </li> <li>Explain the learning activity: students write paragraph of a story to have an emotional impact on the reader. This might be using description of character and setting including the use of adjectives, verbs and descriptive phrases.</li> <li>Answer questions &amp; clarify instructions as needed.</li> </ol> <p>Focus Group 1 <a href="#">Shared Writing</a> (Teacher, 20 mins) Focus: Selecting strong verbs</p> <p>Formative assessment Opportunities</p> <ul style="list-style-type: none"> <li>Can students explain what a verb is?</li> <li>Can students explain what a strong verb is?</li> <li>Can students offer appropriate examples of strong verbs that match the shared text?</li> </ul> <p>Focus Group 3 <a href="#">Guided Writing</a> (Teacher, 20 mins) Focus: Developing and using emotive language in written text</p> <p>Formative Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>Can students identify appropriate sections of a text to use emotive language?</li> <li>Can students explain why we might use emotive language?</li> <li>Can students offer appropriate examples of emotive language for their text?</li> </ul> <p>1:1 Student Conferences</p>	
<p><b>Break</b> 11–11.30am</p>				
<p><b>Session 3:</b> <b>Literacy</b> 11.30 – 11.45am</p>				
<p><b>Class time</b> 1–1.15pm</p>			<p><u>Opportunity for class/year level social chat time during eating (non-compulsory).</u></p>	
<p><b>Session 4:</b> <b>Mathematics</b> 11.45am – 1.00pm <a href="#">Return to overview</a></p>	<p>LI</p> <ul style="list-style-type: none"> <li>We can use effective strategies to help us add and subtract</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>I can partition numbers to add and subtract</li> <li>I can use related facts to solve addition and subtraction calculations</li> </ul>	<p><b>Level 3 Mathematics</b> Number and Algebra</p> <ul style="list-style-type: none"> <li>Investigate the conditions required for a number to be odd or even and identify odd and even numbers (<a href="#">VCMNA129</a>)</li> <li>Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (<a href="#">VCMNA133</a>)</li> </ul> <p><b>Level 4 Mathematics</b> Number and Algebra</p> <ul style="list-style-type: none"> <li>Investigate and use the properties of odd and even numbers (<a href="#">VCMNA151</a>)</li> <li>Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (<a href="#">VCMNA153</a>)</li> </ul>	<p><a href="#">Independent Maths Warm-up Game (15 mins)</a> <a href="#">Addition and Subtraction Inverses</a> (FUUSE - Interactive) Model and post links on schools learning platform.</p> <p><a href="#">Whole class mathematics – introduction to learning tasks</a> Video conference, 20 mins See Maths Curriculum Companion – <a href="#">Inverse Operations</a></p> <ol style="list-style-type: none"> <li>Review learning from previous 3 days.</li> <li>Invite students to share their learning about fact families.</li> <li>Review how to recognise and record related facts.</li> <li>Remind student that if they can recall an addition fact, they can use that information to solve the related addition and subtraction tasks for that fact family.</li> <li>Explain that today we are going to consolidate our understanding of fact families.</li> </ol> <p><b>Model the learning activity:</b></p> <ol style="list-style-type: none"> <li>Show students a number card and record the fact family related to that card.</li> </ol>	<p><a href="#">Addition and Subtraction Inverses</a></p> <p><a href="#">Inverse Operations</a></p>

