

Grade 4 Remote Learning Timetable- Week 7 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 WILF Social Health video and introduction Using Polite words Complete the questions and tasks on the attached document . (Your teacher will upload this).	Maths 9:00-9:20am - Sunset Maths (Essential Assessment) 9:20am LFIN Groups These are your groups from last term. Miss Barrie-Group 1 Miss Cablao Miss Khong	Reading Cyber Bullying On the table in the document , write down 5 positives and negatives to being online on the internet. Then watch the BTN video and answer the 3 questions on the same document. (Your teacher will upload this). Draw a comic strip in your exercise book of how	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 Measurement: W.A.L.T: What perimeter is and how we measure it. W.I.L.F: definitions, examples Activity 1: Watch the video and write down everything you know about Perimeter and Area. Activity 2: Read through the Perimeter & Area PDE (Teacher will upload this).

			<p>you would get out of a situation where you are being bullied online. Upload a picture in your document.</p>		<p>Answer the questions below in your workbooks.</p> <ol style="list-style-type: none"> 1. What is perimeter? 2. How do we measure it? 3. What is area and how do we write the unit of measurement? 4. How do we measure it? <p>Activity 3: Once you have done both of the activities, you can play perimeter and area games.</p>
10:00-11:00	<p>Writing</p> <p>WALT: understand the qualities of a good friendship.</p> <p>WILF: procedure, characteristics of good friends/friendship traits.</p> <p>Read Social & Emotional Health powerpoint Page 2 relating to the ingredients of a good friendship.</p> <p>Activity: Students will write a recipe using the document provided of the traits of a good friendship.</p> <p>E.g. Ingredients: 2 large spoonfuls of kindness a pinch of happiness</p>	<p>Reading</p> <p>Watch: Social-Emotional Learning: Healthy Home Practices during COVID19</p> <p>This video gives us information on how to stay socially and emotionally happy during COVID19.</p> <p>Activity: Home practices checklist What does it mean to be socially healthy during this time?</p>	<p>Writing</p> <p>Watch the video using the link Mojo's in a Mood</p> <p>After watching the video answer the discussion questions document in full sentences.</p> <p>Your teacher will upload this on Google Classroom. Please edit in the document provided.</p>	<p>LOTE</p> <p>Check Google Classroom stream for activity.</p>	<p>Reading</p> <p>WALT: identify physical characteristics (body language) to infer the feelings of a character.</p> <p>Visual Literacy- Remember there are questions you need to answer after you have read the book.</p> <p>Carla's Sandwich</p> <p>Carla's Sandwich Slide Show and Tasks</p>

	<p>100g of smiles 50g of speaking clearly a sprinkle of understanding 150g of helpfulness a heaped teaspoon of patience 25g of laughter 10 drops of respect a large pinch of fun</p> <p>Your teacher will upload this on Google Classroom. Please edit in the document provided.</p>	<p>You will be creating a checklist for the things that you will be doing during the lockdown to make sure that your relationships at home remain healthy. Use the video that you watched to get ideas. Write down 10 things on the checklist.</p> <p>Your teacher will upload this on Google Classroom. Please edit in the document provided.</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 -</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.</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.</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 -</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 -</p>

	4JK - 4JC	4KB - 4JK - 4JC	4KB - 4JK - 4JC -	4JC -	4JC -
12:00-12:20	<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>
12:20-1:10	<p>PE (Mr. Herrera) Check Google Classroom stream for activity.</p>	<p>Music Check Google Classroom stream for activity.</p>	<p>Art Check Google Classroom stream for activity.</p>	<p>Writing What is self control? What can I control? After watching the videos, answer the discussion questions document in full sentences.</p> <p>Your teacher will upload this on Google</p>	<p>Writing WALT: create a facebook profile that is safe for the user. WILF: Topic - Social Media and Staying safe online. Activity: Watch Cybersafety Detectives video. Notice some of the things that these children are doing that</p>

				<p>Classroom. Please edit in the document provided.</p>	<p>might put them in danger online. Students are to create their own Facebook profile that is safe for the user. Facebook Profile (Your teacher will upload this. Edit in the document provided).</p> <p>Copy these rules into your books using the 2 headings.</p> <p>Safe profiles could include:</p> <ul style="list-style-type: none"> ✓ First name ✓ nickname or pseudonym ✓ Hobbies, interests with no specific details such as club names ✓ Only photos where specific details can't be identified such as school or sports uniform, location, time ✓ Likes and dislikes such as movies or food <p>Safe profiles should not include:</p> <ul style="list-style-type: none"> X Full name X Full name of friends or family X Birth date X Name of school or clubs/teams X Photos that can easily identify you e.g. school uniform X Home address X phone number
<p>1:15-2:00</p>	<p>Maths Measurement:</p>	<p>Inquiry Using examples from the</p>	<p>Religion Session 5 - Genesis</p>	<p>Highway Heroes Students are to complete Home</p>	<p>Digital Technologies</p>

	<p>WALT: estimate the length of various objects WILF: length, estimation, measurement units</p> <p>Activity 1:</p> <ol style="list-style-type: none"> 1. Write a definition for informal measurement. 2. Write a definition for formal measurement. 3. Come up with 2 examples each of an informal and formal measurement. <p>Activity 2: Complete the Targeting Maths Length pg. 16 For Question 2, you need to measure the objects that you have access to at home.</p>	<p>movie Inside Out that you watched last week fill in the task Riley's Health Tracker.</p> <p>YOUR TEACHER WILL UPLOAD THIS ON GOOGLE CLASSROOM</p>	<p>Creation Story</p> <p>Watch the video: https://www.youtube.com/watch?v=RKByQf9jisk</p> <p>Look at the quote from Timothy "All scripture is given by inspiration of God". Scripture is the stories and messages written in the bible.</p> <ol style="list-style-type: none"> 1. Who inspires you and why? 2. What do they think the word inspiration means? 3. What do you think Timothy meant by this quote? "All scripture is given by inspiration of God". <p>Watch the video again.</p> <p>4. Does your answer to the third question change? Why/ Why not?</p>	<p>Activities Week 7</p> <p>Activity 1</p> <p>Your teacher will upload onto your Google Classroom.</p>	<p>Check Google Classroom stream for activity.</p>
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			<p>5. Are we meant to take this story literally?</p> <p>6. Do you think creation really occurred in 7 days? Why/ Why not?</p>		
2:00-2:30	BREAK	BREAK	BREAK	BREAK	BREAK
2:30-3:00	<p>Daily Exercise/Stretches</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 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 with the ending /shun/ spelt using 'tion'.</p> <p>invention injection action question mention attraction translation devotion position solution</p> <p>Practise writing them twice using cursive letters. Place words in alphabetical order. Put each word into a creative sentence.</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 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><u>Mindfulness</u></p> <p>Write 5 things you're grateful for and draw a picture of how you're feeling completing work from home.</p>

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>

(picture of Facebook character)
Insert Picture here.

