Weekly Remote Learning Pack: Level 5–6

Week overview

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

Weekly Remote Learning Pack: Level 5–6

Monday

Monday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
Session 1: Wellbeing 9–9.20am Return to overview	LI • We will investigate how people express emotions through body language • We will investigate how people interpret others' emotions through observing their body language SC • I can identify common body language expressions of different emotions • I can explain how using positive self–talk can help me cope better when something happens	Personal and Social Capability • Explore the links between their emotions and their behaviour (VCPSCSE025) Health and Physical Education • Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (VCHPEP110) • Practise skills to establish and manage relationships (VCHPEP109)	Attendance, social skill development and wellbeing check–in activity *Whole class video conference with call–in number for students with limited bandwidth.* Start this activity on Monday and continue Tuesday. What do emotions look like? 1. Ask students "When I use the word emotions, what am I talking about?" Use discussion to gauge whether Level 3–4 lessons need to be revisited. 2. Ask students to share various emotions they can name, and the type of body language they associate with each. 3. Explain that this this activity, they will be testing their skills in reading body language and in expressing emotions though their body. 4. Complete activity with students (see content on pp 4–5 of RRRR for Year 5&6), with one student sharing the emotion with the rest of the class, or in breakout spaces with small groups (teacher to circulate between each group if using breakout spaces for task) *Reflection prompts:* • Why is important to be able to read another person's body language? • Why is it important to be able to imagine how the other person might be feeling? • What can make it hard sometimes to tell people how we feel? • Why do we sometimes try to hide our emotions? ** For full instructions see 'What do emotions look like?' activity from Respectful Relationships: Emotional Literacy, p4–5*	Respectful Relationships: Emotional Literacy p4-14 (https://fusecontent.education.vic.gov.au/b74ae78a–995a–4a73–8361–3a200d448bd7/RRRR5and6.pdf
Session 2: Literacy 9:20 – 11.00am Return to overview	LI • We are learning to activate our schema when reading • We are learning about different ways that information texts can be presented for an audience SC • I can activate my schema before reading by thinking about the topic • I can record what I know, wonder and learnt about a topic on a KWL chart when reading • I can explain the features of information reports • I can compare multimodal and paper texts and identify their similarities and differences	**English Level 5** Reading and Viewing • Understand how texts vary in purpose, structure and topic as well as the degree of formality (VCELA309) • Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (VCELA310) • Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319) Writing • Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (VCELA321) • Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (VCELA324) • Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325) • Recognise and write less familiar words that share common letter patterns but have different pronunciations (VCELA326) • Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329) Speaking and Listening • Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335) • Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (VCELT336) **Level 6 English** Reading and Viewing	Whole class introduction on information texts (genre focus) and making connections to texts (reading comprehension focus) Reading – Explicit instruction & modelling* 1. Using an information text about a topic of interest, model how to record what I already know about the topic on the K column of KWL chart. 2. Introduce text, ask students to review the key features (title, contents, glossary etc). Record in the W column any questions I would like to learn about the topic. 3. Read through the contents page and ask students if they think I am likely to be able to answer any of my questions. 4. Read the first few parts of the text, recording any answers to questions on the KWL chart in the 'Learnt' section. Model how to continue generating questions while reading, and record these on sticky notes in book. 5. Also record any 'wow' moments on sticky notes and transfer these to the KWL chart. 6. Model how to correctly record a bibliography. 7. Explain that today students will be recording their schema for their selected topic of interest and will begin researching more information about that topic. 8. Remind students that we will be using the information that we find this week to help us write our informational text. **Ensure that copy of a KWL is available on the classroom sharing platform.* Writing – Explicit instruction & modelling 1. Show students a website that provides information about the same topic as used in the reading session. Ask students to identify the features of the website – record their observations. 2. On a digital whiteboard, create a Venn diagram showing some of the differences and similarities between written information texts and multimodal and online information texts. 3. Explain the activity: students will create their own Venn diagram that outlines the differences between print and online/multimodal texts. 4. Students will then write a list of the features that they will include in their own multimodal information texts.	'Know what you want to know' chart Information text of teacher's choice Website about topic of information text Pen and Paper Digital whiteboard My Home

Weekly Remote Learning Pack: Level 5–6

Monday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
		• Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (VCELA339) • Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (VCELA340) • Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347) Writing • Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352) • Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353) • Experiment with text structures and language features and their effects in creating literary texts (VCELT355) • Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358) Speaking and Listening • Understand the uses of objective and subjective language and bias (VCELA364) • Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (VCELT365)	5. Answer questions & clarify instructions as needed. Independent learning and focus groups 1. Students continue with the above activity 2. Students read an information text about their preferred topic and complete a KWL chart 3. Students view a website or multimodal text on the same topic and compare it to the print text. Students record the similarities and differences in the features and structures of the two using a Venn diagram. 4. Students make a list of the features that they would like to include in their multimodal/online text. 5. Students complete and submit work to classroom sharing platform and complete reflection or exit ticket when done. Differentiation (to above task) Support Students work with the classroom teacher to complete a KWL for a shared text. Students then work independently to complete the tasks. Extension Students select extended or more academic texts, taking note of the vocabulary, classification and descriptions used by the author and how this builds specialised knowledge of the topic. Focus Group 1: **Guided Reading** Teacher, 20 mins Text: Teacher choice Focus*:* Recording our prior knowledge using a KWL Focus Group 1: formative assessment opportunities: • Can students predict what the text is about? • Can students articulate their existing knowledge on the topic? • Can students recount key information from the text? • Can students generate reasonable questions before and during reading? Focus Group 2: **Shared Reading** (EAL Support) *EAL Support* (Teacher, 20 mins) *Text:* My Home *Focus:* Features of information texts – building vocabulary and understanding of text types. Identifying and recalling the main ideas. Focus Group 2: formative assessment opportunities • Can students predict what the text is about? • Can students recount key information from the text? • Can students generate questions before and during reading? • Can students recall the meaning of key vocabulary? 1:1 Student Conferences	
Break 11–11.30am				
Session 3: Literacy 11.30 – 11.45am Return to overview			Independent reading – student choice	