Thursday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources				
			<div data-bbox="1501 226 2101 428" style="border: 1px solid #00a651; padding: 5px; margin-bottom: 10px;"> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; padding: 10px;">4</td> <td style="width: 50%; padding: 10px;">3</td> </tr> <tr> <td colspan="2" style="padding: 10px;">7</td> </tr> </table> </div> <p>7. Highlight that addition is commutative, but subtraction is not.</p> <p>8. Show students a new card and ask them to complete the fact family. Quickly check the student responses, for students who seem to find the task:</p> <ul style="list-style-type: none"> <li>• <i>Easy</i>: encourage students to use challenging numbers (eg two- or three-digit numbers).</li> <li>• <i>Just right</i>: continue with the activity</li> <li>• <i>Difficult</i>: focus only on using digits up to 6.</li> </ul> <p>Students complete work and reflection on learning and share on class sharing platform.</p> <p>Focus Group 3 (with teacher, 30 mins) Students requiring extension.</p> <ol style="list-style-type: none"> <li>1. Ask students to explain how we can extend our understanding of fact families using place value. Using the same card as previously, use the numbers 40, 30 and 70 to create fact families.</li> <li>2. Can students extend this understanding to hundreds and thousands places?</li> <li>3. Demonstrate how we can use this understanding to help develop efficient methods for mental addition and subtraction, by partitioning numbers.</li> <li>4. Students explore two- and three-digit number fact families.</li> </ol> <p>Focus Group 1 Formative assessment opportunities</p> <ul style="list-style-type: none"> <li>• Can students extend fact families to tens, hundreds and thousands?</li> <li>• Can students relate to known addition strategies?</li> <li>• Can students utilise fact families to support mental addition and subtraction of two and three digit numbers?</li> </ul> <p>1:1 Student Conferences or teacher remains available online to support students</p>	4	3	7		
4	3							
7								
<p><b>Lunch break</b> 1.15–2.00</p>								
<p><b>Session 5 Inquiry: Science</b> 2–3.30pm <a href="#">Return to overview</a></p>	<p>LI We are learning about states of matter. SC I can explain the main elements of the water cycle. I can explain states of matter through the water cycle.</p>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>• A change of state between solid and liquid can be caused by adding or removing heat (<a href="#">VCSSU059</a>)</li> </ul>	<p><b>Independent learning – instructions and resources to be made available on the classroom sharing platform</b></p> <ol style="list-style-type: none"> <li>1. Students visit the <a href="#">Natural Water Cycle website</a> and take notes on the key stages of the natural water cycle.</li> <li>2. Students play the <a href="#">Natural Water Cycle game</a></li> <li>3. Students explain the state of matter of water at each stage of the water cycle.</li> <li>4. Students consider the impact of temperature on the water cycle and record what they think will happen as our climate heats up in their book.</li> </ol>	<p><a href="#">Natural water cycle   South East Water Education (educationsoutheastwater.com.au)</a></p>				

Weekly Remote Learning Pack: Level 3-4

Friday

Friday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<p><b>Session 1: Assembly 9–9.20am</b></p>			<p><u>Whole school assembly (online)</u></p>	
<p><b>Session 2: Literacy 9:20 – 11.00am</b></p> <p><a href="#">Return to overview</a></p>	<p>LI</p> <ul style="list-style-type: none"> <li>We are learning to identify how authors make stories interesting for their audience.</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>I can identify ways an author has made their writing interesting.</li> <li>I can identify descriptive writing techniques in several texts.</li> <li>I can compare techniques used by different authors.</li> </ul>	<p><b>English Level 3</b></p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> <li>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (<a href="#">VCELT253</a>)</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (<a href="#">VCELA262</a>)</li> <li>Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features (<a href="#">VCELT264</a>)</li> </ul> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (<a href="#">VCELA273</a>)</li> <li>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</li> </ul> <p><b>Level 4 English</b></p> <p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> <li>Describe the effects of ideas, text structures and language features of literary texts (<a href="#">VCELT283</a>)</li> <li>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques (<a href="#">VCELT284</a>)</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (<a href="#">VCELA292</a>)</li> <li>Create literary texts by developing storylines, characters and settings (<a href="#">VCELT297</a>)</li> </ul> <p><u>Speaking and Listening</u></p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (<a href="#">VCELT306</a>)</p>	<p><b>Whole-class introduction to Literacy tasks (30 mins videoconference)</b></p> <p><b>Reading - Explicit instruction &amp; modelling</b></p> <ol style="list-style-type: none"> <li>Become familiar with 'Nellie the Monster Sitter' lesson plan linked <a href="#">here</a>.</li> <li>Review the learning from the week with students.</li> <li>Watch <u>Bringing books to life: the Monster Sitter</u> (6 mins)</li> <li>Encourage the students to respond to the questions outlined in the document and discuss how the descriptions of character actions influence the mood and events of the story.</li> </ol> <p>Explain the learning activity: Students identify <b>descriptive phrases</b> in their book, particularly figurative language such as simile or alliteration. Provide an example from a shared text.</p> <p><b>Writing - Explicit instruction &amp; modelling</b></p> <ol style="list-style-type: none"> <li>Model writing a descriptive paragraph for a narrative using simile.</li> <li>Use 'think aloud' to show the students why you are using those phrases and when. Ensure they understand the purpose.</li> <li>Ask students to write a sentence describing a monster. If the students use: <ul style="list-style-type: none"> <li><i>Simile/find the task easy</i>: encourage students to describe the mood/emotional response they are trying to create</li> <li><i>Adjectives/verbs/task is just right</i>: encourage the use of adjectives and verbs as well as an attempt at similes.</li> <li><i>Have difficulty</i>: focus on using verbs to describe what the monster would do.</li> </ul> </li> <li>Explain the learning activity: students write a short narrative, underlining their attempts to make the story interesting for the audience, such as including verbs, adjectives, descriptive phrases or figurative language.</li> <li>Answer questions &amp; clarify instructions as needed.</li> </ol> <p><u>Students complete learning tasks independently offline. Selected students participate in small group learning activities with the teacher.</u></p> <p>Focus Group 4: <a href="#">Guided Writing</a> (Teacher, 20 mins) Focus: Using similes for impact</p> <p><i>Formative assessment Opportunities:</i></p> <ul style="list-style-type: none"> <li>Can students explain what similes are?</li> <li>Can students explain the purpose of similes?</li> <li>Can students find examples of similes?</li> <li>Can students write similes appropriate for their narrative text?</li> </ul> <p>Focus Group 5: <a href="#">Guided Writing</a> (Teacher, 20 mins) Focus: Developing and using emotive language in written text</p> <p><i>Formative Assessment Opportunities:</i></p> <ul style="list-style-type: none"> <li>Can students use emotive language to revise a piece of simple text to make it more interesting?</li> <li>Can students explain why we might use emotive language?</li> <li>Can students offer appropriate examples of emotive language for their own text?</li> </ul> <p>1:1 Student Conferences</p>	<p>Texts of teacher's choice</p>
<p><b>Break</b></p>				

