Term 3, Week 8
Year Six - Remote Learning
Please wait for your teacher before commencing any small Webex group activities

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:30 9:30 - 10:20	**Exhibition** **Webex Lesson With Whole Cohort** **LI:** What is Exhibition? **SC:** ❏ I understand the purpose of Exhibition. ❏ I know my role as a student in Exhibition. Today is our launch day for **Exhibition 2020** **What will we do in our session this morning?** ★ Mrs Foster will open the Exhibition ★ We will watch a video from the teachers wishing you good luck! ★ Go through some background information	**CLASS WEBEX MEETING** See Google Classroom for the login details Exhibition **LI:** What does action look like? **SC:** ❏ I understand that action can take many forms ❏ I can identify different forms of action **What is your independent task today?** <u>Provocation:</u> **Understanding Action** <u>Resources</u>**:** ★ Instructional video ★ What can action look like? slides Today you will be investigating action and what action can look like. <u>Task ONE:</u> Work through the slides document to learn about action <u>Task TWO:</u> Pick at least two of the people to create a profile of and answer the following questions: 1. How did this person take action? 2. Why did this person take	**Exhibition** **Webex Lesson With Whole Cohort** **LI:** What does action look like? **SC:** ❏ I understand that action can take many forms ❏ I can identify different forms of action **What will we do in today's session?** <u>Provocation:</u> **Understanding Action** ★ Unpack what action is ★ Explore how different young people have taken action ★ Discuss and brainstorm possible types of action **Tasks students will need to link to their Exhibition Portfolio:** ★ Profiles of young people taking action	**Exhibition** **Webex Lesson With Whole Cohort** **LI:** What will my Exhibition be about? **SC:** ❏ I understand the transdisciplinary theme ❏ I understand the central idea ❏ I can can brainstorm possible topics **What will we do in today's session?** ★ Unpack the Central Idea ★ Explore how it links to the transdisciplinary theme ★ Reflect on the units we have completed in the past for the same transdisciplinary theme ★ Brainstorm possible Exhibition topics **Tasks you will need to link to your Exhibition Portfolio :**	**Exhibition** **LI**: How can I exhibit the attributes of the <u>Learner Profile</u> and the <u>Approaches to Learning</u> throughout the exhibition inquiry? **SC:** ❏ I can create goals using the attributes of the Learner Profile and Approaches to Learning **What is your independent task today?** <u>Resources</u>**:** ★ Instructional video ★ Establishing Exhibition Learning Goals <u>Task:</u> Today you will be setting some personal goals for Exhibition. Using the following <u>document</u>, we would like you to identify and select: ❏ Three Learner Profile attributes which are your strengths. ❏ Two Approaches to Learning (skills) which are your

		action? 3. Who benefited from the action? 4. What would have led up to the action being taken? 5. Where would they have gathered information for their research? 6. What possible process might have occurred for this person to take action? Task THREE: Present your work in a document or in slides ready to share and discuss tomorrow.		★ Central Idea mindmap ★ Brainstorm of possible Exhibition topics (please make a copy)	strengths. Then repeat the same process to identify your new personal goals: ❏ Select three Learner Profile attributes which will be your new goals. ❏ Select three Approaches to Learning (skills) which will be your new goals. **The task you will need to link to your Exhibition Portfolio:** ★ Strengths and Goals - you can make a copy of this slideshow or handwrite and attach a picture to your portfolio.
10:20 - 10:40	**Spelling** **LI:** How is the trigraph 'ssi 'used in words? **S.C** - ❏ I understand how 'ssi' makes the 'sh' sound as in discussion Task ONE: Watch video Task TWO: Pick your 10 words. 8 from the list and two B.O.B words	**Spelling** **LI:** How do I use the word irrepressible in a sentence? **S.C** - ❏ I understand different ways that "**irrepressible**" can be used in a sentence. Task ONE: Watch word of the week video Task TWO: Write the word **irrepressible** in a sentence	**Spelling** **LI:** How do I use the word irrepressible in a sentence? **S.C** - ❏ I understand different ways that "**irrepressible**" can be used in a sentence. Task ONE: Write the word **irrepressible** in a sentence Task TWO: Complete LSCWC and Spelling activities	**Spelling** **LI:** How do I use the word irrepressible in a sentence? **S.C** - ❏ I understand different ways that "**irrepressible**" can be used in a sentence. Task ONE: Write the word **irrepressible** in a sentence	**Spelling** **LI:** How do I spell my spelling words correctly? **SC:** I can spell my words correctly. Task ONE: Complete spelling test and correct my 10 words Task TWO: Listen to Dictation Task THREE: Submit your spelling test, dictation and 3

Task THREE: Complete LSCWC and Spelling activities	Task THREE: Complete LSCWC and Spelling activities		Task TWO: Complete LSCWC and Spelling activities	sentences using the word **irrepressible**

10:40 - 11:10	**RECESS**

11:10- 12:00	Writing this week will be run differently due to each class having a Webex meeting with Miss Vesikko. Please look at the 4 writing tasks for the week and when you class will be completing them in the table below.