Commented [KH1]: Added bullets

Weekly Remote Learning Pack: Level 5–6

Monday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
Session 4: Mathematics 11.45am–1.00pm Return to overview	**LI:** We are learning to identify factors and multiples of whole numbers **SC:** I can explain strategies I can use to identify the factors for a number I can explain what a prime number is I can find factors for numbers up to 100	**Level 5 Mathematics** Number and Algebra • Identify and describe factors and multiples of whole numbers and use them to solve problems (VCMNA181) • Solve problems involving multiplication of large numbers by one– or two–digit numbers using efficient mental, written strategies and appropriate digital technologies (VCMNA183) • Recognise, represent and order numbers to at least hundreds of thousands (VCMNA186) **Level 6 Mathematics** Number and Algebra • Identify and describe properties of prime, composite, square and triangular numbers (VCMNA208) • Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations (VCMNA209) • Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations (VCMNA209)	**Whole class Mathematics** Independent Maths Warm–up Game (15 mins) Among us maths (modify activity to meet student needs and post on classroom sharing platform) Introduction to learning tasks (Video conference, 20 mins) See Maths Curriculum Companion – factors 1. Invite students to explain what a factor is, and what strategies they know about how to find them. Link to multiplication and division. 2. Ask students to explain what they know about odd and even numbers, and numbers that end in 5 or 0. 3. Use counters to model arrays to find the different factors for 5, 10, 11, 12 and 18. 4. Show how we can record the factors. Remind students that 1 x 12 is the same as 12 x 1 due to commutativity, therefore they should not be counted twice. Model learning activity: 1. Roll two 10–sided dice to generate a 2–digit number. Use counters to make arrays to find the factors (model how to use Powerpoint or electronic whiteboard to create counters and arrange into arrays if students do not have physical counters available). Model use of a systematic process to find factors and to record in a table. 2. Answer questions and clarify instructions. Independent learning activity, completed offline by all students except those participating in a small group activity with the teacher Students complete maths learning tasks independently, completing work and reflection on learning and share on class sharing platform. Differentiation Support Students find factors of numbers up to 20 using arrays. Teacher support group. Extension Students find the numbers up to 100 that are prime numbers. Students look for generalisations to determine factors for a number. Maths Focus Group 1 (with teacher, 30 mins) Students requiring additional support complete shared modelling of finding factors up to 20 using arrays. Formative assessment opportunities: • Do students understand commutativity? • Can students model arrays and use these to find factors for familiar numbers up to 20? 1:1 Student Conferences or teacher remains available online to support students	
Class time 1–1.15pm			Opportunity for class/year level social chat time during eating (non–compulsory).	
Lunch break 1.15–2.00pm				
Session 5 Science and inquiry 2–3.30pm	LI • We are learning about the states of water	**Science** Science Understanding	Introduce topics and learning activity for the week (20 minutes) Online video conference	Full proof – Water

Weekly Remote Learning Pack: Level 5–6

Monday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
Return to overview	SC • I can name the three states of water • I can name the processes that cause a change in state	• Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives (VCSSU073) • Solids, liquids and gases behave in different ways and have observable properties that help to classify them (VCSSU076) • Changes to materials can be reversible, including melting, freezing, evaporating, or irreversible, including burning and rusting (VCSSU077)	1. Ask students to explain their understanding of the three different forms of water. Explain that these are called the different states of water. Explain that water can change state, between a gas, liquid and solid. Ask students what they think causes this change in state. 2. Students provide examples of where they have seen water in its different states around their home. 3. Introduce vocabulary to students – evaporation, condensation, liquid, gas, solid, freezing, solidification, water cycle 4. Watch Full proof – Water episode. 5. Students record their thinking and questions, and any answers they find to their questions. 6. Review of Science lesson Teacher preparation of resources for week	

