

Transform-Us!

#MoveMore #SitLess

Teacher Resource Remote Learning Sample Pack



IPAN
INSTITUTE FOR PHYSICAL
ACTIVITY AND NUTRITION



What is Transform-Us!?

Transform-Us! is a whole-of-school approach to physical activity that involves active pedagogy and creating supportive environments to help students learn and improve their health and wellbeing.

What does this pack contain?

The **Remote Learning Sample Pack** was developed by Dr Natalie Lander (School of Education, Deakin University). It contains six remote learning, active lesson plans for English and Mathematics.

These lesson plans have been specifically modified so that the lessons can be **delivered online** and students can complete the activities in their own home!

To access **FREE** online training and further resources please **[click here](#)**

What are Active Lessons?

Teacher's normal planned class lessons, where the delivery method, rather than the content, is changed to incorporate movement throughout the lesson.





Active Remote Learning Lessons

English



CONTENT DESCRIPTIONS

LEVELS: 3 & 4

STRANDS: Writing

Reading and Viewing

Speaking and Listening

SUB STRANDS:

Language: Expressing and developing ideas

Literacy: Interpreting, analysing, evaluating

Victorian curriculum codes: VCELY258,
VCELA262, VCELA273, VCELA280.

Australian curriculum codes:

ACELA1482, ACELA1484, ACELA1484,
ACELA1493, ACELA1495.

EQUIPMENT

- Coloured cards/paper labelled with verbs
- Coloured cards/paper labelled with adverbs

LESSON 1: ENGLISH

Verb-Adverb Charades

LEARNING INTENTIONS

Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating)

Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense

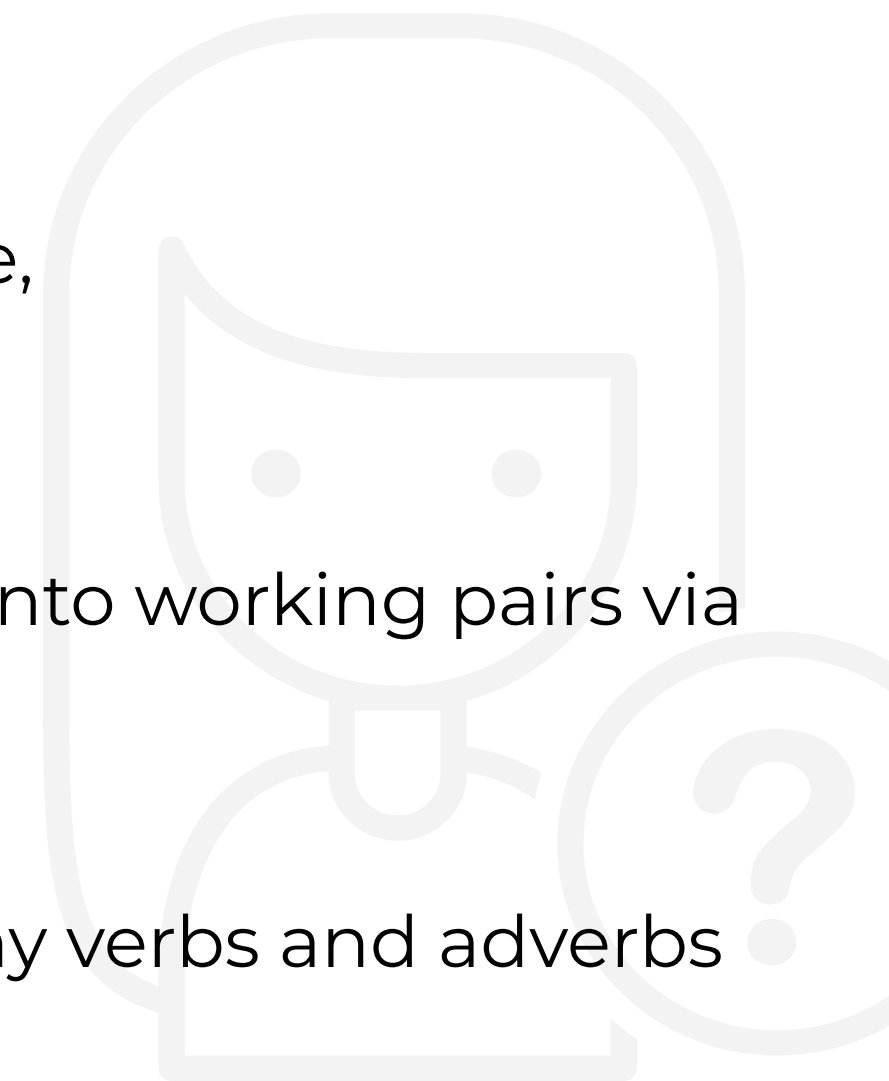
Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs

Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity



Verb-Adverb Charades

1. Ask students to create two sets of cards (verb cards and adverb cards). Each set should be on different coloured paper (e.g. verb cards on blue, adverbs cards on red).
2. Have students stack the verb cards upside down in one pile; and stack the adverb cards in another pile, both approximately 2-metres away from their computer.
3. Students need to work in pairs. Advise the students to contact a working partner or allocate the class into working pairs via Google Meet (or preferred platform).
4. Students take turns to be the 'actor' and the 'guesser'. The first 'actor' has 5-minutes to act out as many verbs and adverbs in that time. Once the 5-minutes is up, the students swap roles.
5. The student who is the 'actor' faces the computer. When the timer starts, the 'actor' walks quickly over to the verb pile, selects the first card, comes back to face the computer and silently acts out the verb on the card.
6. The 'guesses' tries to guess what verb the student is acting out. Once the verb is guessed, the partnership earns 1 point.
7. Next, the 'actor', walks over to the adverb pile, selects an adverb card and comes back to the computer. The 'actor' now acts out the adverb as it relates to the verb they just acted.
8. As the 'actor' acts their verb/adverb combination, the 'guesses' tries to guess the adverb. Once guessed successfully the partnership earns 2 points. This process continues until the allocated 5 minutes is up, then roles are reversed.
9. Partners tally their scores and share experiences, reflections and results with the group back in the Google Meet.