(Write down (Status goes here)
your Username):

5 minutes ago

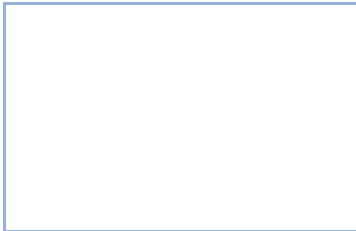
Wall | Info | Photos | +

What's on your mind?

Attach:     

Share

[View photos of me \(34\)](#)



Information

Relationship Status:

Current City:

Birthday:

Friends

(pic of possible friends)

(Name)

(pic of possible friends)

((Name)

(pic of possible friends)

((Name)

(pic of possible friends)

(Name)

(pic of possible friends)

((Name)

(pic of possible friends)

((Name)

Basic Information

Networks: (fill in answer-might be place or people want to meet)

Birthday: (fill in answer)

Hometown: (fill in answer)

Relationship Status: (fill in answer)

Political Views: (fill in answer)

Bio:

Write down information about yourself here:

Favorite Quotations:

What are your favourite quotes or sayings?

Personal Information

Activities: (fill in answer)

Interests: (fill in answer)

Favorite Music: (fill in answer)

Favorite Movies: (fill in answer)

Favorite Books: (fill in answer)

(picture of Facebook character)

(Username): (Status goes here)

5 minutes ago

Wall

Info

Photos

+

What's on your mind?

Attach:     

Share

(Insert pic here for wall commentator)

(Wall comment...person that may be "friend" with character comments on Facebook character)

[View photos of me \(34\)](#)

Send a message

Information

Relationship Status:

(fill in answer)

Current City:

(fill in answer)

Birthday:

(fill in answer)

Friends

(pic of possible friends)

(Name)

(pic of possible friends)

((Name)

(pic of possible friends)

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(Wall comment)

Home Practices during Covid-19

Checklist

You will be creating a **checklist** for the things that you will be doing during the lockdown to make sure that your **relationships** at home **remain healthy**. Use the [video](#) that you watched to get ideas. Write down **10 things** on the checklist.

- Help mum and dad with chores around the house - wash the dishes, clean the bathroom

Question: What does it mean to be socially healthy during this time? Write down 5 sentences about what you can do to keep safe during this pandemic.

Cyber Bullying

Activity 1:

On the table below, write down in dot point form the positive and negatives of being online on the internet. Remember to explain your reason why for each of the dot points.

Positives of being on the internet:	Negatives of being on the internet:
1.	
2.	
3.	
4.	
5.	

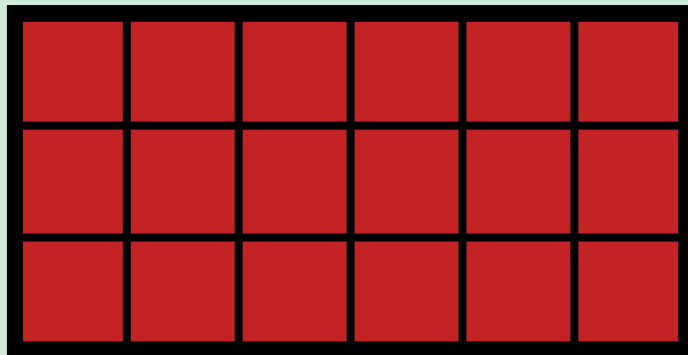
Activity 2:

Watch the BTN video on [Cyberbullying](#) and answer the 3 questions below in full sentences:

1. What is cyber bullying?
2. How is it different from face-to-face bullying?
3. Why do you think people who bully online, wouldn't bully face-to-face?

AREA

Area is a measure of how many units cover a surface.



AREA VOCABULARY

width	square millimetres (mm ²)
length	square centimetres (cm ²)
hectares (ha)	square metres (m ²)
	square kilometres (km ²)

PERIMETER

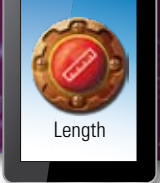
Perimeter is the length of the boundary around a plane shape.



PERIMETER VOCABULARY

width	circumference	edge
length	outside	

mm, cm, m



metre **m**
centimetre **cm**
millimetre **mm**

- 1 Estimate in metres the:
- a width of your classroom. _____
 - b height of the board. _____
 - d length of the classroom. _____
- Estimate in centimetres the:
- f width of your desk. _____
 - h length of your arm. _____
- Estimate in millimetres the:
- j width of your pencil. _____
 - l length of your pencil. _____
- c height of the classroom door. _____
- e width of the windows. _____
- g length of this page. _____
- i width of the door. _____
- k length of your thumb nail. _____
- m width of your hand. _____

2 With a partner, measure the above items.

- a _____ b _____ c _____ d _____ e _____
- f _____ g _____ h _____ i _____ j _____
- k _____ l _____ m _____

3 Tick the answers that are close to your estimate.

4 Match each item to the type of measurement you would use to find their length.

millimetres centimetres metres

1. How was Mojo feeling about the field trip? How do you know?

2. Have you ever been in a bad mood? What happened?

3. List some feelings words that can help us name our moods, do they all fit neatly into good or bad? Are there some words that are easier than others to sort?

Good	Bad	Either

Recipe for Friendship

Think about how you could be the best friend that you can be. Write a recipe for a good friend. What would be your ingredients? What would be your method?

Ingredients

Write down the ingredients that you would like to add to your recipe for a good friend.

E.g. 1 cup of kindness

-

Add a picture of what good friendship looks like here:

Method

What steps will you take to create a good friend? Add them together.

