

Weekly Planner – Grade 56 Week 1

1/10/2020

REMOTE TEACHING SESSION:

9am-10am daily

Grade 56 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.

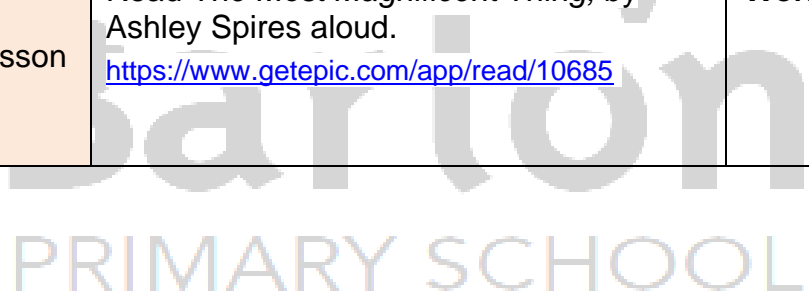
Advice for accessing your child's Microsoft Teams meeting:

- 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: Device Paper Pen/pencil

	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 that fractions are parts of a whole
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 part 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 were the key parts 	I can <ul style="list-style-type: none"> • Represent fractions in different ways • Use the area model to show fractions • Compare fractions
Task	Teams remote teaching session Microsoft Teams class lesson starts at 9am .	Read <i>The Most Magnificent Thing</i> , by Ashley Spires aloud. https://www.getepic.com/app/read/10685	Workshop 1 and 2



Please log on 5 minutes before and have the resources listed below ready.

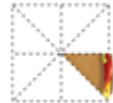
You will need:

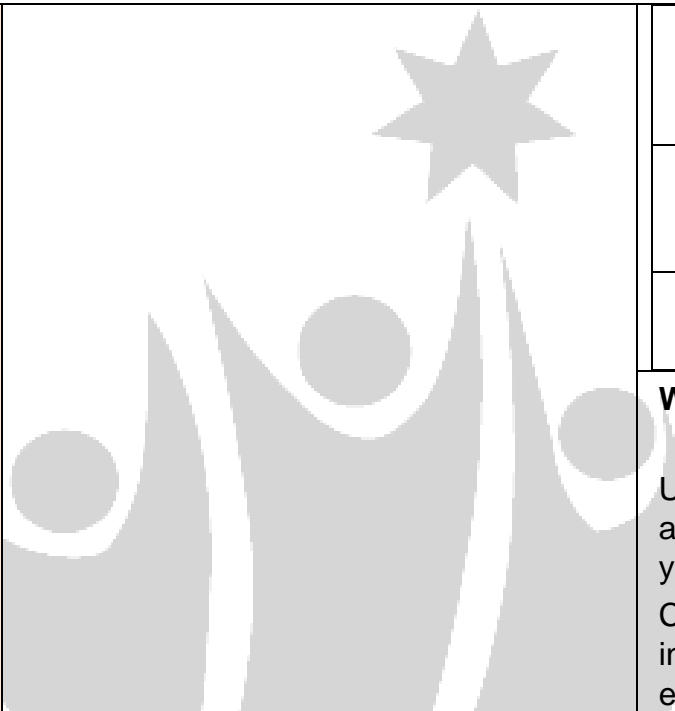
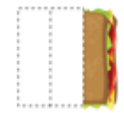
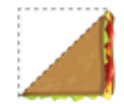
- Device