Weekly Remote Learning Pack: Level 5–6

Tuesday

Tuesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
Session 1: Wellbeing 9–9.20am Return to overview	LI • We will investigate how people express emotions through body language • We will investigate how people interpret others' emotions through observing their body language SC • I can identify common body language expressions of different emotions • I can explain how using positive self–talk can help me cope better when something happens	Personal and Social Capability • Explore the links between their emotions and their behaviour (VCPSCSE025) Health and Physical Education • Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (VCHPEP110) • Practise skills to establish and manage relationships (VCHPEP109)	Attendance, social skill development and wellbeing check–in activity *Whole class video conference with call–in number for students with limited bandwidth* Start this activity on Monday and continue Tuesday. What do emotions look like? 1. Ask students "When I use the word emotions, what am I talking about?" Use discussion to gauge whether Level 3–4 lessons need to be revisited. 2. Ask students to share various emotions they can name, and the type of body language they associate with each. 3. Explain that this this activity, they will be testing their skills in reading body language and in expressing emotions though their body. 4. Complete activity with students (see content on pp 4–5 of RRRR for Year 5&6), with one student sharing the emotion with the rest of the class, or in breakout spaces with small groups (teacher to circulate between each group if using breakout spaces for task) *Reflection prompts:* • Why is important to be able to read another person's body language? • Why is it important to be able to imagine how the other person might be feeling? • What can make it hard sometimes to tell people how we feel? • Why do we sometimes try to hide our emotions? ** For full instructions see 'What do emotions look like?' activity from Respectful Relationships: Emotional Literacy, p4–5*	Respectful Relationships: Emotional Literacy p4-14 (https://fusecontent.education.vic.gov.au/b74ae78a–995a–4a73–8361–3a200d448bd7/RRRR5and6.pdf
Session 2: Literacy 9:20 – 11.00am Return to overview	LI • We are learning to build our schema by incorporating new learning • We are learning to identify related information SC • I can incorporate new learning into my schema • I can record information onto a KWL chart • I can categorise information I have recorded into key topics	**English Level 5** Reading and Viewing • Understand how texts vary in purpose, structure and topic as well as the degree of formality (VCELA309) • Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (VCELA310) • Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319) Writing • Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (VCELA321) • Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (VCELA324) • Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325) • Recognise and write less familiar words that share common letter patterns but have different pronunciations (VCELA326) • Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329) Speaking and Listening • Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335) • Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (VCELT336) **Level 6 English** Reading and Viewing	**Whole–class introduction to literacy tasks (30 mins videoconference)** Reading – Explicit instruction & modelling* 1. Review task from yesterday and our new learnings. Explain that as we learn more about our topic of interest, we are building our schema about it. Sometimes, we have to replace old ideas with new ones, as we learn more about something. Explain that this is a sign of being open–minded and having a growth mindset. 2. Discuss how we can record information from other types of information texts, such as documentary shows or websites. Share a website about the topic with students. Discuss how we can feel more confident that we are using reliable sources of information. Remind students that just because something is on the internet or YouTube doesn't always mean it is true. 3. Review how to record what we already know about the topic on the K column of KWL chart as per yesterday. Demonstrate how we can use the navigation to help find the key information to answer our questions and record on KWL chart as per yesterday. Model how to correctly record a website for the bibliography. 4. Explain that today students will continue to read texts and recording new information to extend their schema for their selected topic of interest. **Ensure that copy of KWL is available on the classroom sharing platform.* Writing – Explicit instruction & modelling 5. Explain that we can start to organise our information from the KWL chart to begin planning our information texts. Brainstorm with students what our heading and subheadings for our shared writing might be – what are the key topics that we will need to cover? 6. On the KWL Chart, mark up each related piece of information in the same colour (for example, habitat in green, reproduction and lifecycle in blue, prey and predators in red etc). 7. Continue gathering information from different texts and categorising it in preparation for planning our text. 8. Answer questions & clarify instructions as needed. Independent Learning and Focus groups	Text of teacher's choice Text of teacher's choice

Commented [KH2]: Kids offline.

Tuesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
		• Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (VCELA339) • Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (VCELA340) • Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347) Writing • Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352) • Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353) • Experiment with text structures and language features and their effects in creating literary texts (VCELT355) • Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358) Speaking and Listening • Understand the uses of objective and subjective language and bias (VCELA364) • Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (VCELT365)	9. Students continue with the above activity 10. Students continue to read a range of information texts about their preferred topic and add to their KWL chart. 11. Students make a list of the key topics of information that they will be writing about in their information text. Students categorise each piece of information as they record it, based on the key topics they will be writing about. 12. Students add to their bibliography list. Differentiation Support Students identify the key ideas in a shared text about the topic and add them to a collaborative KWL on the class sharing platform. Extension Students select extended or more academic texts, taking note of the vocabulary, classification and descriptions used by the author and how this builds specialised knowledge of the topic. Focus Group 3 **Guided Reading (** Teacher, 20 mins) Text: All about chocolate Focus: Developing fluency Focus Group 3 Formative assessment opportunities • Can students predict what the text is about? • Do students notice and understand the meaning of punctuation? • Do students pause for a comma or full stop? Focus Group 4 **Reciprocal Teaching (**Teacher, 20 mins) Text: Electricity Focus: Developing our understanding of the reciprocal teaching roles. Formative Assessment Opportunities: • Can students explain the importance of each role? • Are students able to successfully undertake the tasks required for their allocated role (predictor, clarifier, questioner, summariser)?	
Break 11–11.30am				
Session 3: Literacy 11.30 – 11.45am Return to overview			Independent reading – student choice	
Session 4: Mathematics 11.45am– 1.00pm Return to overview	LI • We are learning to identify factors and multiples of whole numbers SC • I can use known pairs of factors to find other factors • I can find factors for numbers up to 100	**Level 5 Mathematics** Number and Algebra • Identify and describe factors and multiples of whole numbers and use them to solve problems (VCMNA181) • Solve problems involving multiplication of large numbers by one– or two–digit numbers using efficient mental, written strategies and appropriate digital technologies (VCMNA183) • Recognise, represent and order numbers to at least hundreds of thousands (VCMNA186) **Level 6 Mathematics** Number and Algebra	**Whole class mathematics – introduction to learning tasks** Video conference, 20 mins Independent Maths Warm–up Game (15 mins) Minion maths number of the day (modify activity to meet student needs and post on classroom sharing platform) See Maths Curriculum Companion – factors Modelling activity 1. Model how knowing pairs of factors of a number can help us find other factors of a number. For example, if we know that 28 is 4 × 7 we also know that 28 = 2 × 14 by breaking up the 4 as 2 × 2. This means that we know that 2 and 14 are factors of	Minion maths number of the day factors Modelling activity

