



**Holy Eucharist Catholic Primary School**

**1a Oleander Drive, St Albans South. VIC 3021**

**Phone: 8312 0900 Fax: 9366 8192**

**[www.hestalbanssth.catholic.edu.au](http://www.hestalbanssth.catholic.edu.au)**



# **Grade 4**

## **Remote Learning Pack**

**Week Beginning - Monday 30th August 2021**

# Grade 4 Learning from Home Timetable- Term 2 Week 8

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.**

	<b>Monday</b> <b>Remember to:</b> <b>- Keep your camera on</b> <b>-Mute your mic</b>	<b>Tuesday</b> <b>Remember to:</b> <b>- Keep your camera on</b> <b>-Mute your mic</b>	<b>Wednesday</b> <b>Remember to:</b> <b>- Keep your camera on</b> <b>-Mute your mic</b>	<b>Thursday</b> <b>Remember to:</b> <b>- Keep your camera on</b> <b>-Mute your mic</b>	<b>Friday</b> <b>Remember to:</b> <b>- Keep your camera on</b> <b>-Mute your mic</b>
<b>8:50- 9:00</b>	<b>Good Morning</b> Google Meet with your class at 9.00am We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. <a href="#">Google Meet Classroom Expectations</a> 4JK 4BB 4KB	<b>Good Morning</b> Google Meet with your class at 9.00am We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. <a href="#">Google Meet Classroom Expectations</a> 4JK 4BB 4KB	<b>Good Morning</b> Google Meet with your class at 9.00am We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. <a href="#">Google Meet Classroom Expectations</a> 4JK 4BB 4KB	<b>Good Morning</b> 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. <a href="#">Google Meet Classroom Expectations</a> 4JK 4BB 4KB	<b>Good Morning</b> 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. <a href="#">Google Meet Classroom Expectations</a> 4JK 4BB 4KB
<b>9:00-10:00</b>	Maths <b>W.A.L.T:</b> understand improper fractions and mixed number fractions. <b>W.I.L.F:</b> multiplication facts, equivalence, simplifying <b>Mild:</b> Converting improper fractions with denominators up to 12 with and without remainder fractions <b>Hot:</b> Converting improper Fractions with a numerator greater than multiples of 12 with and without remainder fractions	Maths <a href="#">Geometry Pre Assessment</a> Stay on the Google Meet with your teacher to complete your Pre-Assessment. Have your screen open so your teacher can see you working and completing the task.	Maths <b>W.A.L.T:</b> understand improper fractions and mixed number fractions. <b>W.I.L.F:</b> multiplication facts, equivalence, simplifying Converting Mixed Numbers into Improper Fractions <a href="#">Mild</a> <a href="#">Hot</a> <b>9:40-10:20: Miss McNally's group, please join the Google Meet.</b>	Mass <b><u>JOIN YOUR TEACHER ON THE GOOGLE MEET TO PARTICIPATE IN THE MASS TOGETHER.</u></b> Highway Heroes Complete the <a href="#">Highway Heroes sheet</a> on the doc that your teacher will upload onto Google Classroom.	Reading Rotations Visual Literacy <b>WALT:</b> Infer character's feelings and motivations through reading their dialogue and what other characters say about them. <b>WILF:</b> Use cues, clues and illustrations to make inferences, make connections with the concepts of the text and their own experiences Complete the visual literacy text ' <a href="#">The Moon Over Star</a> ' Remember to answer the