NOTE

Part of the fun is that the verb-adverb combinations students draw from the card stacks don't always fit together.

For example, a student might have to act out 'eat' and 'suspiciously' or 'scream' and 'calmly'.

Verb-Adverb Charades

HOMEWORK

- Provide students with a list of verbs and adverbs or ask students to create their own list.
- Students select 3 different verb-adverb combinations and act these out to a friend or family member.
- Using the list for help, the friend/family member attempts to guess the verb and adverb the student is acting out.
- Roles can be reversed.

VARIATION

This activity can be played with the whole class divided into teams.

Divide the class into two or more teams and allocate a 'break out room' for each team.

When playing in teams, the students will need to alternate turns i.e. one student from each team has a turn, then a second student from each team has a turn, whilst the remainder of the team guess.

Each student can be allocated a shorter period of time (e.g. 1-2 minutes per student).

EXAMPLES

Verbs:

- argue
- attack
- carry
- celebrate
- clean
- climb
- count
- cry
- cut
- dig
- drink
- drive
- drop
- eat
- enjoy
- examine
- fall

Adverbs:

- noisily
- obnoxiously
- politely
- quickly
- quietly
- rapidly
- recklessly
- reluctantly
- rudely
- sadly
- shyly
- silently
- sleepily
- slowly
- lazily
- loudly
- madly



CONTENT DESCRIPTIONS

LEVELS: F, 1 & 2

STRANDS: Writing

Reading and Viewing

SUB STRANDS:

Language: Phonics and word knowledge

Victorian curriculum codes: VCELA157,
VCELA182, VCELA183, VCELA184, VCELA227.

Australian curriculum codes: ACELA1817,
ACELA1778, ACELA1459, ACELA1821,
ACELA1823.

EQUIPMENT

- An alphabet workout list
- High-frequency spelling words
- Rolled up socks or a newspaper to use as a ball

LESSON 2: ENGLISH

Spelling Workout

LEARNING INTENTIONS

Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name

Understand how to spell one and two-syllable words with common letter patterns

Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound

Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components

Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds



Spelling Workout

1. Students need to work in pairs. Advise the students to contact a working partner or allocate the class into working pairs via Google Meet (or preferred platform).
2. As a class, construct an alphabet workout list, e.g. A = jump up & down x 5, B = hop on one-foot x 5, C = do jumping jacks x 10, etc. See example list below. Alternatively, ask students to work with their partner to create their own activity for each letter of the alphabet.
3. Students take turns to be the 'actor' and the 'guesser'.
4. Using the high-frequency spelling list, the 'actor' selects one word from the high-frequency spelling list and begins to act it out, using the alphabet workout.
5. The 'guesser' also uses the high-frequency spelling list to identify each letter as it is being acted out. Once each letter of the word has been acted, the guesser constructs and states the word.
6. Each correctly constructed and guessed word is worth one point. For a challenge, select high-frequency spelling words with similar spelling at the beginning of the word e.g. wheel, when, where and whether.
7. After 5 minutes, the actor and guesser swap roles. Scores are totalled at the end of the 10 minutes.
8. This task can be repeated in the same pairs and students can aim to improve on their previous scores or partners can be regrouped so they are exposed to different spelling workouts and different words.



HOMEWORK

Provides students with an alphabet workout list (or get the students to create their own alphabet workout). Students are to practice the week's spelling words using the alphabet workout. Encourage the whole family to join in.

Spelling Workout

LESSON 2: ENGLISH

EXTENSION

For a challenge, use this activity for a class spelling bee on Google Meet!

Say a word to each student, they do not write the word, instead they do the corresponding letter movements, and use the word in a sentence (or say the definition of the word).

Alternatively, it can be used as an active way to “take the attendance roll” at the start of the day – each student acts out their name.

EXAMPLE ALPHABET WORKOUT

- | | |
|--|---|
| A – Burpees x 5 | M – Sit ups X 5 |
| B – Hop on one-foot x 5 | N – Dips x 5 |
| C – Jump squats x 3 | O – March like a toy soldier x 15 secs |
| D – Catch and throw to self (rolled-up socks) X 5 | P – Push up x 5 |
| E – Squats x 7 | Q – Crunches x 5 |
| F – Soccer dribble with rolled-up sock - 2 meters | R – Bend and touch your toes x 5 |
| G – Lunges x 10 | S – Flap your arms like a bird x 15 |
| H – Run to the nearest door and run back | T – Mountain climbers x 10 |
| I – Side lunges x 6 | U – Sumo squats x 10 |
| J – Jumping jacks x 5 | V – Butt kicks X 15 |
| K – Hop like a frog x 8 | W – Pretend to jump rope X 20 |
| L – High knees x 10 | X – Tap your head and rub your belly X 10 secs |
| | Y – Ski hops x 10 |
| | Z – Arm circles x 15 |



CONTENT DESCRIPTIONS

LEVELS: F, 1 & 2

STRANDS: Writing

Speaking and Listening

SUB STRANDS:

Language: Phonics and word knowledge

Literacy: Creating texts

Victorian curriculum codes: VCELA168,
VCELA169, VCELA203, VCELY232.

Australian curriculum codes: ACELA1439,
ACELA1819, ACELA1822, ACELY1673.

