

# Year 4 Term 3 Week 9 Adjusted 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/ROLL & PRAYER ON GOOGLE MEET				
9:10-10:00	LITERACY Reading	LEARNING BLOCK Numeracy	LITERACY Reading/Maths	LEARNING BLOCK Mass	LEARNING BLOCK Numeracy
	<p>Watch the <a href="#">Healthy Minds BTN</a>.</p> <p><b>Activity 1:</b></p> <ol style="list-style-type: none"> <li>What does 'healthy minds' mean?</li> <li>What can you do in your everyday lives to make your mind healthy?</li> </ol> <p>Go into the <a href="#">document</a> and you need to research the two types of emotions on how they affect your mental and physical health. <b>YOUR TEACHER WILL UPLOAD FOR YOU.</b></p>	<p><b>9:00-9:20am - Sunset Maths (Essential Assessment)</b></p> <p><b>9:20am LFIN Groups</b> These are your groups from last term.</p> <p><a href="#">Miss Barrie-Group 1</a> <a href="#">Miss Cablao</a> <a href="#">Miss Khong</a></p>	<p>Mrs Dabal Reading Group activity Week 7 <a href="#">Literacy Intervention</a>.</p> <p>Please check this link above to see what Book you are reading. Your task is due on Friday online or please hand in at school. You will collect a new book every week.</p> <p><b>AND/OR</b></p> <p>Mrs Ablinger Maths Group activity Week 7 <a href="#">Number Intervention</a></p> <p>Please check this link above to see what activity you are completing for this session. Your task is due on Friday online or please hand it at school. You will collect a new pack for number intervention every Friday.</p> <p><b>AND/OR</b></p> <p>WALT: explore the concept of social health and its importance. WILF</p> <p>Social Health video and introduction <a href="#">Using Polite words</a></p> <p>Complete the questions and tasks on the attached <a href="#">document</a>.</p> <p><b>(Your teacher will upload this).</b></p>	<p><a href="#">Participate in the Mass from Wednesday's Celebration.</a></p> <p>DAIly READINGS AND REFLECTION <a href="https://catholic-daily-reflections.com/">HTTPS://CATHOLIC-DAILY-REFLECTIONS.COM/</a></p> <p>ONCE YOU HAVE FINISHED PLEASE FINISH OFF MRS. DABAL'S LITERACY ACTIVITY OR MISS ABLINGER'S MATHS ACTIVITIES FOR YOU ON HER GOOGLE CLASSROOM PAGE.</p>	<p>Perimeter</p> <p><b>WALT:</b> Understand what perimeter is and how to work it out <b>WILF:</b> perimeter formula, definition</p> <p>Your teacher will upload a task - <a href="#">Perimeter</a></p>
10:00-11:00	LITERACY Writing	LITERACY Reading	LITERACY Writing	LEARNING BLOCK LOTE	LITERACY Reading
	<p><b>Planning brochure</b> A brochure is a way of displaying your factual information for the audience to read.</p> <p>View all of the <a href="#">different types of brochures</a> to get an idea of what you will be planning.</p> <p><b>Activity 1:</b> Access the <a href="#">planning document</a> that your teacher will upload. Today you'll need to choose which area of health you're going to be doing a brochure on.</p>	<p>Watch the <a href="#">Resilience BTN</a>.</p> <p><b>Activity 1:</b></p> <ol style="list-style-type: none"> <li>Write down a definition of what 'resilient' means.</li> <li>Write down some ways you can be resilient in a problem.</li> </ol> <p>Go into the <a href="#">document</a> and you need to research the two types of emotions on how they affect</p>	<p><b>Planning brochure</b> Access the same document as on Monday (Uploaded onto Google Classroom).</p> <p>You'll need to research and write out the paragraph for the first subheading.</p> <p><b>Remember to write it into your own words and in a paragraph of 3-5 sentences.</b></p>	<p>CHECK GOOGLE CLASSROOM STREAM FOR MISS SUN'S ACTIVITY</p>	<p><b>WALT:</b> <b>WILF:</b> <a href="#">The Boy with big, big feelings slideshow and tasks</a></p>

