

Grade 4 Remote Learning Timetable- Week 3 Term 3

Once students are finished with their activities, please **take a photo** and **submit** it onto your own Google Classroom page between

3-3:15PM each day. We will be checking who is submitting their work.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50- 9:00	Good Morning Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4KB - 4JK - 4JC -	Good Morning Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4KB - 4JK - 4JC -	Good Morning Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4KB - 4JK - 4JC -	Good Morning Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4KB - 4JK - 4JC -	Good Morning Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4KB - 4JK - 4JC -
9:00-10:00	Reading WALT: to read and identify the features of a multimodal text [diary entry]. WILF: title, subheadings, images, keywords, Read 'Diary of a Worried Student' Diary Entry from 'Pearson English Magazine: Healthy Living by Rohan Clifford (p. 6). YOUR TEACHER WILL UPLOAD THIS ON GOOGLE CLASSROOM. Write down the features of the text that you notice from page 6. Activity: Oral Language Choose one question from the	Maths Session 2 W.A.L.T: identify the axis of symmetry on shapes and objects. W.I.L.F: rotations, axis, symmetry Symmetry in Nature https://www.youtube.com/watch?v=B91tozyQs9M 1. Watch the video and write down the different examples	Reading WALT: to read and identify the features of an informative text. WILF: title, subheading, keywords, images, captions, fact boxes Watch: Balanced Diet You tube Video And identify the features you notice from the informational video. Activity: Definitions & Glossary What helps us have a balanced diet? What key foods nourish our body and keep it	Mass Participate in the Mass from Wednesday's Celebration DAILY READINGS AND REFLECTION HTTPS://CATHOLIC-DAILY-REFLECTIONS.COM/ After reading the reflection for Wednesday's Reading answer the questions in full sentences in your book.	Maths Session 3 W.A.L.T: identify shapes that tessellate. W.I.L.F: patterns, vertexes, lines of symmetry Materials: patterns blocks M.C Escher is a graphic artist that uses tessellation. Look at the different artworks that he has created. Read about tessellations and answer the questions below in your book:

	<p>sheet provided for you on Google Classroom. You need to choose a question/topic that you can talk about for at least 5 minutes.</p> <ol style="list-style-type: none"> Write down your question on a document or in your book. E.g. If you could fly where would you go and why? You have 15 minutes to write down as much information as you can in response to your question. Once you have written this in your book you need to practice reciting your answer (10 minutes) Record your response using a video or record feature on your device. Send it to your teacher. 	<p>you see that are symmetrical (E.g. bee hives).</p> <ol style="list-style-type: none"> Brainstorm all the letters in the alphabet that are symmetrical. Write a definition of symmetry. Complete the 'Axis of Symmetry' worksheet (uploaded by your teacher) into your workbook. 	<p>healthy?</p> <p>Write down the definitions in a glossary for the following in your own words:</p> <ul style="list-style-type: none"> Proteins Fats Minerals Vitamins Carbohydrates Dietary Fibres Nutrients <p>E.g. Glossary</p> <p>Proteins -</p> <p>Fats -</p> <p>Minerals -</p>		<ol style="list-style-type: none"> What are tessellations? When do we see tessellations in real life? <p>Students complete 'Tessellating shapes' (from: Targeting Maths, Book 4, Term 3 p. 134) **Your teacher will upload this.</p>
<p>10:00-11:00</p>	<p>Writing</p> <p>WALT: Write down captions for the diagrams in our information texts.</p> <p>WILF: diagram, labels, captions</p> <p>The moon landing BTN watch until 9:13</p> <p>Diagrams and Captions Model analysing a diagram together as a class before they do it on their own. 'The Life Cycle'</p> <p>Activity Students will analyse the diagram labelling the key information that they can get from the image. Then they will need to come up</p>	<p>Reading</p> <p>WALT: to read and identify the features of a multimodal text [play].</p> <p>WILF: expression, tone, pace, eye contact</p> <p>Read 'Healthy Inside and Out!' Play from 'Pearson English Magazine: Healthy Living by Rohan Clifford (p. 9-10).</p> <p>What are the features of the information text that you notice from these two pages? List them down.</p> <p>Activity Questioning: Before: Why do you think the human</p>	<p>Writing</p> <p>WALT: Read a contents page and identify its purpose.</p> <p>WILF: subheadings, page numbers, title.</p> <p>The moon landing BTN start from end of yesterday watch until 17:16</p> <p>Contents Page Watch 'Informational Writing for Kids - Making a Contents Page.'</p> <p>What are the features of a contents page? Why do we include a contents page when creating an informational text?</p>	<p>LOTE</p> <p>Check Google Classroom stream for activity.</p>	<p>Reading</p> <p>WALT: use cues in a text to make and support inferences</p> <p>WILF: Can I Be Your Dog? YouTube Video</p> <p>Can I Be Your Dog? Slideshow and Tasks</p>