EQUIPMENT

- Four pieces of coloured card or paper
- 40 pieces of white notepaper/scrap paper
- A marker

LESSON 3: ENGLISH

Rhyming Memory

LEARNING INTENTIONS

Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words

Blend and segment onset and rime in single-syllable spoken words and isolate, blend and segment phonemes in single-syllable words (first consonant sound, last consonant sound, middle vowel sound)

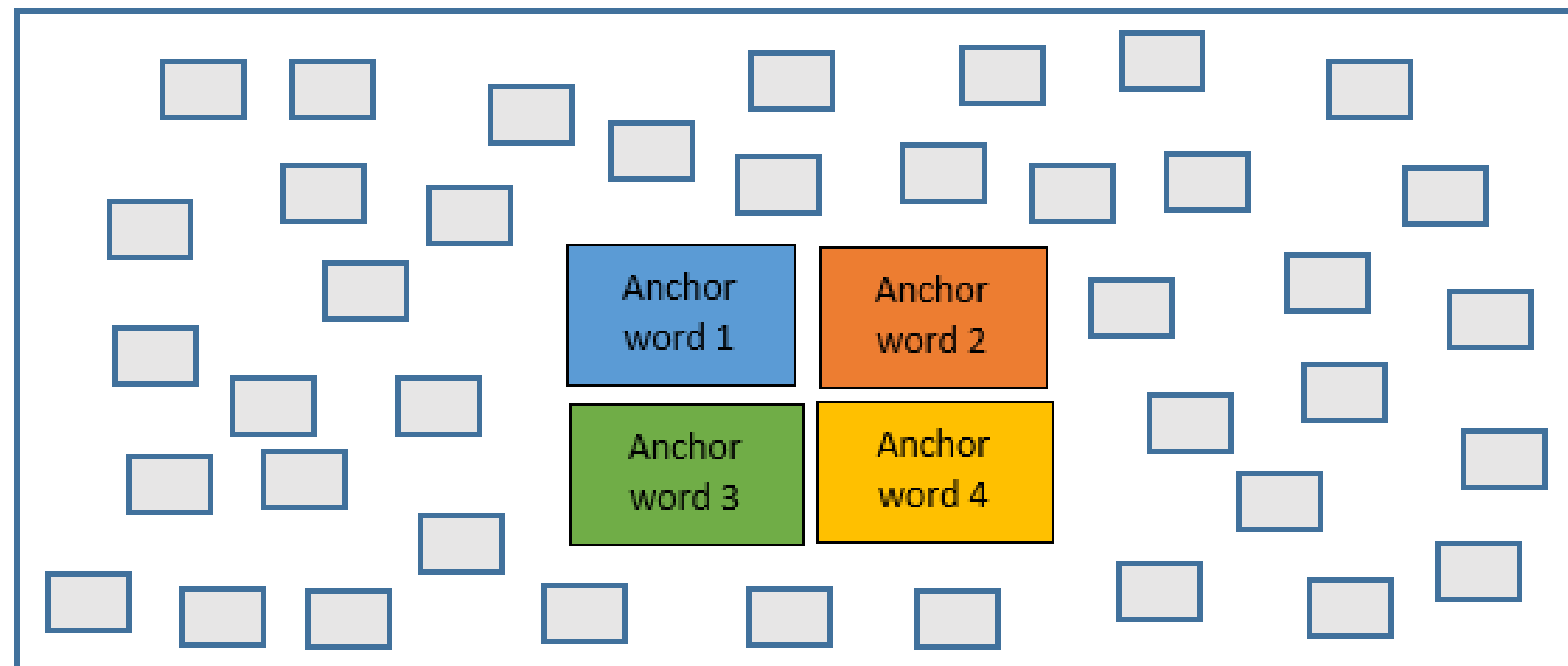
Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables

Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position



Rhyming Memory

1. This game is an active adaptation to the game of memory, using anchor and rhyming words.
2. Ask students to write four anchor words on four coloured cards/paper. The anchor words should be short words that offer lots of rhyming words e.g. back, car, band and hat. You can provide a list for the students to choose from, or allocate four specific words.
3. Ask students to write out 10 rhyming words for each of the four anchor words (e.g. Anchor word: back. Rhyming words: lack, pack, rack, sack, tack, yak, black, crack, snack, and track). There are many websites to help find rhyming words (e.g. www.rhymezone.com). You could provide a list of the rhyming words for the students, or challenge the students to identify 10 rhyming words of their own, for each of the four anchor words.
4. Ask the students to place the anchor words in the middle of the room face up. The rhyming words surround the anchor words face down. See image below.



Rhyming Memory

5. Assign the students a starting anchor word. The aim is to search only for words that rhyme with their assigned anchor word. Once they have found a rhyming word they bring it back and put it on top of the relevant anchor word, then search for the next rhyming word. If students flip a rhyming card that does not match their assigned anchor word, they place it back facedown.
6. Once all 10 rhyming words have been found, the student moves on to the next anchor word.
7. As the game progresses the student will have been exposed to the location of many rhyming words. Like a game of memory, they should attempt to memorise the position of these words in order to assist with the game.
8. This game can be timed to add an element of competition for those who enjoy that.
9. As a follow-up, students can be allocated teams/groups on Google Meet to write each rhyming word in a sentence.

HOMEWORK

Provide four new anchor words, each student must come up with 10 rhyming words (or provide a list of words if needed), and repeat the activity as described above.