# Year 4 Term 3 Week 9 Adjusted Timetable

	Write down 3 subheadings into the document that you'll include in your brochure.  <b>**Only complete the Monday task.</b>	your mental and physical health. <b>YOUR TEACHER WILL UPLOAD FOR YOU.</b>			
11:00-12:00pm	<b>LUNCH/QUESTIONS WITH TEACHER</b> If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher. <a href="#">4KB -</a> <a href="#">4JK -</a> <a href="#">4JC</a>	<b>LUNCH/QUESTIONS WITH TEACHER</b> If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher. <a href="#">4KB -</a> <a href="#">4JK -</a> <a href="#">4JC</a>	<b>LUNCH/QUESTIONS WITH TEACHER</b> If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher. <a href="#">4KB -</a> <a href="#">4JK -</a> <a href="#">4JC</a>	<b>LUNCH/QUESTIONS WITH TEACHER</b> If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher. <a href="#">4KB -</a> <a href="#">4JK -</a> <a href="#">4JC</a>	<b>LUNCH/QUESTIONS WITH TEACHER</b> If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher. <a href="#">4KB -</a> <a href="#">4JK -</a> <a href="#">4JC</a>
12:00-12:20	INDEPENDENT READING <a href="https://www.getepic.com/">HTTPS://WWW.GETEPIC.COM/</a>	INDEPENDENT READING <a href="https://www.getepic.com/">HTTPS://WWW.GETEPIC.COM/</a>	INDEPENDENT READING <a href="https://www.getepic.com/">HTTPS://WWW.GETEPIC.COM/</a>	INDEPENDENT READING <a href="https://www.getepic.com/">HTTPS://WWW.GETEPIC.COM/</a>	INDEPENDENT READING <a href="https://www.getepic.com/">HTTPS://WWW.GETEPIC.COM/</a>
12:20 - 1pm	SPECIALISTS <b>PE</b>	SPECIALISTS <b>Music</b>	SPECIALISTS <b>ART</b>	LITERACY <b>Writing</b>	LITERACY <b>Writing</b>
	Refer to lessons on Google Classroom stream. Look for PE - Mr Herrera	Refer to lessons on Google Classroom stream. Look for Music - Mr O'Bree.	CHECK GOOGLE CLASSROOM STREAM FOR MRS HICKEY'S ACTIVITY.	<b>Planning brochure</b> Keep working on the planning document and moving onto researching & planning the next subheading.	<b>Planning brochure</b> Working onto the last subheading now on the document. After you have finished, remember to edit your work in <b>RED</b> .  Add 4 pictures you'll be using in your brochure connecting to the topic & subheadings.
1:00-2pm	LEARNING BLOCK <b>Numeracy</b>	CHEMICAL SCIENCE <b>Inquiry</b>	BELONGING <b>Religion</b>	WELLBEING <b>Highway Heroes</b>	SPECIALISTS <b>Digital Technology</b>
	Converting between units of measurement <b>WALT:</b> Understand how to convert between units of measurement. <b>WILF:</b> conversion, mm, cm, m, km.  Your teacher will upload a task - * <a href="#">Conversion</a>	<b>What is spirituality?</b> Students participate in the following <a href="#">meditation</a> session and then fill in the <a href="#">document</a> relating to spiritual health.  <b>Your teacher will upload onto your Google Classroom.</b>	<b>Sessions 7&amp; 8 - Our Earth Needs Care!</b> <a href="#">Caring for God's Earth eBook</a> Read pages 2-3 'The Story of the Universe' and 'The Story of the Earth' p. 4-5, Ask students to think about their responses to the wondering questions. Students then answer the wonderings questions on the <a href="#">document</a> and write their responses in full sentences.	Students are to complete Home Activities Week 7  Using the <a href="#">document</a> on Google Classroom fill in the table under the appropriate/correct headings.  <b>Your teacher will upload onto your Google Classroom.</b>	CHECK GOOGLE CLASSROOM STREAM FOR MISS BORG'S ACTIVITY.
2:00-2:30	AFTERNOON BREAK	AFTERNOON BREAK	AFTERNOON BREAK	AFTERNOON BREAK	AFTERNOON BREAK
2:30 - 3:00	INTEGRATED LEARNING BLOCK <b>Daily Exercise/Stretches</b>	LITERACY <b>Spelling</b>	INTEGRATED LEARNING BLOCK <b>Daily Exercise/Stretches</b>	INTEGRATED LEARNING BLOCK <b>Daily Exercise/Stretches</b>	MINDFULNESS
	Daily Exercise/Stretches  WILF: I am looking for students to exercise at their own pace while following the coach.  Mr Herrera will post onto Google Classroom daily exercises that you are to participate in.	<b>The // sound spelt with el</b> camel tunnel squirrel travel	Daily Exercise/Stretches  WILF: I am looking for students to exercise at their own pace while following the coach.  Mr Herrera will post onto Google Classroom daily exercises that you are to participate in.	Daily Exercise/Stretches  WILF: I am looking for students to exercise at their own pace while following the coach.  Mr Herrera will post onto Google Classroom daily exercises that you are to participate in.	<a href="#">Mindfulness</a>

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	<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>towel tinsel bagel hazel vowel jewel</p> <p>WRITE EACH WORD TWICE AND PUT IT INTO A SENTENCE.</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>		
3:00pm	<p>WHAT WENT WELL TODAY? WHAT SUPPORT DO YOU NEED? SUBMIT TASKS ON GOOGLE CLASSROOM PAGE.</p>	<p>WHAT WENT WELL TODAY? WHAT SUPPORT DO YOU NEED? SUBMIT TASKS ON GOOGLE CLASSROOM PAGE.</p>	<p>WHAT WENT WELL TODAY? WHAT SUPPORT DO YOU NEED? SUBMIT TASKS ON GOOGLE CLASSROOM PAGE.</p>	<p>WHAT WENT WELL TODAY? WHAT SUPPORT DO YOU NEED? SUBMIT TASKS ON GOOGLE CLASSROOM PAGE.</p>	<p>WHAT WENT WELL TODAY? WHAT SUPPORT DO YOU NEED? SUBMIT TASKS ON GOOGLE CLASSROOM PAGE.</p>

## **Mental Health:**

There are 2 emotions listed out on the document. You need to research how each emotion affects your mental and physical health.

**Remember to summarise the information into your own words and in full sentences.**

Watch the [Healthy Minds BTN](#).

### **Activity 1:**

1. What does 'healthy minds' mean?
2. What can you do in your everyday lives to make your mind healthy?

## **Tuesday 18th of August:**

### **Types of Emotions:**

#### **Anxiety:**

***How does anxiety impact on our mental health?***

***How does anxiety impact on our physical health?***

#### **Fear:**

***How does fear impact on our mental health?***

***How does fear impact on our physical health?***

## **Mental Health:**

There are 2 emotions listed out on the document. You need to research how each emotion affects your mental and physical health.

**Remember to summarise the information into your own words and in full sentences.**

### **Wednesday 19th of August:**

#### **Types of Emotions:**

##### **Sadness:**

***How does sadness impact on our mental health?***

***How does sadness impact on our physical health?***

##### **Anger:**

***How does anger impact on our mental health?***

***How does anger impact on our physical health?***

# Monday 7th of September

You will be starting your plan for your brochure on 1 area of health. Please choose one of the topics below that you're interested in. Then come up with 3 subheadings and write it in the box below. Please remember that you need to include a subheading explaining what the topic is that you have chosen.

1. **Highlight** one of the topics below that you choose to write your brochure on:

Topic:

<b>Physical Health</b>
<b>Social Health</b>
<b>Mental Health</b>
<b>Spiritual Health</b>

2. For your subheadings, you must include the definition of what the topic is , as well as including examples of the area of health in your brochure.

	<b>Subheading:</b>
<b>1.</b>	
<b>2.</b>	
<b>3.</b>	

# Wednesday 8th of September

Today you will be starting the researching portion of your plan for the area of health you have chosen. You are only planning the first subheading of your brochure and they are to be one paragraph each (3-5 sentences) and written into your own words.

**\*\*Please remember that your teacher will know if you have copied directly from the internet.**

Remember to keep in mind when researching and summarising:

- Do I understand what I am reading on this website?
- Have I used my own words?
- Have I added enough detail into my subheadings?

