

**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.

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](mailto:barton.ps@education.vic.gov.au).

**Optional drop in session:**

Class	Teacher	Time	Meeting
56	Specialist Teacher	12-12:30pm	Microsoft Teams General Channel
56	56 Teacher	2-2:30PM Mon-Tue-Thu	Microsoft Teams General Channel <b><u>Fun Activity Session</u></b>

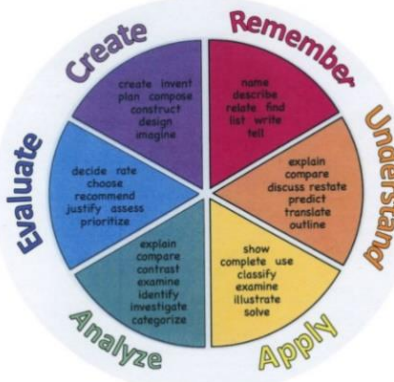
**Optional:** Live Specialist Session 1:00pm-1:30pm daily


Grade	Specialist Class	Personal Room Link	Personal Room Number
All	<b>Monday – Art</b> <b>Tuesday – STEM</b> <b>Wednesday – Spanish</b> <b>Thursday – Sport</b> <b>Friday - Music</b>	All sessions: <a href="https://eduvic.webex.com/meet/french.justine.m">https://eduvic.webex.com/meet/french.justine.m</a>	<b>573-944-792</b>

## Thursday 16<sup>th</sup> September


- Today you**
- Device
  - Paper
  - Pen/pencil
  - 
  - Dice
  - 
  - 
  -

	Genius Time	Writing	Maths	Reading
<b>Learning intention</b>	We are learning about the different levels of learning objectives of a project	We are learning to work as a group to create fun poetry	We are learning how to solve a Sudoku	We are learning how to respond to a visual text.
<b>Success criteria</b>	I can: <ul style="list-style-type: none"> <li>• Think about what I have done or will do in each level of Bloom's Taxonomy</li> <li>• Create an objective for each level</li> <li>• Continue to work on my GT project</li> </ul>	I can: <ul style="list-style-type: none"> <li>• Work collaboratively to create a fun piece of poetry</li> <li>• Use all the skills I have developed during our poetry unit</li> <li>• Have a laugh and build on my peers' ideas</li> </ul>	I can: <ul style="list-style-type: none"> <li>• Understand how to complete a Sudoku</li> <li>• Choose an easy medium or hard Sudoku</li> <li>• Attempt to complete the Sudoku using strategy</li> </ul>	I can: <ul style="list-style-type: none"> <li>• Write in full sentences</li> <li>• Follow the visual text</li> <li>• Respond to the questions</li> </ul>

Task				
<p>Task</p>	<p>Watch <a href="https://video.link/w/los8c">https://video.link/w/los8c</a></p> <p><b>This task is set for you on Seesaw</b></p> <ol style="list-style-type: none"> <li>Choose one verb from each level of Bloom's Taxonomy that you have done or will do for your project</li> </ol>  <p>The diagram is a circular wheel divided into six colored segments, each representing a level of Bloom's Taxonomy with associated verbs:</p> <ul style="list-style-type: none"> <li><b>Remember (Red):</b> name, describe, relate, find, list, write, tell</li> <li><b>Understand (Orange):</b> explain, compare, discuss, restate, predict, translate, outline</li> <li><b>Apply (Yellow):</b> show, complete, use, classify, examine, illustrate, solve</li> <li><b>Analyze (Green):</b> explain, compare, contrast, examine, identify, investigate, categorize</li> <li><b>Evaluate (Blue):</b> decide, rate, choose, recommend, justify, assess, prioritize</li> <li><b>Create (Purple):</b> create, invent, plan, compose, construct, design, imagine</li> </ul> <ol style="list-style-type: none"> <li>Create a learning objective for each section with either I will or I have and the verb you selected.</li> </ol> <p><b>For example:</b></p>	<p><b>Teams remote teaching session</b></p> <p>Microsoft Teams class lesson starts at <b>9am</b>.</p> <p>Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p>	<p>Sudoku is a Japanese number puzzle in which players insert the numbers one to nine into a grid consisting of nine squares subdivided into a further nine smaller squares in such a way that every number appears once in each horizontal line, vertical line, and square.</p> <p>Watch this video that explains how to play: <a href="https://video.link/w/G1Q8c">https://video.link/w/G1Q8c</a></p> <p>Watch this video that explains the note strategy: <a href="https://video.link/w/T1Q8c">https://video.link/w/T1Q8c</a></p> <p>Now go to this link and choose an easy, medium or hard Sudoku to complete (it automatically gives you a medium level so click options to change if needed): <a href="https://cardgames.io/sudoku/">https://cardgames.io/sudoku/</a></p>	<p><b>Hey you, what if..... You could fly like a bird?</b></p> <p>Watch the video below and answer the questions as you go!</p> <p><a href="https://online.clickview.com.au/libraries/series/34324112/hey-you-what-if-videos/34447623/you-could-fly-like-a-bird-">https://online.clickview.com.au/libraries/series/34324112/hey-you-what-if-videos/34447623/you-could-fly-like-a-bird-</a></p> <p>What do birds have to do in order to fly?</p> <p>How fast would a human have to flap their arms to take off?</p> <p>Is that possible?</p>