EXTENSION

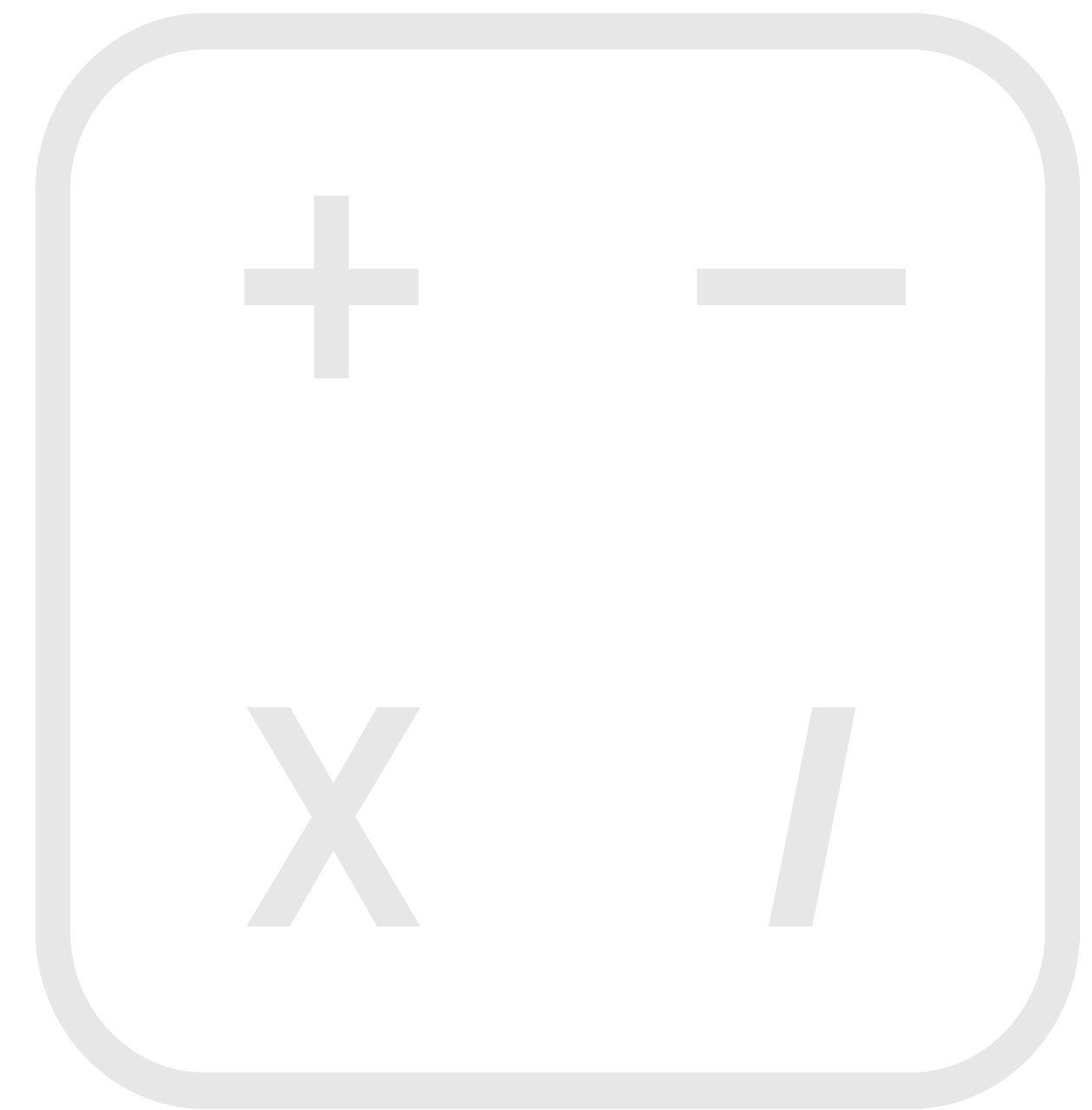
In allocated groups, students are to select 10 of the rhyming words that they have used in the task and write them into a story.

As a group, the students are then to 'act' the story out. They can make puppets or role-play the story. Groups can share the role plays, or share their reflections of the activity via Google Meet.



Active Remote Learning Lessons

Maths



CONTENT DESCRIPTIONS

LEVELS: F, 1 & 2

STRAND: Measurement and Geometry

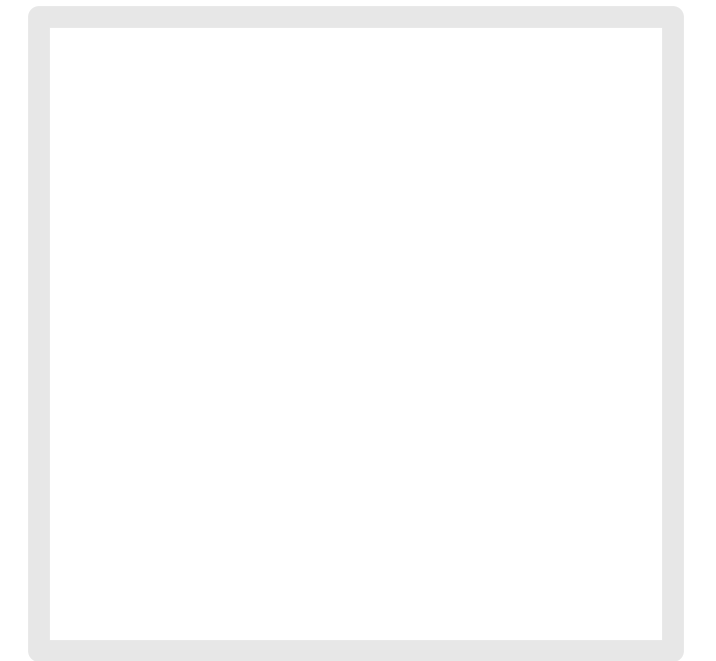
SUB STRAND: Shape

Victorian curriculum codes: VCMMG081,
VCMMG098, VCMMG120, VCMMG121.

Australian curriculum codes: ACMMG009,
ACMMG022, ACMMG042, ACMMG043.

LESSON 4: MATHS

Shape Hunt



LEARNING INTENTIONS

Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment

Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features

Describe and draw two-dimensional shapes, with and without digital technologies

Describe the features of three-dimensional objects

EQUIPMENT

- Shape Hunt worksheets
- Pencil



Shape Hunt

1. Create a Shape Hunt worksheet such as the ones below. Alternatively, you can download a printable worksheet from Google Images. Note: You can use a variety of worksheets with different shapes for different students.
2. Provide each student with a Shape Hunt worksheet – they can print and complete with a pencil, or can complete online.
3. In a Google Meet hold a class discussion about what each of the shapes are. Have younger students stand up and trace the shape with their finger in the air and discuss how many sides each shape has. With older students, ask them to stand and discuss faces (or even vertices).
4. Next, ask the students to walk around their house looking for the shapes on their worksheet. Each time they find a shape, they should note where they found it (or draw where they found it).
5. This data can be tabulated to compare shape frequencies.

