

Weekly Planner Grade 4 Week 1 Term 4

1/10/2020

REMOTE TEACHING SESSION: 9.00am – 10.00am daily

Grade 4 students will receive a 1 hour face to face remote teaching session with their teacher each day. These sessions will be run using Microsoft Teams and will focus on Reading, Writing, Maths or Inquiry.

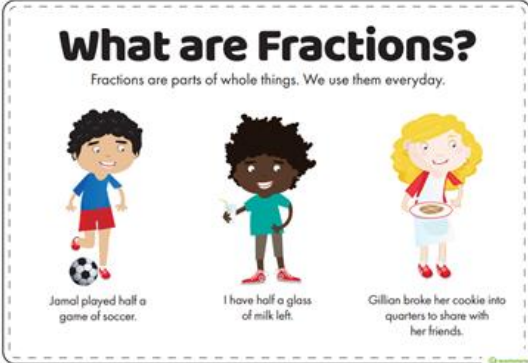
The link to your child's Microsoft Teams meeting will be sent to them via Microsoft Teams each morning.

Advice for accessing your child's Microsoft Teams meeting:

- Please log on 5 minutes before the start time.
- Ask your child to organise the resources they will need prior to the start time.
- If you have any questions or you are not able to access the Microsoft Teams meeting, please refer to the instructions available on Sentral or contact the school via phone on 03 8766 4000 or email at barton.ps@education.vic.gov.au.

Monday 5th October

Today you will need:	<input type="checkbox"/> A device	<input type="checkbox"/> Paper	<input type="checkbox"/> Pen/pencil	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Reading	Writing	Maths
Learning intention	We are learning about making predictions and asking questions about a text	We are learning about identifying key parts of a text	We are learning about fractions
Success criteria	I can: <ul style="list-style-type: none"> • Make predictions about a text • Ask myself questions as I listen to or read a text • Re-read parts of the text to clarify my understanding and to be able to answer questions about the text 	I can: <ul style="list-style-type: none"> • Identify key parts of the text • Read aloud the key parts of the text • Share my ideas about why I think they are key parts 	I can: <ul style="list-style-type: none"> • Know what a fraction is • Identify fractions in my everyday life • Understand fractions as part of a whole
Task	Microsoft Teams remote teaching session Lesson starts at 9:00am . Please <u>log on 5 minutes</u> before and have the resources listed below ready. You will need: <ul style="list-style-type: none"> • Device • Pen/Pencil • Paper/book 	Read <i>The Most Magnificent Thing</i> , by Ashley Spires aloud. https://www.getepic.com/app/read/10685 1. Looking back through the book locate where resilience/determination was shown. Write down your examples in your book.	Workshop 1 and 2  <p>What are Fractions? Fractions are parts of whole things. We use them everyday.</p> <p>Jamal played half a game of soccer.</p> <p>I have half a glass of milk left.</p> <p>Gillian broke her cookie into quarters to share with her friends.</p>

2. Where have you shown resilience and determination in your life?
Write down 3 examples:

-
-
-

3. If you could make a magnificent thing for yourself, what would it be and why?




4. Think about the challenges you may face. How could you overcome the challenges?

5. Draw a picture of your magnificent thing.

1. Make a list of some of the fractions you might see in your everyday life.

2. Find an example of at least one fraction on your list. Take a picture of the fraction(s) you find and upload it to your home group channel.

