



Remote and Flexible Learning Term 3 2020

Year: 6

Week: 6

Torquay College community is working creatively to meet the learning needs of all our students. The short mini lessons that teachers are posting are proving to be a welcomed addition to our learning program. The positive feedback received is encouraging and motivates us all to keep working to innovate and improve the teaching and learning program for all students.

Setting up a supportive home and school learning environment is key to ensuring a successful learning partnership and experience in the 'Remote and Flexible Learning' program.

The following is a guide to support and remind families to:

Setting up a learning environment:

Creating a quiet and comfortable learning space is crucial. Your child may have a regular place for completing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time.

A space/location for extended learning should be a public/family space, not in a bedroom where possible. It should be a place that can be quiet at times. Above all, we encourage families to closely monitor and support your child/ren's learning.

Family Wellbeing:

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last forever.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).

Establishing home learning environment:

- establishing and following a daily routine
- defining a space for your child to work in

- monitoring communications from teachers and others
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online (screen time)
- keep your children social, but set rules around their social media interactions.

If you have any questions or concerns about your child's learning please contact your class teacher or the school.

Regards,

Nadia Tkaczuk
Assistant Principal

Year 6 Team Weekly Message:

Virtual Webex class meeting this week will be on **Tuesday at 11:00am and Thursday at 9:30am**. See Google Classroom for details and the meeting code.

The online platform for all year 6 Students is Google Classroom, details for each class are listed below.

The school website curriculum program is designed for families who opt for hard copy pack and who do not have access to the internet.

This week we will be releasing all of the Lesson Support Videos at the start of the week. You can access them anytime you need and we could encourage everyone to watch all of the lessons to support your learning.

Google Classroom Codes

6A - Mr Brown & Mrs Field	3plbmxe
6B- Ms Dowling	quibtoa
6C- Mr Herbert	i7kkih
6D - Mr Mason & Mrs Field	mr4ng2b
6E - Ms Stewart	gknlglc

Week 6 Video Support Lessons & Focus

General	Weekly overview and expectations
Reading	Open-ended questioning (Discussion Director)
Writing	Metaphors and similes
Maths	Four processes rich problem solving task
Inquiry	The Stolen Generation & Rabbit Proof Fence movie

Suggested Daily Schedule

Program for: Monday Tuesday Thursday Friday			Program for: Specialist day Wednesday		
8.30 to 9.30	Physical Activity	Play outside, go for a walk, ride your bike	8.30 to 9.30	Physical Education	Torquay College PE Lesson.
9.30 to 10.30	Academic time	Select a reading or writing task from activities listed. Refer below	9.30 to 10.30	Art Activity	Torquay College Art Lesson.
10.30 to 11.00	Break		10.30 to 11.00	Break	
11.00 to 12.00	Academic time	Select a Mathematics task from activities listed. Refer below	11.00 to 12.00	Indonesian Activity	Torquay College Indonesian Lesson.
12.00- 1.00	Creative time	Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument	12.00 to 1.00	Well Being Activity	Torquay College Wellbeing Lesson.
1.00- 1.30	Lunch		1.00 to 1.30	Lunch	
1.30 -2.30	Academic time	Select an Inquiry or English task from activities listed in the appropriate year level learning tasks. Refer below	1.30 to 2.30	Creative time	Construction activity with your child's favorite materials i.e. Lego, draw, craft, music, instrument.
2.30- 3.30	Physical or Wellbeing	Select a wellbeing or physical activity: Play game outside, a ball game in your yard, skipping	2.30 to 3.30	Physical Activity	Play outside, go for a walk, ride your bike.

Writing

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Sessions 1</u> Learning Intention: We are learning to publish a text for different purposes and audiences. Success Criteria: To create illustrations for your Book Week story that suit your text.</p>	<p>Writers Workshop: Narrative - Book Week Stories</p> <p>This week we are focusing on illustrating our Book Week stories. You can follow along with the slides on Google Classroom to look at the writing trait of 'presentation' and be inspired by some mentor illustrators. Your aim is to have your Book Week story finished by the end of this week.</p>	<p>Google Classroom> Writing Week 6 'Book Week stories - illustrating'</p>	
<p><u>Sessions 2</u> Learning Intention: We are learning how to use commas in our writing. Success Criteria To create sentences using commas correctly.</p>	<p>Conventions of writing: Commas</p> <p>Following along with the slides on Google Classroom to explore 4 NEW ways to successfully use commas in your writing. You will need to read through the example on each slide and write your own sentences for each 'rule'.</p>	<p>Google Classroom >Classwork > Writing: Week 6 'Session 2: Week 6 Term 3 Conventions Comma Rules'</p>	
<p><u>Sessions 3</u> Learning Intention: We are learning to use metaphor and simile in our writing. Success Criteria To understand the effects of metaphor and simile and create examples.</p>	<p>Metaphor & Simile (Video support lesson provided)</p> <p>Continuing from last week's introduction to metaphor and simile. Can you think of any songs you know that have metaphor and simile in the lyrics? Watch this week's video in the slideshow on Google Classroom to see if you can think of anymore. Read through the other slides and complete the tasks (slides 4-6).</p>	<p>Google Classroom > Writing: Week 6 'Writing Week 6 Metaphor and Simile' Watch: https://www.youtube.com/watch?v= IH3rOdvGg</p>	
<p>Writing: Optional Extra- if you want to do more: Write a book review for the Lit Circle book you have completed reading or try to find examples of metaphor and simile in books you are reading.</p>			