HOMEWORK

Provides students with Shape Hunt worksheets to complete while walking around their backyard or neighbourhood.

EXTENSION

Shape Hunt can be a team-based competition. Divide the class into three or four teams. Each team is provided with a different worksheet. Students are allowed 15 minutes to walk around their house and find the shapes. Students then tally as a team how many times they found the shapes. Lastly, students report their teams total score back to the class.

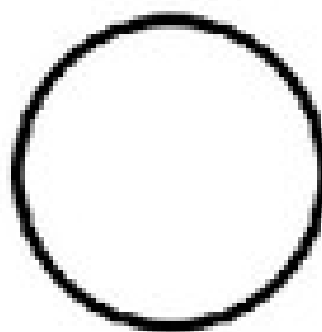


Shape Hunt Worksheets

Shape Scavenger Hunt



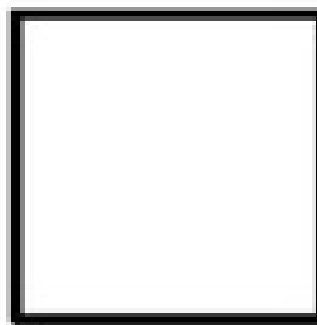
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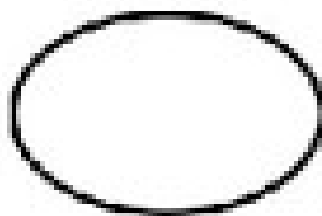
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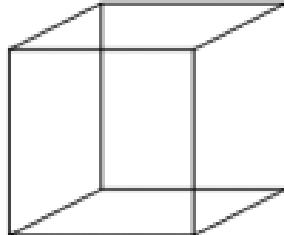

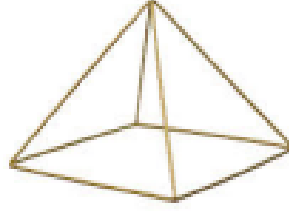
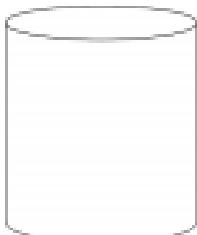
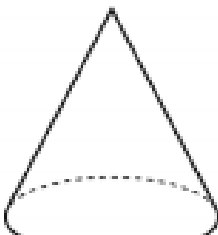
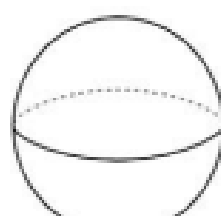
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Shape Hunt

					
cube	rectangular prism	pyramid	cylinder	cone	sphere
Plane shape_____	Plane shape_____	Plane shape_____	Plane shape_____	Plane shape_____	Plane shape_____
Faces_____	Faces_____	Faces_____	Faces_____	Faces_____	Faces_____
Vertices_____	Vertices_____	Vertices_____	Vertices_____	Vertices_____	Vertices_____



CONTENT DESCRIPTIONS

LEVELS: 3, 4 & 5

STRAND: Number and Algebra

SUB STRAND: Fractions and decimals

Victorian curriculum codes: VCMNA136,
VCMNA157, VCMNA158, VCMNA159,
VCMNA187, VCMNA190.

Australian curriculum codes: ACMNA058,
ACMNA077, ACMNA078, ACMNA079,
ACMNA102, ACMNA105.

EQUIPMENT

- Masking tape (if inside) or chalk (if outside)
- Rolled socks (if inside) or pebbles (if outside)
- Notepaper
- Newspaper or large sheet of paper

LESSON 5: MATHS

Fraction Hopscotch

LEARNING INTENTIONS

Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole

Investigate equivalent fractions used in contexts

Count by quarters, halves and thirds, including with mixed numerals.
Locate and represent these fractions on a number line

Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation

Compare and order common unit fractions and locate and represent them on a number line

Compare, order and represent decimals



Fraction Hopscotch

LESSON 5: MATHS

1. Ask students to create a fraction hopscotch board using masking tape on the bedroom/study/lounge floor, or chalk if outside. Provide examples (see example 1) or challenge students to create their own.
2. Students start on zero and throw a rolled-up sock/pebble onto the first fraction (e.g. $\frac{1}{8}$).
3. Students then complete the hopscotch game, collecting the sock/pebble as they go, and saying the name of each fraction as they hop and jump through the board.
4. When a student lands on a double/triple space (two-foot jump), they must name the equivalent fraction/s, e.g. "One fourth is equal to two eighths".
5. Once students are familiar with this, ask them to remove some of the equivalent fractions from the board (see example 2). Students complete the activity again.

EXTENSION 1

Ask the students to place a piece of newspaper/paper on the floor next to the hopscotch board. Once they arrive back at zero, they fold the newspaper into the relevant fraction (i.e. the fraction the sock/pebble landed on).

Students should unfold the paper to see the folds in the paper. You could also ask the student to shade in the equivalent fraction, using the folds as a guide.

EXTENSION 2

Using the original hopscotch board (example 1), ask students to state the equivalent decimal of the square they land on e.g.