3. Complete the table below:

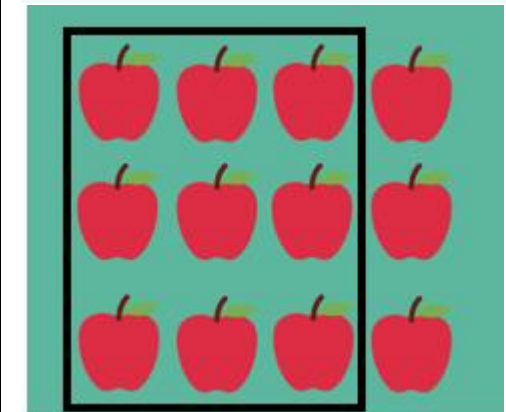
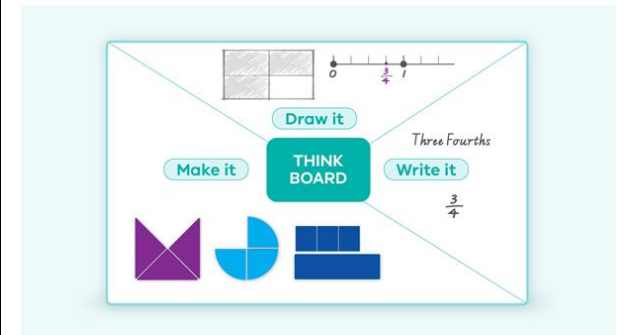
Fraction (numbers)	Fraction (words)	Fraction as part of a whole
$\frac{1}{8}$	one eighth	
$\frac{1}{5}$	one fifth	
	one quarter	
	one third	
	o_e _ _ _ f	
$\frac{1}{1}$	o _ _ wh _ _ e	





Workshop 3, 4 and 5



Using this Think Board and collection of apples as an example, how many different ways can you show $\frac{1}{2}$?

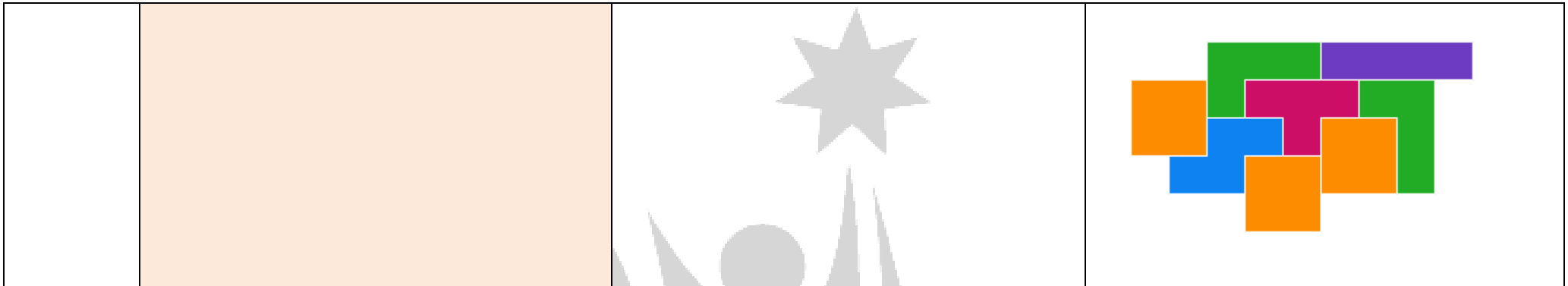
Create your own Think Board making sure to include all of the different ways like in the examples below.



You might like to use the fraction bars

			<p>and comparing fractions templates to help you https://mathigon.org/polypad (Scroll down on the left hand side to find the fraction bars) https://www.geogebra.org/m/zydviqnh (Use the black dot toggles to choose the fraction you want)</p> <p>Workshop 6&7 Task 1 - Number talk: https://flipgrid.com/de1f6882 Record yourself explaining what is the fraction of each colour in this picture and how you worked it out</p>  <p>Task 2 – Using the polypad https://mathigon.org/polypad create a shape which fits the following criteria</p> <ul style="list-style-type: none"> • Uses at least 2 different shapes
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			<ul style="list-style-type: none"> • One colour takes up $\frac{1}{4}$ of the whole • There are at least 3 different fractions represented <p>Here is an example</p> <p>There are 5 different shapes used</p> <p>$\frac{1}{4}$ of the model is green</p> <p>There are 3 different fractions ($\frac{3}{8}$ orange, $\frac{2}{8}$ or $\frac{1}{4}$ green, $\frac{1}{8}$ pink, $\frac{1}{8}$ blue, $\frac{1}{8}$ purple)</p>  <p>Task 3 – Using the same resource https://mathigon.org/polypad create a shape which has half as much of each of the fractions used in the image below</p> <p>Each part of the whole needs to be halved For example, $\frac{1}{4}$ is currently green, in the new model only $\frac{1}{8}$ would be green</p> <p>You can use the same shapes or different shapes if they represent the same fraction of the whole</p>
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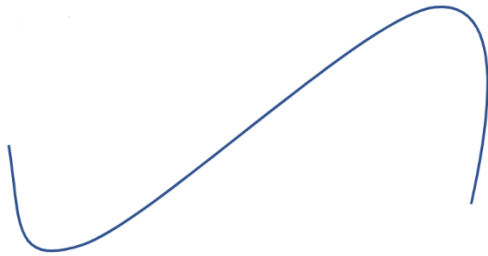