Remember to use verbs such as put, add, grab, take, pour.

- 1.

Answer these questions in complete sentences.

1. What are some emotions that we can feel in our daily lives?
2. What are some that we can feel but not physically want to show to others? Why?
3. Why do we keep some of our feelings to ourselves?

Using the video fill in the table with examples of the different types of health Riley experienced. Explain when and how these happened. .


Physical	Emotional	Social	Intellectual	Spiritual
	Unhappy- Riley and her family had to move to a new place to live.			

1. Discuss Riley's emotions and how and why she conceals them.
2. What tools did she use when she had bumps and hazards in her life?

HOME ACTIVITY 5

The Triple A's 4 Teasing


The Triple A's 4 Teasing are a HIGHWAY TOOL to ride over the BUMP of teasing. Where would be a good place to put this poster while you practise the Ask a Question and Ask to Stop Responses this week?



AGREE

*Jokingly agree with the teaser:
"Yep, that's about right."*

USEFUL FOR COOL
TEASING.



ASK A QUESTION

*Ask about what the teaser has said:
"So, you've never seen my glasses
before?"*

USEFUL FOR COOL AND
CRUEL TEASING.



ASK TO STOP

*Tell the teaser that the joke is over:
"It was funny the first time. Stop!
Now!"*

USEFUL FOR COOL AND
CRUEL TEASING - BUT
MOSTLY CRUEL.

**What do you need to do this week?
Practise Ask a Question and Ask to Stop!**



Teasing can be funny and it can also become annoying very quickly if the teaser doesn't know when to stop. Asking a teaser a question about their teasing, or asking them to stop, takes courage and confidence. Let's review what that looks like and sounds like.

Body	Shoulders slumped	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
	Chin up	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
	Body facing forward	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Voice	Wavering and shaky	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
	Clear and confident	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Words	Whiney and sad	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
	Aggressive	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
	Assertive and strong	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
	Blaming	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

Being a HIGHWAY HERO means:

- ✓ Choosing Supa Thinking.
- ✓ Choosing a HIGHWAY TOOL to manage the HAZARDS like bullying and the BUMPS like teasing.

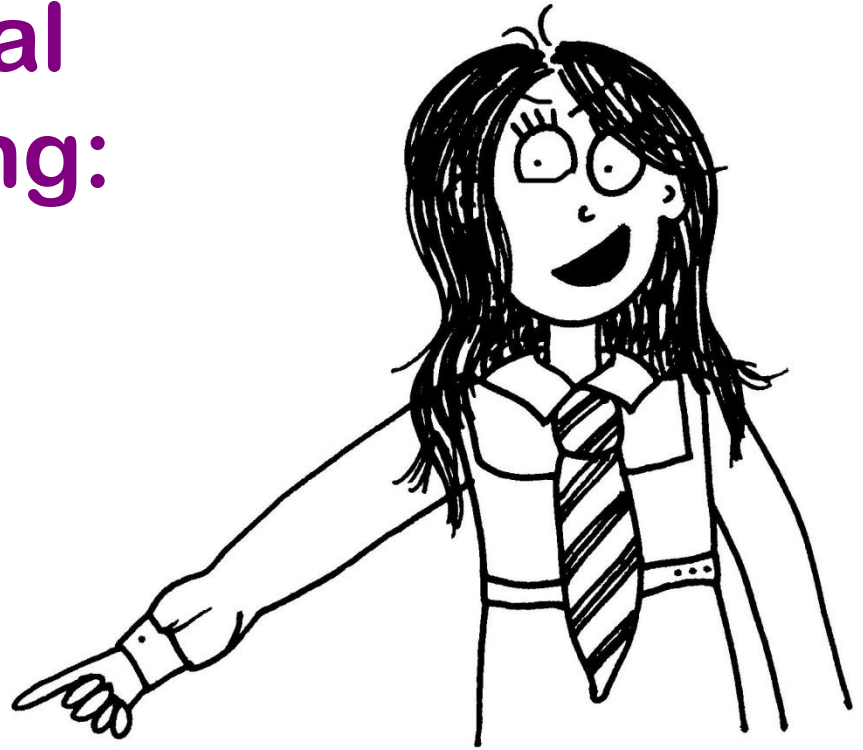
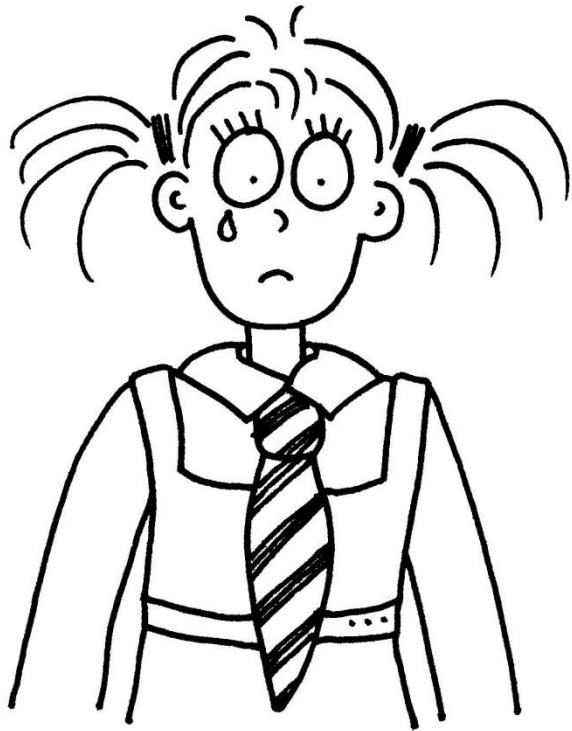
Your TOOLBOX has lots of TOOLS in it now:

- Catching Stinking Thinking early and using Supa Thinking instead.
- The Six Step Stick Up 4 Me and the PIGS Choices.
- Straight Talk 4 Bullying and Straight Talk 4 Teasing.
- The Triple A's 4 Teasing.

The secret to being a happy and successful HIGHWAY HERO at school, with your friends and with your family, is to choose a HIGHWAY TOOL when you hit a BUMP or a HAZARD. Here's a HIGHWAY HIGH FIVE for all your hard work!



