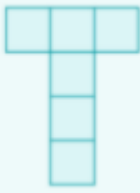


## Levels 5-6 Remote Learning Pack – Day

	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
<b>Session 1: Wellbeing</b> <b>9–9.20am</b>	<p>LI</p> <ul style="list-style-type: none"> <li>We will investigate the concepts of positive and negative self-talk</li> <li>We will develop a positive self-talk vocabulary</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>I can explain what positive and negative self-talk are</li> <li>I can explain how using positive self-talk can help me cope better when something happens</li> </ul>	<p><u>Personal and Social Capability- Levels 5 and 6</u>  Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (<a href="#">VCPCSE027</a>)</p>	<p><u>Attendance, social skill development and wellbeing check-in activity</u>  <i>Whole class video conference</i>  Take Attendance</p> <p>Positive Coping - Introducing the concept of self-talk:</p> <ol style="list-style-type: none"> <li>Review previous learnings about intense emotions and how these can be felt in the body, and how character strengths can help us deal with challenges in our lives. Introduce concept of self-talk. Complete activities as per instructions in RRRR guidebook.</li> <li>Ask students to reflect on the following questions: <ul style="list-style-type: none"> <li>How and when might you use positive self-talk in your life in the future?</li> <li>How could you practice positive self-talk skills?</li> </ul> </li> </ol>	<p><u>Well-being activity</u></p> <p><a href="#">wellbeing-social-emotional-learning-activities-primary.pdf</a>  (<a href="#">education.vic.gov.au</a>)</p> <p><u>Full instructions</u>  <a href="#">Page 29 of Resilience, Rights and Respectful Relationships - Years 5 and 6</a></p>
<b>Session 2: Literacy</b> <b>9:20 – 11.00am</b>	<p>LI</p> <ul style="list-style-type: none"> <li>We are learning to identify the techniques used in comedy texts</li> <li>We are learning to incorporate the techniques used in comedy texts when crafting our own comedic texts</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>I can identify and explain different</li> </ul>	<p><b>English</b></p> <p><u>Level 5 Reading and Viewing</u>  Understand how texts vary in purpose, structure and topic as well as the degree of formality (<a href="#">VCELA309</a>)  Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective</p>	<p><u>Whole-class introduction to literacy tasks</u>  <i>30 mins videoconference</i></p> <p><u>Reading – Techniques to engage the reader and viewer</u>  <i>Ensure that a recording or slide show instructions for this activity is available on the classroom learning platform for students to review at any time.</i></p> <ol style="list-style-type: none"> <li>Ask students to share their experiences with comedy texts. What makes them funny? Why do some people find things funny, and others don't?</li> <li>Complete pre-activity from ABCMe – Storybuilding Tool Kit (Add link from FUSE)</li> <li>View 'The Storybuilding Tool Kit' recording</li> </ol>	<p><a href="#">‘The Storybuilding Tool Kit’ pre-activity</a></p> <p><a href="#">‘The Storybuilding Tool Kit’ recording</a></p> <p><a href="#">The Storybuilding ToolkitSeries 2 Episode 1 – Comedy</a></p>

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<p>techniques used by authors that make texts humorous</p> <ul style="list-style-type: none"> <li>I can explain how comedy texts differ to other narrative text types</li> <li>I can create a parody version of a familiar story or nursery rhyme</li> <li>I can use comedic features including puns and portmanteau in my own writing</li> </ul>	<p>language, and that these can change according to context (<a href="#">VCELY317</a>)</p> <p><u>Level 6 Reading and Viewing</u> Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (<a href="#">VCELA339</a>)</p> <p>Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts (<a href="#">VCELT342</a>)</p> <p><u>Level 5 Writing</u> Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (<a href="#">VCELA323</a>)</p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that</p>	<ol style="list-style-type: none"> <li>Model Independent learning task: Discuss the big ideas that were raised in the program – what were the key things that were identified that can help make a text funny?</li> <li>Ask students to share some ideas for each idea that was raised.</li> <li>Explain that students will complete the worksheets linked on the class sharing platform.</li> </ol> <p><u>Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher</u></p> <p>Activities: Instructions for all activities to be included in home learning pack and with an explanation video/slide show on the class sharing platform</p> <p><u>Differentiation - Support:</u> Support group work with the teacher – guided reading.</p> <p><u>Differentiation - Extension:</u> Students compare the comedic features adopted by two different authors.</p> <ul style="list-style-type: none"> <li>What do they have in common?</li> <li>What is different?</li> <li>What features do they find to be more effective?</li> </ul> <p>Focus Group 1: Guided reading Small group videoconference Teacher, 30 mins</p> <ol style="list-style-type: none"> <li>Teacher provides excerpts of comedy texts and students explain what is funny about them. Discuss how what might be funny to one person is not funny to another.</li> <li>Explore portmanteaux and look for examples in the guided reading text.</li> </ol> <p>Focus Group 2: Formative Assessment</p> <ol style="list-style-type: none"> <li>Can students explain some of the features that make texts funny?</li> </ol>	