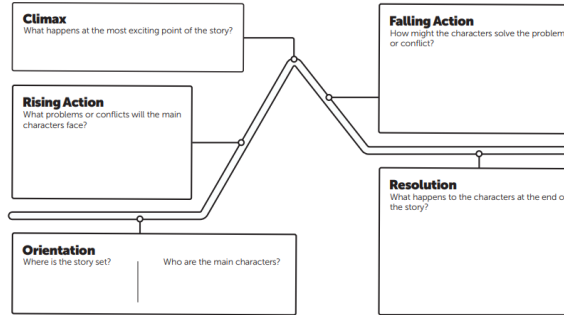
Tuesday 6th of October

Today you will need:

<input type="checkbox"/> A device	<input type="checkbox"/> Paper	<input type="checkbox"/> Pen/pencil	<input type="checkbox"/> Coloured pencils
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Writing	Reading	Maths
Learning intention	We are learning about the structure of a narrative	We are learning about the structure of a narrative	We are learning about fractions
Success criteria	I can: <ul style="list-style-type: none"> • Discuss what a narrative is • Plot a narrative on a story graph • Think about problems or challenges for the character in a story 	I can: <ul style="list-style-type: none"> • Plot a narrative story graph • Think of the beginning, climax and the resolution of the story • Upload my work onto Microsoft Teams 	I can: <ul style="list-style-type: none"> • Know what a fraction is • Understand fractions as part of a whole • Create instructions for others to follow

<p>Task</p>	<p>Microsoft Teams remote teaching session</p> <p>Lesson starts at 9:00am.</p> <p>Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need:</p> <ul style="list-style-type: none"> • Device • Engaging introductions 	<p>Watch this video called 'Lifted'. Think about the different plot elements while you are watching the video.</p> <p>https://safeYouTube.net/w/wMedb</p> <ol style="list-style-type: none"> 1. What happened at the: <ul style="list-style-type: none"> - Beginning - Middle - End 2. Complete the plot structure of the video on the story graph  <ol style="list-style-type: none"> 3. Post your work on Microsoft Teams > Home Group Channel <p>Support:</p>	<p>Workshop 1 and 2</p> <ol style="list-style-type: none"> 1. Watch: https://safeYouTube.net/w/Dh7db 2. Answer the following questions: <ul style="list-style-type: none"> -What is it called when a shape or object is cut into two equal parts? -What is it called when a shape or object is cut into four equal parts? -What would it be called if a shape or object was cut into three or five equal parts? 3. Colour each rectangle according to the instructions. Colour one half red and one half blue:  <p>Colour one fifth blue, one fifth pink, one fifth yellow, one fifth red and one fifth green:</p> 
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Challenge:

Can you change the plot of the narrative to make the story more engaging and exciting?

- What will you change or keep the same?
- Will you change the character/s?
- Will you keep the same ending?

Create your new and improved story on a story graph.