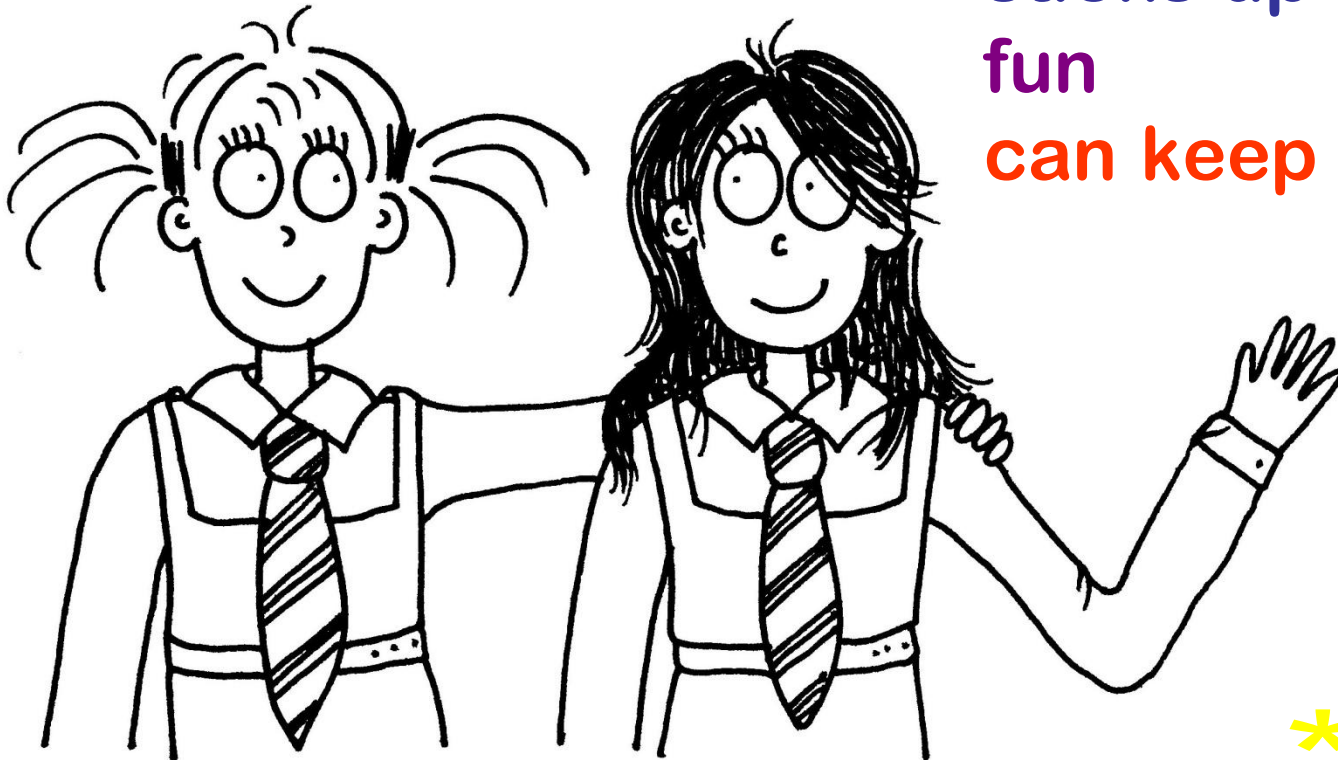
Social & Emotional Aspects of Learning: Relationships



starting off... *

Q1.*

What ingredients
would you put into a
recipe for friendship?



Maybe...

good listener

similar interests

helpful *

sharing

sticks up for you *

fun

can keep secrets

Which one
of these
could you
improve at? *

feeling good... *

Q2.*

How can our friends and other people help to make us feel good?

Maybe...

giving a compliment

helping out with a problem

listening

sharing something

showing interest

trusting us

valuing our opinion



feeling good...

Q3.*

How has someone made you feel good recently?

What emotions did you feel?

Q4.*

How do you think that you have made someone feel good recently?

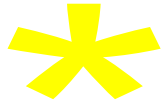


when things go wrong...

Q5*

What situations can cause problems in our friendships?

Maybe...



disagreements

jealousy

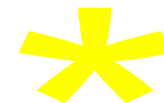
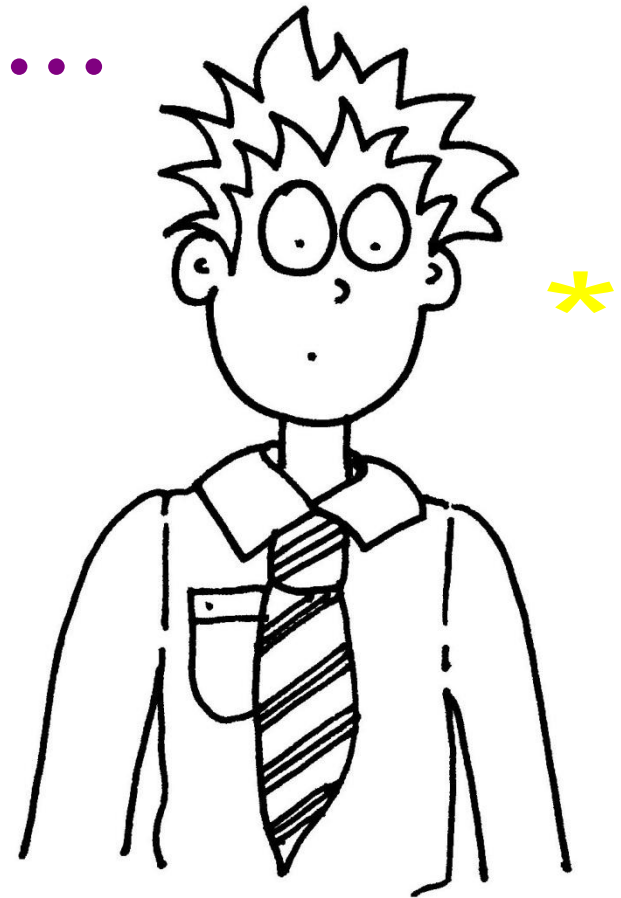
a new person entering/leaving our group

dishonesty

boasting

being unreliable

personal changes



What causes the biggest problems amongst your friends?

