

Term 3, Week 7

Year Six - Remote Learning

Please wait for your teacher before commencing any small Webex group activities

| | Monday | Tuesday | Wednesday | Thursday | Friday |
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| 9:00 - 9:30 | CLASS WEBEX MEETING See Google Classroom for the login details | CLASS WEBEX MEETING See Google Classroom for the login details | CLASS WEBEX MEETING See Google Classroom for the login details | CLASS WEBEX MEETING See Google Classroom for the login details | CLASS WEBEX MEETING See Google Classroom for the login details |
| 9:30-9:50 | <p style="text-align: center;"><u>Spelling</u></p> <p>L.I - How is the digraph 'gn' is used in words?</p> <p>S.C - I understand how 'gn' as is sign is used in words</p> <p><u>Task ONE:</u> Smart spelling video</p> <p><u>User:</u> Yr 6 year6@smartspelling.com.au or stage32spelling@gmail.com</p> <p><u>Password:</u> 12345678</p> <p><u>Task TWO:</u> Pick your 10 words, 8 from the list and two B.O.B words</p> <p><u>Task THREE:</u> Complete LSCWC and Spelling activities</p> | <p style="text-align: center;"><u>Spelling</u></p> <p>L.I - How do I use the word deign in a sentence?</p> <p>S.C - I understand different ways that deign can be used in a sentence.</p> <p><u>Task ONE:</u> Watch word of the week video</p> <p><u>Task TWO:</u> Write the word deign in a sentence</p> <p><u>Task THREE:</u> Complete LSCWC and Spelling activities</p> | <p style="text-align: center;"><u>Spelling</u></p> <p>L.I - How do I use the word deign in a sentence?</p> <p>S.C - I understand different ways that deign can be used in a sentence.</p> <p><u>Task ONE:</u> Write the word deign in a sentence</p> <p><u>Task TWO:</u> Complete LSCWC and Spelling activities</p> | <p style="text-align: center;"><u>Spelling</u></p> <p>L.I - How do I use the word deign in a sentence?</p> <p>S.C - I understand different ways that deign can be used in a sentence.</p> <p><u>Task ONE:</u> Write the word deign in a sentence</p> <p><u>Task TWO:</u> Complete LSCWC and Spelling activities</p> | <p style="text-align: center;"><u>Spelling</u></p> <p>LI: How do I spell my spelling words correctly?</p> <p>SC: I can spell my words correctly.</p> <p><u>Task ONE:</u> Complete spelling test and correct my 10 words</p> <p><u>Task TWO:</u> Listen to dictation</p> <p><u>Task THREE:</u> Submit your spelling test, dictation and 3 sentences using the word</p> |
| 9:50 - 10:40 | <p style="text-align: center;"><u>Writing</u></p> <p>Focus: Personal goal time</p> <p>LI: What is my personal writing goal?</p> | <p style="text-align: center;"><u>Writing</u></p> <p style="text-align: center;">Small Webex Group Lesson</p> <p>Focus: Big Write Planning</p> | <p style="text-align: center;"><u>Writing</u></p> <p>Focus: Big Write</p> <p>LI: How do I write a narrative?</p> | <p style="text-align: center;"><u>Writing</u></p> <p>Focus: Personal Writing Goal</p> <p>LI: What are the key elements of narrative at a</p> | <p style="text-align: center;"><u>Writing</u></p> <p>LI: How do I feel about Remote Learning?</p> <p>SC:</p> |