4. Draw line lines and then colour the rectangles according to the instructions:
Colour two quarters, one quarter yellow and one quarter red:



5. Come up with your own instructions for someone to colour in different rectangles.

Workshop 3, 4 and 5

Task 1:

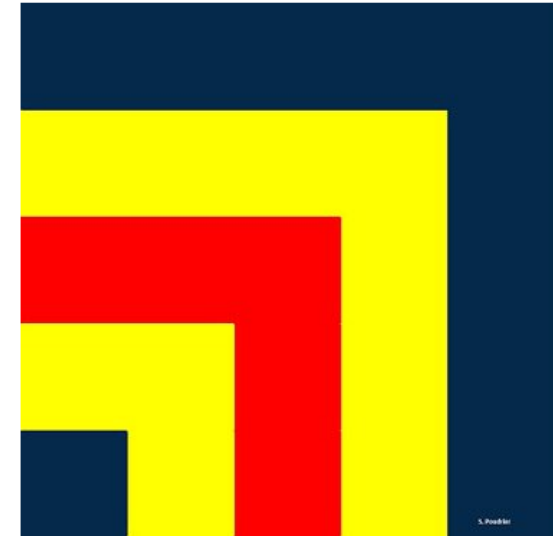
Watch this video

<https://clickv.ie/w/QN3o>

Task 2:

Create your own fraction wall, using one of these images as an example:

			 <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td colspan="2">1/1</td></tr> <tr><td>1/2</td><td>1/2</td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> <p>Task 3: Choose a fraction (from your fraction wall), find 2 or 3 equivalent fractions and explain how you know they are equivalent. https://flipgrid.com/f186ba66</p> <p>Workshop 6 & 7 Task 1 - Number talk: https://flipgrid.com/f0250317 Record yourself explaining what is the fraction of each colour in this picture and how you worked it out</p>	1/1		1/2	1/2																
1/1																							
1/2	1/2																						



Task 2 – Below is a recipe for a batch of 24 cookies.

Original recipe for 24 chocolate biscuits

- 365g chocolate
- 40g of white chocolate
- 6 tablespoons of butter
- 1 tablespoon of coffee
- 1 cup of brown sugar this is equivalent to 150grams
- 2 teaspoons almond essence
- 1/4 teaspoon of baking powder
- 50g of Brazil nuts, chopped
- 2 eggs
- 2 cup of plain flour this is equivalent to 220g

			<p>If I only wanted to make 6 biscuits how much of each ingredient would I need?</p> <p>Task 3 - Talulah plants 60 tulip bulbs. When they flower, she notes the following:</p> <ul style="list-style-type: none"> • Half the tulips are yellow • One third of those which are not yellow are red • One quarter of those which are neither red nor yellow are pink • The remainder are white <p>What fraction of the tulips are white?</p> <p>Make sure you show your workings for both task 2 and 3.</p> <p>Pick one of them to take a photo of and share on Teams</p>
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Wednesday 7th October

Today you will need:

<input type="checkbox"/> A device	<input type="checkbox"/> Pen/pencil	<input type="checkbox"/> Paper	<input type="checkbox"/> Coloured pencils
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Maths	Reading	Writing
Learning intention	We are learning about fractions	We are learning about engaging introductions	We are learning to create an engaging introduction

<p>Success criteria</p>	<p>I can:</p> <ul style="list-style-type: none"> • Identify fractions in my everyday life • Understand fractions as part of a whole • Identify equivalent fractions 	<p>I can:</p> <ul style="list-style-type: none"> • Understand different ways to create engaging introductions • Labelled the introductions used • Create my own introductions 	<p>I can:</p> <ul style="list-style-type: none"> • Use picture prompts to come up with ideas • Use different types of sentences to begin a narrative • Use correct punctuation in my sentence
<p>Task</p>	<p>Microsoft Teams remote teaching session Lesson starts at 9:00am. Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need:</p> <ul style="list-style-type: none"> • A device • Pen/pencil • Paper • Coloured pencils 	<p>The introduction is the first thing a reader will read. It is crucial to catch their attention so they continue reading. Here are a range of ways we can create interesting starts:</p> <p>Dialogue: A conversation between two or more people.</p> <p>Onomatopoeia: A word that resembles a sound e.g. BAM! Oink, meow.</p> <p>Action: Something that is done. E.g. she kicked the monster.</p> <p>Foreshadowing: Giving clues or hints about what is going to happen in a text.</p>	<p>Now that you have learnt different ways to introduce a text in an engaging way, it's time to practice.</p> <p>You need to write an introduction to the pictures below. After you have written the introduction, write down what device you used in your introduction:</p> <ul style="list-style-type: none"> • Dialogue • Onomatopoeia • Action • Foreshadowing • Humour <p>1.</p>