	<p>Converting <a href="#">Improper Fractions into mixed Numbers</a></p> <hr/> <p><b>9:40-10:20: Miss McNally's group, please join the Google Meet.</b></p>				<p>questions onto the slides.</p> <p><b>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b></p>
<b>10:00-11:00</b>	<p>Reading</p> <p><b>WALT:</b> Recognise and actively work to learn the meaning of new vocabulary words  <b>WILF:</b> definitions</p> <p>Students read through the <a href="#">powerpoint</a> about the facts relating to the moon.</p> <p>Students need to write the words provided at the end of the powerpoint in their book and using a dictionary find and write the definitions for each word in their own words.</p> <p><b>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b></p> <hr/> <p><b>10:20- 11am Miss McNally's Tutoring group please join the Google Meet.</b></p>	<p>Writing</p> <p><b>Hypothesis:</b>  <b>WALT:</b> Make predictions based on background knowledge  <b>WILF:</b> connections to prior knowledge,</p> <p>Discuss together as a class the importance of a hypothesis in a science experiment.</p> <p>Together as a class write a hypothesis for the first photo on the <a href="#">powerpoint</a> slide.</p> <p>Students then look at the images on slides 3-6 and select three of them to create a hypothesis for which they write on the <a href="#">document</a> provided.</p> <p><b>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b></p> <hr/> <p><b>10:20-11:00: Miss Sun's Tutoring group please join the Google Meet.</b></p>	<p>Reading</p> <p><b>WALT:</b> Use a picture to inspire our imagination to write better sentences using punctuation.  <b>WALT:</b> Record our reading voices to develop our oral reading skills</p> <p><a href="#">Miracle in the Sky</a></p> <p><b>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b></p> <hr/> <p><b>10:20- 11am Miss McNally's Tutoring group please join the Google Meet.</b></p>	<p>Writing</p> <p><b>Results</b>  <b>WALT:</b> explain cause and effect of the experiment  <b>WALT:</b> Support ideas with facts, details, examples and explanations</p> <p><b>WILF:</b> detail, relevant information,</p> <p>Together as a class with the first experiment, watch the video together and write down the results that occurred at the end of the experiment into a paragraph. Students then choose 3 of the experiments on the <a href="#">powerpoint</a> slides 3-6, watch the videos and write down the results that occurred at the end of the experiments into a paragraph on the <a href="#">document</a> provided.</p> <p><b>Check Google Classroom stream for activity.</b></p>	<p>Reading Rotations</p> <p><b>Before Reading:</b> Think about:</p> <ul style="list-style-type: none"> <li>• What do you know about the earth today?</li> <li>• What do you know about the earth in the past?</li> <li>• What do you know about COVID and the Earth?</li> </ul> <p><b>During Reading:</b>  <a href="#">Earth Day</a>  <b>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b></p> <ul style="list-style-type: none"> <li>• Write down specific words related to How Can We Make Earth Day Every Day?</li> </ul> <p><b>After Reading:</b></p> <ul style="list-style-type: none"> <li>• Complete the activity as outlined on Google Slides.</li> </ul>
<b>11:00-12:00</b>	<p><b>LUNCH/QUESTIONS WITH TEACHER</b></p> <p>If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher.</p>	<p><b>LUNCH/QUESTIONS WITH TEACHER</b></p> <p>If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher.</p>	<p><b>LUNCH/QUESTIONS WITH TEACHER</b></p> <p>If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher.</p>	<p><b>LUNCH/QUESTIONS</b></p> <p>If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher.  4JK</p>	<p><b>LUNCH/QUESTIONS</b></p> <p>If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher.  4JK</p>

	4JK 4BB 4KB	4JK 4BB 4KB	4JK 4BB 4KB	4BB 4KB	4BB 4KB
<b>12-12:20</b>	<b>Independent Reading</b> Read a book from home for 20 minutes with a parent.  Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with. <a href="#">4KB img4525</a> <a href="#">4JK: urs5163</a> <a href="#">4BB: awj5442</a>	<b>Independent Reading</b> Read a book from home for 20 minutes with a parent.  Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with. <a href="#">4KB img4525</a> <a href="#">4JK: urs5163</a> <a href="#">4BB: awj5442</a>	<b>Independent Reading</b> Read a book from home for 20 minutes with a parent.  Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with. <a href="#">4KB img4525</a> <a href="#">4JK: urs5163</a> <a href="#">4BB: awj5442</a>	<b>Independent Reading</b> Read a book from home for 20 minutes with a parent.  Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with. <a href="#">4KB img4525</a> <a href="#">4JK: urs5163</a> <a href="#">4BB: awj5442</a>	Reading Rotations: Book Review Watch the video ' <a href="#">The Bushfire Book: How to Be Aware and Prepare</a> '. <b>Login:</b> <b>Username:</b> heps3021 <b>Password:</b> heps3021  Write down the title and author. After watching the video, create a book review with the following questions:
<b>12:20-1:00</b>	<b>PE</b> Mr Herrera Check Google Classroom stream for activity.	<b>Art</b> Mrs Hickey Check Google Classroom stream for activity.	<b>Music</b> Mr O'Bree Check Google Classroom stream for activity.	<b>Digital Technology</b> Ms Faraj Check Google Classroom stream for activity.	<ol style="list-style-type: none"> <li>1. What is the age group that you would recommend the book for? Why?</li> <li>2. What are the 5 most important facts for the book?</li> <li>3. What is the star rating you'll give the book? Why?</li> <li>4. Come up with 2 more questions of your own to answer for your book review.</li> </ol>
<b>1:00-2:00</b>	Religion Discuss different environmental issues that are occurring around our world at the moment. Record this for chn in Google Doc. Students view the YouTube clip <a href="#">How to Save our Planet</a>  Complete the questions on the sheet <a href="#">Save the Planet</a> . <b>(YOUR TEACHER WILL</b>	Inquiry <b>Provocation for Weathering and Erosion</b> <b>Activity 1:</b> Present students with the following <a href="#">Powerpoint</a> . Answer in your books: <ol style="list-style-type: none"> <li>1. What do you think is happening with each of the images?</li> <li>2. How does it connect with our Earth?</li> </ol>	Religion Read out the list of <a href="#">environmental issues</a> that our world is facing. Does this equal the "Creation" story as told in Genesis.  Students are to <a href="#">choose 2</a> environmental issues, research what each one means, and write a definition for each. Next they write 5 different ways	<b>LOTE</b> Miss Sun Check Google Classroom stream for activity.	Finishing Off Finish off any activities that you have not completed for your teacher yet.