Weekly Remote Learning Pack: Level 5–6

Tuesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
		• Identify and describe properties of prime, composite, square and triangular numbers (VCMNA208) • Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations (VCMNA209) • Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations (VCMNA209)	28, as well as 4 and 7. This is a consequence of the associative property of multiplication, which allows us to 'shuffle' factors of numbers. 2. To help students appreciate this way of using factors to find other factors, teachers could try asking questions like 'If 36 = 4 × 9, what else goes into 36?' and get students to explain why. Some good answers would be 'I see that 3 must be a factor of 36, because it is a factor of 9' and 'I see that 6 is a factor of 36, because 2 is a factor of 4 and 3 is a factor of 9' 3. Pose the following. Later this leads to prime factorisation. **280 = 4 x 70 so 280 =** 2 x 140 — Shuffle the factor of 2 from the 4 to the 70 40 x 7 — Shuffle the factor of 10 from the 70 to the 4 28 x 10 — Shuffle the factor of 7 from the 70 to the 4 20 x 14 — Shuffle the factor of 5 from the 70 to the 4 2 x 2 X 7 x 10 2 x 2 X 2 x 5 x 7 — (This way of writing the factors begins to reveal the factor structure and the importance of prime numbers) <u>Focus groups and independent work</u> Students complete maths learning tasks independently. Differentiation Support Students find factors of numbers up to 50 using arrays to support as needed. Students record in a table as per example on board. Extension Students complete the task, then find the prime factors for each number. Students complete work and reflection on learning and share on class sharing platform. Maths Focus Group 3 (with teacher, 30 mins) Shared modelling of finding factors up to 50 using the shuffling method. Formative assessment opportunities • Can students use familiar strategies such as doubling and halving? • Can students model using counters? • Can students use a methodical approach to ensure they have found all factors 1:1 Student Conferences or teacher remains available online to support students	
Class time 1–1.15pm			<u>Opportunity for class/year level social chat time during eating (non–compulsory).</u>	
Lunch break 1.15–2.00pm				
Session 5 Health and PE 2.00–3.30pm	LI: • We are learning about how to keep ourselves, our friends and our families healthy and safe	<u>Health and PE</u> Personal, Social and Community Health • Investigate community resources and strategies to seek help about health, safety and wellbeing (VCHPEP107) • Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)	<u>Introduction to learning tasks, modelling learning activity, questions</u> (videoconference 20 minutes) 1. Introduce that we are going to look at ways that we can keep ourselves well and healthy, and why this is important, not just during the current COVID–19 pandemic but at other times.	

Weekly Remote Learning Pack: Level 5–6

Tuesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
Return to overview	• We are learning about how to build health and wellbeing by participating in outdoor activities. SC: • I can explain ways that my family, friends and I can stay safe and well during the current pandemic • I can explain where I can go if people in my community, my family or I need more information on how to stay safe and healthy. • I can explain how participating in outdoor activities can help keep me healthy and well.	• Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)	2. Explain that we will look at things that we can do with regards to hygiene, healthy eating and exercise that can all contribute to good health. 3. Ask students to share simple things that we can do to keep healthy – students brainstorm on shared whiteboard. Prompt for ideas including washing hands, flushing toilets, wearing face masks, coughing into an elbow, making healthy eating choices, exercising at least every other day. 4. Explain that students will select one idea and create a poster that uses child–friendly language and images to share with the school and on the class page on the school website that explains one way that they can make healthy choices. 5. Students start working on their poster. 6. Students complete and upload their poster before the next health and PE session. 7. Whole class review of learning with specialist teacher Classroom teacher: PLT – Team planning and preparation	

Weekly Remote Learning Pack: Level 5–6

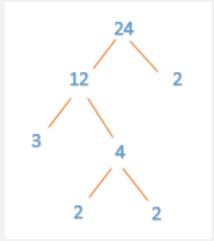
Wednesday

Wednesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
Session 1: Wellbeing 9–9.20am Return to overview	LI • We will review our vocabulary of emotions • We will identify triggering events or situations that can lead to particular emotional responses • We will investigate the notion of mixed emotions or emotional complexity SC • I can identify and name a range of emotions • I can categorise emotions as positive and negative (or comfortable and uncomfortable) • I can identify situations or events that might cause me to feel positive, negative or mixed emotions.	Personal and Social Capability • Explore the links between their emotions and their behaviour (VCPSCSE025) Health and Physical Education • Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (VCHPEP110) • Practise skills to establish and manage relationships (VCHPEP109)	Attendance, social skill development and wellbeing check–in activity *Whole class video conference with call–in number for students with limited bandwidth* Recognising positive, negative and mixed emotions 1. Introduce the idea that we experience many different emotions throughout the day, and these can be prompted by different events or triggers. We can also have mixed emotions about an event. 2. Brainstorm different emotions and classify them as positive and negative (or comfortable and uncomfortable). Does everyone agree with the classification? Complete the activities on pp 7–8. *Reflection prompts:* • What new emotions did you learn about this week? • Why do some people classify emotions differently? Is there a right or wrong in how we classify emotions? • Think about a time you had mixed emotions about something. What did you do in response? ** For full instructions see 'Recognising positive, negative and mixed emotions' activity from Respectful Relationships: Emotional Literacy, p7–8*	[redacted] Relationships: Emotional Literacy p4-14 [redacted]
Session 2: Literacy 9:20 – 11.00am Return to overview	**LI:** • We are learning to build our schema by incorporating new learning • We are learning to identify related information **SC:** • I can incorporate new learning into my schema • I can record information onto a KWL chart • I can categorise information I have recorded into key topics	**English Level 5** Reading and Viewing • Understand how texts vary in purpose, structure and topic as well as the degree of formality (VCELA309) • Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (VCELA310) • Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319) Writing • Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (VCELA321) • Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (VCELA324) • Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325) • Recognise and write less familiar words that share common letter patterns but have different pronunciations (VCELA326) • Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329) Speaking and Listening • Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335) • Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (VCELT336)	**Whole–class introduction to literacy tasks (30 mins videoconference)** Reading and viewing 1. Review tasks from previous two days and our new learning. 2. Today we are going to investigate how to use a mind map to help organise our information. This helps us to strengthen and extend our schema and will help us to prepare for drafting our information texts. 3. Model how to create a mindmap on paper, using the key topic ideas we identified yesterday as the main ideas for each arm. Then add subordinate ideas and information from the KWL chart to each arm. Identify where there are gaps or limits in information – these are areas where we can do more research. 4. Model how students can also use an online tool to create a mindmap – offer students a workshop in how to use an online tool if they are interested during the first guided reading block. 5. Explain that we will use the mindmaps to help us when we begin drafting our texts. 6. Answer questions & clarify instructions as needed. Independent learning and focus groups 7. Students work independently on the above task. 8. Students create a mind map using the information they have collected on the KWL chart. 9. Students can select to join the Online workshop to learn how to use a digital mind map tool if they would prefer to use that rather than a paper version. (Teacher, 30 mins) 10. Students complete their mindmap with current information and upload a copy onto the classroom sharing platform. Focus Group 5: **Literature Circle** *Text:* City of Ember	Online and Paper mindmap tool Text of teacher's choice