	ORDER OF WRITING TASK	**WRITING TASKS**		
	6D - Task Order ★ **Monday -** Miss Vesikko Webex (11:30-12:30) ★ **Tuesday -** Exhibition Portfolio **(webex)** ★ **Wednesday -** Publishing ★ **Thursday -** Publishing ★ **Friday -** Journal Writing **6M - Task Order** ★ **Monday -** Exhibition Portfolio **(webex)** ★ **Tuesday -** Publishing ★ **Wednesday -** Publishing ★ **Thursday -** Journal Writing ★ **Friday -** Miss Vesikko Webex (11:30-12:30) **6S - Task Order** ★ **Monday -** Exhibition Portfolio **(webex)** ★ **Tuesday -** Publishing ★ **Wednesday -** Miss Vesikko Webex (11:30-12:30) ★ **Thursday -** Publishing ★ **Friday -** Journal Writing	**Task 1 -** Exhibition Portfolio **This is a Whole Class Webex Meeting** **LI:** What is an Exhibition Portfolio? **SC:** ❏ I know where to locate my portfolio ❏ I know the rules and expectations of my portfolio ❏ I can copy slides ❏ I can create 'links' ❏ I can ensure all of my work is shared with my teacher *Please join this whole class meeting (use your whole class Webex code from schedule)* In today's meeting you will receive your Exhibition Portfolio and learn how to use it digitally. Resources:	**Task 2 & 3** Publishing **LI:** How can I celebrate my writing? **SC -** ❏ I can publish a narrative ❏ I display my ICT skills and creativity Today, we would like you to continue publishing your favourite narrative from the 6 week writing cycle (possibly your Big Write from Week 5 of Week 7). You can present it however you like. You may choose to (not limited to): ★ Record yourself reading the narrative aloud ★ Make an animation ★ Make a cartoon strip ★ Transform it into a play	**Task 4** Journal Writing **LI:** How do I feel about Exhibition? What progress have I made? **SC:** ❏ I can write an in depth reflect on my progress during Exhibition ❏ I can use my reflection to guide my next steps Complete the following reflection and link it to your Exhibition Portfolio. You may handwrite or type. This week's reflection question ares: 1. How are you feeling about exhibition and why? 2. What are you looking forward to? 3. What will be your

			★ picture ★ powerpoint	★ Type up your narrative and present it in your scrapbook <mark>Submit as an assignment on Google Classroom</mark>	challenges? 4. What are you still wondering? <mark>Link your diary entry to your Exhibition Portfolio</mark>
12:00 - 12:50	**Maths** **Mental Maths:** 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 with the answers on Friday to correct. Sheet F (Year 6) - Week 18 Sheet G (Year 7) - Week 18 **Main Lesson** **LI:** How do you use the distributive law with algebraic expressions? **SC:** ❏ I can use the distributive law to expand brackets. ❏ I can find factors of terms. Watch the following clip: Video - Distributive Law/Property in Algebra (recap from Friday) 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 for the core task and on the second link for the extension task):	**Maths** <mark style="background-color:magenta">Small Webex Group Lesson</mark> **Main Lesson** **LI:** How do I factorise algebraic expressions? **SC:** ❏ I can factorise algebraic expressions by identifying numerical factors. Explanation will take place in your small group Webex session. Powerpoint - Factoring Algebraic Expressions 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): Core Task - Factoring Algebraic Expressions Extension Task - Factoring Algebraic Expressions	**Maths** **Mental Maths:** 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 with the answers on Friday to correct. Sheet F (Year 6) - Week 18 Sheet G (Year 7) - Week 18 **Main Lesson** **LI:** How do I use my knowledge of factorising algebraic expressions to solve problems? **SC:** ❏ I can factorise algebraic expressions by identifying numerical factors. ❏ I can use my knowledge of factorising algebraic expressions to solve the Pig Pen problem. Watch the following clip: Video - Pig Pen Task	**Maths** **Mental Maths:** 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 with the answers on Friday to correct. Sheet F (Year 6) - Week 18 Sheet G (Year 7) - Week 18 **Correct your Mental Maths Friday afternoon during finish off time. Here are the answers** **Sheet F Week 17 Answers** **Sheet G Week 17 Answers** **Main Lesson** **LI:** How do I use my reasoning skills to answer problem solving questions? **SC:** ❏ I can use my mathematical understanding and reasoning skills to answer problem solving questions.	**FINISHING OFF** You have this session as finishing off time. The tasks you may choose to complete include: ● 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 Wellbeing Activity ● Watch this week's BTN ● Set up your Exhibition portfolio