	<p>with appropriate captions that will connect with the diagram. YOUR TEACHER WILL UPLOAD THIS.</p>	<p>organs were used as characters in this text?</p> <p>During: How did the organs react to the person's junk food habits? How did the heart, lungs and stomach react?</p> <p>After: After a month of having a better diet, how did the organs feel now? Write down 2 questions that you have about eating junk versus healthy food.</p>	<p>What are different topics for information texts?</p> <p>Activity Students select a topic out of the brainstormed list that they are interested in. Write down what you might find in the book along with the pages.</p> <p>E.g. Table of Contents</p> <p>What is an ape?2 Apes or Monkeys?.....4 Ape bodies.....6</p> <p>Activity: YOUR TEACHER WILL UPLOAD THIS ON GOOGLE CLASSROOM. Come up with <u>eight different subheadings</u> for your non fiction book</p>		
<p>11:00-12:00</p>	<p>LUNCH/QUESTIONS WITH TEACHER If you have any IMPORTANT questions about your tasks today please email me or request a google meet video with your teacher. 4KB - 4JK - 4JC</p>	<p>LUNCH/QUESTIONS WITH TEACHER If you have any IMPORTANT questions about your tasks today please email me or request a google meet video with your teacher. 4KB - 4JK - 4JC</p>	<p>LUNCH/QUESTIONS WITH TEACHER If you have any IMPORTANT questions about your tasks today please email me or request a google meet video with your teacher. 4KB - 4JK - 4JC -</p>	<p>LUNCH/QUESTIONS If you have any IMPORTANT questions about your tasks today please email me or request a google meet video with your teacher. 4KB - 4JK - 4JC -</p>	<p>LUNCH/QUESTIONS If you have any IMPORTANT questions about your tasks today please email me or request a google meet video with your teacher. 4KB - 4JK - 4JC -</p>

<p>12:00-12:20</p>	<p>Independent Reading</p> <p>Click on the link https://www.getepic.com/ If you haven't joined put down the class code then select your name. There are books that your teacher may have assigned for you. Please read that. Thanks.</p> <p>4JC class code - yby1561</p> <p>4JK class code - qsm3501</p> <p>4KB class code - hzs6238</p>	<p>Independent Reading</p> <p>Click on the link https://www.getepic.com/ If you haven't joined put down the class code then select your name. There are books that your teacher may have assigned for you. Please read that. Thanks.</p> <p>4JC class code - yby1561</p> <p>4JK class code - qsm3501</p> <p>4KB class code - hzs6238</p>	<p>Independent Reading</p> <p>Click on the link https://www.getepic.com/ If you haven't joined put down the class code then select your name. There are books that your teacher may have assigned for you. Please read that. Thanks.</p> <p>4JC class code - yby1561</p> <p>4JK class code - qsm3501</p> <p>4KB class code - hzs6238</p>	<p>Independent Reading</p> <p>Click on the link https://www.getepic.com/ If you haven't joined put down the class code then select your name. There are books that your teacher may have assigned for you. Please read that. Thanks.</p> <p>4JC class code - yby1561</p> <p>4JK class code - qsm3501</p> <p>4KB class code - hzs6238</p>	<p>Independent Reading</p> <p>Click on the link https://www.getepic.com/ If you haven't joined put down the class code then select your name. There are books that your teacher may have assigned for you. Please read that. Thanks.</p> <p>4JC class code - yby1561</p> <p>4JK class code - qsm3501</p> <p>4KB class code - hzs6238</p>
<p>12:20-1:10</p>	<p>PE (Mr. Herrera) Google Meet at 12:20-1 with Mr Herrera. (Mr Herrera will post a link on Google Classroom for you to join).</p>	<p>Music</p> <p>Check Google Classroom stream for activity.</p>	<p>Art</p> <p>How to Draw a Face Watch the youtube video and follow the instructions to draw a face. After you have finished the video and your example try to draw your own face using a mirror. How to draw a face instructions Your teacher will upload onto your Google Classroom.</p>	<p>Writing</p> <p>WALT: compose and record a text using a graphic organiser as a guide.</p> <p>The moon landing BTN start from end of yesterday watch until end</p> <p>Independent writing: Continue with contents page activity from yesterday.</p> <p>If you have finished, choose another topic.</p>	<p>Writing</p> <p>Finish off literacy tasks from this week.</p>
<p>1:15-2:00</p>	<p>Maths Session 1 W.A.L.T: reflect, translate and rotate shapes.</p>	<p>Inquiry Session 1: 5 Areas of Health</p>	<p>Religion</p> <p>Session 1 - What makes a healthy relationship?</p>	<p>Highway Heroes</p> <p>Students are to complete Home Activities Week Activity 1</p>	<p>Digital Technologies</p> <p>Check Google Classroom stream for activity.</p>