Weekly Remote Learning Pack: Level 5–6

Wednesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
		Level 6 English Reading and Viewing • Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (VCELA339) • Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (VCELA340) • Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347) Writing • Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352) • Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353) • Experiment with text structures and language features and their effects in creating literary texts (VCELT355) • Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358) Speaking and Listening • Understand the uses of objective and subjective language and bias (VCELA364) • Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (VCELT365)	Three sharings approach: • Sharing enthusiasm • Sharing puzzles • Sharing connections 1:1 Student Conferences	
Break 11–11.30 am				
Session 3: Literacy 11.30 – 11.45am Return to overview			Independent reading – student choice	
Session 4: Mathematics 11.45am– 1.00pm Return to overview	LI • We are learning to identify prime factors SC I can explain what a prime number is • I can explain what a composite number is • I can explain how to find prime factors for a number	**Level 5 Mathematics** Number and Algebra • Identify and describe factors and multiples of whole numbers and use them to solve problems (VCMNA181) • Solve problems involving multiplication of large numbers by one– or two–digit numbers using efficient mental, written strategies and appropriate digital technologies (VCMNA183) • Recognise, represent and order numbers to at least hundreds of thousands (VCMNA186) **Level 6 Mathematics** Number and Algebra • Identify and describe properties of prime, composite, square and triangular numbers (VCMNA208) • Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations (VCMNA209)	**Whole class mathematics – introduction to learning tasks** Video conference, 20 mins Independent Maths Warm–up Game (15 mins) Maths Eyes Starter – how many benches wide is the weir? (post on classroom sharing platform) See Maths Curriculum Companion – prime, composite, square and triangular numbers 1. Review learning from previous 2 days. Explain that • **composite numbers** are numbers that have more than 2 factors. For example, 16 has the factors, 1, 2, 4, 8, 16 • **prime** numbers are numbers with only two factors, one and itself. For example, the number 13 only has the factors 1 and 13 • the term product which denotes multiplication 2. Ask student to identify some of the patterns they have found in their work so far.	Minion maths number of the day factors Modelling activity

Weekly Remote Learning Pack: Level 5–6

Wednesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
		• Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations (VCMNA209)	3. Today they will build on the activity from yesterday, and build factor trees to find the prime factors for numbers. For example, the number 28 can be broken down to 2 × 2 × 7, irrespective of which composite factors are used first. The following example shows what a factor tree for the number 24 would look like:  Discuss how you know when to stop (when you reach a prime number) 4. From this point, support students to understand that the number 24 can be represented as a repeated multiplication such as; 24 = 2 x 2 x 2 x 3 5. Students will roll two ten–sided dice to create a two–digit number, and then create a factor tree for that number until they find the prime factors. Independent learning and focus groups 6. Students complete maths learning tasks independently 7. Students complete work and reflection on learning and share on class sharing platform. Differentiation – Support Students find factor trees of numbers up to 50 using arrays to support as needed. Students record in a table as per example on board. Students complete work and reflection on learning and share on class sharing platform. Focus Group 1 (with teacher, 30 mins) Students requiring additional support. 1. Model how to break a number down using arrays to find the prime factors of that number. 2. Demonstrate using 8, 12, 15. Shared learning – complete task together, students roll dice to find starting number then create factor tree. Focus Group 1 Formative assessment opportunities • Can students use counters to model the factors and find the prime factors? • Can students create a factor tree? • Can students explain how they know they have found the prime factors? 1:1 Student Conferences or teacher remains available online to support students	
Class time 1–1.15pm			Opportunity for class/year level social chat time during eating (non–compulsory).	
Lunch break 1.15–2.00pm				
Session 5 Music 2–3.30pm	**LI** • We are learning to experiment with pattern through improvisation	**Music** Explore and Express Ideas • Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects (VCAMUE029)	Introduction to learning tasks, modelling learning activity, questions (videoconference 20 minutes) 1. Classroom teacher: PLT – Team planning and preparation	

Weekly Remote Learning Pack: Level 5–6

Wednesday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
Return to overview	**SC** • I can use body percussion or found objects at home as an instrument to follow a rhythm • I can use body percussion or found objects at home as an instrument to improvise on a rhythm • I can use a graphical notation system to record rhythm	Respond and Interpret • Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations, including the music of Aboriginal and Torres Strait Islander peoples (VCAMUR032)	2. Review with students what they already know about rhythm. Make connections to African drumming experiences in previous years if relevant. 3. Ask students to use either their body (clapping hands, patting thighs etc) or found materials (sticks, shakers etc) as percussion instruments. 4. Warm–up activity: teacher leads the group, making a simple rhythm that students follow. Teacher changes the rhythm, and students follow to match the new rhythm. Continue for a few minutes, slowly building complexity. 5. Learning activity: demonstrate how we can record the rhythm using a graphical notation. Explain that students can create their own notation, but must include an explanation (e.g. a key) for their notation so others can follow it. 6. Model how to record the rhythm for some of the patterns used in the warm up activity. 7. Select students to improvise a rhythm, and model how each can be recorded. 8. Students will use this method to create and record five different improvised rhythms. If possible, students can record themselves making their rhythm using body percussion or found items as instruments, and share to the classroom sharing platform. 9. Students complete and upload their written compositions at the end of the session.	