	<b>UPLOAD THIS ONTO GOOGLE CLASSROOM)</b>	<b>Activity 2:</b> After reading the <a href="#">text</a> , write down the definition for <b>weathering</b> and <b>erosion</b> . Then research and draw an image that represents weathering and erosion.	to solve the 2 environmental issues chosen. <b>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b>		
<b>2:00-2:30</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
<b>2:30 -3:00</b>	Wellbeing Brainstorm what the children know about the Paralympics. Write these down. . Watch the <a href="#">clip (wheelchair basketball)</a> Watch the clip from <a href="#">BTN</a>  Create a <a href="#">wordle</a> using words, thoughts, emotions from your knowledge of your own resilience	Spelling Write your words out, placing the vowels in green and the consonants in red.  Write ALL your words in a story.	Spelling Locate the meaning of the words in your dictionary and write it down.  Write your spelling word in RED and the meaning in pen or grey.	Writing WALT: Use a picture to inspire our imagination to write better sentences using punctuation. WALT: Record our reading voices to develop our oral reading skills  <a href="#">Miracle in the Sky</a>  <b>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b>	Wellbeing Watch the story called ' <a href="#">Outside Inside</a> '. Finish the following sentences below: <ol style="list-style-type: none"> <li><i>I miss...</i></li> <li><i>When we come back to school I'm going to...</i></li> <li><i>One thing I enjoyed during this time is...</i></li> <li>Draw a picture that represents how you are feeling at the moment.</li> </ol>
<b>3:00-3:15</b>	<b>PACK UP</b> Check in with the teacher and Submit/take photos of work on google classroom page.  If needed via google classroom	<b>PACK UP</b> Check in with the teacher and Submit/take photos of work on google classroom page.  If needed via google classroom	<b>PACK UP</b> Check in with the teacher and Submit/take photos of work on google classroom page.  If needed via google classroom	<b>PACK UP</b> Check in with the teacher and Submit/take photos of work on google classroom page.  If needed via google classroom	<b>PACK UP</b> Check in with the teacher and Submit/take photos of work on google classroom page.  If needed via google classroom

# Weathering, Erosion and Deposition

**Weathering** is when rocks, minerals or other parts of Earth's crust break into smaller pieces. Wind, rain and other changes all help to weather the earth. Weathering is super strong and can break even the toughest rocks and stones.

Murphy's Haystacks in South Australia has been weathered by the wind to create these cool shapes.