	<p><b>Remember:</b> I will <b>list</b> all of the different styles of art</p> <p><b>Understand:</b> I will <b>explain</b> 5 different styles of art</p> <p><b>Apply:</b> I will <b>examine</b> 5 different styles of art</p> <p><b>Analyse:</b> I will <b>investigate</b> how art styles have changed over time</p> <p><b>Evaluate:</b> I will <b>justify</b> which art style is my favourite</p> <p><b>Create:</b> I will <b>create</b> an original piece of art in my favourite style</p> <p>3. Work on completing the objectives you have set out for yourself</p>		<p>What bird has the largest wingspan?</p> <p>How large is it?</p> <p>What makes a bird such a good animal at flying?</p> <p>If a human had big wings would they be able to fly?</p> <p>Where would humans have to go in order to fly?</p> <p>What makes this a good place for humans to fly?</p>
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				<p>What would humans have to wear?</p> <p>Using the information you've gathered from answering the above questions (evidence). Write at least half a page that explain to your teacher all of the <u>challenges</u> you would encounter whilst trying to fly like a bird.</p>
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SPECIALIST ACTIVITIES (OPTIONAL)				
Art	Performing Arts	Physical Education	STEM	Spanish
<p><b>Learning Intention:</b> We are learning to create artwork inspired by Spring.</p> <p><b>Success Criteria:</b> I can...</p> <ul style="list-style-type: none"> <li>• Make a Spring inspired artwork</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Materials at home</li> <li>• Paper</li> <li>• Pencils</li> <li>• Crayons</li> <li>• Scissors</li> <li>• Glue</li> <li>• Nature materials: leaves, rocks, etc.</li> </ul> <p><b>Task:</b></p> <ol style="list-style-type: none"> <li>1. Get creative and create a piece of art that is inspired by Spring!</li> <li>2. You can make a painting or drawing of landscapes like fields full of flowers or</li> </ol>	<p><b>Learning Intention:</b> We are learning about characters</p> <p><b>Success Criteria:</b> I Can...</p> <ul style="list-style-type: none"> <li>• Use information from a photo to create a character</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Character creator image</li> <li>• Device</li> <li>• Costume/clothes</li> </ul> <p><b>Task:</b></p> <ol style="list-style-type: none"> <li>1. Look at this character creator photo</li> <li>2. Use the information on the character creator image to create your character. (For example, Miss Clarke’s character would be an angry (April), astronaut (A) who is singing (purple)</li> </ol>	<p><b>Learning Intention:</b> We are learning to play some hand-eye coordination games</p> <p><b>Success Criteria:</b> I Can...</p> <ul style="list-style-type: none"> <li>• Be creative with the games and materials I use</li> <li>• Play with someone</li> <li>• Give all tasks a go</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Plastic cups</li> <li>• A soft ball or a pair of rolled up socks</li> <li>• A timer</li> </ul>  <p><small>shutterstock.com · 1485582371</small></p> <p><b>Task: CUP STACKING</b></p>	<p><b>Learning Intention:</b> We are learning about scientific experiments.</p> <p><b>Success Criteria:</b> I Can...</p> <ul style="list-style-type: none"> <li>• Choose an experiment</li> <li>• Conduct a scientific experiment</li> <li>• Record my findings</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Device to access ClickView</li> <li>• Various resources (check clips for details)</li> </ul> <p><b>Task:</b></p> <ol style="list-style-type: none"> <li>1. Choose one of the tasks below - ask an adult to help you!</li> <li>2. Record yourself doing the experiment and upload it to SeeSaw</li> <li>3. HAVE FUN!</li> </ol> <p><b>Activity 1:</b> Homemade ice-cream <a href="https://clickv.ie/w/5Gjr">https://clickv.ie/w/5Gjr</a></p>	<p><b>Learning Intention:</b> We are learning about superhéroes (super heroes)</p> <p><b>Success Criteria:</b> I can</p> <ul style="list-style-type: none"> <li>• Create a minibook about superheroes (super heroes)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Paper and pencils</li> </ul> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• First, brainstorm 3 things that you are good at, these are your super powers!</li> <li>• Then, draw a picture of yourself as a superhéroe (super heroes)</li> <li>• Using a device, translate your superpowers into Spanish and use them to label your drawing.</li> <li>• Lastly, upload your fabulous work to your Spanish folder on Seesaw.</li> </ul>

make 3D crafts inspired by the season.