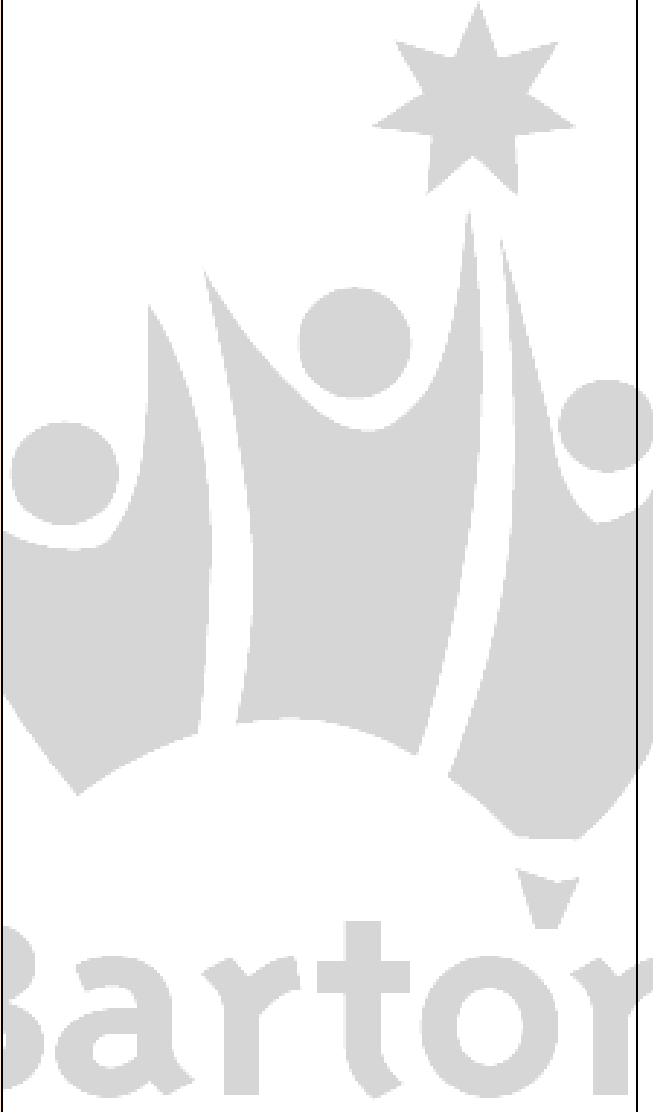
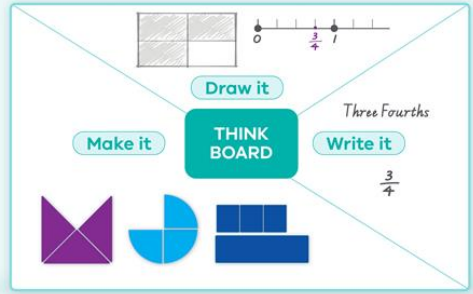
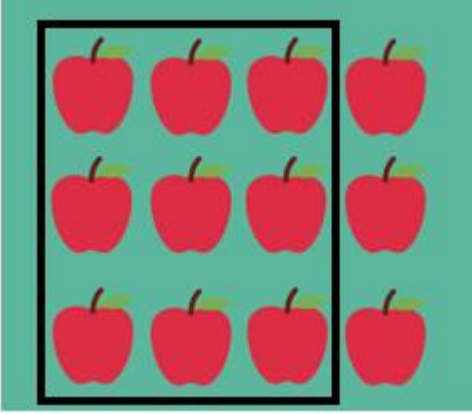
1. Looking back through the book locate where resilience/determination was shown. Write down your examples in your book.
2. Where have you shown resilience and determination in your life? Write down 3 examples:
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 -
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3. 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	
			<p>Workshop 3, 4 and 5</p> <p>Using this Think Board and collection of apples as an example, how many different ways can you show $\frac{1}{2}$?</p> <p>Create your own Think Board making sure to include all of the different ways like in the examples below:</p>		