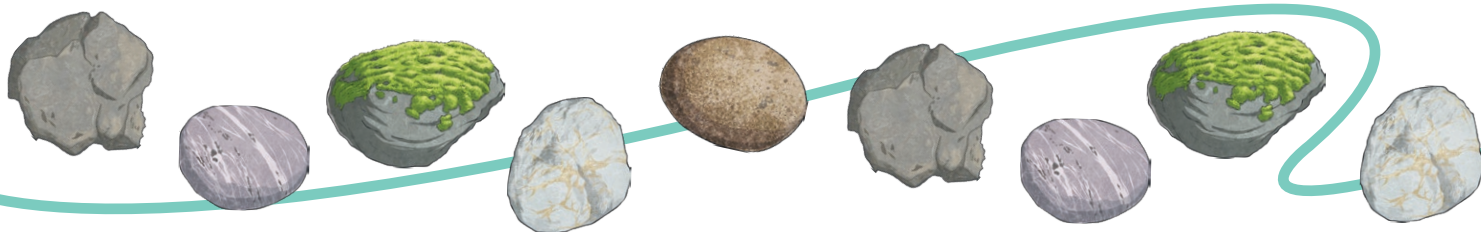


*Murphy's Haystacks*



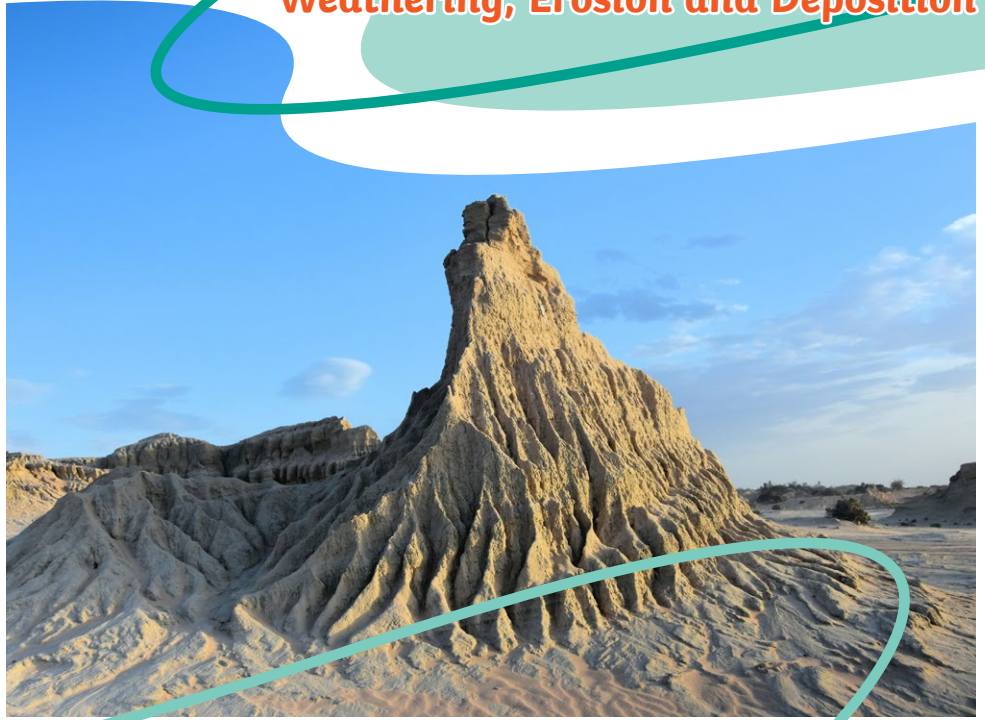
*Wave Rock*

**Erosion** is when the small pieces of earth are picked up by water and wind and moved to a new place. A dust storm is erosion. It moves millions of tiny pieces of earth to a new place. Wave Rock in Western Australia was formed by erosion. It is 15 metres high and took over 2 500 years to create.





**Deposition** is when the tiny pieces of earth that have been moved are put in their new location. This might be close to where they started or a long way away. Lake Mungo in New South Wales was formed by tiny bits of sand and soil being put there over 100000 years. How cool is that!



Weathering, erosion and deposition happen everyday. Sometimes we can see it, sometimes we can't. Think of the sand at the beach. Sand is made by waves hitting rocks and breaking off tiny pieces. This is weathering. Erosion is when the tide pulls the sand towards the water. Deposition is when the sand stops moving and stays in its new location.

Weathering, erosion and deposition change Earth all of the time. It is slow, but it is still happening.





## Convert mixed numbers to improper fractions

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### Grade 5 Fractions Worksheet

Convert.