Weekly Remote Learning Pack: Level 5–6

Thursday

Thursday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
Session 1: Wellbeing 9–9.20am Return to overview	LI • We will review our vocabulary of emotions • We will identify triggering events or situations that can lead to particular emotional responses • We will investigate the notion of mixed emotions or emotional complexity SC • I can identify and name a range of emotions • I can categorise emotions as positive and negative (or comfortable and uncomfortable) • I can identify situations or events that might cause me to feel positive, negative or mixed emotions.	Personal and Social Capability • Explore the links between their emotions and their behaviour (VCPSCSE025) Health and Physical Education • Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (VCHPEP110) • Practise skills to establish and manage relationships (VCHPEP109)	Attendance, social skill development and wellbeing check–in activity *Whole class video conference with call–in number for students with limited bandwidth* Recognising positive, negative and mixed emotions 3. Introduce the idea that we experience many different emotions throughout the day, and these can be prompted by different events or triggers. We can also have mixed emotions about an event. 4. Brainstorm different emotions and classify them as positive and negative (or comfortable and uncomfortable). Does everyone agree with the classification? Complete the activities on pp 7–8. *Reflection prompts:* • What new emotions did you learn about this week? • Why do some people classify emotions differently? Is there a right or wrong in how we classify emotions? • Think about a time you had mixed emotions about something. What did you do in response? ** For full instructions see 'Recognising positive, negative and mixed emotions' activity from Respectful Relationships: Emotional Literacy, p7–8*	[redacted] Relationships: Emotional Literacy p4-14 [redacted]
Session 2: Literacy 9:20 – 11.00am Return to overview	**LI:** We are learning to use tools to help organise our knowledge on a topic We are learning to use tools to help us share our knowledge on a topic. **SC:** I can use a mind map or graphic organiser to record my schema a topic I can write questions and conduct research to find specific answers I can use a mind map or graphic organiser to plan and organise information for my text	**English Level 5** Reading and Viewing • Understand how texts vary in purpose, structure and topic as well as the degree of formality (VCELA309) • Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (VCELA310) • Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319) Writing • Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (VCELA321) • Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (VCELA324) • Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325) • Recognise and write less familiar words that share common letter patterns but have different pronunciations (VCELA326) • Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329) Speaking and Listening • Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335) • Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (VCELT336)	**Whole–class introduction to Literacy tasks (30 mins videoconference)** Reading & Viewing 1. Review tasks from previous days and our new learnings. 2. Explain that today we will use our mind map to identify any remaining areas where we need more information in preparation for starting drafting. Using shared mind map, identify branches with limited information, or where a branch is missing. Model to students how to develop questions for these on the KWL chart (in W column). 3. Explain that we are going to research information about these questions, and model how to search using the chapter/sub–headings or the index in a book to find specific information. Also model how to search using an online search engine for specific information. 4. Record the answers onto the KWL chart, and then add to the mind map in the appropriate place. Writing 1. Explain that we will use our mindmap to help plan our information text. Explain to students that we will use the big ideas on each branches as our sub–headings. We need to decide what order we will put them on, based on importance of the idea. Model how to do this with the shared text. 2. Explain to students that they can use their mind map as the plan, or they might prefer a different type of graphic organiser. Model a simple plan using a graphic organiser, with subheadings and dot points for key information for each section. Include a dot point or holding place for images, diagram or map where appropriate. 3. Answer questions & clarify instructions as needed. Students identify where further information is needed and conduct research, recording new learning. Students incorporate this into their mind map for the topic.	

Weekly Remote Learning Pack: Level 5–6

Thursday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
		Level 6 English Reading and Viewing • Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (VCELA339) • Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (VCELA340) • Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347) Writing • Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352) • Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353) • Experiment with text structures and language features and their effects in creating literary texts (VCELT355) • Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358) Speaking and Listening • Understand the uses of objective and subjective language and bias (VCELA364) • Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (VCELT365)	Students develop their plan for their texts, using either their mind map or a graphic organiser to structure their ideas. Differentiation *Support:* Students work with the classroom teacher to finalise their KWL and mindmap for the shared text. Students then work independently to complete the tasks. Focus Group 1 **Shared Writing** (Teacher, 20 mins) *Focus:* Structure of Information Texts. Formative assessment Opportunities: • Can students recall the structure of an information text? • Can students identify ways that some authors innovate on the text structure to make it more interesting for the reader? • Can students explain the importance of images, graphs and diagrams and why they are used? • Can students use a simple planner to plan their text using the information collected? Focus Group 3 **Guided Writing** (Teacher, 20 mins) *Focus:* Developing and using specialised language in an information text Formative Assessment Opportunities: • Can students explain the importance and use of specialised vocabulary in an information text? • Can students explain the importance of a glossary for the audience? • Can students explain why language choices will be influenced by the audience for the text? 1:1 Student Conferences	
Break 11–11.30am				
Session 3: Literacy 11.30 – 11.45am Return to overview				
Class time 1–1.15pm			Opportunity for class/year level social chat time during eating (non–compulsory).	
Session 4: Mathematics 11.45am – 1.00pm Return to overview	**LI:** We are learning to identify prime numbers up to 100 **SC:** I can use a tool to identify the prime numbers up to 100	**Level 5 Mathematics** Number and Algebra • Identify and describe factors and multiples of whole numbers and use them to solve problems (VCMNA181) • Solve problems involving multiplication of large numbers by one– or two–digit numbers using efficient mental, written strategies and appropriate digital technologies (VCMNA183) • Recognise, represent and order numbers to at least hundreds of thousands (VCMNA186) **Level 6 Mathematics** Number and Algebra • Identify and describe properties of prime, composite, square and triangular numbers (VCMNA208)	**Whole class Mathematics** Independent Maths Warm–up Game (15 mins) Maths Eyes Starter – how many squares can you see? (post on classroom sharing platform) See Maths Curriculum Companion – prime, composite, square and triangular numbers 1. Review learning from previous 3 days. Remind students of our definitions of composite and prime numbers. 2. Explain that today we are going to use a tool called the 'Sieve of Eratosthenes' to help us find all the prime numbers up to 100 3. Provide all students with a 1–100 number chart. 4. Ask students to start at 2 and begin by crossing out every second number after 2 i.e., all the multiples of two such as 4, 6, 8, 10 ,12 etc (colour in red). The next number that is not coloured in the sequence is 3 which indicates that this is prime,	how many squares can you see? 1–100 number chart. prime, composite, square and triangular numbers online interactive Sieve of Eratosthenes.

