

## Levels 3-4 Remote Learning Pack – Day

	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<b>Session 1: Attendance and Wellbeing 9–9.20am</b>	<p>LI</p> <ul style="list-style-type: none"> <li>We will develop our vocabulary to identify and describe our emotions</li> <li>We will identify the ways we show emotions through our body language</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>I can name emotions and explain how they feel</li> <li>I can demonstrate different ways we show emotions through our body language</li> </ul>	<p><u>Personal and Social Capability</u></p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others (<a href="#">VCPCSE016</a>)</p>	<p><u>Attendance, social skill development and wellbeing check-in activity</u></p> <p>Whole class video conference with call-in number for students with limited bandwidth.</p> <p>Record attendance</p> <p>Emotional Literacy – the Emotions Echo game</p> <ol style="list-style-type: none"> <li>Discuss with students the different emotions they know of, and how they feel when they have those emotions.</li> <li>Show some images of people demonstrating different emotions – what do they notice about the people? What emotion do they think the people are showing?</li> <li>Explain that today we are going to play a game called the Emotions Echo game. Explain this will help us to build our vocabulary of emotions that we will be focusing on all week.</li> <li>Play game with students, inviting some students to lead as they become familiar with the activity.</li> </ol> <p>Reflection prompts:</p> <ol style="list-style-type: none"> <li>Why do you think it might be important to be able to name our emotions?</li> <li>Why do you think it might be important for us to understand how people show emotion in their bodies?</li> </ol> <p><i>* For full instructions see ‘The Emotions Echo Game’ activity from Respectful Relationships: Emotional Literacy Levels 3-4, p4</i></p>	<p>Full instructions: <a href="#">Page 4 of Resilience, Rights and Respectful Relationships - Years 3 and 4</a></p>
<b>Session 2: Literacy 9:20 – 11.00am</b>	<p>LI</p> <ul style="list-style-type: none"> <li>We are learning to identify the techniques used in texts to affect or influence the audience</li> </ul> <p>SC</p>	<p><b>English Level 3</b></p> <p><u>Reading and Viewing</u></p> <p>Identify the effect on audiences of techniques, including shot size, vertical camera angle and layout in</p>	<p><u>Whole class introduction to reading and writing learning tasks</u></p> <p>Videoconference, 30 mins</p> <p><i>Ensure that a recorded version of this activity or supporting introductory materials are available on the classroom learning platform for students to review at any time.</i></p>	<p>My Place episode Series 2, Episode 14, 1878 Henry: <a href="#">Series 2 Episode 14 1878 Henry: ABC iView</a></p>

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<ul style="list-style-type: none"> <li>I can identify and explain different techniques used in visual texts</li> <li>I can explain how these techniques are used to tell the audience about the relationship between characters or the importance of objects in the shot/image</li> </ul>	<p>picture books, advertisements and film segments (<a href="#">VCELA248</a>) Draw connections between personal experiences and the worlds of texts, and share responses with others (<a href="#">VCELT251</a>)</p> <p><u>Writing</u> 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>)</p> <p>Create texts that adapt language features and patterns encountered in literary texts (<a href="#">VCELT265</a>)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (<a href="#">VCELY266</a>)</p> <p><u>Speaking and Listening</u> Discuss texts in which characters, events and</p>	<p><u>Reading and Viewing</u></p> <ol style="list-style-type: none"> <li>Explain that we are going to learn about different techniques that illustrators and film-makers use to engage or influence the audience. These include how characters are positioned relative to each other and to objects, and how the characters 'interact' with the audience.</li> <li>Discuss with students that today we will look for times where there are close ups of characters. Students should think about why the film maker used the close ups during those scenes</li> <li>View the following recordings: <a href="#">Series 2 Episode 15 1868 Minna : ABC iview</a> From 00:43 - 02:21 <a href="#">Series 2 Episode 14 1878 Henry : ABC iview</a> From 02:06 – 03:29</li> <li>Ask students to share what they noticed about each episode.</li> </ol> <p>Model independent learning task</p> <ol style="list-style-type: none"> <li>Rewatch the second video. At the section where the family are sitting at the table with the teacher, pause to discuss the use of close ups and the position of the child.</li> <li>Ask students: Why has the film-maker used these techniques? What are they trying to tell us about the character in this scene?</li> </ol> <p><u>Writing</u> Explicit instruction</p> <ol style="list-style-type: none"> <li>Review the structure, features and language of scripts covered in prior lessons.</li> <li>Explain that we will be including some of the features that we are studying in our reading and viewing session in the animated and filmed texts that we are creating.</li> <li>Share an example of a shooting script or storyboard that includes directions for filming</li> <li>Model independent learning task:</li> <li>Using the class shared writing script, model how to annotate on the shared writing script to show instructions for filming.</li> <li>Instruct students to make notes in their draft script of how they might show the interaction between characters, characters and objects or characters and the audience.</li> <li>Students continue with independent script drafting</li> </ol>	