Humour: Including something funny or humorous in your text.

Match these examples to one of the interesting starts:

Example:	Interesting start:
“I always knew today was my lucky day!” exclaimed Betty as she ran towards the stage.	Dialogue
Bang! Crash! Snap! The trees were falling all around us.	
If it rained for very much longer, even the ducks would drown.	
He screamed in pain as his left fist came hurtling towards my face and I	



2.



<p>moved just at the last second so it connected with the wall.</p>	
<p>They say your life flashes before your eyes just before you die – well I guess it was time to find out.</p>	

Now it's your turn to come up with an example of your own interesting start using these devices:

Dialogue:

Onomatopoeia:

Action:

Foreshadowing:

Humour:

Challenge:

Ask your parents, friends or teacher for feedback on your interesting starts. See if your readers are



3.

4.



Post your introductions on Microsoft Teams > Your home group channel.

		engaged. Once you have feedback, up level your sentences.	
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Thursday 8th October

- Today you will need:**
- | | | | |
|-----------------------------------|-------------------------------------|--------------------------------|--------------------------|
| <input type="checkbox"/> A device | <input type="checkbox"/> Pen/pencil | <input type="checkbox"/> Paper | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	Maths	Reading	Writing
Learning intention	We are learning about equivalent fractions	We are learning about tightening the tension	We are learning about poetic devices

<p>Success criteria</p>	<p>I can:</p> <ul style="list-style-type: none"> Identify equivalent fractions Represent equivalent fractions on a number line 	<p>I can:</p> <ul style="list-style-type: none"> Understand what tightening the tension is Build the suspense 'Show but not tell' in my writing 	<p>I can:</p> <ul style="list-style-type: none"> Understand what a simile, metaphor and personification is Create sentences using this different poetic devices Share my sentences on Microsoft Teams 						
<p>Task</p>	<p>Microsoft Teams remote teaching session</p> <p>Lesson starts at 9:00am.</p> <p>Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need:</p> <ul style="list-style-type: none"> A device 	<ol style="list-style-type: none"> Read Simba's tightening Tension Scene. Simba Reading Grade 4 > General Channel > Class Material > Literacy > Narrative Texts > Simba's Tightening Tension Activity Watch the clip. https://safeYouTube.net/w/Jdhdb Fill out the table with examples from the reading and video: <table border="1" data-bbox="927 1093 1507 1366"> <tr> <td>I see:</td> <td>I smell:</td> </tr> <tr> <td>I taste:</td> <td>I touch:</td> </tr> <tr> <td>I hear:</td> <td>I feel:</td> </tr> </table>	I see:	I smell:	I taste:	I touch:	I hear:	I feel:	<ol style="list-style-type: none"> Watch the videos below: Simile - https://clickv.ie/w/AM2o Metaphor – https://clickv.ie/w/-N2o Personification - https://clickv.ie/w/GN2o Create 3 sentences for each of the poetic devices: <p>Simile: Example: The butterfly is as light as a feather.</p> <ul style="list-style-type: none"> <p>Metaphor: Example: Swimming through the sea of stars.</p> <ul style="list-style-type: none"> <p>Personification:</p>
I see:	I smell:								
I taste:	I touch:								
I hear:	I feel:								