1.  $7 \frac{3}{5} =$  \_\_\_\_\_ 2.  $6 \frac{5}{8} =$  \_\_\_\_\_ 3.  $9 \frac{2}{10} =$  \_\_\_\_\_

4.  $2 \frac{2}{4} =$  \_\_\_\_\_ 5.  $6 \frac{1}{9} =$  \_\_\_\_\_ 6.  $5 \frac{5}{7} =$  \_\_\_\_\_

7.  $3 \frac{1}{8} =$  \_\_\_\_\_ 8.  $3 \frac{3}{12} =$  \_\_\_\_\_ 9.  $6 \frac{1}{11} =$  \_\_\_\_\_

10.  $4 \frac{3}{4} =$  \_\_\_\_\_ 11.  $8 \frac{9}{12} =$  \_\_\_\_\_ 12.  $9 \frac{2}{8} =$  \_\_\_\_\_

13.  $5 \frac{8}{11} =$  \_\_\_\_\_ 14.  $3 \frac{6}{9} =$  \_\_\_\_\_ 15.  $5 \frac{10}{11} =$  \_\_\_\_\_

16.  $6 \frac{5}{6} =$  \_\_\_\_\_ 17.  $9 \frac{1}{2} =$  \_\_\_\_\_ 18.  $7 \frac{9}{10} =$  \_\_\_\_\_

19.  $5 \frac{1}{5} =$  \_\_\_\_\_ 20.  $8 \frac{5}{10} =$  \_\_\_\_\_ 21.  $8 \frac{2}{4} =$  \_\_\_\_\_

# How can we make Earth day every day?

26 August 2021



# How Earth has been 'saved' since the pandemic

Although the pandemic has brought fear and change to the world as we know it, some of the changes made, have had a positive effect on our environment.



We know that carbon emissions have sharply fallen during lockdown, particularly in major cities and even though CO2 is rising, renewables are set to pass coal for the first time in the U.S.

As Earth became quiet and still, whales, turtles and other marine creatures were able to thrive.



# How Earth has been 'saved' since the pandemic

The ozone hole is shrinking!  
Hooray! This has caused an expansion of the tropics and led to more rainfall.

Bands of agricultural production widened which has positive implications for their economies and food security.





# Returning to 'normality'

As we emerge back into our public spaces, the last thing we want to do is add waste to our precious beauty spots.

However, as we start to venture outside again, people are quickly falling into bad habits. There have been reports of illegal campfires and masses of litter as people flocked to forests, beaches and other spots of beauty.





# It's our responsibility

**We must not allow this to  
continue!**

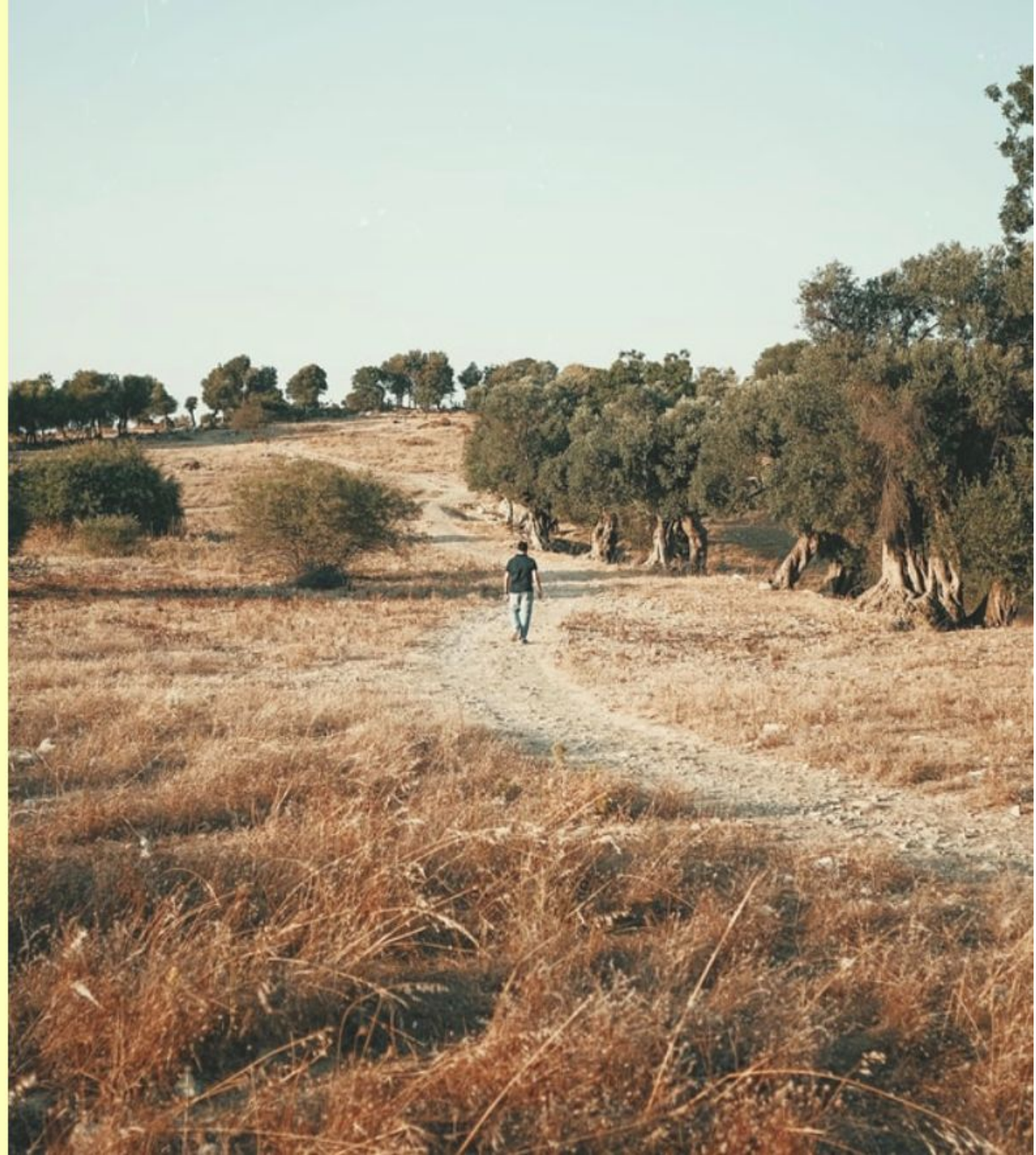
We should use these strange times as a lesson to reinvent and reinvigorate our connection to nature. The outdoors can provide a quiet, relaxing escape from an otherwise busy world, but it's our job to leave the trails, beaches and streams we use better than we found them.