			<div data-bbox="1500 311 1971 606">  <p>Draw it</p> <p>Make it</p> <p>THINK BOARD</p> <p>Write it</p> <p>Three Fourths</p> <p>$\frac{3}{4}$</p> </div> <div data-bbox="1422 646 1892 1061">  </div> <p data-bbox="1411 1069 2083 1356"> You might like to use the fraction bars 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/zydvjgnh (Use the black dot toggles to choose the fraction you want) </p>
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			<p>Workshop 6&7</p> <p>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 • One colour takes up $\frac{1}{4}$ of the whole • There are at least 3 different fractions represented <p>Here is an example There are 5 different shapes used $\frac{1}{4}$ of the model is green 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>
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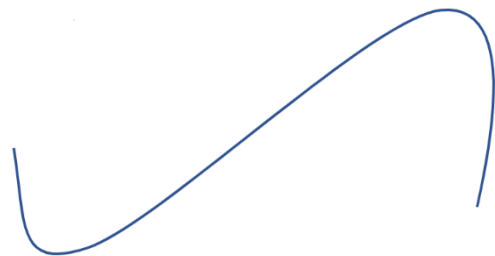
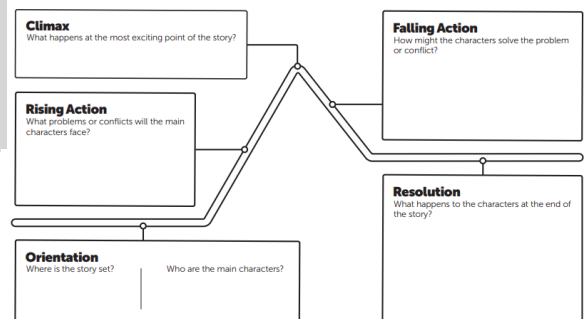



			 <p>Task 3 – Using the same resource https://mathigon.org/polypad create a shape which has half as much of each of the fractions used in the image below</p> <p>Each part of the whole needs to be halved For example, $\frac{1}{4}$ is currently green, in the new model only $\frac{1}{8}$ would be green</p> <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 October

Today you will need:

<input type="checkbox"/> 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"/>
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	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 as parts of a whole
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"> • Model fractions in different ways • Compare fractions • Solve problems involving fractions
Task	<p>Microsoft Teams remote teaching session</p> <p>Teams class meeting begins at 9am</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 • Pencil and paper 	<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> <p>1. What happened at the:</p> <ul style="list-style-type: none"> - Beginning - Middle - End 	<p>Workshop 1 and 2</p> <p>1. Watch:</p> <p>https://safeYouTube.net/w/Dh7db</p> <p>2. Answer the following questions:</p> <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?

		<p>2. Complete the plot structure of the video on the story graph</p>  <p>3. Post your work on Microsoft Teams > Home Group Channel</p> <p>Support:</p>  <p>Challenge: Can you change the plot of the narrative to make the story more engaging and exciting?</p>	<p>-What would it be called if a shape or object was cut into three or five equal parts?</p> <p>3. Colour each rectangle according to the instructions. Colour one half red and one half blue:</p>  <p>Colour one fifth blue, one fifth pink, one fifth yellow, one fifth red and one fifth green:</p>  <p>4. Draw line lines and then colour the rectangles according to the instructions: Colour two quarters, one quarter yellow and one quarter red:</p> 
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		<ul style="list-style-type: none"> • What will you change or keep the same? • Will you change the character/s? • Will you keep the same ending? <p>Create your new and improved story on a story graph.</p>	<p>5. Come up with your own instructions for someone to colour in different rectangles.</p> <hr/> <p>Workshop 3, 4 and 5 Task 1: Watch this video https://clickv.ie/w/QN3o</p> <p>Task 2: Create your own fraction wall, using one of these images as an example:</p>
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			 <table border="1" data-bbox="1541 619 2078 890"> <tr><td colspan="2" style="text-align: center;">1/1</td></tr> <tr><td style="text-align: center;">1/2</td><td style="text-align: center;">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> <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</p>	1/1		1/2	1/2																				
1/1																											
1/2	1/2																										

			<p>Record yourself explaining what is the fraction of each colour in this picture and how you worked it out</p>  <p>Task 2 – Below is a recipe for a batch of 24 cookies.</p> <p>Original recipe for 24 chocolate biscuits</p> <ul style="list-style-type: none">• 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
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			<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:

- Pen/pencil
- Paper
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- Device
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	Reading	Writing	Maths
Learning intention	We are learning how to create tension and a strong finish to a narrative.	We are learning about poetic devices and applying our narrative writing skills.	We are learning about fractions as parts of a whole
Success criteria	<p>I can:</p> <ul style="list-style-type: none"> • Create tension in my narrative • Create a strong finish in my narrative • I can link the tension and finish in my narrative 	<p>I can:</p> <ul style="list-style-type: none"> • Use poetic devices • Apply my narrative writing skills • Write an interesting narrative 	<p>I can:</p> <ul style="list-style-type: none"> • Model fractions in different ways • Understand fractions as parts of a whole • Compare fractions
Task	<p>Microsoft Teams remote teaching session</p> <p>Teams class meeting begins at 9am</p> <p>Please <u>log on 5 minutes</u> before and</p>	<p>1. Go to https://online.clickview.com.au/libraries/series/27043173/miniclips-poetic-devices?sort=productionyear and watch the interactive videos teaching you about poetic devices.</p>	<p>Workshop 1 and 2</p> <p>1. Go to Microsoft Teams > Your home group channel > Files > Your folder > 7.10.2020 Fractions</p> <p>2. Complete the tasks on the word document.</p>

have the resources listed below ready.

You will need:

- Device
- Paper and pen/pencil

2. Using everything you've learnt so far, have a go at writing an interesting narrative of your own! You can use what you've created in the explicit lesson to get you started!

Remember to include:

- An interesting start
- Necessary information
- A build up of tensions
- A climax
- An interesting finish

3. Post your Big Write on your Home group channel

Workshop 3, 4 and 5

Task 1:

Watch this video

<https://clickv.ie/w/6O3o>

Task 2:


Seven friends are doing a walk-a-thon which is 1 km long.

- Gen has walked $\frac{1}{2}$ of the walk-a-thon



- Steph has walked $\frac{6}{10}$ of the walk-a-thon
- Danny has $\frac{2}{3}$ of the walk-a-thon to go
- Oscar has walked $\frac{3}{5}$ of the walk-a-thon
- Roz needs to walk a further $\frac{7}{8}$ to reach the end
- Darryl has walked double the distance that Oscar has walked

		 <p>Barton PRIMARY SCHOOL</p>	<ul style="list-style-type: none"> Brendon needs to walk a further $\frac{3}{4}$ to reach the end. <p>Who do you think will finish the walk-a-thon first? Explain your answer and place each person, and their position, on the number line.</p>
			<p>Workshop 6&7</p> <p>Task 1 Number talk: https://flipgrid.com/cc65a424</p> <p>Record yourself explaining what is the fraction of each colour in this picture and how you worked it out</p>  <p>Task 2 Watch this video explaining how the part/whole model works https://clickv.ie/w/2_2o then answer the following 2 questions using a bar model to represent the equation</p>

			<ol style="list-style-type: none"> 1. Nancy was reading a book. On the first day, she read $\frac{2}{7}$ of the total number of pages in the book. On the second day, she read another 40 pages. She was left with $\frac{9}{14}$ of the total number of pages in the book to read. What was the total number of pages in the book? 2. Henry gave \$520 of his weekly salary to his parents. He spent $\frac{2}{5}$ of the remaining salary on transport. He spent another \$290 on food. The amount of money he had left was half the amount he spent on transport. How much was his weekly salary? <p>Share one of these problems (including your working out showing the bar method) on Microsoft Teams</p>
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Thursday 8th October

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| Today you will need | <input type="checkbox"/> | <input type="checkbox"/> Device | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> Pen/pencil | <input type="checkbox"/> |