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		<ol style="list-style-type: none"> 4. If you were in a dark forest what might you see, hear, touch, taste, smell and feel? 5. Write a paragraph about being in a dark forest. Make sure you 'show but don't tell' to ensure you are tightening the tension. 6. Upload your paragraph to Microsoft Teams > Home Group Channel 	<p>Example: The moon murmurs to me gently.</p> <ul style="list-style-type: none"> • • • <ol style="list-style-type: none"> 3. Post your sentences on Microsoft Teams > Home Group Channel.
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Friday 9th October

Today you will need: A device Pen/pencil Paper

	Inquiry	Reading	Writing	Maths
Learning intention	We are learning about belonging	We are learning about strong way to finish our texts	We are learning about creating narrative texts	We are learning about fractions on a number line
Success criteria	I can: <ul style="list-style-type: none"> Brainstorm what belonging means to me Create a poster Share my work on Teams 	I can: <ul style="list-style-type: none"> Read through the different examples Practice completing an example 	I can: <ul style="list-style-type: none"> Complete a Big Write Edit and up level my work Submit my work onto teams 	I can: <ul style="list-style-type: none"> Skip count by fractions Work out the missing fractions on a number line Represent fractions on a number line
Task	<p>Microsoft Teams remote teaching session</p> <p>Lesson starts at 9:00am. Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need:</p> <ul style="list-style-type: none"> Device 	<p>There are many different ways we can end our stories in interesting and engaging ways. Below are some examples for you to read throuh:</p>	<p>Today you are completing a narrative Big Write using the picture prompts below:</p>	<ol style="list-style-type: none"> Watch: Fractions on a number line Go to Microsoft Teams > Your home group channel > Files > Your folder > 9.10.2020 Fractions on a number line Complete the tasks on the word document.



EXAMPLES OF NARRATIVE ENDINGS	
<p>Circular Ending The story circles back to the beginning. Sometimes an author will end with the same idea or similar or exact words as the beginning of the story.</p>	<p>Surprise Ending The story takes you where you didn't expect it to go. Sometimes this ending is called a twist ending because the story takes an exciting turn.</p>
<p>Lesson or Moral Ending The main character in the story grows, changes, or learns something at the end of the story.</p>	<p>Warm Fuzzy / Capturing Emotion Ending The story ends leaving you feeling emotional or good inside. A good writer tugs at the heart strings to make the reader feel something.</p>
<p>Reflection Ending The narrator of the story steps back and reflects on what just happened. He or she often looks back on an experience and determines the importance of that experience, what was learned, etc.</p>	<p>Cliffhanger Ending The story ends by leaving the reader hanging or wanting more. Writers use this strategy to tease readers or excite them into reading more (the next chapter or the next book in a series).</p>
<p>Question Ending The story ends with a question to keep the reader thinking. The question usually involves the reader, and writers use this strategy to make their writing memorable.</p>	<p>Funny Thought / Humor Ending The story ends with a funny thought or something that makes the reader laugh. This helps to make the ending more memorable to the reader.</p>
<p>Image Ending The story ends with an important scene that the writer shows the reader through vivid details. By showing and not telling, the writer touches the reader's emotions and conveys a mood.</p>	<p>Dialogue Ending The story ends with an important conversation or quote. By ending with a quote, the writer captivates the audience by making the characters more realistic and revealing their personalities.</p>

Kristine Nannini
YoungTeacherLove

Today your task is the following:

1. Open "Wheel of names" on the internet:
<https://wheelofnames.com/>
2. In the "enter names here" section, write all of the different examples of narrative endings from above.

1.



2.



Workshop 3, 4 and 5 Task 1:

Watch this video

<https://clickv.ie/w/IQ3o>

Task 2:

Miss Lees was clearing food after the class party. She noticed that $\frac{3}{8}$ of the chocolate cake was leftover and $\frac{7}{8}$ of the vanilla cake was leftover. Both cakes were the same size, the only difference was the flavour. How much cake was left uneaten?

Can you write the answer in another way?

Task 3:

Create a worded problem, the answer is $\frac{8}{9}$, what is the question?