# Do not disturb

"Hiking, walking and biking on trails is a great way to connect with the species and environments around us, but it's important to keep to the trails and make sure we don't disturb the critters that make these environments special. When you see species in the wild, make sure you follow local guidelines and appreciate critters from a distance."





# An important message!

**Your task is to deliver a message to the world about:**

- How Earth has been mistreated in the past.
- How Earth has been saved in many ways during the global pandemic.
- How people must work harder to continue the good that has started.



Watch and listen to the following video:

# Thinking time

I hope you enjoyed this poem too.

## Think about:

- What are the key messages in the poem?
- What ideas could you take from this poem?



**Your job is to write 2 Haiku poems  
on the topic of The Earth. You will  
then record the poems and send  
them to your teacher.**

**Send both the written and  
recorded work to your  
teacher.**





## **Environmental Issues**

- Air Pollution.
- Water Pollution.
- 3: Soil and Land Pollution.
- Climate Change.
- Global Warming.
- Deforestation & Logging.
- Increased Carbon Footprint.
- Genetic Modification
- Effect on Marine Life
- Public Health Issues
- Overpopulation
- Household and Industrial Waste
- Ozone Layer Depletion
- Mining
- Natural Disasters
- Loss of Endangered Species
- Urban Sprawl



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**GRADE 3 & 4**

**Visual Arts Term 3 Week 8**

## **Learning Intentions:**

This week you are going to do an Art appreciation of Vincent van Gogh's painting, 'The starry night'. He captured this view from his window and painted this picture.

Identify the elements and principles of art i.e., colour, line, shape, texture, form, value, pattern, variety, emphasis, and movement.

**Form** means 3-dimensional look of an object    **Variety** means contrast and difference

**Emphasis** is the focal point where your eye is drawn    **Movement** means rhythm or repetition.    **Tone / value** means shades or the lightness or darkness of a colour



**Cut this picture out and stick it on an A4 paper. Write your Art Appreciation underneath the picture.**

Study the coloured version of the painting on Google to answer The questions.

**\*Please edit your work before saving in the Google Classroom with the picture of the painting.**

Is this **Realism** or **Expressionism** in Art? (Expressionism means getting away from reality and expressing art with feelings, whereas Realism means realistic images that you see) What do you **like** about this picture? How do you **feel** about it? What did you **learn** to Use the **terminology** when talking about the **elements and principles of Art** in this picture. What did you **learn today**?