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	<p>words can have different meanings in different contexts (<a href="#">VCELA325</a>)</p> <p><u>Literature</u> Create literary texts that experiment with structures, ideas and stylistic features of selected authors (<a href="#">VCELT327</a>)</p> <p><u>Level 6 Writing</u> Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (<a href="#">VCELA350</a>)</p> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (<a href="#">VCELA352</a>)</p> <p>Experiment with text structures and language features and their effects in creating literary texts (<a href="#">VCELT355</a>)</p>	<ol style="list-style-type: none"> <li>Can the students identify portmanteaux?</li> <li>Can the students create their own portmanteaux?</li> <li>Do students demonstrate fluency when reading?</li> <li>What strategies do students use when they come to an unknown word?</li> </ol> <p><u>Writing – Comedy Texts</u> Ensure that a recording or slide show instructions for this activity is available on the classroom learning platform for students to review at any time.</p> <ol style="list-style-type: none"> <li>Review the structure, features and language of comedy texts covered in prior lessons. Explain that we will be including some of the features that we are studying in our reading and viewing session in the comedy texts that we are creating.</li> <li>Ask students to keep this in mind as they continue drafting, making notes of how they might show the interaction between characters, characters and objects or characters and the audience as they draft.</li> <li>Continue with shared writing of comedy parody text, focusing on the use of puns and portmanteau as humorous tools.</li> </ol> <p>Answer questions &amp; clarify instructions for activities</p> <p><u>Independent Literacy Learning: Writing</u> <i>Provide examples of fractured fairytales for inspiration to support students</i></p> <ol style="list-style-type: none"> <li>Students select a familiar story or nursery rhyme and consider how they might change the story to turn it into a comedy text.</li> </ol>	<p><u>Examples of fractured fairy tales</u></p> <p><a href="#">The True Story of the Three Little Pigs</a> by Jon Scieszka and Lane Smith</p> <p><a href="#">The Three Pigs</a> by David Wiesner</p> <p><a href="#">Goldilocks and the Three Dinosaurs</a> by Mo Willems</p> <p><a href="#">Prince Cinders</a> by Babette Cole</p> <p><a href="#">Hensel and Gretel: Ninja Chicks</a> by Corey Rosen Schwartz and Dan Santat</p>
<p><b>Break</b> <b>11.00–11.30am</b></p>			
<p><b>Session 4:</b> <b>Mathematics</b> <b>11.30-12:30pm</b></p>	<p>LI</p> <ul style="list-style-type: none"> <li>We are learning to identify a three-</li> </ul>	<p><b>Mathematics</b></p> <p><u>Level 5 Measurement and Geometry</u></p>	<p><u>Whole-class introduction to maths tasks</u> 20 mins videoconference</p> <p>Warm up</p> <p><a href="#">Maths Curriculum Companion</a></p>

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<p>dimensional object from its net</p> <ul style="list-style-type: none"> <li>We are learning to find all possible nets for a simple prism</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>I can identify a three-dimensional object from its net</li> <li>I can draw a 2D representation of a three-dimensional object</li> <li>I can find all the possible nets for a cube</li> </ul>	<p>Connect three-dimensional objects with their nets and other two-dimensional representations (<a href="#">VCMMG198</a>)</p> <p><u>Level 6 Measurement and Geometry</u></p> <p>Construct simple prisms and pyramids (<a href="#">VCMMG228</a>)</p>	<p>Tangram game – students complete a tangram puzzle from their take home learning pack or online</p> <p>Activity Instructions</p> <ol style="list-style-type: none"> <li>Prompt discussion with students about what they already know about three-dimensional objects. <ul style="list-style-type: none"> <li>What common objects do they know?</li> <li>What can they describe about those objects?</li> </ul> </li> <li>Prompt for the difference between a prism and a pyramid, the naming patterns, the link to the 2-d shapes that make up 3D objects etc.</li> <li>Discuss that we can make a net for a 3D solid, that shows how the faces all fit together. Show the students the familiar net for a cube.</li> </ol> <div style="display: flex; align-items: flex-start; margin-top: 20px;">  <div> <p><u>Model learning activity</u></p> <ol style="list-style-type: none"> <li>Model how to fold the net so that it makes a cube either using a paper copy or an online tool.</li> <li>Explain that you have been told there are at least 5 other ways to make the net for a cube. Their challenge for this session will be to find as many nets as possible for a cube (note that there are 11 altogether). <ul style="list-style-type: none"> <li>How many different unique nets can they find?</li> </ul> </li> </ol> <p><i>Answer questions &amp; clarify instructions</i></p> <p><u>Independent Maths Learning Tasks from prepared learning pack (25 minutes)</u></p> <p>Students use paper models to find all the possible nets for a cube.</p> <p>Differentiation</p> <p>Support: Students use the Cube Nets tool to find all possible cubes (with teacher for guided teaching).</p> </div> </div>	<p><a href="https://fuse.education.vic.gov.au/MCC/CurriculumItem?code=VCMMG198">https://fuse.education.vic.gov.au/MCC/CurriculumItem?code=VCMMG198</a></p>