*Some useful websites:*

- Kiddle
- BTN
- Abc.net
- [Crash Course Kids](#)

Subheading:	Paragraph:
1.	



# Thursday 9th of September

Today you will be planning the second subheading for your brochure in the table below. Remember to only summarise information that you understand and also to summarise the factual information into your own words.

Subheading:	Paragraph:
2.	

# Friday 10th of September

Today you will be researching and writing your last subheading in the table below. You'll need to go back and edit your paragraphs in 'red' for any changes you have made to your writing.

Remember that your teacher will be looking at your Writing each session to see if you're on track.

Subheading:	Paragraph:
3.	

In a brochure, you'll need to add photos to do with your topic and subheading. Copy and paste 4 images you'll like to use for your own brochure.

**The images must be:**

- Diagrams
- NO cartoon pictures

Picture 1:	Picture 2:
Caption:	Caption:
Picture 3:	Picture 4:
Caption:	Caption:

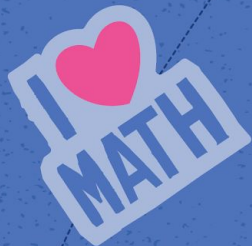


# Conversion

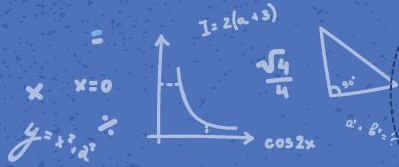
We are going to learn all  
about how to convert length  
today!



# Video Introduction to Conversion



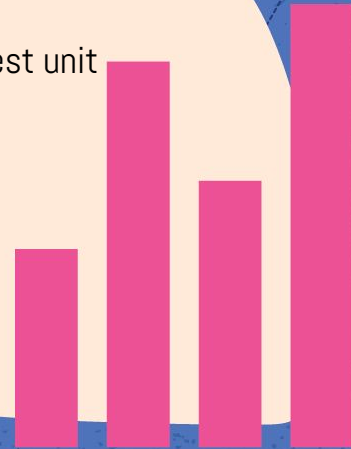
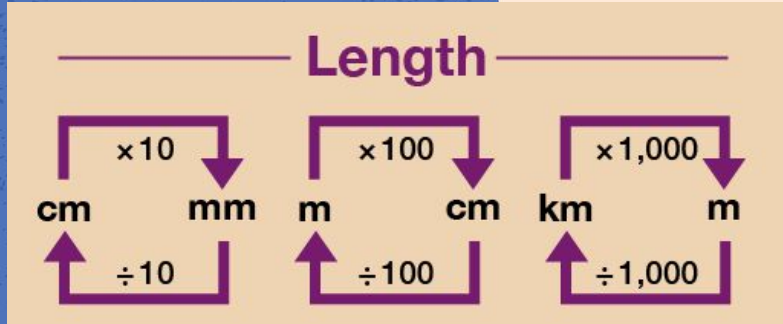
# Conversion of Units of Measurement



Over here on the left we can convert units of measurement.

## Remember

- mm or millimetres is the smallest unit of measurement for length.
- cm stands for centimetres
- m stands for metres
- km stands for kilometres - the longest unit of measurement for length.





## EXAMPLE OF CONVERSIONS

**m** is metre

**cm** is centimetre

**mm** is millimetre

$10 \text{ mm} = 1 \text{ cm}$

$100 \text{ cm} = 1 \text{ m}$

I How many centimetres in:

a 2 m? \_\_\_\_\_

b 5 m? \_\_\_\_\_

c 3 m? \_\_\_\_\_

d  $4\frac{1}{2}$  m? \_\_\_\_\_

e  $1\frac{1}{2}$  m? \_\_\_\_\_

a)	b)
c)	d)
e)	<b>E.G: 6m = 100cm</b>



m is metre  
cm is centimetre  
mm is millimetre  
10 mm = 1 cm  
100 cm = 1 m



2 How many millimetres in:

a 3 cm? \_\_\_\_\_ b 7 cm? \_\_\_\_\_ c 10 cm? \_\_\_\_\_ d 1 cm? \_\_\_\_\_ e 9 cm? \_\_\_\_\_

a)	b)
c)	d)
e)	<b>E.G: 8cm = 80mm</b>



m is metre  
cm is centimetre  
mm is millimetre  
10 mm = 1 cm  
100 cm = 1 m

4 Change these to centimetres.

a 50 mm \_\_\_\_\_

b 10 mm \_\_\_\_\_

c 40 mm \_\_\_\_\_

d 20 mm \_\_\_\_\_

e 70 mm \_\_\_\_\_

a)	b)
c)	d)
e)	<b>E.g. 30mm = 3cm</b>



m is metre  
cm is centimetre  
mm is millimetre  
10 mm = 1 cm  
100 cm = 1 m

5 Name three things you might measure in millimetres.

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_

a)	b)
c)	



m is metre  
cm is centimetre  
mm is millimetre  
 $10 \text{ mm} = 1 \text{ cm}$   
 $100 \text{ cm} = 1 \text{ m}$

Students participate in the following [meditation](#) session and then fill in the document relating to spiritual health.

Watch the [video](#) and then using your meditation experience and the information in the video answer the following questions.

1. After participating in the meditation session how do you feel?
2. What was it in the meditation session that allowed you to feel this?
3. What is the difference between religion and spirituality?
4. What are some of the reasons people participate in spiritual opportunities?
5. What are some things you might like to do to create a sense of peace in yourself?
6. Why did you choose these activities?

Add some pictures of examples of people participating in spiritual activities.