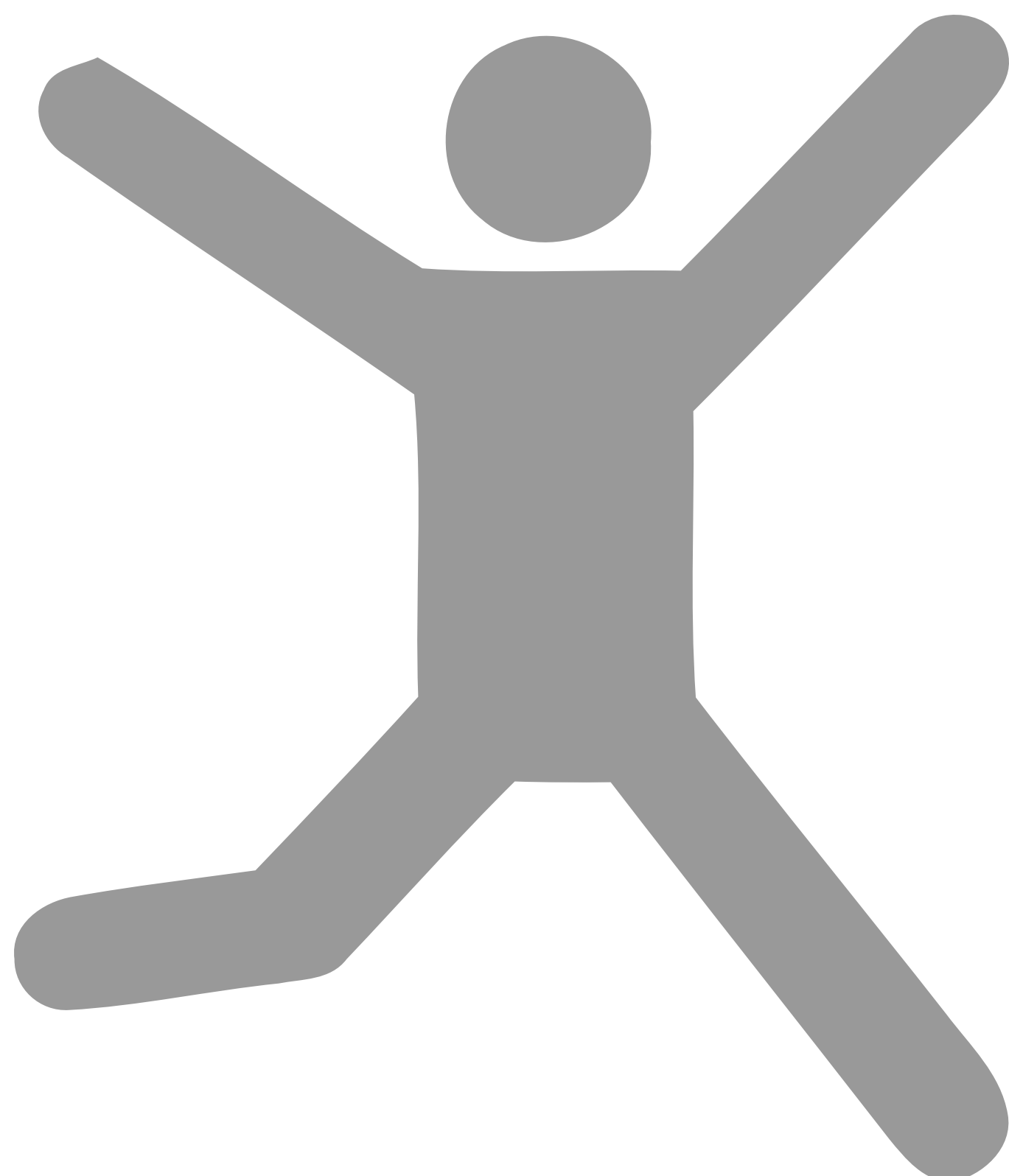
$$\frac{1}{8} = 0.125, \frac{1}{4} = 0.25, \frac{1}{2} = 0.5, \frac{3}{4} = 0.75 \text{ etc.}$$

Alternatively, ask students to create a new hopscotch board, with the corresponding decimals to what was on the original board.

Using Google Meet, students can set hopscotch challenges for classmates to convert fractions to decimals and complete the hopscotch activity.