Core Task - Expanding Brackets using the Distributive Law Extension Task - Expanding Brackets using the Distributive Law Answers - Extension Task	<mark>Once you have completed one the above tasks, post it as an assignment on Google Classroom or attach it to your maths portfolio</mark>	Optional Revision Video - Factorising in Algebra (recap from yesterday) You can choose to do either the Pig Pen Problem 1 (Core Task), Pig Pen Problem 2 (Challenging Task) or Pig Pen Problem 3 (Extension Task). Once you have completed your activity, correct at the end (answers on the second Link): Task - Pig Pen Problem 1, 2 & 3 Answers - Pig Pen Problem 1, 2 & 3	Watch the following clip: Video - Today's Problem Solving Tasks 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. Task - Miss McKellar's Maths Group Task - Miss Saxton's Maths Group Task - Mr Damiano's Maths Group **Answers:** Answers - Miss McKellar's Maths Group Answers - Miss Saxton's Maths Group Answers - Mr Damiano's Maths Group	

12:50 - 1:50	**LUNCH**				

1:50 - 2:40	**Reading** **LI:** How do we infer the major messages and themes of books?	**Reading** **LI:** Understand that the messages or big ideas can be applied to	**Reading** **L.I:** How do I become a better reader?	**LOTE** **WEBEX MEETING** **1:45 - 2:15pm -** 6D	**PE** **WEBEX MEETING** **1:45 - 2:15pm -** 6D

SC: ❏ I know what a theme is ❏ I can infer the author's message or the theme ❏ I can use evidence from the text to support my thinking. Task ONE: Watch video and view slides Task TWO: Complete an **Author's message and text themes table** and then take a picture and upload to your reading log. Task THREE: Read a text of your choice for at least 20 minutes Task FOUR:<mark>Complete reading log and summary</mark> OPTIONAL: For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder	our own lives or to other people and society **SC:** ❏ I can identify the author's message ❏ I can explain how the author's message can be applied to my life, to society or to the world ❏ I can use evidence from the text to support my thinking. Task ONE: Watch video and view slides Task TWO: Complete an author's message table and then take a picture and upload to your reading log. Task THREE: Read a text of your choice for at least 20 minutes Task FOUR:<mark>Complete reading log and summary</mark> OPTIONAL: For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder	**SC:** ❏ I can identify an area of reading that I can improve on ❏ I can think of strategies to help me improve Task ONE: Read a text of your choice for at least 20 minutes Task TWO: Complete tasks on My Literacy in Essential Assessment Task FOUR:<mark>Complete reading log and summary</mark> OPTIONAL: For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder	**2:15 - 2:45pm -** 6M **2:45 - 3:15pm -** 6S Please sign in to your specialist lesson at your class' designated time. Webex codes will be posted by the specialist teacher on Google Classroom. **Learning Intention:** How did mythology help traditional societies to understand Earth's place in space? How can I learn the script of a language? **Success Criteria:** ❏ I can use my listening skills to practice the Japanese vocabulary ❏ I can use my communication skills and use my creativity to retell a story ❏ I can use at least 4 Japanese words in my myth story ❏ I can use Japanese word order (object- verb) to say '... was made' in Japanese (... o tsu ku ri ma shi ta) **Learning Activity:** **Activity 1**: Hiragana warm up Bring theどの ひらがな (1)sheet (pictured here) and some coloured pencils to	**2:15 - 2:45pm -** 6M **2:45 - 3:15pm -** 6S Please sign in to your specialist lesson at your class' designated time. Webex codes will be posted by the specialist teacher on Google Classroom. **Learning intention** How does an online presenter for an exercise class engage the audience? **Success criteria** ❏ I can use my growth mindset to master a dance, through Positive Education. ❏ I can think of ways to keep an audience engaged. ❏ I can hold a tree pose for 2 minutes. ❏ <mark>I can complete my yoga/fitness tutorial video and submit through Google classrooms.</mark> **Learning activity** 1.) **Warm-up**- Yoga warm-up for runners. 2.) **Positive education week 3** 3.) **Complete the following**