If you need an idea to get you started, have a go at this artwork:



1. For this activity you can either draw the figure of a body **or** print out a picture of yourself posing.
2. Collect nature objects outside and create your nature collage of an outfit. Make sure to ask the adults at home before going outside to look for your nature materials.

## CHARACTER CREATOR

### The month you were born in

January - Happy	July - Nervous
February - Excited	August - Confused
March - Scared	September - Bored
April - Angry	October - Sad
May - Hungry	November - Cranky
June - Proud	December - Sleepy

The first letter of your name:	
A - Astronaut	I - Infant
B - Bride	J - Jackaroo
C - Cow	K - King
D - Doctor	L - Lion
E - Elephant	M - Mum
F - Fireman	N - Nanna
G - Granny	O - Ogre
H - Hero	P - Pirate
	Q - Queen
	R - Robot
	S - Superman
	T - Tourist
	U - Umpire
	V - Villan
	W - Wolf
	X - X-men
	Y - Yoda
	Z - Zoo Animal

Your favourite colour	
Red - Jumping	Orange - Dancing
Yellow - Typing	Pink - Cooking
Green - Running	Purple - Singing
Blue - Reading	Black - Painting

3. Dress up in an outfit that suits your character and upload it to Seesaw
4. Dress up as your character for the online music session

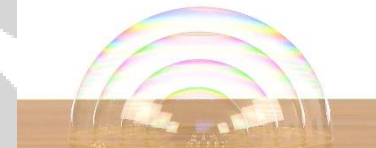
1. Complete the ClickView warm up VIDEO below  
<https://clickv.ie/w/HUm>
2. Watch this ClickView video  
<https://clickv.ie/w/ljir>
3. Try and play as many of the cup stacking games as possible, play against someone else and have a competition. IF not try and beat your own scores!
4. Challenge yourself to play a game with your 'non preferred hand or foot'

<https://clickv.ie/w/YZir>  
<https://clickv.ie/w/l-ir>  
**Extension superstars**

**To enlarge the picture below, copy and paste it into a word document and complete 3 out of the 9 activities:**

**Activity 2:** Bubble inside a bubble inside a bubble... Watch this cliip:

<https://video.link/w/Jup8c>  
And read more about the experiment here:  
<https://www.stevespanglerscience.com/lab/experiments/bubble-inside-a-bubble/>



3. Take a photo of your artwork and post a picture on to Seesaw.

**Activity Choice Board**

Instructions: Choose at least 3 of the 9 activities to do. Colour in the squares that you did and take a selfie of you holding your completed choice board. Post it onto Seesaw!

<p><b>HYDRATE WITH WATER!</b> Thirsty? That means your body needs WATER! Don't grab drinks with added sugar – grab good old-fashioned water.</p>	<p><b>TABATA HIT WORKOUT</b> 1. Star Jumps (20 sec) 2. Planks (20 sec) 3. Push-Ups (20 sec) 4. Star Jumps (20 sec) 5. Burpees (20 sec) 6. Star Jumps (20 sec) 7. Planks (20 sec)</p>	<p><b>FRUIT</b> Fruit is the original snack food! For an entire day, eat fruit as your snacks. Skip all the other snacks and focus on fruits.</p>
<p><b>20 Min RUN-WALK HIT</b> 1) Walk (2 Min) 2) Run (1 Min) 3) Walk (3 Min) 4) Run (2 Min) 5) Walk (4 Min) 6) Run (3 Min) 7) Walk (5 Min)</p>	<p><b>Crunch your Veggies!</b> Today is a veggie snack day. Grab the crunchy stuff – like carrots or celery – and crunch today's snacks.</p>	<p><b>BURPEE TABATA</b> 20 Seconds of Burpees 20 Seconds of Rest Repeat 8 times.</p>
<p><b>Take a 15-minute WOG!</b> A WOG is a combination of WALK and JOG. Begin walking. Then, lean forward and pick up the speed just a little. It's okay to take short, quick steps. If you can go 3 kilometres in just under 15 minutes, then you've set a good WOGGING pace.</p>	<p><b>Walk and DON'T talk.</b> As you walk, listen to the sounds of the world around you. Pay attention to natural sounds, machine sounds, and human sounds. Wow – the world is a really interesting place to listen.</p>	<p><b>Your activity choice!</b> Living a healthy and active lifestyle is all about making personal activity choices. You know what you like to do to safely move your body. Go do that for at least 15 minutes.</p>

Mrs Palladino, Mrs Long, Mrs Peters and Mr Harrison would love to see some short videos (LESS THAN 30 SECONDS) and or photos of these on **SEESAW** – P.E channel, **HAVE FUN!!**