Post your question onto your Home group channel for someone else to figure out.

Task 4:

For some extra practice have a go at this game

3. Click on the wheel to spin it.
4. Using the ending it lands on you are to write an example ending. Your ending can follow on from the introductions you created on Wednesday in Writing.

3.



4.



Throughout the week you have created an introduction (Wednesday) and a conclusion (Today in reading).

Now it's time to put those all together in a finalised copy.

Before you commence your

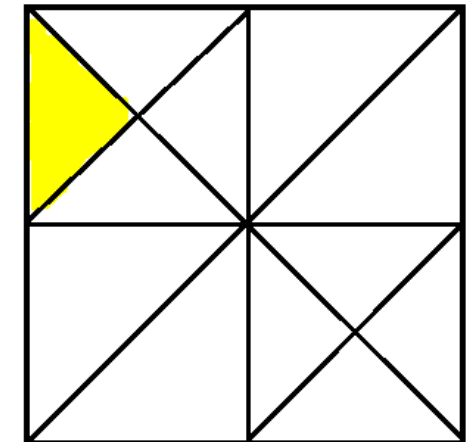
https://www.abcya.com/games/adding_fractions

Workshop 6&7

Task 1 - Number talk:

<https://flipgrid.com/f677e052>

Record yourself explaining what fraction is shaded in this picture and how you worked it out