Reading

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>GENERAL READING REMINDER</u> - Along with your 3 Reading sessions for the week, it is also our expectation that you are completing 30 minutes of independent reading each day. This can be a book or article of your choice!</p>			
<p><u>Sessions 1</u> Learning Intention: Depending on the role you have... we are learning to; describe the plot, characters, and themes summarise sections or plotlines of your novel identifying evidence from your novel connect ideas or events in a novel Success Criteria I can reflect on my reading, use evidence from the text and present my ideas through completing my Lit Circles role.</p>	<p style="text-align: center;">LIT CIRCLES</p> <p>This week we are starting round 2 of Lit Circles, so you will begin reading your next novel. You need to complete your set reading for the week and select a role to start working on (this is your choice, unless you have been allocated as Discussion Director this week) For this round of Lit Circles you will select a different role each week. Remember, our Year 6 expectations are that you read for at least 30 minutes each day.</p> <p>TAKE YOUR TIME WITH THIS TASK - IT IS NOT DUE UNTIL THE 25th of AUGUST, SO PLEASE DO NOT RUSH IT!</p> <p>How you choose to present your role is completely up to you but here are some ideas; Typed Up on Google Word Document PowerPoint Presentation Poster (Photo uploaded to Feedback Task Assignment) <i>If you are uploading a photo, please try and make sure it is clear so that your teachers can read it!</i> Video recording Minecraft World (Travel Tracer or Lit Lum)</p>	<p><u>Lit Circles Role Cards - Google Classroom > Reading</u></p> <p>Discussion Director Theme Tracker Character Links Travel Tracer Lit Luminary Summariser Connector</p> <p>Reflection Sheet Score Sheet</p>	
<p><u>Sessions 2</u> Learning Intention: As Above</p>	<p style="text-align: center;">LIT CIRCLE : ROLE DEVELOPMENT and TRIAL CONFERENCE DISCUSSION</p> <p>This week we will start to talk about a trial run of Lit Circle Conferences. Your teacher will explain to you how this is going to look for your groups, so please wait for further instructions on your Google Classroom. It is really important to use this time, to make sure your Role is detailed and fully complete, ready to be submitted on the 25th of August.</p>	<p>As above</p>	

<p><u>Sessions 3</u> Learning Intention: We are learning to take notes and annotate while we read in order to help us answer questions relating to the text.</p> <p>Success Criteria I can reflect on my reading and use evidence from the text to answer questions.</p>	<p style="text-align: center;">INQUIRY READING & RESPONSE (video support lesson provided)</p> <p>This week you will be provided with an Inquiry based Reading Task Card. You will need to read '<u>Better Times</u>' and respond by answering the questions in full sentences to show your understanding of the text. You will notice this is very similar to the work we are doing in Inquiry. This will hopefully strengthen our understanding as we are using lots of different resources to inform us (good research tip).</p> <p>You are to complete this task in your Readers Notebook and please remember the following;</p> <ul style="list-style-type: none"> - Rule up your page correctly - Date in the top right hand corner - Heading 'Better Times' - Answer questions using full sentences - Correct punctuation (Eg. full stops and capital letters) - Neat handwriting 	<p><u>Google Classroom > Classwork > Reading ></u></p> <p>OzBox Task Card - '<u>Better Times</u>' Readers Notebook Pencil Case Ruler</p>	
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Reading: Optional Extra- if you want to do more:

Raz Kids

Read and/or listen to the audiobook of a novel of your choice on Raz Kids. Once you have finished reading and/or listening to the book you will need to answer the Quiz questions provided.