	<p>W.I.L.F: axis of symmetry, reflections, rotations</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Brainstorm different vocabulary into your book that is used in transformation. 2. Read the information on both of the websites below. Add new keywords into your list. <p>Geometric Rotation Transformation</p> <ol style="list-style-type: none"> 3. Complete the pre-assessment for Symmetry and transformation into your book. <p>REMEMBER TO SHOW WORKING OUT. (Your teacher will upload this onto Google Classroom).</p>	<p>Your Voice: What does health mean to you https://www.youtube.com/watch?v=oSjWo5nxE2A</p> <p>What is health? What is wellbeing? What does it mean to be healthy?</p> <p>Define the 5 areas of a health on the table provided - Physical, Social, Emotional, Intellectual, Spiritual</p> <p>Students are given a table (UPLOADED FOR YOU ON GOOGLE CLASSROOM) with the subheadings and brainstorm examples and put under categories.</p> <p>You can use this website to help you.</p>	<p>Write your answers in a FULL sentence.</p> <p>-Identify 5 characteristics of a healthy relationship.</p> <p>- What is a healthy relationship? What does it look like? Draw a picture/find images of health relationships.</p> <p>- Who and what do we have healthy relationships with?</p>	<p>Your teacher will upload onto your Google Classroom.</p>	
<p>2:00-2:30</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>	<p>BREAK</p>
<p>2:30-3:00</p>	<p>Daily Exercise/Reflection</p> <p>WILF: I am looking for students to exercise at their own pace while following the coach.</p> <p>Mr Herrera will post onto Google Classroom daily exercises that you are to participate in.</p> <p>Once you are finished with</p>	<p>Handwriting Practice (Spelling words) Words ending in /shun/ using 'cian'</p> <p>musician politician electrician magician mathematician dietician statistician technician</p>	<p>Daily Exercise/Reflection</p> <p>WILF: I am looking for students to exercise at their own pace while following the coach.</p> <p>Mr Herrera will post onto Google Classroom daily exercises that you are to participate in.</p> <p>Once you are finished with</p>	<p>Daily Exercise/Reflection</p> <p>WILF: I am looking for students to exercise at their own pace while following the coach.</p> <p>Mr Herrera will post onto Google Classroom daily exercises that you are to participate in.</p> <p>Once you are finished with your daily exercises, write or draw what you are grateful for and</p>	<p>Mindfulness</p> <p>Write 5 things you're grateful for and draw a picture of how you're feeling completing work from home. Participate in Your Secret Treehouse meditation to finish off your week.</p>