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| | <p>SC:</p> <ul style="list-style-type: none"> I can show progress in my ability to write Sizzling Starts, Tightening Tension and Exciting Endings. <p><u>Task:</u> Today we would like you to spend some time working on your personal writing goal (Sizzling Starts, Tightening Tension, Exciting Endings)</p> <p>You may choose to gain inspiration from a book you're already reading or have read. You may rewrite the start, problem or ending.</p> <p>I have also attached a variety of images to this powerpoint or you may find the images on this website useful. You can use them as inspiration when working on your personal writing goal.</p> <p><u>ADDITIONAL</u> if you haven't finished your buddy letter from Friday or are yet to act on your teacher's feedback, please use this session to work on it.</p> | <p><i>In your small Webex group today you will be planning for your upcoming Big Write.</i></p> <p>Resources for today's lesson:</p> <ul style="list-style-type: none"> → Prompt → Planning your narrative → Story graph | <p>SC:</p> <ul style="list-style-type: none"> I can follow the structure of a narrative I can include a Sizzling Start, Tightening Tension and Exciting Ending paragraph <p>Complete the Big Write in your exercise book. Don't forget to edit in different colours; one colour for CUPPS and one colour for ARMS.</p> <p>Prompt - (use your plan from yesterday)</p> <p>Time allowance:</p> <ul style="list-style-type: none"> Planning - 10 minutes Writing - 40 minutes Editing - 10 minutes (CUPPS & ARMS) <p>Submit as an assignment on Google Classroom.</p> | <p>Year Six level?</p> <p>SC:</p> <ul style="list-style-type: none"> I understand what features I need to have in my writing at a Year Six level I can self assess my work accurately using the writing continuum <p><u>Task ONE:</u> Self assess yesterday's Big Write using the Victorian Curriculum Writing Continuum.</p> <p>NOTE: In order to get a 1 you need to show at least three examples (eg. three WOW words/complex words). You may put an 'N' on items 16 and 18 as they are not applicable to narrative writing.</p> <p><u>Task TWO:</u> In a different coloured pen, finish writing and editing your narrative. You will have time next week to publish.</p> | <ul style="list-style-type: none"> I can document my experience of Remote Learning I can include personal anecdotes (stories) <p>Complete this week's diary entry in your workbook (it is the last slide in the powerpoint)</p> <p>Upload a picture/submit your diary entry as an assignment on Google Classroom.</p> <p>Early finishers: Essential Assessment - My Literacy</p> |
| 10:40 - 11:10 | RECESS | | | | |
| 11:10- 12:00 | <p>Maths</p> <p>Small Webex Group Lesson</p> <p>Main Lesson</p> | <p>Maths</p> <p>Mental Maths:</p> <p>Complete one of the following mental maths sheets for the week. Choose between Year 6 and Year 7. Do one column each</p> | <p>Maths</p> <p>Mental Maths:</p> <p>Complete one of the following mental maths sheets for the week. Choose between Year 6 and Year 7. Do one column each day. You will be provided</p> | <p>Maths</p> <p>Mental Maths:</p> <p>Complete one of the following mental maths sheets for the week. Choose between Year 6 and Year 7. Do one column each day.</p> | <p>Maths</p> <p>Small Webex Group Lesson</p> <p>Correct your Mental Maths this afternoon during finish off time. Here are the answers</p> |