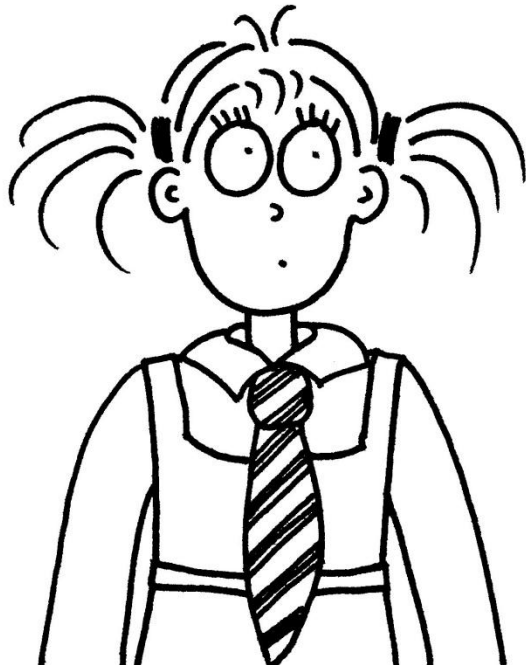


not just physical hurt...

Q6*

In what ways do we sometimes hurt each other's feelings?

Maybe...



name calling

laughing at them

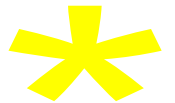
spreading rumours

leaving them out

put downs

rolling our eyes

breaking promises or secrets



How can you tell if you have hurt someone's feelings?



feeling hurt... Q7.*

When someone has hurt your feelings, how else might you feel?



Maybe...

embarrassed

angry

upset

fed up

disappointed

confused

vengeful

scared

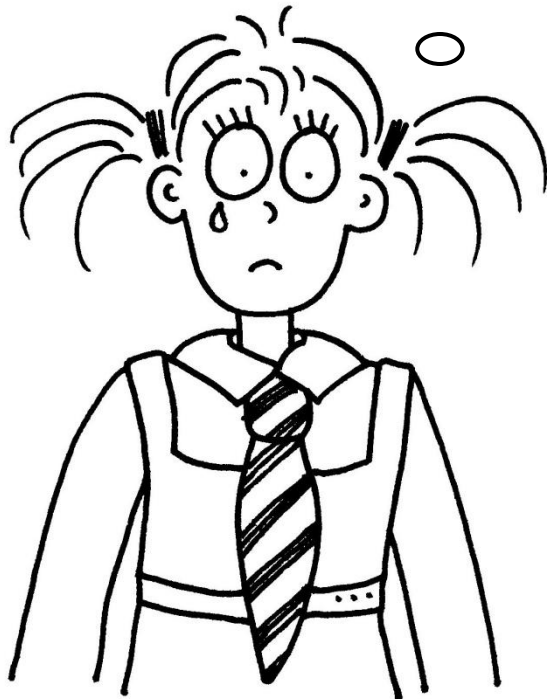
hurting someone else...

Q8.*



How do you feel when you know you have hurt someone else?

Maybe...



guilty

sad

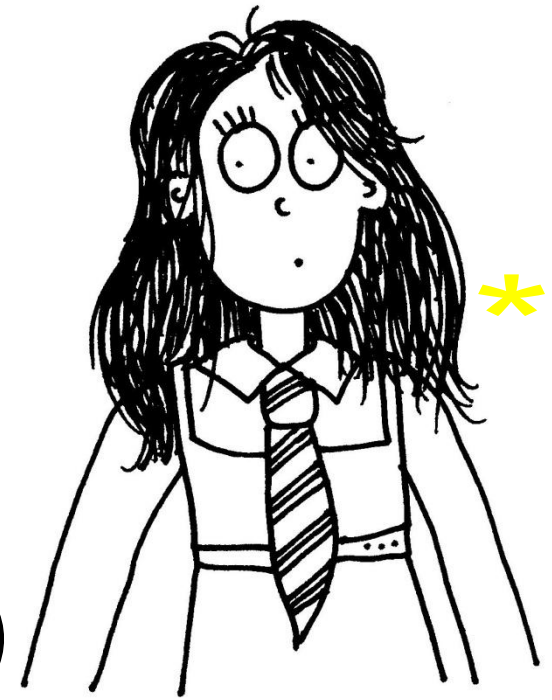
glad

worried

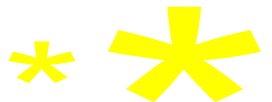
regretful

disappointed

ashamed



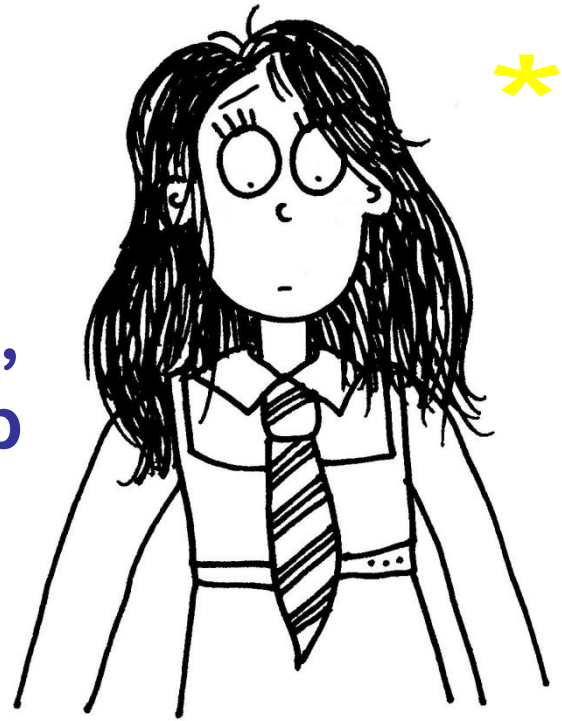
This depends if you did it on purpose. Does the feeling of being glad last?



feeling hurt...

Q9*

When someone hurts your feelings, how does it affect your relationship with that person?



Maybe...



- you won't trust them anymore
- you won't confide in them anymore
- you don't want to be friends anymore
- you want to turn others against them
- you feel like seeking revenge

What might the consequences of these be?

putting it right...