	your daily exercises, write or draw what you are grateful for and what has been your favourite part of the day or something that has brought you joy today.	clinician beautician Practise writing them twice using cursive letters. Place words in alphabetical order. Put each word into a creative sentence.	your daily exercises, write or draw what you are grateful for and what has been your favourite part of the day or something that has brought you joy today.	what has been your favourite part of the day or something that has brought you joy today.	
3:00-3:15	PACK UP/SUBMIT Check in with the teacher and Submit/take photos of work on google classroom page. If needed via google classroom	PACK UP/SUBMIT Check in with the teacher and Submit/take photos of work on google classroom page. If needed via google classroom	PACK UP/SUBMIT Check in with the teacher and Submit/take photos of work on google classroom page. If needed via google classroom	PACK UP/SUBMIT Check in with the teacher and Submit/take photos of work on google classroom page. If needed via google classroom	PACK UP/SUBMIT Check in with the teacher and Submit/take photos of work on google classroom page. If needed via google classroom

Grade 4: Week 3 Term 3 Remote Learning Pack

NAME: _____

GRADE: _____

*This is your Week 2 Term 3 Take Home pack. These activities are the same as the students who are accessing Google Classrooms online.
Please submit your tasks by **next Friday**.*

If there are any issues please email/send a message on Class Dojo to your teacher/contact the school.

4JC - jacelle.cablao@hestalbanssth.catholic.edu.au

4JK - jennifer.khong@hestalbanssth.catholic.edu.au

4KB - kathryn.barrie@hestalbanssth.catholic.edu.au

Printed resources needed for this week:

Monday

- [Healthy Living pg 6](#)
- [Oral Language](#)
- [The Life Cycle](#)
- [Diagrams](#)
- [Pre-assessment](#)
- [Geometric Rotation and Transformation Definitions](#)
- [Diary of a Worried Student pg 6](#)

Tuesday

- [Axis of Symmetry](#)
- Healthy Living [page 9](#) & [page 10](#)
- [5 Areas of Health](#) - Table
- [5 Areas of Health fact sheet](#)

Wednesday

- [How to draw a face instructions](#)
- [Contents page](#)
- [Food Groups Poster](#)

Thursday

- [SUNDAY READINGS](#)
- Highway Heroes [Activity 1](#)

Friday

- [Tessellating Shapes](#)
- [M.C Escher artwork](#)
- [Maths is Fun Tessellating reading](#)
- Can I be your dog? [Slideshow & tasks](#)

Grade 4: Week 2 Term 3 Remote Learning Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	PLANNING TIME FOR THE DAY AND SETTING THE SCENE AT HOME. GET ALL BOOKS AND MATERIALS READY.				
8:45-9:10	CHECK IN WITH TEACHER ON EMAIL IF YOU CAN LOG ON OR DOJO/ PRAYER				
9:10-10:00	LITERACY Reading	LEARNING BLOCK Numeracy	LITERACY Reading	LEARNING BLOCK Mass	LEARNING BLOCK Numeracy
	<p>WALT: to read and identify the features of a multimodal text [diary entry]. WILF: title, subheadings, images, keywords,</p> <p>Read 'Diary of a Worried Student' Diary Entry from 'Pearson English Magazine: Healthy Living by Rohan Clifford (p. 6).</p> <p>Write down the features of the text that you notice from page 6.</p> <p>Activity: Oral Language Choose one question from the sheet provided for you on Google Classroom. You need to choose a question/topic that you can talk about for at least 5 minutes.</p> <ol style="list-style-type: none"> Write down your question on a document or in your book. E.g. If you could fly where would you go and why? You have 15 minutes to write down as much 	<p>Session 2</p> <p>W.A.L.T: identify the axis of symmetry on shapes and objects.</p> <p>W.I.L.F: rotations, axis, symmetry</p> <p>Symmetry in Nature</p> <ol style="list-style-type: none"> List different examples you see around your house that is symmetrical. Brainstorm all the letters in the alphabet that are symmetrical. Write a definition of symmetry. Complete the 'Axis of Symmetry' worksheet 	<p>WALT: to read and identify the features of an informative text. WILF: title, subheading, keywords, images, captions, fact boxes</p> <p>READ: Food Groups Poster (Printed for you)</p> <p>Activity: Definitions & Glossary What helps us have a balanced diet? What key foods nourish our body and keep it healthy?</p> <p>Write down the definitions in a glossary for the following in your own words:</p> <ul style="list-style-type: none"> - Proteins - Fats - Minerals - Vitamins - Carbohydrates - Dietary Fibres - Nutrients 	<p>READ THROUGH THE SUNDAY READINGS AND ANSWER THE QUESTIONS ON THE PAGE IN FULL SENTENCES IN YOUR BOOK.</p>	<p>Session 3: W.A.L.T: identify shapes that tessellate.</p> <p>W.I.L.F: patterns, vertexes, lines of symmetry</p> <p>Materials: patterns blocks</p> <p>M.C Escher is a graphic artist that uses tessellation. Look at the different artworks that he has created.</p> <p>Read about tessellations and answer the questions below in your book:</p> <ol style="list-style-type: none"> What are tessellations? When do we see tessellations in real life? <p>Students complete 'Tessellating shapes" (from: Targeting Maths Book 4, Term 3 p. 134) Printed for you</p>