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| <p>LI: How do you evaluate algebraic expressions?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can solve algebraic expressions through substitution. <input type="checkbox"/> I understand what variables, constants and expressions are. <p>Explanation will take place in your small group Webex session.</p> <p>Powerpoint - Substitution</p> <p>Task One:</p> <p>Do the following activity and then correct at the end (answers on the second page).</p> <p>Core Task - Algebra Substitution</p> <p>Task Two:</p> <p>Do the following activity and then correct at the end (answers on the second link).</p> <p>Extension - Algebra - Substitution</p> <p>Answers - Substitution</p> | <p>day. You will be provided with the answers on Friday to correct.</p> <p>Sheet F (Year 6) - Week 17</p> <p>Sheet G (Year 7) - Week 17</p> <p style="text-align: center;"><u>Main Lesson</u></p> <p>LI: How do you evaluate algebraic expressions?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can solve algebraic expressions through substitution. <input type="checkbox"/> I understand what variables, constants and expressions are. <p>Watch the following clip: Video - Substitution in Algebra Refresher from yesterday</p> <p>You can choose to do either the core or extension activity. Once you have completed your activity, correct at the end (answers on the second page):</p> <p>Core Task - Substitution Word Search</p> <p>Extension - Substitution Word Search</p> | <p>with the answers on Friday to correct.</p> <p>Sheet F (Year 6) - Week 17</p> <p>Sheet G (Year 7) - Week 17</p> <p style="text-align: center;"><u>Main Lesson</u></p> <p>LI: How do you use the laws of algebra to evaluate terms and expressions?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can collect like terms to simplify expressions. <input type="checkbox"/> I can use the index laws to simplify terms. <p>Watch the following clip: Video - Core Task (algebra arithmetic)</p> <p>Video - Extension Task (Index Laws with Algebra)</p> <p>You can choose to do either the core or extension activity.</p> <p>Core Task - Algebra Arithmetic</p> <p>Extension Task - Index Laws with Algebra</p> <p>Once you have completed the above task, post it as an assignment on Google Classroom or attach it to your maths portfolio</p> | <p>You will be provided with the answers on Friday to correct.</p> <p>Sheet F (Year 6) - Week 17</p> <p>Sheet G (Year 7) - Week 17</p> <p style="text-align: center;"><u>Main Lesson</u></p> <p>LI: How do I use my reasoning skills to answer problem solving questions?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use my mathematical understanding and reasoning skills to answer problem solving questions. <p>Watch the following clip: Video - Today's Problem Solving Tasks</p> <p>Today, we are going to be working as if we were in our maths groups from Term 1. You would have been either with Miss McKellar, Miss Saxton or Mr Damiano. Complete the task from your group and correct when done.</p> <p>Task - Miss McKellar's Maths Group</p> <p>Task - Miss Saxton's Maths Group</p> | <p>Sheet F Week 16 Answers</p> <p>Sheet G Week 16 Answers</p> <p style="text-align: center;"><u>Main Lesson</u></p> <p>LI: How do you use the distributive law with algebraic expressions?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use the distributive law to simplify the expressions. <input type="checkbox"/> I can find factors of terms. <p>Explanation will take place in your small group Webex session.</p> <p>Powerpoint - Distributive Property</p> <p>Do the following activity and then correct at the end (answers on the second page for both tasks).</p> <p>Core Task - Distributive Law</p> <p>Extension - Distributive Law</p> |
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| | | | | <p>Task - Mr Damiano's Maths Group</p> <p>Answers: Answers - Miss McKellar's Maths Group</p> <p>Answers - Miss Saxton's Maths Group</p> <p>Answers - Mr Damiano's Maths Group</p> | |
| <p>12:00 - 12:50</p> | <p style="text-align: center;"><u>Reading</u></p> <p>L.I: How do we summarise a biography or memoir?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can give an organised summary of a biography or memoir <input type="checkbox"/> I can tell the important events in chronological (time) order <input type="checkbox"/> I can distinguish between essential and nonessential details <p><u>Task ONE:</u> Watch video and view slides</p> <p><u>Task TWO:</u> Complete a summary of a bibliography/memoir and then take a picture and upload to your reading log.</p> <p><u>Task THREE:</u> Complete reading log and summary</p> <p><u>OPTIONAL:</u></p> | <p style="text-align: center;"><u>Reading</u></p> <p>L.I: How do we use theme and plot to summarise a fiction text?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I give a summary of a fiction text that tells about the theme, characters, plot and setting <input type="checkbox"/> I organise important events in a logical sequence <input type="checkbox"/> I can distinguish between essential and nonessential details <p><u>Task ONE:</u> Watch video and view slides</p> <p><u>Task TWO:</u> Complete a summary of a narrative and then take a picture and upload to your reading log.</p> <p><u>Task THREE:</u> Complete reading log and summary</p> | <p style="text-align: center;"><u>Reading</u></p> <p style="text-align: center;">Small Webex Group Lesson</p> <p>L.I: How do we use the big idea and important information to summarise a nonfiction text?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the main idea of a nonfiction text <input type="checkbox"/> I can notice the underlying text structure of an informational text <input type="checkbox"/> I can distinguish between essential and non essential information <p><u>Task ONE:</u> Attend your small group Webex session</p> <p><u>Task TWO:</u> Complete reading log and summary</p> <p><u>OPTIONAL:</u></p> | <p style="text-align: center;"><u>Reading</u></p> <p>L.I - How do we apply our comprehension strategies to show our understanding?</p> <p>S.C-</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can apply a variety of comprehension strategies. <input type="checkbox"/> I can show my understanding in a detailed written or visual format <input type="checkbox"/> I can use evidence from the text to support my thinking. <p><u>Task ONE:</u> Read a text of your choice for at least 20 minutes</p> <p><u>Task TWO:</u> Choose a reading response from the following lists to complete. For this task, you will be expected to show your understanding of the text by completing a reading response in greater detail than your usual reading log summary/reading response. Think about how you can</p> | <p style="text-align: center;">FINISHING OFF</p> <p>You may use this time to finish off any tasks you have missed throughout the week.</p> <p>This may include:</p> <ul style="list-style-type: none"> ● Finishing tasks from this week - including challenge tasks ● Submitting assignments ● Looking at feedback from your teacher ● Completing all specialist tasks ● Working on your personal writing goal ● Independent reading ● My Literacy and My Numeracy ● Complete a |