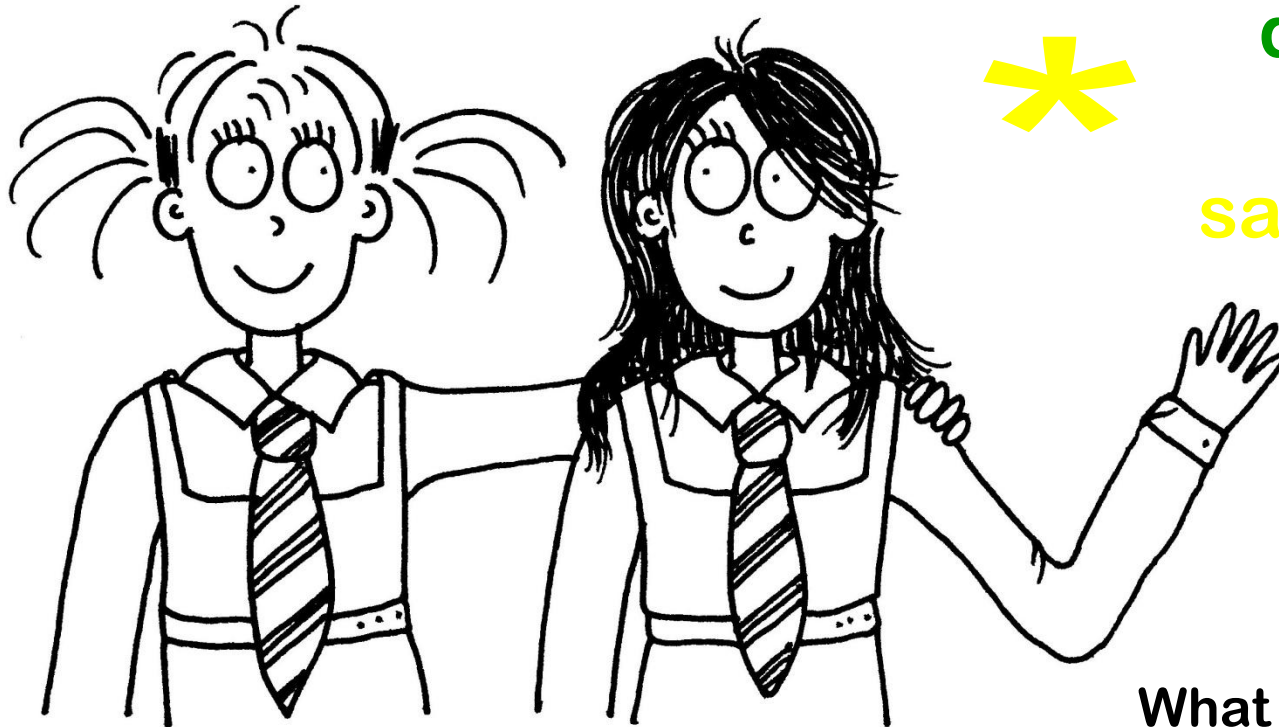
Q10.*

Which idea do
you think is the
most effective? *

What can you do to help put things right?

Maybe...

talk to the person
never do it again
do a good deed
for that person
say you are sorry
accept a
punishment
talk to an adult



What ideas have you tried?



What is social health?

Show some examples of this.

What other areas of your health can be affected by your social health? Why and How?

How do you see yourself? List all the things you do that make you a good friend/person.

Why is it important to have good social health and how does this help build and keep healthy relationships

1. How does Mojo check his attitude indicator?

2. If you're in a bad mood, how can you steer your plane into a good mood?

3. You may not be able to control what happens to you, but what can you control?

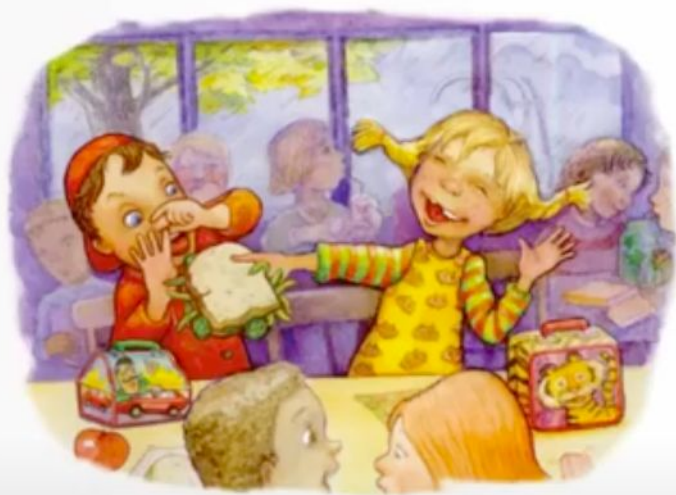
4. List 3 things you can do to put yourself into a good mood.

Carla's Sandwich



Written by Debbie Herman

Illustrated by Sheila Bailey



Carla brought weird sandwiches to school. Buster noticed it first.
He was sitting next to Carla at lunch one Monday.
"EWWW! What are you eating?" Buster asked. "It's all green and slimy!"
"It's an olive, pickle and green bean sandwich," said Carla. "I made it myself.
Would you like some? I brought extra."
"No way!" said Buster, pinching his nose. "That's gross!"
"It's not gross," said Carla. "It's different. I like to be different."
"It's **not** different," said Buster. "It's gross." And he went to sit next to Leslie instead.



On Tuesday Carla's sandwich was long
with something yellow and white oozing out at the sides.

"What in the world is that?" asked Leslie.

"It's my Banana-Cottage-Cheese Delight," said Carla, "on a tasty toasted baguette."

"Bananas and cottage cheese?" asked Leslie, sticking out her tongue. "That's disgusting."

"It's not disgusting," said Carla. "It's creative."

"It's **disgusting**," said Leslie, and she went to sit next to Natie instead.



On Wednesday Carla's sandwich was orange and brown and lumpy.
It crunched when she bit into it.

"Ugh!" said Natie, who was sitting next to her now. "What is that?"
"I call it Carla's Crunch," said Carla. "It's peanut butter, crackers and cheddar cheese
in a lovely pita bread. I brought extra. Would you like some?"

"No way!" said Natie, scrunching his face. "That's sick!"
"It's not sick," said Carla. "It's unique."
"It's **sick**," said Natie. And he went to sit next to Marcus instead.



On Thursday Carla brought a chopped liver, potato chip and cucumber sandwich.