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity 1: Translate the following sentences**

1. Alice shàng wǔ chī mǐ fàn.



2. Leo xià wǔ pǎo bù.



3. Jackson wǎn shàng dǎ pīng pāng qiú.

**Activity 2: Complete Jeremy's timetable**

Hello! My name is Jeremy. I play football in the morning. I eat rice for lunch. I play tennis in the afternoon and I eat hamburger at night.

zhōng wǔ	dǎ	wǎng qiú	chī
tī	wǎn shàng	gǎn lǎn qiú	hàn bǎo bāo

Time	Action	Noun
shàng wǔ		
		mǐ fàn
xià wǔ		
	chī	

# Highway Heroes- The Triple A's 4 Teasing

<u>Cool Teasing:</u>	<u>Cruel Teasing:</u>
<ul style="list-style-type: none"> <li>- Making silly words that rhyme with your name.</li> <li>- Repeating everything you say after you've said it.</li> <li>- Making silly jokes about your hobby.</li> </ul>	<ul style="list-style-type: none"> <li>- Making mean jokes about your family.</li> <li>- Making nasty jokes about your appearance.</li> <li>- Telling unkind jokes about your religion or culture.</li> </ul>

## The Triple A's 4 Teasing are:

**Agree:** Defuses what the teaser has said e.g. "Yep, that's about right!"

**Ask a Question:** Tackles the teasing content directly, and sounds like you are interested in what the teaser said, e.g. "Have you only just noticed my freckles?"

**Ask to Stop:** Tells that teaser directly, clearly and calmly that enough is enough!

## Activity 1:

Copy the statements from the first table to finish the sentences in the second table.

### **First Table:**

And they think that what they are saying is funny.	Stands for Agree.	An Agree Response.
Will be hurtful and mean- and that is what they want.	Ask a Question.	As Ask to Stop Response.

### **Second Table:**

The Triple A's 4 Teasing are three responses you can make	When you are being teased.
Cool teasing is when someone is not trying to be mean or nasty,	
Cruel Teasing is when someone says something that they know	
The first 'A'	

The second 'A' is for	
The third 'A' is for	
"You know what, that's true!" is	

# Miracle in the Sky



## Instructions:

This is your writing assignment for Wednesday and Thursday. You can do it in order you wish however you must follow these rules:

- Each activity must have a heading.
- Each response must be a full sentence and not just an answer. You don't have to write what the question is, just the response in full.
- Make each of your sentences full and interesting.
- Grammar and punctuation are important aspects of writing. Make sure you include all that you need.
- Enjoy!





# Question time

- What was the noise that they heard when they were back at home?
- Where do you think their home is?
- What can they see in the sky?
- How might they be feeling?
- What do you think is happening?
- What might happen next?
- Are the people under the water, or are the fish in the sky?



# Sentence challenge

These sentences are 'sick' and need help to get better. Please help.

The boy stood in the field next to his mother. He wore a coat. He pointed at the sky. He saw a load of fish.



# Grammar/punctuation challenge

**Read the following passage carefully. You will notice there are a pair of brackets missing.**

**Place the missing brackets in the sentences below.**

The pair looked up at the sky. The clouds which had been gathering for a few hours now were a worrying shade of black. To their surprise, they saw a shoal of enormous fish swimming through the cloud-filled sky. The fish (of which there appeared to be thousands were moving at tremendous speed.





# Story starter

He stood there next to his mother, hand outstretched towards the sky. They were both protected by their coats and a large black umbrella held by the tall woman. The mother and her son were still soaked to the core, however, as the rain had been cascading down for many hours.

They had known that something strange was happening when they had first heard the storm back at home. The normal, distant rumble of thunder had been accompanied by a strange wind, almost a whooshing sound. The only time the boy had heard a noise like that before was when they'd been near a busy motorway.

They stared up at the remarkable view above them, and wondered what on earth was happening...

Finish the story...



## Read and Record:

Once your story is written, practice reading it out loud.

Remember reading with correct punctuation will help the story sound better to the listener.

When you are happy with it – record yourself reading it and send it to your teacher.

Enjoy!



# Picture it

Draw a picture of what the boy's face might look like when he sees the fish.