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| | <p>For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder</p> | <p><u>OPTIONAL:</u> For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder</p> | <p>For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder</p> | <p>present your thinking to really show your understanding.</p> <p>Fiction reading response list Nonfiction reading response list</p> <p>Task FOUR: Complete reading log and take a picture of your completed work or copy the link to your document and insert it into your reading log reading response box.</p> <p>Task FIVE: Submit Reading Log</p> <p><u>OPTIONAL:</u> For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder</p> | <p>Wellbeing Activity</p> <ul style="list-style-type: none"> • Watch this week's BTN |
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| 12:50 - 1:50 | LUNCH | | | |
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| 1:50 - 2:40 | MUSIC | ART | IRC | <p><u>UOI</u></p> <p style="background-color: #00ff00; display: inline-block; padding: 2px;">Small Webex Group Lesson</p> | Finishing OFF |
| <p style="text-align: center; color: red; font-weight: bold;">WEBEX MEETING</p> <p>1:45 - 2:15pm - 6D 2:15 - 2:45pm - 6M 2:45 - 3:15pm - 6S</p> <p>Please sign in to your specialist lesson at your class' designated time. Webex codes will be posted by the specialist teacher on Google Classroom.</p> <p>Learning Intention: Why do movies have a</p> | <p style="text-align: center; color: red; font-weight: bold;">WEBEX MEETING</p> <p>1:45 - 2:15pm - 6D 2:15 - 2:45pm - 6M 2:45 - 3:15pm - 6S</p> <p>Please sign in to your specialist lesson at your class' designated time. Webex codes will be posted by the specialist teacher on Google Classroom.</p> <p>Learning Intention: How can we recreate a masterpiece?</p> | <p style="text-align: center; color: red; font-weight: bold;">WEBEX MEETING</p> <p>1:45 - 2:15pm - 6D 2:15 - 2:45pm - 6M 2:45 - 3:15pm - 6S</p> <p>Please sign in to your specialist lesson at your class' designated time. Webex codes will be posted by the specialist teacher on Google Classroom.</p> <p>Learning Intention: I can demonstrate my understanding</p> | <p>Focus: Sharing Summative Task</p> <p>LI: How can we use what we have learnt to take action?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can share my Summative Task with my peers. <p><i>Today you will be sharing your Summative Task with the group. Please take pictures and prepare to share.</i></p> | | |

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| <p>soundtrack? How is music used to manipulate the viewer into feeling a particular emotion?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recognise when music is meant to invoke different feelings such as scared, sad, happy, excited. <input type="checkbox"/> I can create a piece of film and select different soundtrack backings to suggest an emotional response. <p>Revision: How does music change the way we feel when watching a movie? Does it alter our emotional response to what we are viewing? How big an effect does music really have on film? Here are some further simple musical experiments for you to do by watching short video clips. Remember, the clips may be screened:</p> <ul style="list-style-type: none"> * without any music. * with several different types of musical scores (accompaniment) that will create a different "feel" for the piece. * with its original cinematic film score. <p>Learning Task:</p> <p>1. Watch this excellent video. The Power Of Music In Film. It explains how the audience can be manipulated into having different emotional responses as desired by the film makers.</p> | <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain how people recreate masterpieces. <input type="checkbox"/> I have researched some famous artists. <input type="checkbox"/> I have saved three pictures of famous art works I could recreate. <p>Learning Activity:</p> <p>Your task today is to save three pictures of famous art works you could potentially choose to recreate over the next two weeks. We will watch this video during our WebEx but if you would like to watch it again here is the link: Some Excellent Examples</p> <p>You might not want to recreate a picture of a person. You might prefer to choose a painting of scenery.</p> <p>You can use your parents, siblings, pets and random items from around your house to recreate your masterpiece. We will also discuss the possibility of recreating your masterpiece digitally.</p> <p>The most important thing is that you are having fun! CLICK HERE for some more examples</p> <p>CLICK HERE for some examples of famous paintings. You do not need to choose from this list. You are more than welcome to come up with your own! CLICK HERE for some artists to research if you</p> | <p>of mapping, by providing instructions for others.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain to others how to use 'Google My Maps'. <input type="checkbox"/> I can use technology to create a tutorial. <p>Learning Activity:</p> <p>1) Create your own tutorial or written instructions. (Be careful with privacy, if you choose to film yourself, only submit this through 'Classwork' in Google Classroom, NOT on the 'Stream' page.)</p> <p>You could record your voice, or write/type a list of instructions to teach someone else how to use <i>Google My Maps</i>. Suggested tutorial software would be Google Slides, Google Docs, iMove, Windows Movie Maker or record your voice and connect this to an image.</p> <p>(If you can't create a digital tutorial, please write or type written instructions and share these).</p> <p>Reflection: When teaching others a new skill, do you prefer creating an online tutorial or teaching people 'face to face'? Why?</p> | <p>Submit your Summative Task as an assignment on Google Classroom.</p> | |
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2. This video [How Music Affects Mood In Film](#) is designed to assist young film-makers in their selection of music to use as backing tracks. It provides very good examples of how a film student needs to think carefully about the emotional impact or impression they are trying to create with the audience members.