# What is social health?

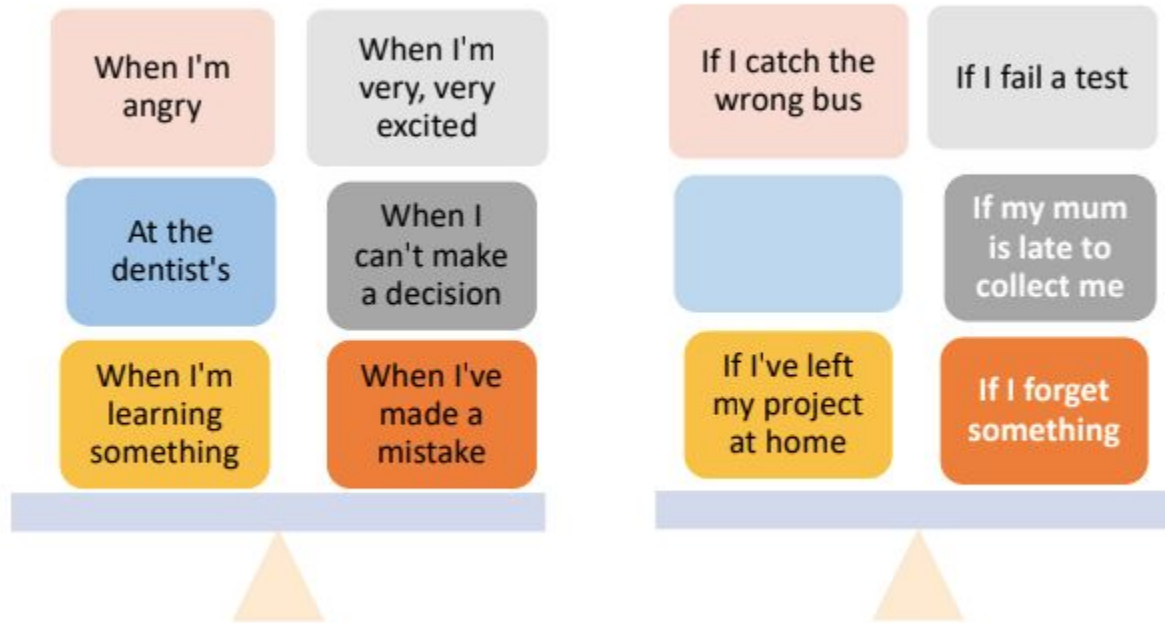
Show some examples of this.

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?



Using the statements above fill in the first two columns in the chart below.  
 In the third column come up with other times in your life when calming down would be helpful

Times when I need to Calm Down	Times when I don't need to Calm Down	Other times when calming down would be helpful

# The Story of the Universe

The story of our universe is about 13.7 billion years long.

The universe exploded into being. Everything in the universe has its origins in this 'big bang'. As the young universe cooled quickly, atoms formed. Atoms clumped together and became matter. Matter clumped together and became suns. Suns exploded and became new suns, planets, satellites and moons. Eventually, suns, planets, satellites and moons became galaxies.



If 1km = 1year, it would take about 340,000 trips around Earth's equator to cover the 13.7 billion years since the 'big bang'.



## The universe is constantly changing.

Telescopes, like the Hubble Telescope, have helped scientists and mathematicians to read the story of the universe. As Christians, we believe that God loved the universe into being and waits in delight as the heavens, the stars, Earth—and all that is—bring light and life to the story.



Event	Billions of years ago (10 <sup>9</sup> )	Millions of years ago (10 <sup>6</sup> )	Years ago (10 <sup>3</sup> )
Big bang	13.7	13700	13700000000
Milky way galaxy forms	10	10000	10000000000
Formation of our sun	4.59	4590	4590000000
Formation of solar system	4.5	4500	4500000000
Earth's surface unstable	4.1	4100	4100000000
Igneous rocks	3.8	3800	3800000000
First living cells	3.8	3800	3800000000
Blue green algae	3	3000	3000000000
Stable planet surface	2.8	2800	2800000000
First ice age	2.48	2480	2480000000
Soft bodied water organisms	0.58	580	580000000
Glacial extinction	0.65	650	650000000
Trilobites	0.634	634	634000000
First backbones	0.44	440	440000000
Vegetation on land	0.47	470	470000000
Creatures on land	0.41	410	410000000
Trees	0.305	305	305000000
Reptiles	0.31	310	310000000
Mammals	0.205	205	205000000
Dinosaurs (248-144mya)	0.248	248	248000000
Flowering plants	0.21	210	210000000
Birds flying	0.14	140	140000000
Demise of dinosaurs	0.065	65	65000000
Marsupials	0.045	45	45000000
Primates	0.06	60	60000000
Whales	0.055	55	55000000
Horses, rhino, camels	0.045	45	45000000
Elephants	0.033	33	33000000
Deer	0.025	25	25000000
Giraffes	0.02	20	20000000
First hominin	0.0066	6.6	6600000
Homo erectus	0.002	2	2000000
Homo sapiens	0.00019	0.19	190000



I wonder how telescopes work and who invented them.

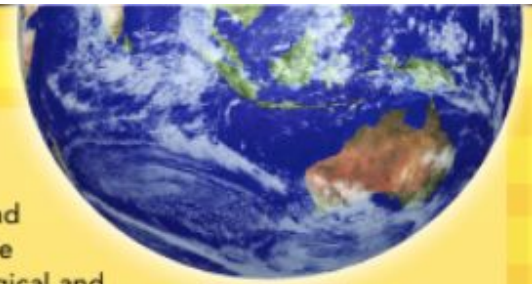
I wonder how big a billion is.

I wonder what will happen to our sun and solar system.

I wonder how God started the universe and I wonder what existed before the 'big bang'.



# The Story of Earth



The story of Earth is one chapter of 'The Story of the Universe'.

The Earth is formed from the same stardust as our sun. Geologists think Earth is about four and half billion years old. At first, Earth was a ball of molten rock and gas.

Over time, the planet cooled and the heaviest elements, such as iron, moved towards the Earth's core. Lighter elements and gases continued to cool and formed large masses of solid rock and liquid water on the Earth's surface. The first living cells emerged before the Earth had an oxygen-rich atmosphere.

During the last three and a half billion years, there have been many geological and biological changes. The study of geology helps to describe the changes in the shape and composition of the Earth's surface. Biological changes show the history of life since the first single cell, to the diversity of life forms we see today.