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	<p>settings are portrayed in different ways, and speculate on the authors' reasons (<a href="#">VCELT274</a>)</p> <p><b>English Level 4</b> <u>Reading and Viewing</u> Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (<a href="#">VCELA279</a>)</p> <p>Make connections between the ways different authors may represent similar storylines, ideas and relationships (<a href="#">VCELT282</a>)</p> <p><u>Writing</u> Create literary texts by developing storylines, characters and settings (<a href="#">VCELT297</a>)</p> <p>Create literary texts that explore students' own experiences and imagining (<a href="#">VCELT298</a>)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a</p>	<p><u>Independent learning activity (offline), completed offline by all students except those participating in a small group activity with the teacher</u></p> <p><b>Reading and Viewing</b> Students watch the remainder of the My Place episode Series 2, Episode 14, 1878 Henry: <a href="#">Series 2 Episode 14 1878 Henry : ABC iView</a></p> <ol style="list-style-type: none"> <li>1. Focus on close-ups. Students select a scene and write notes about how the film-maker has used closeups in that scene, and consider why they have used a close up at that point.</li> <li>2. Prompt questions: What is the effect for the audience? Does the film-maker use this technique with multiple characters or just one?</li> <li>3. How does it make you feel when the shot moves between a closeup and distance shot?</li> <li>4. Why do you think the film-maker use this technique?</li> </ol> <p>Differentiation Support: Students work with the teacher to complete a shared viewing of the text and share their thinking about the techniques used by the film-maker.</p> <p>Extension:</p> <ol style="list-style-type: none"> <li>1. Students compare two scenes with the same central character, and how the techniques used by the film-maker portray that character in each scene.</li> <li>2. What is the film-maker telling us about the character in each scene?</li> </ol> <p><u>Small Group Instruction</u> Videoconference with teacher, 30 mins Focus Group 1 Teacher, 20 mins Text: My Place episode <a href="#">Series 2 Episode 14 1878 Henry : ABC iview</a> Scenes: 04:46 – 06:10</p>	

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	<p>widening range of audiences, demonstrating increasing control over text structures and language features <a href="#">(VCELY299)</a></p> <p><u>Speaking and Listening</u> Discuss literary experiences with others, sharing responses and expressing a point of view <a href="#">(VCELT306)</a></p>	<ol style="list-style-type: none"> <li>1. Watch the scenes together.</li> <li>2. Discuss how the film-maker uses different techniques in these scenes. What do they tell us about Henry? What do they use different angles or move the focus of a shot, for example from the front to the back and back? How does that place us as viewers?</li> <li>3. Record thinking in learning journal.</li> </ol> <p>Formative assessment:</p> <ul style="list-style-type: none"> <li>• Can students recognise some of the different techniques the film-maker is using?</li> <li>• Can the students provide plausible explanations for why those techniques have been used?</li> </ul> <p>1:1 Student Conferences (Videoconference or phone)</p>		
<p><b>Break:</b> <b>11–11.30am</b></p>				
<p><b>Session 4:</b> <b>Mathematics</b> <b>11.45am–1.00pm</b></p>	<p>LI</p> <ul style="list-style-type: none"> <li>• We are learning to show money values in different ways</li> <li>• We are learning to calculate the change when we make a transaction</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>• I can calculate the amount of change required when I buy items</li> <li>• I can make the change using different combinations of cents and dollars</li> </ul>	<p><b>Level 3 Mathematics</b></p> <p><u>Number and Algebra</u> Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents <a href="#">(VCMNA137)</a></p> <p><b>Level 4 Mathematics</b></p> <p><u>Number and Algebra</u> Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies <a href="#">(VCMNA160)</a></p>	<p><b>Whole class Mathematics</b></p> <p><u>Independent Maths Warm-up Game</u> (15 mins) <a href="#">Among us maths</a> (modify activity to focus on coins and to meet student needs and post on classroom sharing platform)</p> <p><b>Introduction to learning tasks - Videoconference, 20 mins</b> Ensure that a recorded version of this activity or supporting introductory materials are available on the classroom learning platform for students to review at any time.</p> <p>Explicit teaching</p> <ol style="list-style-type: none"> <li>1. Prompt discussion with students about what they already know about money.</li> <li>2. What strategies do they use to find the value of a collection of coins or notes?</li> <li>3. Model different strategies (such as making \$1 or making 50c piles and then counting those)</li> <li>4. Introduce that we are going to look at finding the total of a group of purchases and making change.</li> </ol>	<p>Warm-up game: <a href="#">Among us maths</a> Coin sheets available on pdf: <a href="#">lp_activity_shapes_sizes_and_colours.pdf</a> (<a href="#">ramint.gov.au</a>)</p> <p>Online or paper grocery catalogue</p>