<https://www.raz-kids.com/>

Mathematics

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Sessions 1</u> Learning Intention: I can demonstrate my knowledge of multiplication and division. Success Criteria:</p>	<p>Complete the Feedback task that is located in Google Classroom under Mathematics Week 6. All students will begin at the starter activity and work as far as you can through the challenger and extender. This is a chance to demonstrate your problem solving knowledge using multiplication and division.</p>	<p>Google Classroom > Classwork > Maths > Week 6 Feedback Task</p>	<p>Feedback task is due by 4:00pm on Tuesday 18th, August.</p>

To show my thinking in a variety of ways.	Please follow the instructions carefully.		
<u>Sessions 2</u> Learning Intention: To work on a maths skill that is at my point of need. Success Criteria : To work through the worksheet with video support and have work corrected and complete in your maths book.	<p style="text-align: center;">Multiplication and Division Goals: (Video support lesson provided)</p> Use the video lessons to help you work on your multiplication & division goals. To access one of your goals follow the links on Google Classroom the Mathematics section.	Google Classroom > Classwork > Maths > Multiplication and Division Goals	
<u>Sessions 3</u> Learning Intention: To review maths concepts i am working on and practice a variety of mathematics skills. Success Criteria- to complete 1000 Mathletics points and 3 days of mental maths.	Mental Maths links are provided for you on Google Classroom. Please complete your Mental Maths for the day. We will be completing Mental Maths x 3 a week. - check your answers You can either record your answers in your maths book, or print the sheets out and record your answers that way. Mathletics - Please complete your weekly assigned activities.	Google Classroom > Classwork > Maths > Week 6 Maths Mentals	
Maths: Optional Extra- if you want to do more: Complete the assigned Mathletics tasks			

Inquiry

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Sessions 1</u> Learning Intention: I can describe perspectives and identify ideas, beliefs and values of people and groups in the past.</p>	<p style="text-align: center;">The Stolen Generation</p> <p>Read through 'lesson one' on the Stolen Generation. There will be a BTN video that you must watch to help give context around this sensitive, but important part of our history. There are no written tasks for this lesson.</p> <p><u>Success Criteria:</u> I can explain the perspective of the Indigenous people in relation to the Stolen Generations as well as how they value their spiritual links and beliefs to the Australian land.</p>	<p>Google Classroom > Classwork > Inquiry > The Stolen Generation Lesson 1</p>	
<p><u>Sessions 2</u> Learning Intention: I can describe perspectives and identify ideas, beliefs and values of people and groups in the past.</p>	<p style="text-align: center;">Rabbit Proof Fence</p> <p>Read through 'lesson two' continuing on from Lesson 1: The Stolen Generation. You are required to watch the movie, <i>Rabbit Proof Fence</i>, through the link provided. Take notes while you watch the movie. Once complete you are required to fill out a Plus, Minus and Interesting (PMI template on Google Classroom) chart to show your understanding of the film and this issue. This is your feedback task.</p> <p><u>Success Criteria:</u> I can explain the perspective of the Indigenous people in relation to the Stolen Generations as well as how they value their spiritual links and beliefs to the Australian land.</p>	<p>Google Classroom > Classwork > Inquiry > The Stolen Generation Lesson 2</p>	<p style="background-color: yellow;">Complete the P.M.I activity after watching Rabbit Proof Fence.</p> <p style="background-color: yellow;">Due by 5:00pm Thursday</p>

<p><u>Sessions 3</u> Learning Intention: I can explain a significant event that influenced change in Australian society since Federation.</p>	<p style="text-align: center;">National Sorry Day</p> <p>Read through the google slide to learn all about National Sorry Day. You will need to watch the You Tube clip and BTN video to help gain a deeper understanding. At the end of the google slide, please write a paragraph explaining why Kevin Rudd’s apology was such an important moment in our history.</p> <p><u>Success Criteria:</u> I can explain why Kevin Rudd’s ‘sorry’ speech was such a significant event in Australian and Indigenous history.</p>	<p>Google Classroom > Classwork > Inquiry > National Sorry Day</p>	
<p>Writing: Optional Extra- if you want to do more: Watch the latest edition of B.T.N. and discuss the main news events from this week with a family member or friend.</p>			

Wednesday Specialist Program

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Well Being Activity</u> Learning Intention: I can plan and practise strategies to</p>	<p>Move your way to a healthy headspace!</p> <p>Staying active can help you sleep better, manage stress and boost your mind and energy too. We’re probably all spending more time online and less time</p>	<p>headspace “Moving your way to a healthy headspace” page: https://headspace.org.au/young-peop</p>	