Weekly Remote Learning Pack: Level 3-4

Friday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
11.00–11.30am				
Session 3: Literacy 11.30 – 11.45am			Independent reading – student choice	
Session 4: Mathematics 11.45am–1.00pm  <a href="#">Return to overview</a>	LI: <ul style="list-style-type: none"> <li>We will learn about square numbers</li> </ul> SC: <ul style="list-style-type: none"> <li>I explain what a square number is</li> <li>I can explain what makes square numbers special</li> </ul>	<b>Level 3 Mathematics</b> Number and Algebra <ul style="list-style-type: none"> <li>Investigate the conditions required for a number to be odd or even and identify odd and even numbers (<a href="#">VCMNA129</a>)</li> <li>Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (<a href="#">VCMNA133</a>)</li> </ul> <b>Level 4 Mathematics</b> Number and Algebra <ul style="list-style-type: none"> <li>Investigate and use the properties of odd and even numbers (<a href="#">VCMNA151</a>)</li> <li>Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (<a href="#">VCMNA153</a>)</li> </ul>	<b>Whole class Mathematics</b> <b>Independent warm-up game</b> <a href="#">Alien Addition (FUSE - Interactive)</a> – Model and post links on schools learning platform. Invading spaceships with addition problems move down from the top of the screen toward a laser cannon on a platform at the bottom.  <b>Whole class mathematics – introduction to learning tasks</b> Video conference, 20 mins See Maths Curriculum Companion – <a href="#">Recall single-digit addition and subtraction facts</a> <ol style="list-style-type: none"> <li>Explain that we can use our knowledge of fact families to build on our repertoire of addition and subtraction strategies. Review strategies including commutativity, making-10, using place value understanding, and partitioning numbers to add or subtract.</li> <li>Demonstrate to students how we can split numbers into tens and ones when adding and subtracting two-digit numbers, and then combine them in a convenient order that make mental addition or subtraction easier:                             <ul style="list-style-type: none"> <li>Given <math>23 + 41</math>, students can split the numbers into tens and ones (eg <math>20 + 3 + 40 + 1</math>) and then combine in a convenient order to find the total (<math>20 + 40 + 3 + 1 = 60 + 4 = 64</math>)</li> <li>Given <math>83 - 60</math>, students think of 83 as 8 tens + 3 ones and 60 as 6 tens, so they know the answer is 2 tens and 3 ones (23)</li> <li>Given <math>300 + 416</math>, students think <math>300 + 400 = 700</math> and <math>700 + 16</math> is 716</li> <li>Given <math>1000 - 250</math>, students think <math>1000 - 200 = 800</math> and <math>800 - 50 = 750</math></li> </ul> </li> <li>Invite students to share the strategies they use to solve two- and three-digit addition and subtraction calculations.</li> <li>Encourage students to use strategies such as near doubles or known facts:                             <p>Encourage students to use the answer to an easier calculation eg use near doubles strategy. When given <math>5 + 6</math>, students think of <math>5 + 5 = 10</math>, then say 'I need one more, so that's 11' or they may 'double 6 and take one off, that's 11'.</p> <p>When given <math>15 + 16</math>, students think of <math>15 + 15 = 30</math>, then say 'I need one more, so that's 31'. They would be less likely to double 16 and take one off, but there may be some students who know double 16 is 32.</p> <p>Support students to use their knowledge about an easier calculation or known facts. When given <math>25 - 6</math>, students think of <math>25 - 5 = 20</math>, then say 'I need one less, so that's 19'. When given <math>27 - 9</math>, students think of <math>27 - 10 = 17</math>, then say 'I need one more, so that's 18'.</p> </li> <li>Check for student understanding, especially around adding or taking one off when using near doubles or near facts.</li> </ol> Model independent learning task: <ol style="list-style-type: none"> <li>Use a random number generator to generate two numbers. Students can enter their upper and lower boundaries to use numbers they are comfortable/challenged by.</li> <li>Add the two numbers, explaining the strategy that you are using to add them (e.g. doubles, near doubles, know fact, partitioning etc)</li> <li>Complete the computation.</li> </ol>	