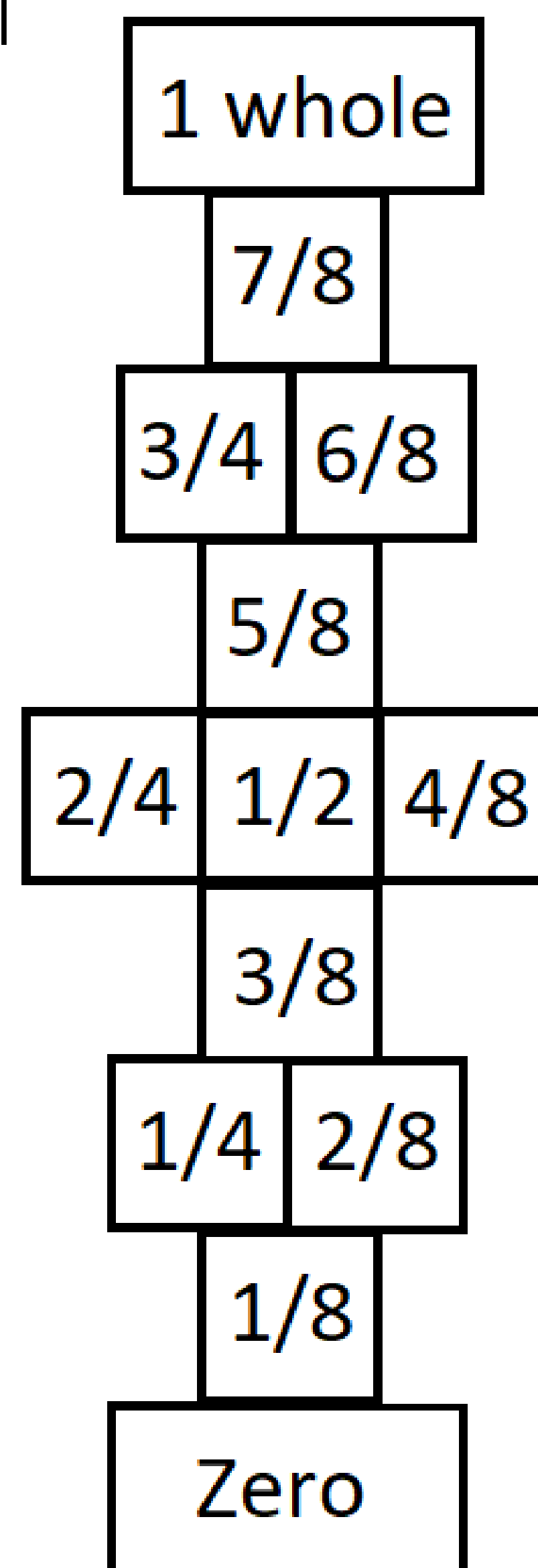
Fraction Hopscotch



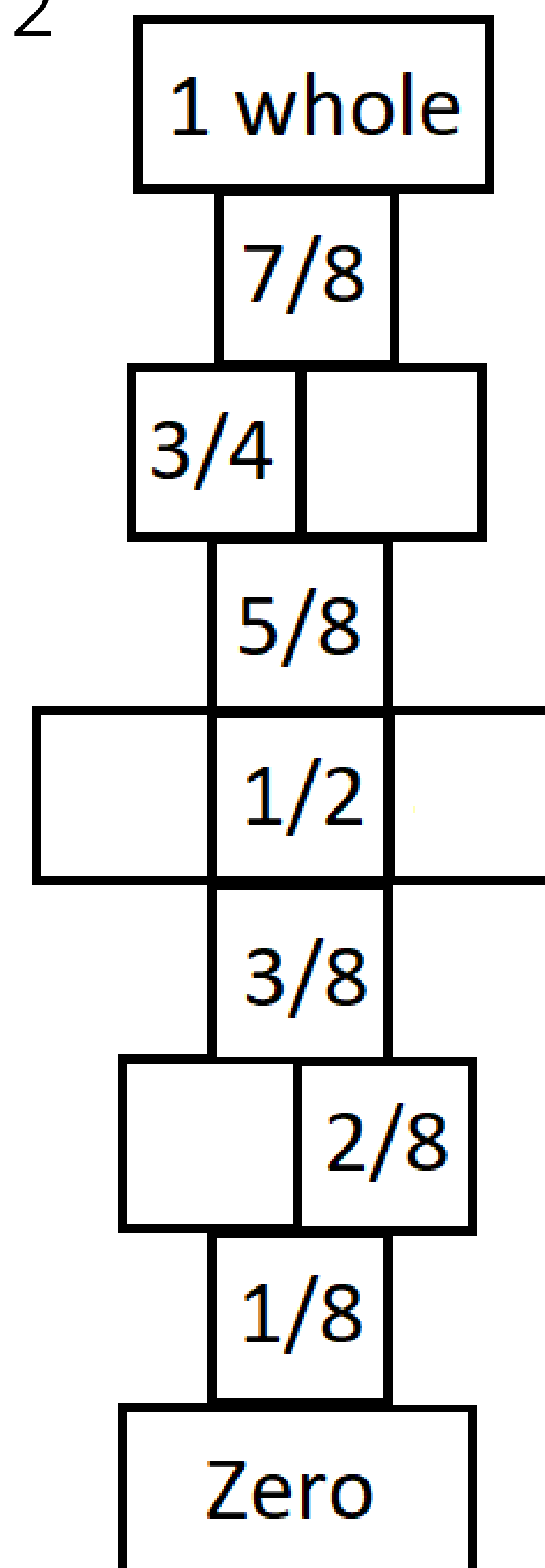
HOMEWORK

Students create their own fraction hopscotch at home. Students must either take a photo or illustrate their fraction hopscotch board, so it can be shared with the class the following day. Students can then select hopscotch boards created by other class members to complete.