Task 2 - Watch this video explaining how the change model works


<https://clickv.ie/w/p-2o> then answer the following 2


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			<p>writing, plan out your writing first. Once you have finished your writing, re read it and edit to up level your work.</p> <p>Things to remember: Vocabulary Connectives Openers Punctuation</p> <p>Post your completed Big Write onto Microsoft Teams > In your home group channel.</p>	<p>questions using a bar model to represent the equation</p> <ol style="list-style-type: none"> John had 360 stickers and Mark had some stickers. When John gave away $\frac{1}{3}$ of his stickers and Mark gave away 63 of his stickers, they had the same number of stickers left. How many stickers did Mark have at first? Amelia and Eva had 199 muffins altogether. Amelia sold $\frac{3}{5}$ of her muffins and Eva sold 37 muffins. Amelia then had twice as many muffins as Eva. How many muffins did Amelia have left? <p>Share one of these problems (including your working out showing the bar method) on Microsoft Teams</p>
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PE	Art	Environmental Studies	Music	Spanish
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<p><u>Invent Your Own Game!</u></p> <p>A game that gets you <u>moving</u>.</p>  <p>Watch this video on what to do:</p> <p>https://clickv.ie/w/q4yo</p> <p>Watch this video to see Mrs. Long's game that she invented:</p> <p>https://clickv.ie/w/LZ1o</p> <p>Remember, things to think about when planning your new game:</p> <ol style="list-style-type: none"> 1. What is the title of the game? 2. How many players do you need? 3. What equipment is needed? (Sometimes no 	<p><u>I want to be an ARCHITECT!</u></p> <p>Click the link and follow along:</p> <p>https://teams.microsoft.com/file/88CF909-0F37-4E6A-A79D-6DA81C2374DF?tenantId=d96cb337-1a87-44cf-b69b-3cec334a4c1f&fileType=pptx&objectUrl=https%3A%2F%2Feducv.sharepoint.com%2Fsites%2FEDUVIC-Grade4Semester22020%2FCClass%20Materials%2Farchitecture.pptx&baseUri=https%3A%2F%2Feducv.sharepoint.com%2Fsites%2FEDUVIC-Grade4Semester22020&serviceName=teams&threadId=19:8d827c58868440b2b1dc1855ac28df24@thread.tacy2&groupId=fea2742e-6018-440d-b22a-7a0d33453221</p>	<p><u>Energy Journal</u></p> <p>Watch:</p> <p>https://clickv.ie/w/ov2o</p> <p>To prepare us for some experiments on energy we need to know how we use energy everyday.</p> <ul style="list-style-type: none"> • Divide your page into 4 rectangles • Write the following headings – one in each rectangle <ul style="list-style-type: none"> o Learning o Fun o Getting around o Looking after yourself • Under each of the headings write down all the things you do for each of the headings (see example below) • Next to each of the activities draw a * if they use energy 	<p><u>Guess the songs</u></p> <p>Watch:</p> <p>https://clickv.ie/w/Yb3o</p> <p>See if you can guess the songs Miss Clarke is singing</p> <p>Optional extras:</p> <ul style="list-style-type: none"> • Choose a book you have at home and try the same activity with someone in your house, can they guess the song? • Make a short video of yourself singing your song and upload it to your class channel. Be sure to tag Miss Clarke so she can watch your video and try to guess. 	<p><u>Make a MASK!</u></p> <p>MASCARA</p> <p>Did you know that 'mask' in Spanish is 'máscara'.</p> <p>Where do we use the word 'mascara' in English?</p> <ol style="list-style-type: none"> 1. Follow the pictures below and draw yourself with a mask. 2. In the middle 'blank' part, write these phrases - <p><i>¡Hola!</i> <i>(Hello!)</i></p> <p><i>Me llamo ?</i> <i>My name is?</i> <i>(put your name)</i></p> <p><i>Tengo ? años.</i> <i>I am ? years old.</i> <i>(put your age)</i></p>
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<p>equipment is needed)</p> <ol style="list-style-type: none"> 4. What are the rules? 5. How do you win? <p>Don't forget to test out your game by playing it. You may type out the details or make a video of yourself playing it and post it onto Teams! Make sure to tag Mrs. Long or Mr. Harrison. 😊</p>		<p>Example -</p> <table border="1"> <tr> <td> <p>Learning</p> <ul style="list-style-type: none"> - Logging onto Teams for meetings - Using iPad for research - Drink bottle to keep hydrated - Reading my book for a brain break </td> </tr> <tr> <td> <p>Looking after yourself</p> <ul style="list-style-type: none"> - Brushing my teeth - Hot shower - Cooking healthy meals </td> </tr> <tr> <td> <p>Fun</p> <ul style="list-style-type: none"> - Riding my bike - Going for a run - Reading my book </td> </tr> <tr> <td> <p>Getting around</p> <ul style="list-style-type: none"> - Running - Riding a bike - Driving my car </td> </tr> </table>	<p>Learning</p> <ul style="list-style-type: none"> - Logging onto Teams for meetings - Using iPad for research - Drink bottle to keep hydrated - Reading my book for a brain break 	<p>Looking after yourself</p> <ul style="list-style-type: none"> - Brushing my teeth - Hot shower - Cooking healthy meals 	<p>Fun</p> <ul style="list-style-type: none"> - Riding my bike - Going for a run - Reading my book 	<p>Getting around</p> <ul style="list-style-type: none"> - Running - Riding a bike - Driving my car 		
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Fun Activities

Digital:

[Minecraft School Tour](#) Create your own virtual tour of Barton Primary School

Wellbeing:

[Oceanarium Meditation](#)





SENSE COUNTDOWN

1. Sit or stand straight and still. Close your eyes or look downward.
2. Take three deep breaths in and out.
3. Open your eyes.

- Notice **five** things you can see.
- Notice **four** things you can touch.
- Notice **three** things you can hear.
- Notice **two** things you can smell.
- Notice **one** thing you can taste.



teachertalk

Apricot Balls



Ingredients:

- 500 grams dried apricots chopped
- 395 grams condensed milk
- 2 1/2 cups coconut
- 1 cup coconut *extra

Method:

1. Combine all ingredients.
2. Wet hands and roll mixture into small balls, then coat in extra coconut.
3. Refrigerate or freeze for later.

<https://www.bestrecipes.com.au/recipes/apricot-balls-recipe/zr0pw4qz>

Game

Cookie Face: Place a biscuit on each player's forehead. See who can move the cookie to their mouth without using their hands first/fastest.

Science

[Phillip Island Nature Parks](#)