## A geological and biological timeline of Earth's story

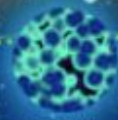


4.6 BYA  
Formation of our solar system

4.5 BYA  
Formation of Earth

4.45 BYA  
Earth's molten forms

3.8 BYA  
Earth's surface cool enough for masses of rock to form



3.5 BYA  
First living cells

2.5 BYA  
Oxygen added to the atmosphere

1 BYA  
Multicellular organisms

650 MYA  
Mass extinction due to glaciers



580 MYA  
Soft-bodied aquatic organisms (e.g. jellyfish)



534 MYA  
Exoskeletons (e.g. trilobites)



300 MYA  
Forests of Europe, Asia and North America become fossilised as coal

310 MYA  
First reptiles and giant arthropods

318 MYA  
Egg laying animals

350 MYA  
Ice age



359 MYA  
Australia hit by meteor

375 MYA  
Vertebrates with legs (e.g. Tiktaalik)



420 MYA  
Coral reefs



470 MYA  
Pioneer plants on land

275 MYA  
First pine trees

260 MYA  
End of ice age

150 MYA  
First birds

133 MYA  
Meteor impacts Australia

60 MYA  
First hoofed animals



50 MYA  
Himalayas begin to form

45 MYA  
Australia separates from Antarctica

34 MYA  
Global cooling creates permanent Antarctic ice sheet. Polar cap forges by 14 MYA

14 MYA  
Drying of continents: forests become grasslands

6.5 MYA  
Early upright walking hominins



3 MYA  
Formation of the Arctic ice cap

2 MYA  
Beginning of the Stone Age

160 000 YA  
Homo sapiens

\*BYA: Billions of Years Ago \*MYA: Millions of Years Ago \*YA: Years Ago



I wonder what the key biological changes in Earth's story are.

I wonder what some of the geological changes are.

I wonder how geologists and biologists have come to know Earth's story.

I wonder how I can help God look after our Earth.

**After reading the pages at the top of the document about the world; answer the following wondering questions in full sentences on the document and then come up with 2 more of your own wondering questions from the information you have read today.**

1. I wonder how telescopes work and who invented them?

2. I wonder how big a billion is?

3. I wonder what will happen to our sun and our solar system in the future?

4. I wonder how God started the universe and did anything exist before this?

5. I wonder what some of the geological (Earth's physical structures) changes the Earth has experienced are? That is how has the Earth changed over time?

6. I wonder how I can help God look after our Earth?

7. My own:

8. My own:

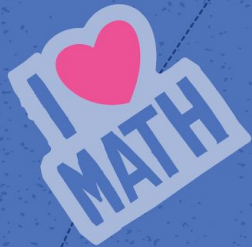
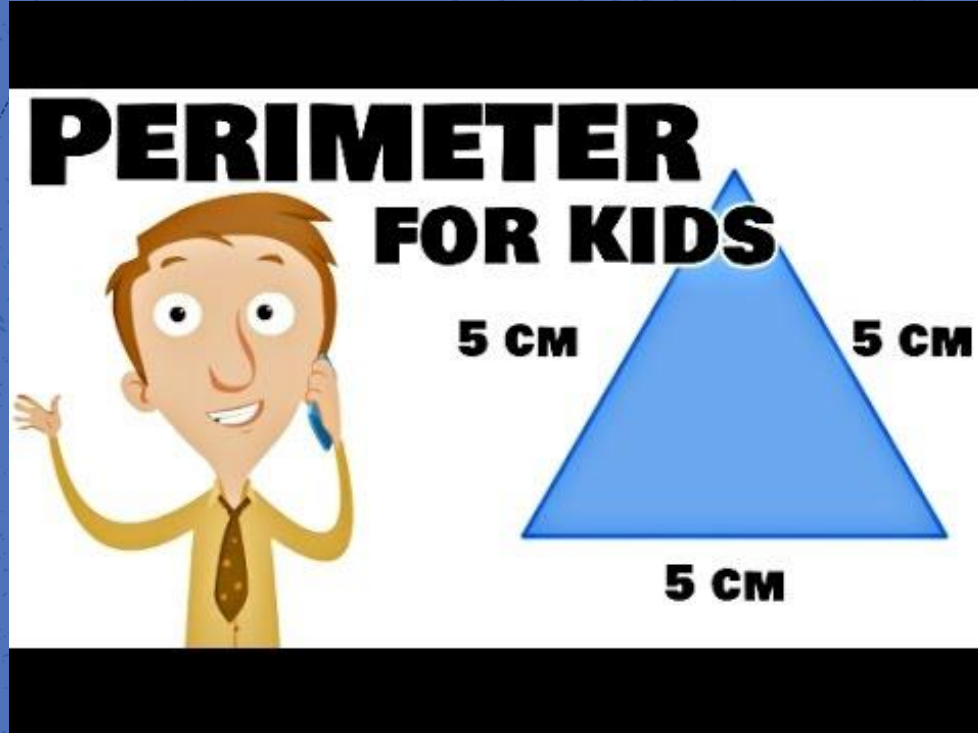
# Perimeter

We are going to learn all about Perimeter today!



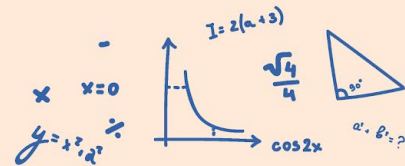


# Introduction to Perimeter



What is perimeter? Write a definition below:

Perimeter is...





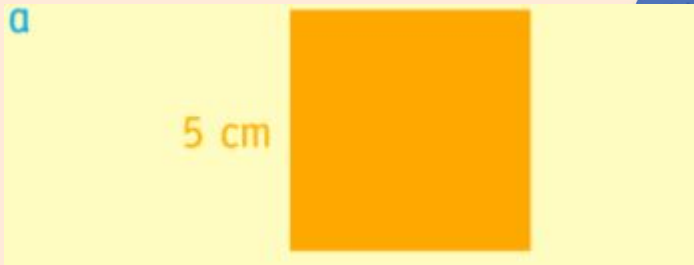
Perimeter is the distance around the outside.  
Add the lengths of all the sides.