Ex. 1

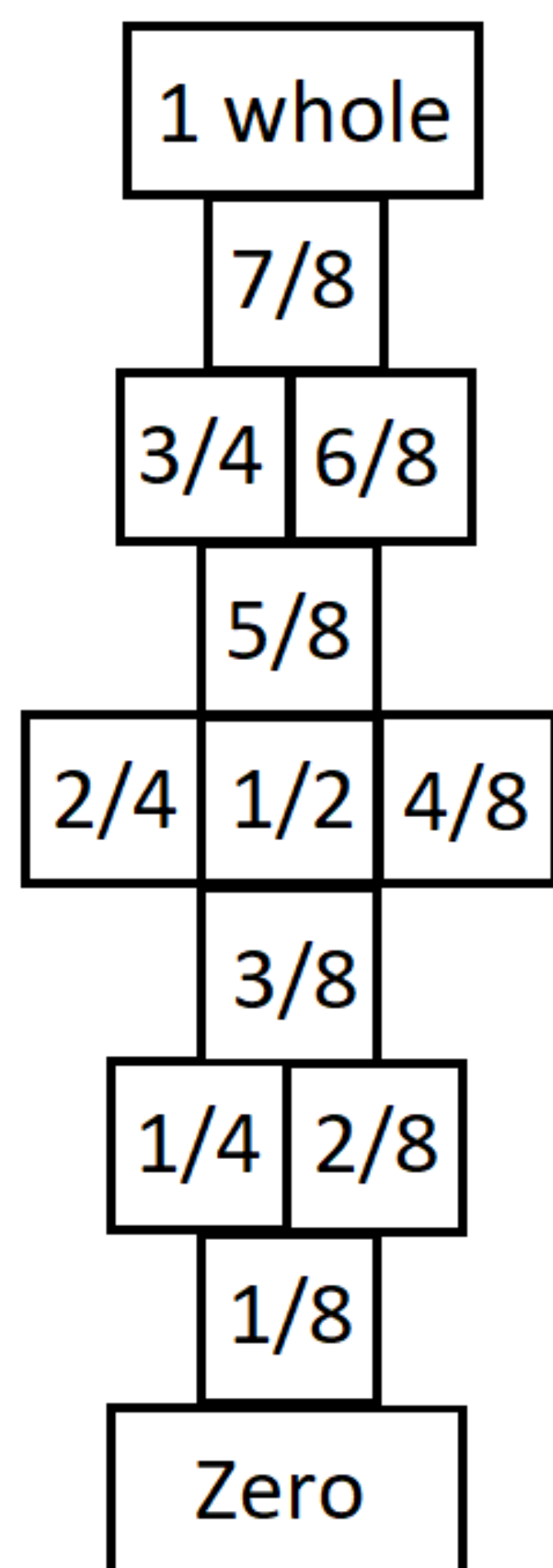


Ex. 2



Fraction Hopscotch

$\frac{1}{8}$	$\frac{2}{8}$	$\frac{3}{8}$
$\frac{4}{8}$	$\frac{5}{8}$	$\frac{6}{8}$
$\frac{7}{8}$	$\frac{1}{4}$	$\frac{2}{4}$
$\frac{3}{4}$	$\frac{1}{2}$	$\frac{1}{8}$



VARIATION

1. Provide an example of fractions cards (as illustrated) and ask students to create an individual set.
Students place their fraction cards face down in a pile next to their hopscotch board.
2. Each student selects the first fraction card from their pile and moves to the corresponding fraction on the grid.
3. Each student then collects another card and adds that fraction to their current position. If the new card advances them past '1 whole', they earn 1 point towards their total.
4. The teacher can set the 'goal whole number' e.g. 5 or 7, and students can either time how long it takes to get to this whole number, or count how many attempts it takes.
5. For example, a student pulls the $\frac{3}{8}$ cards on their first turn. On their second card they pull $\frac{6}{8}$. The student's score would be 1 and $\frac{1}{8}$ because $\frac{3}{8}$ and $\frac{6}{8}$ equals the improper fraction $\frac{9}{8}$ which is equal to 1 and $\frac{1}{8}$.



CONTENT DESCRIPTIONS

LEVELS: 2, 3, & 4

STRAND: Number and Algebra

Measurement and Geometry

SUB STRAND: Fractions and decimals

Using units of measurement

Victorian curriculum codes: VCMMG115,
VCMMG140, VCMMG165, VCMNA159.

Australian curriculum codes: ACMMG037,
ACMMG061, ACMMG084, ACMNA079.

EQUIPMENT

- One-Meter paper ruler
- Tape
- Pencils
- A4 Paper/note paper

LESSON 6: MATHS

One-Meter Dash

LEARNING INTENTIONS

Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units

Measure, order and compare objects using familiar metric units of length, area, mass and capacity

Use scaled instruments to measure and compare lengths, masses, capacities and temperatures

Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation



One-Meter Dash

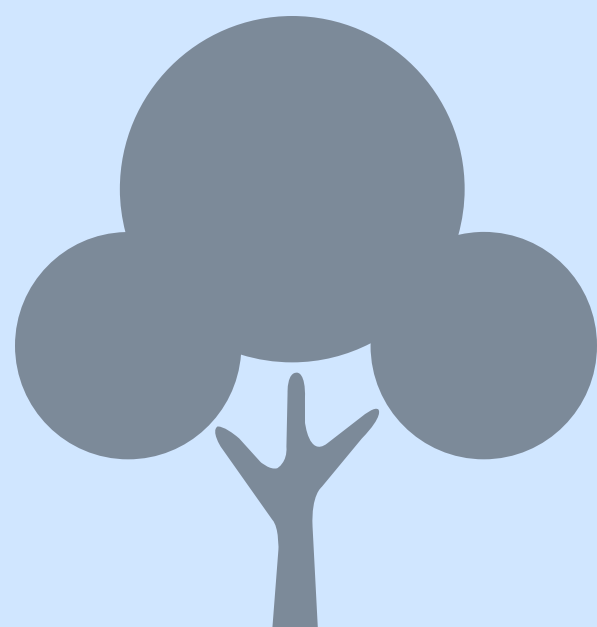
- 1.** In a class Google Meet explain the task (as described below) and the equipment/materials required.
Each student will require a one-metre length of paper (can be several pieces of paper joined together with tape) with cm markings drawn on, a pencil, and a sheet of paper. Discuss ways in which the 1-metre paper can be constructed to ensure it is accurate. Also, discuss the problems that can arise if it is inaccurate.
Allow 10-minutes for students to construct their one-metre paper (alternatively, you could provide a template for students to print and use).
- 2.** Allocate the class into small groups (around five students per group), via the break out function. Allow the groups five-minutes to discuss and write down five items in their house/room, whose length they predict will be close to one-meter.
- 3.** Give the students 10-minutes to go and measure the items with their one-metre paper ruler and record their lengths on their notepaper.
- 4.** Students report their measurements within the group and select the top three most accurate items.
- 5.** Bring the break out groups back to a whole class meet, and have the group's report their top three results to the class, stating the length each item was and the cm difference from one-meter.
- 6.** Next, repeat the process, however this time they have to select two items in the room whose combined length they predict will be close to one meter. Again, student's measure and report back their results to the group and then class.
- 7.** This can be repeated for three, four and five items, discussing what happens to the accuracy of their predictions each time.



One-Meter Dash

VARIATION

The same task can be completed outdoors.



EXTENSION

Students measure to the nearest mm, then convert their measurements to decimals.

HOMEWORK

Students repeat the activity using a 30cm ruler and a worksheet. They are to select 10 items to predict the measurements, then measure the items and record the outcomes. Students can share their findings in the next lesson.

Item	Prediction	Measurement	Accuracy (cm difference)