	<p>information as you can in response to your question.</p> <ol style="list-style-type: none"> Once you have written this in your book you need to practice reciting your answer (10 minutes) Record your response using a video or record feature on your device. Send it to your teacher. 				
10:00-11:00	<p>LITERACY Writing</p>	<p>LITERACY Reading</p>	<p>LITERACY Writing</p>	<p>LEARNING BLOCK LOTE</p>	<p>LITERACY Reading</p>
	<p>WALT: Write down captions for the diagrams in our information texts.</p> <p>WILF: diagram, labels, captions</p> <p>Diagrams and Captions Model analysing a diagram together as a class before they do it on their own. ‘The Life Cycle’</p> <p>Activity Students will analyse the diagram labelling the key information that they can get from the image. Then they will need to come up with appropriate captions that will connect with the diagram.</p>	<p>WALT: to read and identify the features of a multimodal text [play]. WILF: expression, tone, pace, eye contact</p> <p>Read ‘Healthy Inside and Out!’ Play from ‘Pearson English Magazine: Healthy Living by Rohan Clifford (p. 9-10).</p> <p>What are the features of the information text that you notice from these two pages? List them down.</p> <p>Activity Questioning: Before: Why do you think the human organs were used as characters in this text? During: How did the organs react to the person’s junk food habits? How did the heart, lungs and stomach react? After: After a month of having a better diet, how did the organs feel now?</p>	<p>WALT: Read a contents page and identify its purpose.</p> <p>WILF: subheadings, page numbers, title.</p> <p>Contents Page What are the features of a contents page? Why do we include a contents page when creating an informational text? What are different topics for information texts?</p> <p>Activity Students select a topic out of the brainstormed list that they are interested in. Write down what you might find in the book along with the pages.</p> <p>E.g. Table of Contents</p> <p>What is an ape?2 Apes or Monkeys?.....4 Ape bodies.....6</p> <p>Activity: PRINTED FOR YOU</p>	<p>REFER TO THE TASKS MISS SUN HAS INCLUDED IN YOUR TAKE HOME PACK.</p>	<p>WALT:use cues in a text to make and support inferences WILF: Can I Be Your Dog? YouTube Video Can I Be Your Dog? Slideshow and Tasks</p> <p>WRITE DOWN ANSWERS IN FULL SENTENCE. QUESTIONS ARE ON THE LAST SLIDE OF YOUR PAPER.</p>