3. The final video in this series is made by a young filmmaker. It is a short video with a variety of accompaniment made by a film student. (It is something that YOU could easily do.) He uses the same scene and then adds different kinds of music. (Very similar to the activities we have been completing in recent weeks.) [How Music Changes a Scene: Student Film](#)

4. Create your own student film with different music soundtracks. (Miss Vessiko assures me that you all have the skills to do this on a variety of different computer apps or programs.) Your original video footage needs only be 10 - 15 seconds in length. 5. Copy the same 15 seconds of film and then select different sorts of music to accompany it. You may collect and add your music from any source that you like. (Or maybe write it yourself?) Some options to consider are:

- Happy, cheerful, jolly, excited, fun
- Sad, thoughtful, unhappy,

wish to choose your own. **Choose your three pictures and save the image, the title and the name of the artist.**

Reflection:

What are some of the ways people have chosen to recreate masterpieces? How are they different from the originals?

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| | <p>melancholic</p> <ul style="list-style-type: none"> ● Scary, frightening, foreboding, tense, fearful, sudden surprises ● Calming, relaxing, meditative, reflective ● Excited, thrilling, heart pumping action ● Anything else that you want to use to create an emotional response from your audience. <p>6. Post your finished film work on Google Classroom.</p> <p>7. Your videos may be viewed with each other in our webex meetings or possibly shared for the whole school during a whole school webex assembly. (Only with your permission, of course.)</p> <p>Reflection: Share your video with family members. What did they think? Did they “feel” the way you wanted them to? (Based on your musical selection for the soundtrack.)</p> | | | | |
| 2:40 -3:30 | <p style="text-align: center;"><u>UOI</u></p> <p>Focus: Creating Summative Task</p> <p>LI: How can we use what we have learnt to take action?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify a summative task which most interests me. <input type="checkbox"/> I can take responsibility for conducting and recording research for my | <p style="text-align: center;"><u>UOI</u></p> <p>Focus: Creating Summative Task</p> <p>LI: How can we use what we have learnt to take action?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify a summative task which most interests me. <input type="checkbox"/> I can take responsibility for conducting and recording research for | <p style="text-align: center;"><u>UOI</u></p> <p>Focus: Creating Summative Task & Reflection Rubric</p> <p>LI: How can we use what we have learnt to take action?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify a summative task which most interests me. <input type="checkbox"/> I can take responsibility for conducting and | <p style="text-align: center;">LOTE</p> <p style="text-align: center;">NO WEBEX MEETING</p> <p>Learning Intention: How can I show care and appreciation? (Learner profile: Caring)</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can sing along to the Heart and Waterdrop Song (<i>haato to shizuku no uta</i>) | <p style="text-align: center;">PE</p> <p style="text-align: center;">NO WEBEX MEETING</p> <p>Learning intention How can I add modifications to my fitness/yoga routine?</p> <p>Success criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use my growth mindset to master a dance, |