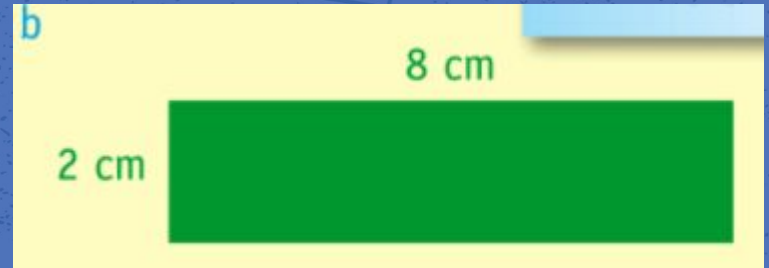
$$\begin{aligned} P &= 6 + 1 + 7 + 2 \\ &= 16 \text{ cm} \end{aligned}$$

3 Find the perimeters.

Write your working out and answer under the shape.



$$P = \_ + \_ + \_ + \_ = \quad \text{cm}$$

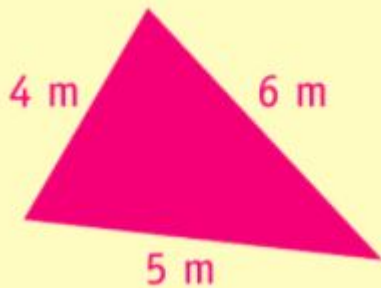


$$P = \_ + \_ + \_ + \_ = \quad \text{cm}$$

3 Find the perimeters.

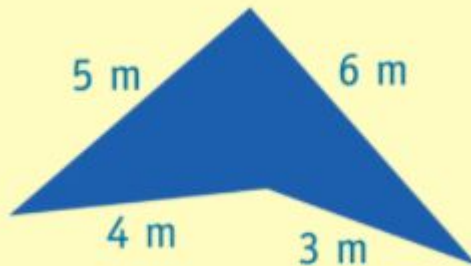
Write your working out and answer under the shape.

c



$$P = \_ + \_ + \_ + \_ = \quad \text{m}$$

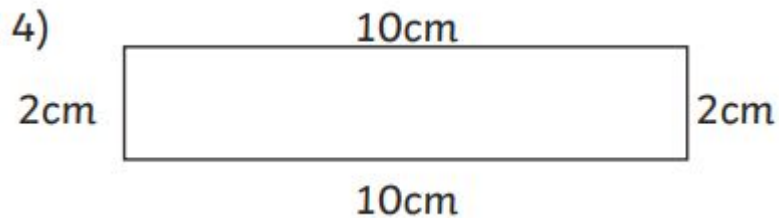
d



$$P = \_ + \_ + \_ + \_ = \quad \text{m}$$

3 Find the perimeters.

Write your working out and answer under the shape.



$$P = \_ + \_ + \_ + \_ = \quad \text{cm}$$

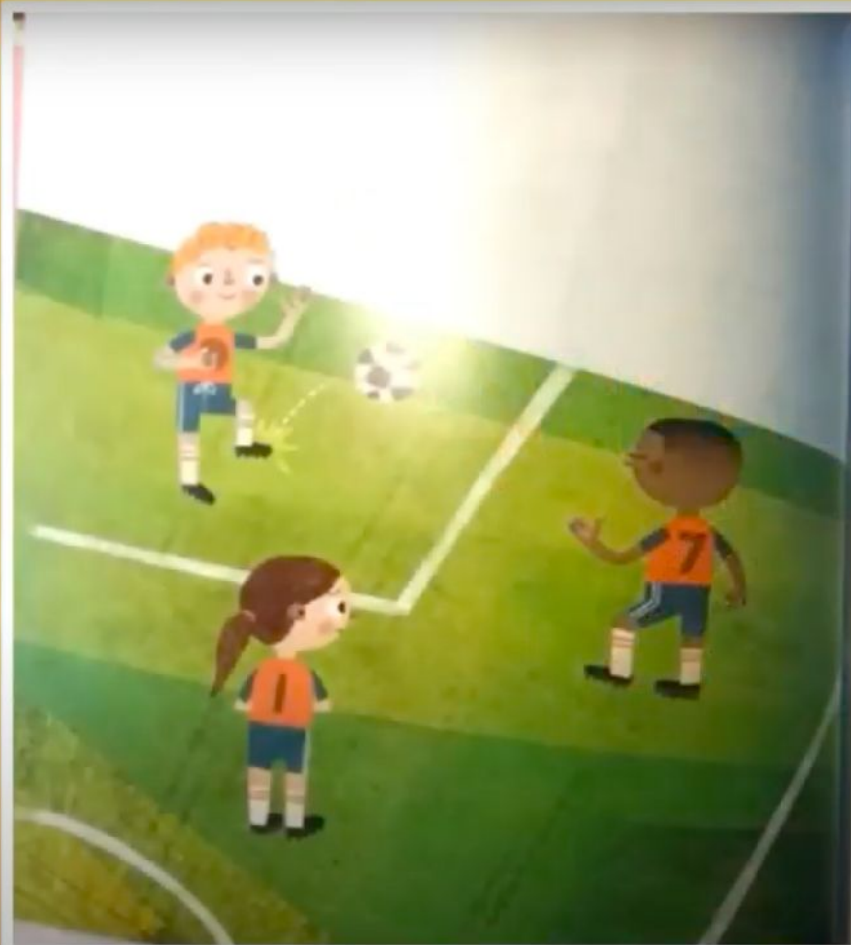




The **BOY** with  
**BIG, BIG**  
**FEELINGS**

by  
**BRITNEY  
WINN LEE**

Illustrated by  
**JACOB  
SOUVA**



There once was a boy with feathery hair  
and a heart that was bursting with feeling.  
His emotions seemed bigger than everyone else's,  
and sometimes they made him go reeling.





When playing outside on the yellowest days,  
a loud truck might rumble on by.  
And wouldn't you know it, that big heart of his  
would push feelings right out of his eyes!

At night when the shadows would form on the walls  
and fear would steal all of his rest,  
those feelings of his made it so hard to breathe  
as they jumped up and down on his chest.







Sometimes when his play had to come to an end  
or when things didn't go as he'd planned,  
the feelings would run down the length of his arms  
and clench when they got to his hands.