Weekly Remote Learning Pack: Level 5–6

Thursday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
		• Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations (VCMNA209) • Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations (VCMNA209)	this time ask students to cross out every third number or the multiples of three starting at 6 (colour yellow) if the number is already coloured there is no need to colour it again. The next prime number would be 5, all multiples of 5 need to be coloured (colour green), which leaves 7 as the next prime. Once the multiples of seven are coloured (colour blue) the next prime would be 11. From here students will notice that there are no more numbers that can be coloured i.e., they have found all the primes under 100. 5. Inform students that this sequence of primes continues indefinitely and that they could use this method to eliminate numbers beyond 100. 6. Students can also view an online interactive Sieve of Eratosthenes. Independent tasks/reflection & Focus groups Students analyse the table and respond to these questions: • What do the numbers in both the coloured and white boxes represent? • In what columns will you find even numbers? In what columns will you find odd numbers? • How many primes can you find in the first 20 numbers? 50 numbers? 100 numbers? Extension Focus Group: (with Teacher) • How many twin primes are there? Note that a twin prime is a pair of primes with a difference of 2 eg the twin primes under 100 are: 3 and 5, 5 and 7, 11 and 13, 17 and 19, 29 and 31, 41 and 43, 59 and 61, 71 and 73 • Which of the primes greater than 3 are next to a multiple of 6? Can we say that all primes can be found using: 6n+1 or 6n–1, where n represents a whole number eg 6(4) – 1 = 23 which is prime or 6(6) + 1 = 37 which is also prime • Can you find the prime numbers between 100 and 200? Maths Focus Group 4 (with Teacher, 30 mins) Can we write algebraic functions that will help us predict whether a number is a prime number? Test to see if you can find the prime numbers between 100 and 200 using your method. Formative assessment opportunities: • Can students develop a generalisation for finding a prime number? • Can students take the generalisation and write an algebraic function that describes that generalisation? • Can students test their algebraic function to see if it holds true for all cases? 1:1 Student Conferences or teacher remains available online to support students All students complete and submit work and/or reflection or exit ticket	
Lunch break 1.15–2.00				
Session 5 Science 2–3.30pm Return to overview	LI • We are learning about the states of water SC • I can name the three states of water • I can name the processes that cause a change in state	Science • Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives (VCSSU073) • Solids, liquids and gases behave in different ways and have observable properties that help to classify them (VCSSU076) • Changes to materials can be reversible, including melting, freezing, evaporating, or irreversible, including burning and rusting (VCSSU077)	Independent learning task (asynchronous) (videoconference 20 minutes) 1. Students watch Full Proof – Freezing and Evaporating episode on ABC iView 2. Students record their schema on a KWL chart. Students record some questions they have on the chart and record any answers they find in the episode. 3. Students write a summary of the main causes of freezing and evaporating. 4. Students complete teacher–prepared worksheet on the water cycle and changes of state and upload to classroom sharing platform when complete Teacher preparation of resources Student wellbeing phone calls to at–risk students Whole class review of learning with classroom teacher (videoconference)	Full Proof – Freezing and Evaporating

Weekly Remote Learning Pack: Level 5–6

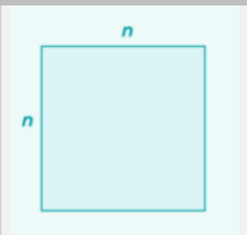
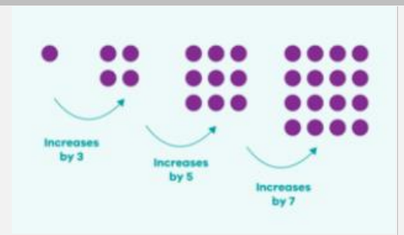
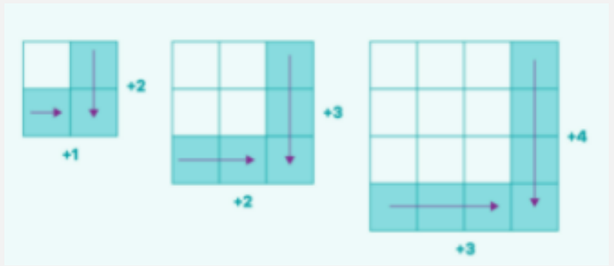
Weekly Remote Learning Pack: Level 5–6

Friday

Friday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
Session 1: Assembly 9–9.20am			Whole school assembly (online)	
Session 2: Literacy 9:20 – 11.00am Return to overview	LI • We are learning to use tools to help organise our knowledge on a topic • We are learning to use tools to help us share our knowledge on a topic. SC • I can use a mind map or graphic organiser to record my schema a topic • I can write questions and conduct research to find specific answers • I can use a mind map or graphic organiser to plan and organise information for my text	**English Level 5** Reading and Viewing • Understand how texts vary in purpose, structure and topic as well as the degree of formality (VCELA309) • Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (VCELA310) • Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319) Writing • Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (VCELA321) • Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (VCELA324) • Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325) • Recognise and write less familiar words that share common letter patterns but have different pronunciations (VCELA326) • Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329) Speaking and Listening • Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335) • Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (VCELT336) **Level 6 English** Reading and Viewing • Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (VCELA339) • Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (VCELA340) • Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347) Writing • Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352) • Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353) • Experiment with text structures and language features and their effects in creating literary texts (VCELT355)	Whole class introduction on information texts (genre focus) and making connections to texts (reading comprehension focus) Reading and Viewing 1. Review tasks from previous days and our new learnings. 2. Explain that today we will use our mind map to identify any remaining areas where we need more information in preparation for starting drafting. Using shared mind map, identify branches with limited information, or where a branch is missing. Model to students how to develop questions for these on the KWL chart (in W column). 3. Explain that we are going to research information about these questions, and model how to search using the chapter/sub–headings or the index in a book to find specific information. Also model how to search using an online search engine for specific information. 4. Record the answers onto the KWL chart, and then add to the mind map in the appropriate place. **Ensure that copy of KWL is available on the classroom sharing platform.* Writing – Explicit instruction & modelling 5. Explain that we will use our mindmap to help plan our information text. Explain to students that we will use the big ideas on each branches as our sub–headings. We need to decide what order we will put them on, based on importance of the idea. Model how to do this with the shared text. Explain to students that they can use their mind map as the plan, or they might prefer a different type of graphic organiser. Model a simple plan using a graphic organiser, with subheadings and dot points for key information for each section. Include a dot point or holding place for images, diagram or map where appropriate. Answer questions & clarify instructions as needed. Reading and Focus Groups Students identify where further information is needed and conduct research, recording new learning. Students incorporate this into their mind map for the topic. Students develop their plan for their texts, using either their mind map or a graphic organiser to structure their ideas. **Differentiation** *Support:* Students work with the classroom teacher to finalise their KWL and mindmap for the shared text. Students then work independently to complete the tasks. *Extension:* Students consider how they can use more specialised vocabulary, classification and descriptions to write their text. Students include multiple sources of information and cite these in their text **Shared Writing** *Focus Group 1* (Teacher, 20 mins) *Focus:* Structure of Information Texts. *Formative assessment Opportunities:* Can students recall the structure of an information text?	KWL chart Information text of teacher's choice Website about topic of information text Pen and Paper Digital whiteboard Texts of teachers choice