		Write down 2 questions that you have about eating junk versus healthy food.	Come up with eight different subheadings for your non fiction book		
11:00-12:00	MORNING BREAK/LUNCH AND EXERCISE	MORNING BREAK/LUNCH AND EXERCISE	MORNING BREAK/LUNCH AND EXERCISE	MORNING BREAK/LUNCH AND EXERCISE	MORNING BREAK/LUNCH AND EXERCISE
12:00-12:20	INDEPENDENT READING	INDEPENDENT READING	INDEPENDENT READING	INDEPENDENT READING	INDEPENDENT READING
12:20 - 1pm	SPECIALISTS PE	SPECIALISTS Music	SPECIALISTS ART	LITERACY Writing	LITERACY Writing
	Refer to lessons on Google Classroom stream. Look for PE - Mr Herrera	Refer to the lesson Mr O'Bree has included in your take home pack .	Read the worksheet about drawing faces and follow the instructions to draw a face. After you have finished your example try to draw your own face using a mirror. How to draw a face instructions	WALT: compose and record a text using a graphic organiser as a guide. Independent writing: Continue with contents page activity from yesterday. If you have finished, choose another topic.	FINISH OFF LITERACY ACTIVITIES FOR THE WEEK.
1:00-2pm	LEARNING BLOCK Numeracy	CHEMICAL SCIENCE Inquiry	BELONGING Religion	WELLBEING Highway Heroes	SPECIALISTS Digital Technology
	Session 1 W.A.L.T: reflect, translate and rotate shapes. W.I.L.F: axis of symmetry, reflections, rotations Activity: 1. Brainstorm different vocabulary into your book that is used in transformation. 2. Read the information on both	Session 1: 5 Areas of Health Read through the 5 areas of Health fact sheet. What is health? What is wellbeing? What does it mean to be healthy? Define the 5 areas of a health on the table provided - Physical, Social, Emotional, Intellectual, Spiritual	Session 1 - What makes a healthy relationship? Write your answers in a FULL sentence. -Identify 5 characteristics of a healthy relationship. - What is a healthy relationship? What does it look like? Draw a picture of this. - Who and what do we have healthy relationships with?	Students are to complete Home Activity 1.	REFER TO THE TASKS MISS BORG HAS INCLUDED IN YOUR TAKE HOME PACK.

	<p>of the websites below. Add new keywords into your list.</p> <p>Geometric Rotation and Transformation Definitions</p> <p>3. Complete the pre-assessment for Symmetry and transformation into your book.</p> <p>REMEMBER TO SHOW WORKING OUT.</p>	<p>Students are given a table with the subheadings and brainstorm examples and put under categories.</p>			
2:00-2:30	AFTERNOON BREAK	AFTERNOON BREAK	AFTERNOON BREAK	AFTERNOON BREAK	AFTERNOON BREAK
2:30 - 3:00	<p>INTEGRATED LEARNING BLOCK</p> <p>Daily Exercise/Reflection</p>	<p>LITERACY</p> <p>Spelling</p>	<p>INTEGRATED LEARNING BLOCK</p> <p>Daily Exercise/Reflection</p>	<p>INTEGRATED LEARNING BLOCK</p> <p>Daily Exercise/Reflection</p>	<p>Mindfulness</p>
	<p>Once you are finished with your daily exercises, write or draw what you are grateful for and what has been your favourite part of the day or something that has brought you joy today.</p>	<p>Handwriting Practice (Spelling words)</p> <p>Words ending in /shun/ using 'cian'</p> <p>musician politician electrician magician mathematician dietician statistician technician clinician beautician</p> <p>Practise writing them twice</p>	<p>Once you are finished with your daily exercises, write or draw what you are grateful for and what has been your favourite part of the day or something that has brought you joy today.</p>	<p>Once you are finished with your daily exercises, write or draw what you are grateful for and what has been your favourite part of the day or something that has brought you joy today.</p>	<p>Write 5 things you're grateful for and draw a picture of how you're feeling completing work from home.</p>

		using cursive letters. Place words in alphabetical order. Put each word into a creative sentence.			
3:00-3:15	<p>PACK UP/SUBMIT Check in with the teacher and Submit/take photos of work on google classroom page.</p> <p>If needed via google classroom</p>	<p>PACK UP/SUBMIT Check in with the teacher and Submit/take photos of work on google classroom page.</p> <p>If needed via google classroom</p>	<p>PACK UP/SUBMIT Check in with the teacher and Submit/take photos of work on google classroom page.</p> <p>If needed via google classroom</p>	<p>PACK UP/SUBMIT Check in with the teacher and Submit/take photos of work on google classroom page.</p> <p>If needed via google classroom</p>	<p>PACK UP/SUBMIT Check in with the teacher and Submit/take photos of work on google classroom page.</p> <p>If needed via google classroom</p>