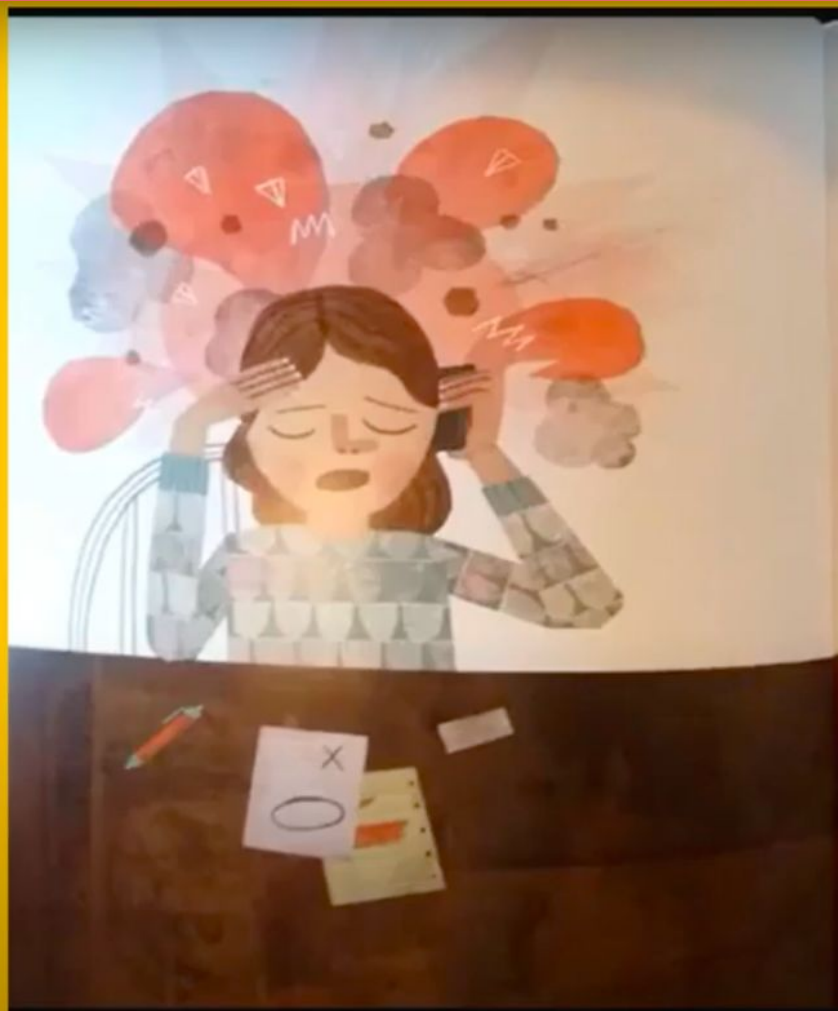


He felt happy feelings as big as the others  
from tickles and hide-and-go-seek  
and jokes and races and stories and songs  
that made feelings glow from his cheeks.