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		<p>Model learning activity</p> <ol style="list-style-type: none"> <li>5. Model how to add the total for 3-4 items selected from a grocery catalogue</li> <li>6. Invite students to tell you how to work out how much change if you paid with the closest \$1/\$5/\$10.</li> <li>7. Record the different strategies that students suggest.</li> <li>8. Demonstrate how to add on and how to subtract to determine change.</li> </ol> <p>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</p> <p><i>Differentiation - Support:</i></p> <ol style="list-style-type: none"> <li>1. Students use model/paper coins and show different ways to make a total (e.g. the different ways to make \$1).</li> <li>2. Students select one to two items from the worksheet/catalogue and determine the change to the nearest 10c if they were to spend the nearest dollar amount. (e.g. change from \$2 for something that cost \$1.60)</li> </ol> <p><i>Extension:</i> Students select five or more items to find the total and determine the change from a larger note (\$10 or more). Students determine change to the nearest 1c.</p> <p>Maths Focus Group 1 -Videoconference with teacher, 30 mins</p> <ol style="list-style-type: none"> <li>1. Students use replica/paper coins to determine totals for purchases. Students purchase 3 to 4 items at a time from provided sheet or grocery catalogue.</li> <li>2. Students then choose the value amount they will choose to pay with (e.g. \$2, \$5, \$10) and determine the amount of change they will receive to the nearest 5c. Record in their maths journal.</li> </ol> <p><i>Formative assessment opportunities:</i></p> <ul style="list-style-type: none"> <li>• What strategy do students use to find the total?</li> </ul>	

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		<ul style="list-style-type: none"> <li>Can students determine the change required to the nearest 5c?</li> <li>Can students model this amount of change using replica coins/notes?</li> </ul> <p>1:1 Student Conferences or teacher remains available online to support students</p>	
<b>Review and reflection on learning</b> <b>12.30-1:00</b>		<p>Sharing and reflection whole-class videoconference</p> <ul style="list-style-type: none"> <li>3-4 focus children to share, as per classroom sharing schedule.</li> <li>Students complete self-assessment against learning goals.</li> <li>Reflection prompts 'How are you feeling about your learning today?'</li> </ul>	
<b>Lunch break 1.00–2.00pm</b>			
<b>Session 5: Science and inquiry</b> <b>2.00–3.00pm</b>	<p>LI</p> <ul style="list-style-type: none"> <li>We are learning about some of the properties of plastic</li> <li>We are learning to safely conduct an experiment.</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>I can describe some of the properties of plastics</li> <li>I can predict the outcome of an experiment</li> <li>I can safely perform an experiment, following the instructions.</li> </ul>	<p><b>Science</b></p> <p><u>Science Understanding</u></p> <p>Natural and processed materials have a range of physical properties; these properties can influence their use (<a href="#">VCSSU060</a>)</p> <p><u>Science Inquiry Skills</u></p> <p>Compare results with predictions, suggesting possible reasons for findings (<a href="#">VCSIS070</a>)</p>	<p><u>Inquiry (Independent Learning)</u></p> <p>Use the following ABC Me resource:  Full Proof – Plastic  Link to episode: <a href="#">Series 1 Plastic : ABC iView</a></p> <ol style="list-style-type: none"> <li>Students watch the episode on iView and complete the worksheet tasks as per the handout</li> <li>Students upload their completed worksheet to the classroom sharing platform</li> </ol> <p>Classroom teacher: Planning and preparation for next day  Wellbeing calls to at-risk students</p>

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3.00–3.30pm			Student choice – students complete an activity from the home learning activity grid (see <a href="#">Frankston PS Engagement Zone Activity - FUSE - Department of Education &amp; Training</a> for an example of this approach)	