				participate in a hiragana warm up	
					4.) Yoga poses
				Activity 2: Myth Story Retelling	**Extended side angle-** Try to create as much length along the right side of your torso as you do along the left. As you continue to ground your left heel to the floor, exhale and lay the right side of your torso down onto (or bring it as close as possible to) the top of the right thigh.
				You will have two weeks to create your myth story retelling. The materials can be found in your LOTE Google Classroom page, under Classwork—Week 8 and 9: Year 6 Japanese Myth Story. We will begin this during our Webex lesson this week.	
				1. Watch Sensei's video and practice the myth vocabulary. Draw pictures in your word bank (word bank is an attachment).	**Half fold-** Keep your legs as straight as possible, exhale and let your body drop partly down to the ground, make sure your back is straight and keep your eyes looking forward. You exhale as you come down to the ground.
				2. Using your notes from the earlier weeks, retell your choice of myth story (1. Japanese creation myth; 2. Ainu Creation story 1; 3. Ainu Creation Story 2). You can choose to create a picture book on paper, make a slide show, or a video. Have a look at Sensei's example.	**Mountain pose**- Chest up, feet together, legs straight and looking forward. Try and find a calmness in this pose.
				3.You must include at least 4 Japanese words from our word bank in your story.	**Tree pose-** Distribute your weight evenly across both feet, grounding down equally through your inner ankles, outer ankles, big toes, and baby toes. Shift your
				4.Post your published story on the Assignment (this can be	

			Reflection: Were you able to use 4 Japanese words and use the correct word order when using '... was made' (... *o tsu ku ri ma shi ta)*?	weight to your left foot. Bend your right knee, then reach down and clasp your right inner ankle. 5.) Yoga/fitness video routine planning- Create a conclusion for your yoga/fitness routine plan. Learn your script before you start filming so you are confident. Film your video and submit through Google classrooms. **Reflection-** How is the Zumba introduction different? How different do you think the Zumba instructional video would be if he was frowning? How long could you hold a tree pose for? What makes holding it hard? What muscles could you feel working in an extended side angle?