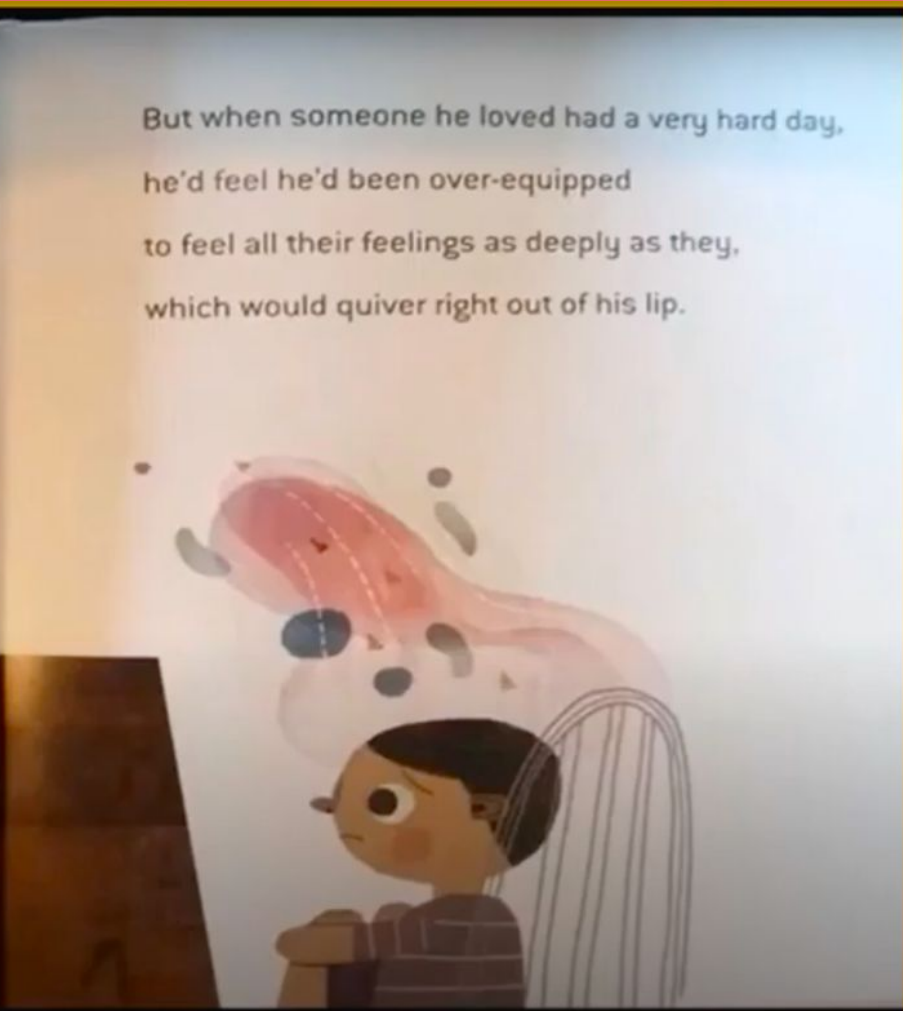




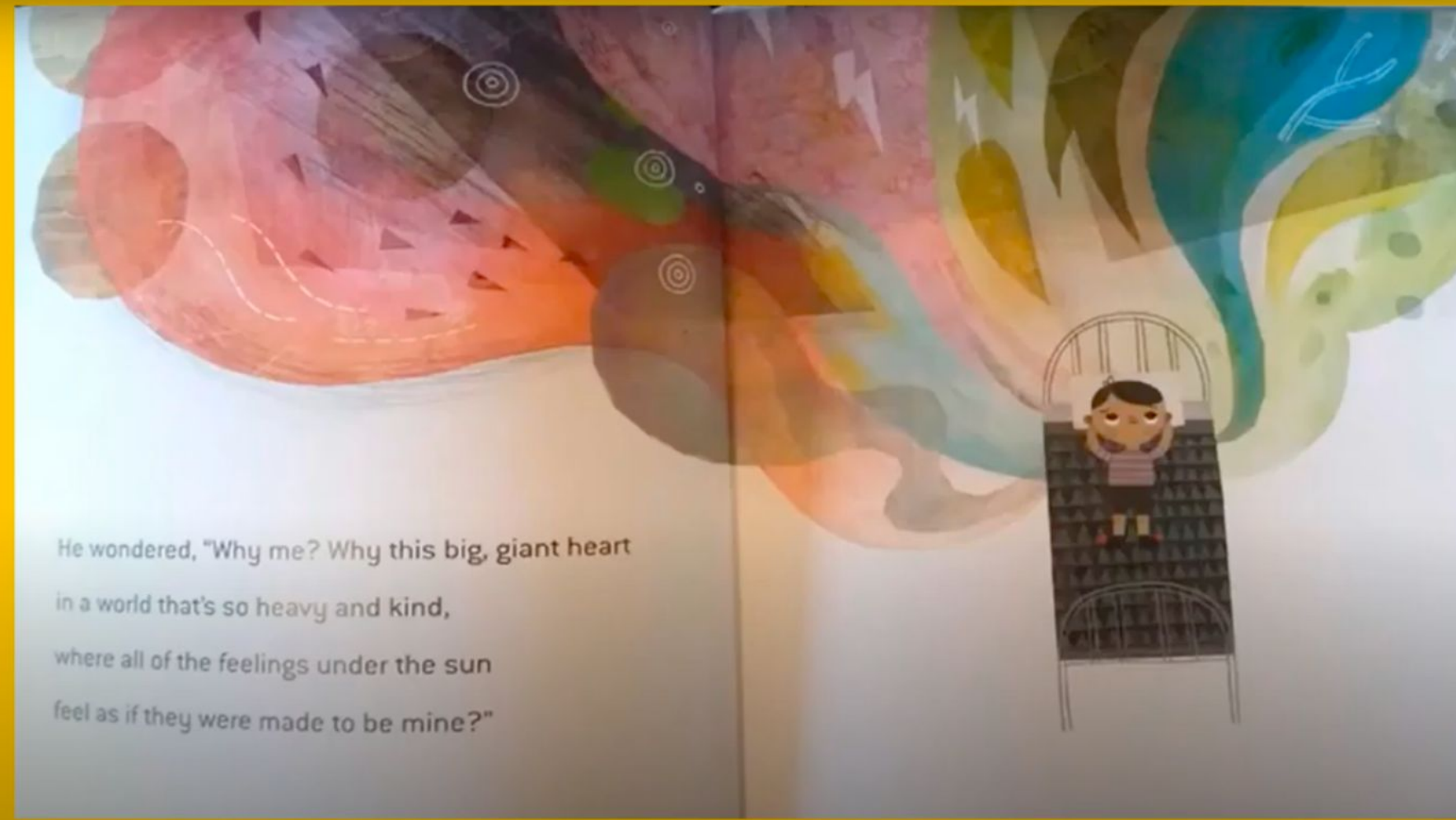
Beautiful things would stick in his brain  
and not leave him for hours and hours:  
the fur of a dog, a fluffy white cloud,  
his mama, a banjo, some flowers.



But when someone he loved had a very hard day,  
he'd feel he'd been over-equipped  
to feel all their feelings as deeply as they,  
which would quiver right out of his lip.





An illustration of a giant heart with a complex, layered texture in shades of pink, orange, and purple. The heart is positioned in the upper half of the frame. Below it, on the right side, is a child sitting in a bed. The bed has a dark, patterned coverlet and a simple metal frame. The child has dark hair and is wearing a striped shirt. The background behind the heart and bed consists of large, abstract, organic shapes in various colors like green, blue, and yellow, suggesting a natural or emotional landscape.

He wondered, "Why me? Why this big, giant heart  
in a world that's so heavy and kind,  
where all of the feelings under the sun  
feel as if they were made to be mine?"



So the boy tried to stuff all his feelings deep down,  
to control what he thought he should hide,  
afraid that the others would make fun of him  
if they saw all he felt deep inside.

Would they think he was weak? Dramatic? Afraid?  
Would they call him a wimp or a baby?  
If they saw the big, thumping heart in his chest,  
would they not want to play with him, maybe?





But while swinging one day, feeling oh so alone,  
he noticed a girl feeling blue.



He marveled: What's that? Could it be? Yes, indeed!  
Her emotions were extra big, too!



"Are you okay?" the boy asked the girl.

"I'm fine. Just, sometimes I get sad."



He said, "You do? Hey, I get sad, too!  
I get scared and silly and mad!"



The two became pals who shared their big hearts,  
not feeling they had to pretend  
when they needed to cry or to laugh big and loud,  
since feelings had helped make them friends!



And soon, they noticed there were other big hearts  
in the classroom, the playground, the bus,



and they smiled as they learned that it wasn't just them.  
"Big emotions affect ALL of us!"



The boy and his friends slowly felt less alone  
with the feelings that lived deep inside them.  
Emotions might feel big and scary sometimes,  
but that is no reason to hide them!



## Questions and Tasks

1. What was the boy's problem at the beginning of the story?
2. Why did the boy decide to push all his feelings down and hide them? Do you think this was a good idea? Why/Why not?
3. What did the author mean when they wrote "push feelings out of his eyes"? Does the picture help to explain this? How?

4. Look at Slide 5. How is the character feeling in this picture? What words in the text or images in the picture help to show this?

5. What does “ a girl feeling blue” mean?

6. When are there times when you have felt like the boy in the story? What did you do about these feelings?

7. What do you think about the author's message that emotions shouldn't be hidden?

Write down 3-5 suggestions that can be done when a person is feeling overwhelmed/overloaded by their emotions.