On Friday she brought a sardine and mustard sandwich with sunflower seeds.



By Monday, no one wanted to sit next to Carla, so she ate by herself.



At the end of the day, Miss Pimento made an announcement.

"Tomorrow we will have a picnic."

"Hurray!" everyone shouted. "A picnic! Yippee!"

The next day, when the lunch bell rang, the kids ran to get their picnic lunches.

"I have peanut butter and jelly," Natie announced to the class.

"I have baloney," said Leslie.

"Tuna," called Buster. "Hey Carla, what do you have?"



Carla didn't answer.

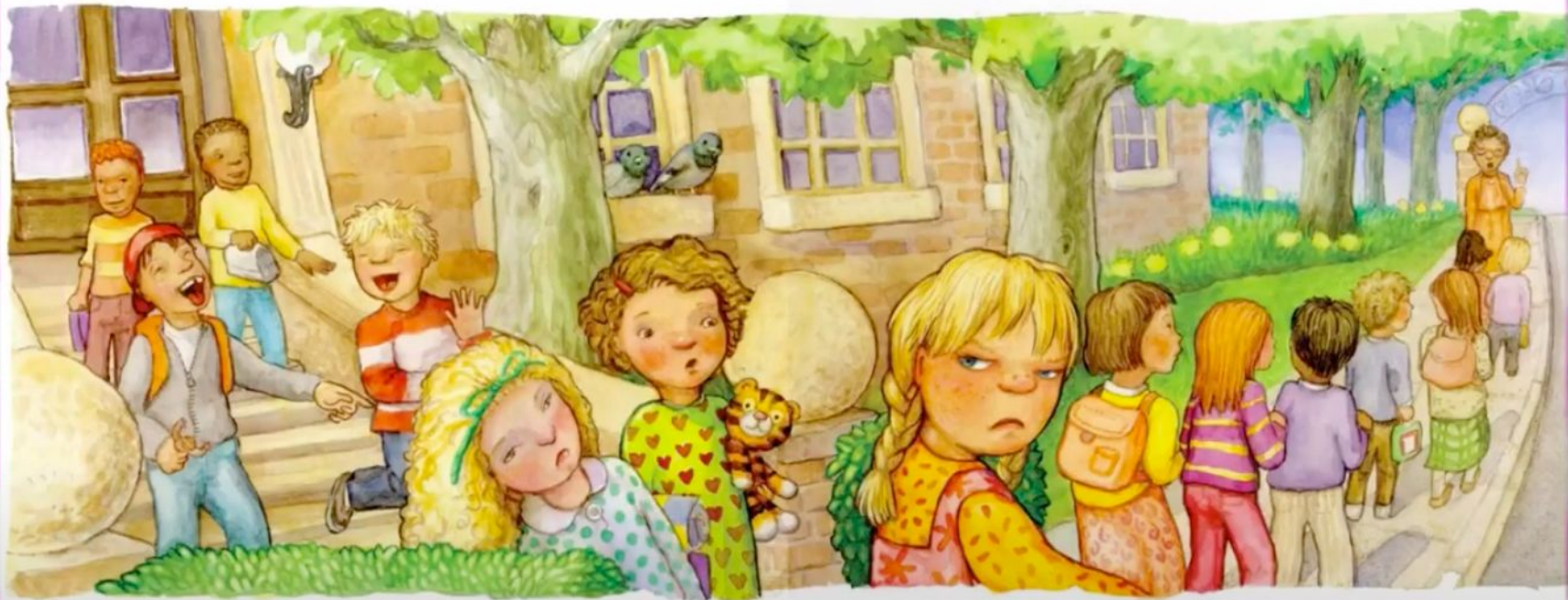
"It's probably a ketchup, spinach and jelly bean sandwich," joked Buster.

He and Leslie howled. So did Natie.

"It is not!" said Carla.

"Let's have some quiet in here," said Miss Pimento, "or we won't be able to have our picnic."

The class was suddenly silent.



Then the children followed Miss Pimento, two by two, down the hall, out the door and down the block to the park.

"All right, everyone," said Miss Pimento. "Find a place to sit and *bon appétit!*"



Carla took a bite of her sandwich.
"Yuck!" said Buster, pointing at Carla's lunch. "What is that – a worm sandwich?"

"For your information," said Carla, "it's a lettuce, tomato, raisin, bean sprout, pretzel and mayonnaise sandwich. I call it the Combo Deluxe."
"It looks more like a **Wormbo** Deluxe!" teased Buster.
Leslie and Natie burst out laughing.



Buster rummaged through his knapsack. "Uh oh," he said quietly.
He rummaged some more. "Uh oh," he said again.

He dumped everything out of his bag.

"I can't believe it," Buster said sadly. "I forgot my sandwich."

"That's awful," said Leslie, biting into her baloney sandwich.

"A real bummer," said Natie, chomping on his peanut butter and jelly.

Soon everyone was eating – everyone except Buster.

Carla looked at Buster. She looked at her sandwich. She looked back at Buster.

"You can have one of mine," she offered. "I brought extra."

Some kids snickered.

"No thanks," said Buster glumly. "I'm not that desperate."



Doris ate her egg salad sandwich and Rufus ate his tuna.
Herbert ate his salmon salad sandwich and Barbara ate her turkey.

Buster's mouth began to water.

Buster looked at Carla's sandwich. "Maybe bean sprouts aren't so bad," he thought.

"It's really quite delicious," said Carla, catching Buster's glance.

Buster quickly turned away.



Susan ate her corned beef sandwich and Harris munched his taco.

Fabio ate his chicken sandwich and Gordon ate his meatloaf.