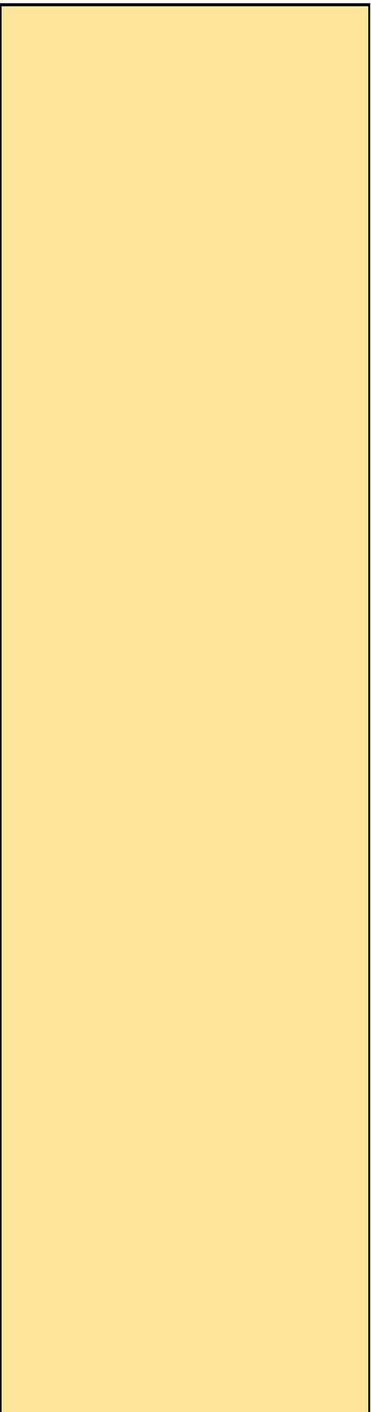| 2:40 -3:30	MUSIC	ART	IRC	Reading	
	NO WEBEX MEETING	**NO WEBEX MEETING**	**NO WEBEX MEETING**	**L.I :** How do we apply our comprehension strategies to show our understanding?	
	Learning Intention: How are some ideas (such as social issues) communicated through song?	<mark>You have two weeks to complete this lesson</mark>	**Learning Intention:** What is Google Earth and how do I use it?	**SC:** ❑ I can apply a variety of comprehension strategies. ❑ I can show my understanding in a detailed written or visual format ❑ I can use evidence from the text to support my thinking.	
	Success Criteria: ❑ I can analyse song lyrics and identify the issue the performer is intending to communicate. <mark>❑ I can complete my Protest Song Analysis Table and submit it through Google Classroom.</mark> ❑ I can recognise their point of view and draw my own conclusions as to whether I agree or disagree.	**Learning Intention:** How can we recreate a masterpiece? **Success Criteria:** ❑ I have chosen the art work I am going to recreate ❑ I have chosen how I am going to recreate my masterpiece ❑ I have begun my final piece	**Success Criteria:** ❑ I can use the main features of Google Earth. ❑ I can use the technology to locate places of interest around the world. ❑ I can identify ways to use this technology for my Exhibition.	Task ONE: Read a text of your choice for at least 20 minutes Task TWO: Choose a reading response from the following lists to complete. For this task, po 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 present your thinking to really show your understanding.	**Assembly** (code and password will be sent out shortly)
	Learning Task: REVISION: Over the past six weeks, you were provided with 37 different songs, all of which were composed to express ideas about a social issue or concern. Some examples were: an anti-war sentiment, civil rights and equality for everyone, pollution of the earth's resources and pleas for the world to live in peace and harmony. These were given under the topic of 'Protest Songs' as a way of recognising that the singer/band wanted to draw attention to something that they considered was unjust in their particular time and place. 1. Revise the list and check that you have listened to MOST of those songs and made a	**Learning Activity:** Today you are starting your masterpiece recreation. You can choose from three different methods: 1) Use people, props and costumes 2) Recreate an modernise digitally 3) Draw, colour or paint As discussed last week, our focus will be on recreating a masterpiece using props, costumes and people but I do understand this might not be for everyone, so you can choose one of the other methods if you prefer. Today you need to start your recreation. I will be asking you to bring what you have done to next week's Webex meeting. Here are the links from last week's lesson if you need them: Some Excellent Examples CLICK HERE for some more examples CLICK HERE for some examples of famous paintings. You do not need to choose from this list. You are more than welcome to come	**Lesson Outline:** 1 . With a parent's permission, download the 'Google Earth' app on your iPad. It is FREE and suitable for ages 4+ 2 . If you have a laptop or desktop, you DO NOT have to download anything. Just go into your Chrome browser and search 'Google Earth'. You can use the program straight from your internet browser. 3 . Watch the tutorial here: Google Earth and explore the tool bar. We will be using this throughout the year. 4 . Your Challenge is to find the following places: - Murrumbeena Primary School.	Fiction reading response list Nonfiction reading response list Task FOUR: <mark>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.</mark> Task FIVE: <mark>Submit Reading Log</mark> OPTIONAL:	

note of it in your remote learning books. (Examples were provided to you about how to go about this.) 2. If your list of completed songs is LESS than 20, then you need to complete another six songs this week. Look up the songs on you-tube (or any other means) and identify the social issue being sung about. Support your view by providing examples of the lyrics. 3. ==All students are to post photos of your Protest Song Table (Analysis) on Google Classroom.== 4. Have your information with you when attending the next webex lesson. As a class, we will go through the list of 37 songs and pose suggestions about the issue we believe the singer was expressing to the listener. 5. All students will be expected to contribute to the discussion and share their results. Future Task: STUDENT SELECTION: Each student is to select a song of your own choice, that deals with an issue that you support or think is an idea/concept/protest/concern that is worth sharing with other listeners. DO NOT USE ONE OF THE 37 SONGS THAT HAVE BEEN PROVIDED TO YOU. This is your opportunity to 'have your say' about something through the medium of music. You have free choice to select anything you like; use of	up with your own! CLICK HERE for some artists to research if you wish to choose your own.	- Giza, Egypt. Find a Pyramid or the Sphinx. - Mount Everest, Nepal. Find the 'Hillary Step' (click on the little camera, it will show you what it looks like and what it is). - Iguazu Falls, Argentina. Zoom in and find the giant waterfalls. - Search for some places that interest you. **(You DO NOT need to share anything on Google Classroom this week, just explore the technology).** **Reflection:** How might you use this tool to help you during your Exhibition?	For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder	

inappropriate language is not acceptable. There is a template in your home learning packs to use or a template will be posted on Google Classwork. You have two weeks to find and share a song that you think is worthy. **Reflection:** Which of the 37 songs raised a new awareness of an issue for you? How was your opinion altered by the lyrics?				

Additional Resources:
Complete the following activities if you have the time

- Reading work time tasks
- Essential Assessment - My Literacy and My Numeracy