Weekly Remote Learning Pack: Level 3-4

Friday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
			<p>9. Repeat, generating two numbers and this time subtracting the smaller number from the larger.</p> <p>10. Record the strategy and find the answer.</p> <p>Independent work and focus groups.</p> <ul style="list-style-type: none"> <li>Students use the number generator to generate numbers for addition and subtraction</li> <li>Students complete work and reflection on learning and share on class sharing platform</li> </ul> <p><u>Differentiation</u></p> <p>Support Students use an upper bound of 10 or 20 for their number generator. Students use a closed number line to support addition and subtraction.</p> <p>Extension Students use three-digit numbers and demonstrate their thinking using an open number line or showing their strategy (e.g. partitioning)</p> <p>Maths Focus Group 2 (with Teacher, 30 mins)</p> <ul style="list-style-type: none"> <li>Students complete two-digit addition and subtraction, sharing the strategies they use to calculate</li> <li>Model how to use a closed numberline to support partitioning numbers</li> </ul> <p>Formative assessment opportunities:</p> <ul style="list-style-type: none"> <li>Can students use doubles and near doubles knowledge for addition?</li> <li>Can students use halving and near halves for subtraction?</li> <li>Can students partition numbers and combine effectively to add and subtract?</li> </ul> <p>1:1 Student Conferences or teacher remains available online to support students</p>	
<p><b>Class time</b> 1.00–1.15pm</p>			<p><u>Opportunity for class/year level social chat time during eating (non-compulsory).</u></p>	
<p><b>Lunch break</b> 1.15–2.00pm</p>				
<p><b>Session 5:</b> 2.00 – 3.00 pm</p> <p><a href="#">Return to overview</a></p>	<p>LI</p> <ul style="list-style-type: none"> <li>I can observe and describe materials that conduct heat.</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>I can conduct an experiment to explore heat transferring to an object.</li> </ul>	<p><b>Science</b></p> <p><u>Physical sciences</u></p> <ul style="list-style-type: none"> <li>Heat can be produced in many ways and can move from one object to another; a change in the temperature of an object is related to the gain or loss of heat by the object (<a href="#">VCSSU063</a>).</li> </ul>	<p><u>Independent learning – instructions and resources to be made available on the classroom sharing platform</u></p> <ol style="list-style-type: none"> <li>Students watch the transfer of heat video (ensure link is available on the classroom sharing platform).</li> <li>Students design and conduct a heat conduction experiment.</li> <li>Students record their hypothesis, their method and their results on the classroom sharing platform.</li> </ol>	
<p><b>3.00-3.30pm</b></p>	<p><b>Whole class reflection on learning and social catch-up</b></p>			