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		<p>Extension Challenge students to find as many nets for pentominoes (lidless cubes) as possible.</p> <p><u>Focus Group 1 – Support group</u> Teacher, 15 mins</p> <ol style="list-style-type: none"> <li>1. Model how to fold a paper net to make a cube, using several examples.</li> <li>2. Ask students to share what they notice as you open and refold the nets to make the cube.</li> <li>3. Ask them to predict what another model might look like.</li> <li>4. Introduce students to the cube nets tool <a href="http://nctm.org">Cube Nets (nctm.org)</a></li> <li>5. Using the tool, ask students to pick one cube and to predict if it will make a cube or not.</li> <li>6. Model how you would fold it in your imagination to determine if it is a cube. Click the button and watch the animation.</li> </ol> <p>Learning activity continued, completed offline by all students except those participating in a small group activity with the teacher</p> <p><u>Focus Group 2 - Formative assessment</u></p> <ol style="list-style-type: none"> <li>1. Can students predict whether the net will make a cube with reasonable justification?</li> <li>2. Can students explain their thinking on why the net will or will not make a cube?</li> <li>3. Can students make generalisations on which nets will and which nets will not make a cube?</li> </ol> <p><u>Focus Group 3 -1:1 Student Conferences</u> Teacher or teacher remains available online to support students (20 mins)</p>	<p><a href="#">Cube nets tool</a> <a href="http://nctm.org">Cube Nets (nctm.org)</a></p>
<p><b>Review and reflection on learning</b> <b>12:30-1pm</b></p>		<p><u>Whole class sharing and reflection</u> <i>Videoconference</i> (3-4 focus students to share each day, as per classroom sharing schedule).</p>	

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		Students complete self-assessment against learning goals. Introduce Inquiry topic and model activity for afternoon independent learning.	
Lunch break 1.00–2.00pm			
<b>Session 5 Inquiry – Design and Technologies 2–3.30pm</b>	<p>LI</p> <ul style="list-style-type: none"> <li>We are learning to solve a problem using a design process</li> <li>We are learning to document our design ideas and processes in a methodical way.</li> </ul> <p>SC</p> <ul style="list-style-type: none"> <li>I can explain different steps in a design process</li> <li>I can identify a problem that I would like to solve using a design process</li> <li>I can undertake research on the problem I have identified to understand it better.</li> </ul>	<p><b>Design and Technologies</b></p> <p><u>Levels 5 and 6 Technologies and Society</u> Investigate how people in design and technologies occupations address competing considerations, including sustainability, in the design of solutions for current and future use (<a href="#">VCDSTS033</a>)</p> <p><u>Level 5 and 6 Creating Designed Solutions</u> Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (<a href="#">VCDSCD039</a>)</p> <p><u>Shared Design Project- Design dilemma</u> Students will explore and investigate the needs of diverse commuters on the public transport system.</p> <ol style="list-style-type: none"> <li>Introduce students to the design task. Explain that we will be exploring the needs to commuters using the public transport system.</li> <li>Students brainstorm what they already know about public transport.</li> <li>Students consider the following questions as part of tuning in: <ul style="list-style-type: none"> <li>How do people get around when they are not using cars?</li> <li>What are your experiences of the public transport system?</li> <li>How often do you use public transport?</li> <li>Why might people choose to use public transport rather than a car?</li> <li>What are some of the challenges that students have encountered in using public transport?</li> <li>What challenges do they think other people might face in using public transport?</li> </ul> </li> </ol> <p>Students complete a brainstorm and submit it to the classroom sharing platform.</p> <p>Once students have commenced this task, the classroom teacher can undertake the following tasks:</p> <ul style="list-style-type: none"> <li>Planning and preparation for next day</li> </ul>	<p><u>Design Dilemma</u> <a href="https://fuse.education.vic.gov.au/?F5DRNN">https://fuse.education.vic.gov.au/?F5DRNN</a></p>