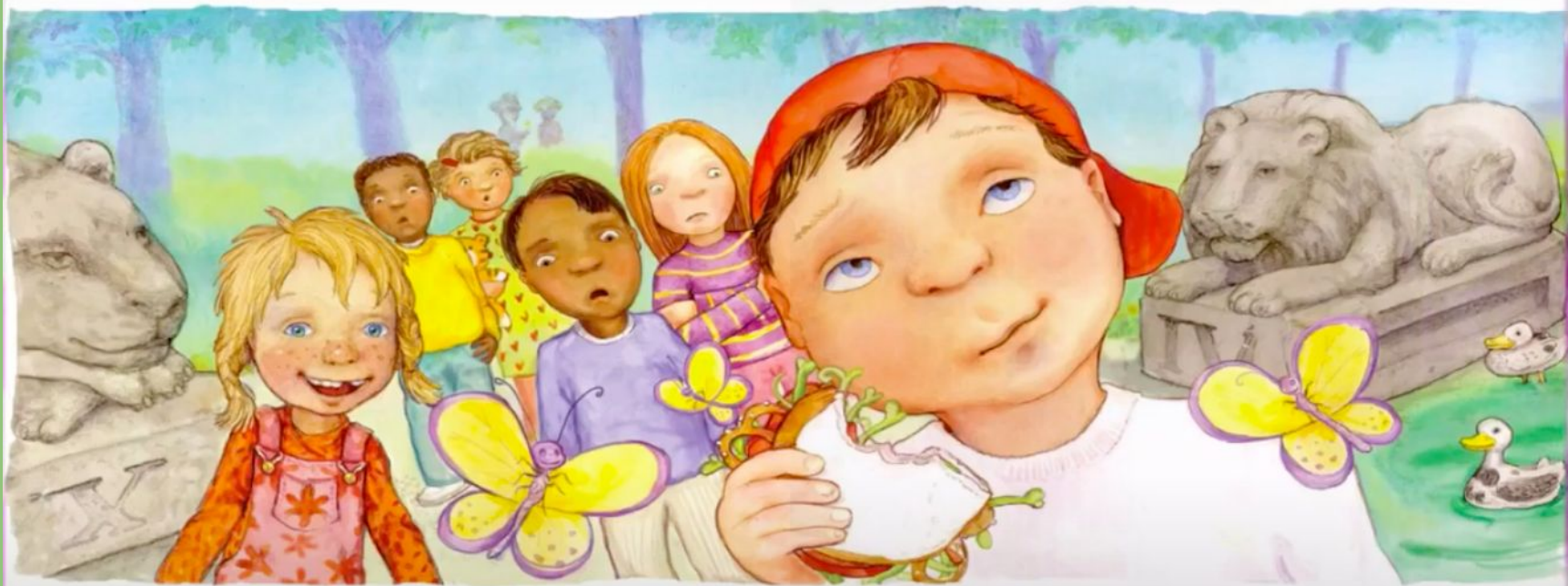
Buster was growing hungrier by the minute and his stomach growled loudly.

"Raisins are kind of fun," he thought, "and who doesn't like pretzels?"



Marcus ate his cheese sandwich and Darcy ate her bagel.
Buster eyed Carla's sandwich again.
"You don't know what you're missing..." Carla sang out.
Buster couldn't take it anymore. He looked around.
Everyone was busy eating.
No one was watching him.

"Okay," he whispered to Carla.
"Okay, what?" asked Carla.
"Okay, can I have one?" he whispered again.
"Can you have one what?" asked Carla.
Buster blurted impatiently, "Can I please have one of your sandwiches?"
Everyone looked up.



Carla smiled and handed Buster a Combo Deluxe.
Buster examined the lettuce, tomato, raisin, bean sprout,
pretzel and mayonnaise sandwich carefully.
He looked at Leslie, then Natie, then Carla.

And then he took a very small bite.

All eyes were watching as he chewed and swallowed.
"Well?" asked Leslie impatiently.
"Well?" asked Natie.
Buster didn't say anything.
He looked at everyone and took another bite.
And another. And another.



"I can't believe he's eating it!" said Natie in disgust.
"What does it taste like, Buster?" asked Leslie. "Is it gross?"

Buster didn't answer.
He was too busy eating.

When the last bite was gone, Buster licked his fingers and smacked his lips.

"Yum!" he said. "That was the best sandwich I ever ate!"

"It was?" asked Natie in horror.

"It was?" asked Leslie in dismay.

"It was!" said Buster, smiling at Carla.

Carla beamed.



"I bet you'd all enjoy the Combo Deluxe," said Carla. "Who'd like to try some?"

Slowly, Leslie raised her hand. Then Natie raised his.

Then Darcy, Susan, Rufus and Fabio.

Soon all the kids had their hands in the air.

Carla took her last sandwich, broke it into small pieces and handed them out to everyone.

"Wow!" said Leslie, tasting her piece. "This is terrific!"

"Yeah!" said Natie. "It tastes great!"

"Tomorrow I'm going to bring a creative sandwich too," said Leslie. "Maybe it'll be a mustard sandwich with baked beans and French fries. What do you think of that, Carla?"

"Sounds good," said Carla. "And it's definitely creative."

"I'll bring a spaghetti and soy sauce sandwich," said Buster as he sat down next to Carla.

"Yum," said Carla and Leslie together.

"I don't know what I'm bringing yet," said Natie, "but it'll be unique."



The next day everyone in Miss Pimento's class brought an unusual sandwich to school. There was an asparagus and salad dressing sandwich, a pistachio and tangerine sandwich, and even a pizza sandwich.

"What did you bring today, Carla?" asked Buster.
"I'm not telling," said Carla. "You'll have to wait until lunch time."



The morning seemed to last forever, but finally the lunch bell rang.

While Buster was munching away on his spaghetti and soy sauce sandwich, he glanced over at Carla.

This time her sandwich was not green.
It was not slimy or lumpy
and nothing was oozing out at the sides.

"So, what kind of sandwich is that?" Buster asked.

"Yeah, Carla," said Leslie. "What's inside?"

Natie looked at Carla, waiting for an answer.

"Well," said Carla. "Today I have.....peanut butter and jelly."

"Peanut butter and jelly?" asked Buster in disbelief.

"Peanut butter and jelly?" Leslie and Natie asked together.



"Peanut butter and jelly," said Carla, biting into her sandwich.
"I like to be different."



1. Why did the other children make fun of Carla?
2. What were some of the words the children used to describe Carla's lunches?
3. What reason did Carla give for making her sandwiches?
4. Look at slide 8 and describe how Carla might be feeling, how you know this and why she might be feeling this way.

5. What was Buster's problem and who helped him solve this?

6. Why do you think Buster didn't want Carla's help at first?

7. What is the weirdest sandwich or food you have ever eaten?

Create your own weird combination sandwich and then draw it.