<p>promote health, safety and wellbeing</p>	<p>being active during flexible and remote learning. Sometimes when we are stressed or feeling low, you probably feel more like watching TV than being active. Check out the “Moving your way to a healthy headspace” page at the headspace website, there’s a cool video with some tips and even a 30 second online quiz to help check in with yourself and how you’re traveling.</p> <p>Find a way to keep active and incorporate an hour of physical activity into your daily routine. It doesn’t have to be running on the treadmill or going to the gym. It’s really anything that gets your body moving and increases your heart rate. Activities like walking, skating, dancing or surfing will all help you release stress and stay on top of things. Below there’s a few links to quick home workouts and even a goal kicking lesson from Gary Ablett Jr if you need some help deciding what to do.</p>	<p>le/moving-your-way-to-a-healthy-headspace/</p> <p>Mental health tip #4 - Make your play - stay active” video from headspace: https://www.youtube.com/watch?v=7dgYKql2IaQ</p> <p>Workout with Richelle “Rocky” Cranson and her dogs: https://www.youtube.com/watch?v=megZAi1BBUE</p> <p>Learn to kick an AFL goal with Gary Ablett: https://www.youtube.com/watch?time_continue=36&v=0ExTwX5zoHA&feature=emb_logo</p> <p>Workout with Joel Selwood: https://www.youtube.com/watch?v=megZAi1BBUE</p>	
<p><u>Art Activity</u> Learning Intention: I can identify and describe art works from different contemporary, historical and cultural context.</p>	<p>Year 6 Inquiry: Shaping Australia- To understand/emphasise the need for influential individuals in society</p> <p>There are so many free museum tours you can take online. Museums that you would normally pay to visit! Google free online museum tours and there are pages.</p> <p>Choose a tour, or a couple of tours and find a piece of art work that really appeals to your sense.</p> <p>How does it make you feel? What does it remind you of? Does it make a statement about our world? Who is the artist and where are they from? What was happening in the world at that time the artist created this piece? What style of art? What medium was used? You could write about it, make a short video or sketch it, supplying some additional information about. This task is to encourage you to explore, research, think, feel and talk about art and use art terms.</p> <p>Please load your response to the Art stream so we can see. Enjoy</p>	<p>https://www.travelandleisure.com/attractions/museums-galleries/museums-wit-h-virtual-tours</p> <p>https://www.goodhousekeeping.com/like/travel/a31784720/best-virtual-tours/</p>	<p>feedback and marking is given each week</p>

<p><u>Indonesian Activity</u> Learning Intention: See Google Classroom for individualised learning intentions.</p>	<p>Students have been assigned personalised learning tasks based on the results of our Indonesian Mini Quiz and Home Learning Survey aimed at extending their understanding of specific parts of the unit.</p> <p>Each student will be learning different content that fits their learning goals, so for Indonesian this week, please log on to Google Classroom and watch the lesson and complete the activity that has been assigned to you.</p> <p>Please feel free to contact your Indonesian teacher (Zander Kaufmann) if you have any questions.</p>	<p>See content assigned on Google Classroom.</p>	
<p><u>Physical Education Activity</u> Learning Intention: I can participate in a range of physical activities and explore their health skill and fitness benefits</p>	<p>Hello Year 5 and 6!</p> <p>Welcome to Term Three Week 6 of our remote and flexible learning.</p> <p>Activity 1 – Dice roll exercises</p> <p>To warm up, we have a 10 minute workout with Mr. McLoughlan – it is a dice challenge – the number you roll on the dice is the amount of the exercise you do. The exercises are: push ups, star jumps, mountain climbers, frog leaps, standing long jumps, stool step ups.</p> <p>Watch the video clip in google classroom to see how it works.</p> <p>Activity 2 – Backyard Bocce</p> <p>See Mr. McLoughlan's video in google classroom for instructions on how to play.</p> <p>Steps:</p>	<p>- Any type of ball</p> <p>bocce set or tennis balls or tin cans and a golf ball</p> <p>- Dice</p> <p>- Stool</p> <p>- Internet</p> <p>- Mower</p>	

- Roll the pallino (golf ball) out about 6-10 metres from the starting point. Take in turns to throw the bocce ball (with back spin) to land closest to the pallino. Each player has two turns.
- If you are closest to the pallino you get one point. If both your balls are closest you get two points.
- Play first to 10 or first to 15.

Activity 3 – Dance time

Now to get you up and moving again, this one is a 3:36 minute dance session with "So what" by Pink. A great way to feel the rhythm.
<https://www.youtube.com/watch?v=ywFM3MCRKJ8>

Activity 4 – Optional challenge with parents' permission - Mow the lawns.

Steps:

- Watch Mr. McLoughlan's demonstration video in google classroom.
- Mowing the lawns is a fantastic whole body work out, plus it gets a job done.

See you next week!