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| | <p>chosen task.</p> <p><u>Task:</u> By now, you should have finished planning. We would like you to spend today creating your Summative Task.</p> <p>It may be a good idea to review the attributes of the Learner Profile and the Approaches to Learning that you will need to show evidence for in your final reflection. You will find them in the document below labelled Summative Task.</p> <p>A checklist has also been attached below. These are the components you will be assessed on. Use this checklist to tick off each component you complete.</p> <p>Resources:</p> <ul style="list-style-type: none"> → Summative Task → Summative Task Checklist | <p>my chosen task.</p> <p><u>Task:</u> We would like you to spend today creating your Summative Task.</p> <p>It may be a good idea to review the attributes of the Learner Profile and the Approaches to Learning that you will need to show evidence for in your final reflection. You will find them in the document below labelled Summative Task.</p> <p>A checklist has also been attached below. These are the components you will be assessed on. Use this checklist to tick off each component you complete.</p> <p>Resources:</p> <ul style="list-style-type: none"> → Summative Task → Summative Task Checklist | <p>recording research for my chosen task.</p> <p><u>Task:</u> Today is your final day to complete your Summative Task as you will be sharing your final product in your small Webex meeting tomorrow.</p> <p>If you have finished creating your Summative Task already, please begin filling in your evidence to the Learner Profile and Approaches to Learning reflection table. Please make a copy before editing.</p> | <p><input type="checkbox"/> I can be resilient when having a go at folding origami, a traditional Japanese art form <input type="checkbox"/> I can write a message to say thank you to someone in my family</p> <p>Learning Activity: *Note* I understand that families have different ways of celebrating so please adapt the activity to your family's needs.</p> <p>This week, we are celebrating Fathers' Day. You will be doing your activity independently and you are always welcome to do it with someone in your family.</p> <p><u>Please find the links on the LOTE Google Classroom:</u> <u>Classwork: Week 7</u></p> <ol style="list-style-type: none"> 1. We will learn to sing the <i>haato to shizuku no uta</i> (Heart and Waterdrop Song) in Japanese. 2. We will do some origami making: Origami is a traditional Japanese art of making things by folding a piece of paper. You will need a square piece of paper. Choose one (or more) to fold. Stick your origami on to your card that you are making. Write a thank you message following the conventions on writing a | <p>through Positive Education <input type="checkbox"/></p> <p>I know ways to make my routine flow</p> <p><input type="checkbox"/> I can plan ways to modify my session to make it easier</p> <p>Learning activity</p> <ol style="list-style-type: none"> 1.) Warm-up- Yoga warm-up 2.) Positive education week 2 3.) Complete the following Pilates session. 4.) Yoga poses- You need to learn the following yoga poses this lesson (We will be going through these in the Webex session) <p>Puppy pose- Come on to all fours. Make sure your shoulders are above your wrists and your hips are above your knees. As you exhale, move your bottom halfway back toward your heels, drop your forehead to the floor or to a blanket and let your neck relax and breathe into your back, feeling the spine lengthen in both directions. Downward dog- Hands should be shoulder distance apart, feet are hip distance apart, upper arms rotate out, neck and head continue along the same line as the spine, firm shoulder blades and broaden across the upper</p> |
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| | | | | <p>letter.</p> <p>3. Extension: Have a go at saying 'thank you' to your family in Japanese.</p> <p>Reflection: Were you able to be resilient when folding origami? This can be a new experience, so it's okay if it doesn't work out. You may like to ask someone to do it together with you. What are some techniques that seem to work better when folding origami? (e.g. folding neatly, or crumpling up the paper?)</p> | <p>back and engage the lower belly by drawing the navel in towards the spine.</p> <p>Lunge pose- This position is a holding position. Start with both feet together behind you and slowly bring your right left to between your hands, keeping your palms flat on the ground. 5.) Yoga/fitness routine planning - Plan the middle section of your instructional routine. Decide if you are doing a Yin or Vinyasa yoga instructional video if you are doing yoga. If you are doing a fitness instructional video, plan which muscles you will be working. Work out how you are going to add in ways to make the movements harder or easier for people watching.</p> <p>Reflection: What are some differences between Pilates and yoga? Why is modifying your yoga session so important? How would someone with a sore knee be able to do downward dog? Why are modifications important in an instructional video?</p> |
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Additional Resources:

Complete the following activities if you have the time

- [Reading work time tasks](#)
- Essential Assessment - My Literacy and My Numeracy