	☐	☐ Paper	☐	☐						
	Maths	Reading	Writing							
Learning intention	We are learning about equivalent fractions	We are learning about resilience	We are learning about resilience							
Success criteria	I can: <ul style="list-style-type: none"> Identify equivalent fractions Represent equivalent fractions on a number line 	I can: <ul style="list-style-type: none"> Explain what resilience is Identify strategies for being resilient 	I can: <ul style="list-style-type: none"> Understand strategies to help me be resilient Complete a mindfulness tool 							
Task	<p>Microsoft Teams remote teaching session</p> <p>Teams class meeting begins at 9am</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 	<ol style="list-style-type: none"> Watch this video and make notes as you watch https://youtu.be/j1uLavVhCAQ In your book answer the following questions: <ol style="list-style-type: none"> What does it mean to be resilient? What are some strategies you can implement into your daily life to be more resilient? What advice would you give someone who is finding it hard to be resilient? 	<p>Mindfulness means aware of your thoughts, emotions, and how you're feeling both physically and mentally.</p> <ol style="list-style-type: none"> Watch this video https://clickv.ie/w/wS2o Sometimes being mindful is about focusing our attention on one thing. Find a space outside and observe what is around you. Use the table below to write down what you observe. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">What do I see</td> <td></td> </tr> <tr> <td>What do I feel</td> <td></td> </tr> <tr> <td>What do I think</td> <td></td> </tr> </table>		What do I see		What do I feel		What do I think	
What do I see										
What do I feel										
What do I think										

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Weekly Planner – Grade 5/6 Week 1

1/10/2020

Friday 8th October

Today you will need:

- Device
- Pen/pencil
- Paper

	Inquiry		Writing		Maths
Learning intention	GRADE 5 We are learning about how to manage our stress	GRADE 6 We are learning about strategies to cope with strong emotions	GRADE 5 We are learning about how to manage our stress	GRADE 6 We are learning about strategies to cope with strong emotions	We are learning about fractions as parts of a whole
Success criteria	I can: <ul style="list-style-type: none"> • Actively listen and engage in the webinar • Identify how I am feeling • Represent what my stress looks like 	I can <ul style="list-style-type: none"> • Identify events that might trigger strong emotions • Explain strategies to help me cope with 	I can: <ul style="list-style-type: none"> • Identify when I feel stressed • Identify what causes my stress 	I can: <ul style="list-style-type: none"> • Explain strategies to help me cope with strong emotions • Reflect on things I am grateful for • Create a gratitude journal 	I can: <ul style="list-style-type: none"> • Use fractions to solve problems • Model fractions in different ways including a collection of objects • Compare fractions