Weekly Remote Learning Pack: Level 5–6

Friday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
		• Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358) Speaking and Listening • Understand the uses of objective and subjective language and bias (VCELA364) • Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (VCELT365)	Can students identify ways that some authors innovate on the text structure to make it more interesting for the reader? Can students explain the importance of images, graphs and diagrams and why they are used? Can students use a simple planner to plan their text using the information collected? **Guided Writing** *Focus Group 3* – (Teacher, 20 mins) *Focus:* Developing and using specialised language in an information text Formative Assessment Opportunities: • Can students explain the importance and use of specialised vocabulary in an information text? • Can students explain the importance of a glossary for the audience? • Can students explain why language choices will be influenced by the audience for the text? 1:1 Student Conferences	
Break 11–11.30am				
Session 3: Literacy 11.30 – 11.45am Return to overview			Independent reading – student choice	
Session 4: Mathematics 11.45am–1.00pm Return to overview	**LI:** We will learn about square numbers **SC:** I explain what a square number is I can explain what makes square numbers special	**Level 5 Mathematics** Number and Algebra • Identify and describe factors and multiples of whole numbers and use them to solve problems (VCMNA181) • Solve problems involving multiplication of large numbers by one– or two–digit numbers using efficient mental, written strategies and appropriate digital technologies (VCMNA183) • Recognise, represent and order numbers to at least hundreds of thousands (VCMNA186) Level 6 Mathematics Number and Algebra • Identify and describe properties of prime, composite, square and triangular numbers (VCMNA208) • Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations (VCMNA209) • Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations (VCMNA209)	**Whole class Mathematics** Independent Maths Warm–up Game (15 mins) Maths Eyes Starter – minutes in a month? (post on classroom sharing platform) Introduction to learning tasks (Video conference, 20 mins) 1. Explain that we be using our understanding of factors to look at a special case of numbers – the square numbers. Invite students to share their understanding of square numbers. 2. This activity encourages students to investigate patterns within the square numbers. To begin with, ensure students understand that a square number is represented as n^2 or as an actual square (Diagram 1). 3. As students begin making the square numbers with counters or blocks, pose questions such as, what patterns can you see? How do the numbers grow? (See Diagram 2) 4. Diagram 3 shows the relationship between the squares i.e. 1 $1 + 3 = 2^2$ $1 + 3 + 5 = 3^2$ $1 + 3 + 5 + 7 = 4^2$ This shows that adding odd numbers together can obtain a square number and that the square numbers increase by an odd number. To find the difference between two consecutive squares, diagrams can be used and a simple rule can be generated: The difference between the squares is shaded in blue. If we analyse two consecutive squares and find the difference, students may be able to see something interesting.	

Friday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
			   5. Students continue the pattern to find all the square numbers up to 10x10. 6. Students predict what the increase will be for each step. They can record this in a table and then record the actual increase. Independent work and focus groups. • Students continue their work. Differentiation Support: Students find square numbers up to 6x6 Extension: Students find square numbers up to 15 x 15. Can they find a way to generalise the pattern, and write an algebraic expression for it?. Students complete work and reflection on learning and share on class sharing platform Maths Focus Group 2 (with Teacher, 30 mins) • What patterns can you see as we increase each time? • Can you predict what the increase will be for the next step? Model with counters and demonstrate how to record. • Ask students why it is helpful to know the square numbers? Maths Focus Group 2 Formative assessment opportunities: • Can students explain what makes the square numbers special? • Can students model the square numbers using counters? • Can students explain the pattern of increase between each square number? 1:1 Student Conferences or teacher remains available online to support students	
Class time 1–1.15pm Return to overview			Opportunity for class/year level social chat time during eating (non–compulsory).	

Weekly Remote Learning Pack: Level 5–6

Friday	Learning Intention and Success Criteria	Victorian Curriculum	Explicit teaching instructions	Resources
Lunch break 1.15–2.00pm				
Session 5: 2.00 – 3.15pm Return to overview	**LI:** We are learning about the states of water **SC:** I can name the three states of water I can name the processes that cause a change in state	**Science** Science Understanding • Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives (VCSSU073) • Solids, liquids and gases behave in different ways and have observable properties that help to classify them (VCSSU076) • Changes to materials can be reversible, including melting, freezing, evaporating, or irreversible, including burning and rusting (VCSSU077)	Independent work 1. Students watch Full Proof – Surface Tension episode on ABC iView 2. Students complete ABC Me worksheet activity 3. Students complete and submit work and/or reflection or exit ticket when done. Video conference 4. Whole class review of learning with classroom teacher Teacher preparation of resources and student wellbeing phone calls to at–risk students	Full Proof – Surface Tension ABC Me worksheet activity