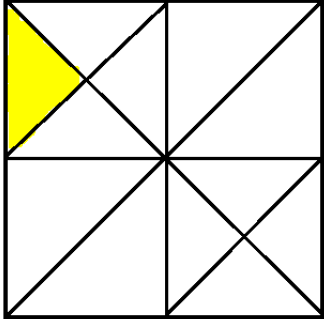
Weekly Planner – Grade 56 Week 1

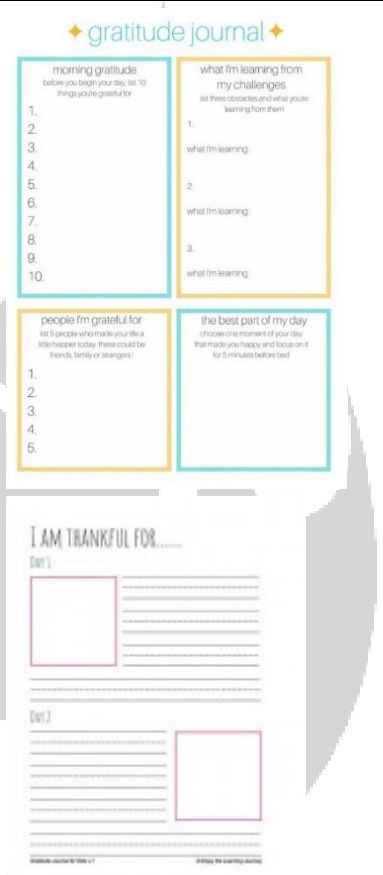
1/10/2020

	<ul style="list-style-type: none"> Identify and discuss methods to manage my stress 	<ul style="list-style-type: none"> strong emotions Create a 'CALL G' poster 							
Task	<p>Microsoft Teams remote teaching session</p> <p>Teams class meeting begins at 9am</p> <p>Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need: Device</p>	<p>Microsoft Teams remote teaching session</p> <p>Teams class meeting begins at 9am</p> <p>Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need: Device</p>	<ol style="list-style-type: none"> Read 'Past Tense: Healthy Ways to Manage Stress' on Get Epic https://www.getepic.com/app/read/12464 Have a go at using the formula in the book to start a 'stress notebook' (skill one) to help you identify 	<p>Acts of kindness are way of making us feel grateful for what we have. When we complete an act of kindness, we feel better about ourselves.</p> <ol style="list-style-type: none"> Think of 3 people you are grateful for and why. One must be someone at home, one someone at school and one someone outside of school. Complete the below table. <table border="1" data-bbox="1077 1193 1458 1439"> <tr> <td>At home Person:</td> <td>Why I am grateful for them:</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </table>	At home Person:	Why I am grateful for them:	_____	_____	<p>Workshop 1& 2</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. <p>Workshop 3, 4 and 5</p> <p>Task 1: Watch this video https://clickv.ie/w/IQ3o</p> <p>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,</p>
At home Person:	Why I am grateful for them:								
_____	_____								

Weekly Planner – Grade 56 Week 1

1/10/2020

			<p>when you are feeling stressed and what causes it.</p> <p>3. Choose 3 strategies the book suggests using to manage your stress. Think about which strategies you believe you can continue to implement into your life and share these on the Grade 5</p>	<p>At school person: _____</p>	<p>Why I am grateful for them:</p>	<p>the only difference was the flavour. How much cake was left uneaten?</p> <p>Can you write the answer in another way?</p> <p>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.</p> <p>Task 4: For some extra practice have a go at this game: https://www.abcya.com/games/adding_fractions</p>
				<p>Out of school person: _____</p>	<p>Why I am grateful for them:</p>	<p>Workshop 6&7</p> <p>Task 1 - Number talk: https://flipgrid.com/f677e052 Record yourself explaining what fraction is shaded in this picture and how you worked it out</p>  <p>Task 2 - Watch this video explaining how the change model works https://clickv.ie/w/p-20</p>

			<p>Leadership Team.</p>	 <p>gratitude journal</p> <p>morning gratitude before you begin your day, list 10 things you're grateful for</p> <p>what I'm learning from my challenges list three obstacles and what you're learning from them</p> <p>people I'm grateful for list 5 people who make your life a little happier today; these could be friends, family or strangers!</p> <p>the best part of my day choose one moment of your day that made you happy and focus on it for 5 minutes before bed</p> <p>I AM THANKFUL FOR.....</p> <p>Day 1</p> <p>Day 2</p>	<p>then answer the following 2 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

<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? 	<p><u>I want to be an ARCHITECT!</u></p> <p>Click the link and follow along:</p> <p>https://teams.microsoft.com/l/file/E5F4735A-2C38-4F96-8AA2-C6BC55D6BA75?tenantId=d96cb337-1a87-44cf-b69b-3cec334a4c1f&fileType=pptx&objectUrl=https%3A%2F%2Feducic.sharepoint.com%2Fsites%2FEDUVIC-Grade56Semester22020%2FClass%20Materials%2FArchitecture.pptx&baseurl=https%3A%2F%2Feducic.sharepoint.com%2Fsites%2FEDUVIC-Grade56Semester22020&serviceName=teams&threadId=19:97d0b0353a2d46e3a6ae338437950d6e@thread.tacv2&groupId=b46c34a1-ad37-4c8c-b1a3-c2df9951346c</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> <ol style="list-style-type: none"> 1. Watch: https://clickv.ie/w/Yb3o See if you can guess the songs Miss Clarke is singing 2. Choose a book you have at home and try the same activity with someone in your house, can they guess the song? 3. 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> (Hello!)</p> <p><i>Me llamo ?</i> My name is? (put your name)</p> <p><i>Tengo ? años.</i> I am ? years old. (put your age)</p>
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<p>2. How many players do you need?</p> <p>3. What equipment is needed? (Sometimes no equipment is needed)</p> <p>4. What are the rules?</p> <p>5. How do you win?</p> <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](#)



Barton
PRIMARY SCHOOL

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](#)