## Monday Fractions

### MILD

$\frac{12}{4} =$ $12 \div 4 =$	$\frac{34}{3} =$ $34 \div 3 =$
$\frac{36}{9} =$	$\frac{33}{8} =$
$\frac{25}{5} =$	$\frac{41}{5} =$
$\frac{28}{7} =$	$\frac{22}{3} =$
$\frac{18}{3} =$	$\frac{18}{4} =$

## HOT

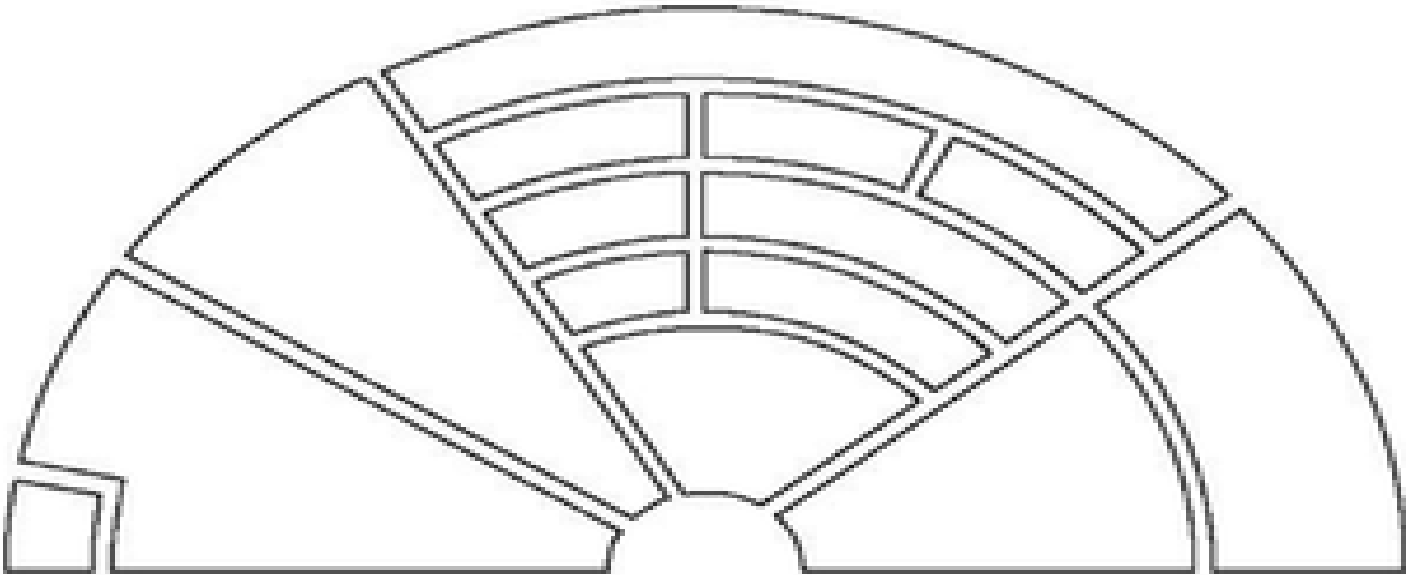
$\begin{array}{r} \underline{45} \\ 3 = \end{array}$ $45 \div 3 =$	$\begin{array}{r} \underline{67} \\ 3 = \end{array}$ $66 \div 3 =$
$\begin{array}{r} \underline{54} \\ 2 = \end{array}$	$\begin{array}{r} \underline{68} \\ 4 = \end{array}$
$\begin{array}{r} \underline{84} \\ 6 = \end{array}$	$\begin{array}{r} \underline{77} \\ 5 = \end{array}$
$\begin{array}{r} \underline{98} \\ 7 = \end{array}$	$\begin{array}{r} \underline{114} \\ 6 = \end{array}$
$\begin{array}{r} \underline{144} \\ 9 = \end{array}$	$\begin{array}{r} \underline{89} \\ 8 = \end{array}$



## Music Term 3 Week 8

Gr. 3-6

### THE ORCHESTRA



**Draw yourself as the conductor in the middle. Using the following instructions, write or draw the instruments in their right place. Colour the sections (families).**

STRINGS - BLUE

PERCUSSION - RED

WOODWIND - GREEN

BRASS - YELLOW

The **percussion instruments** and the **timpani(kettle drum)** sit at the very back of the orchestra. The **harp** sits in the smallest space and the **1st violins** sit at the front next to the harp. The **2nd violins** sit next to the first. The **violas** are directly in front of you. **Cellos** are next to the violas. **Double basses** are behind the cellos.

The **flutes** are behind the violas to the left. The **oboes** sit next to the flutes and are directly in front of the **bassoons**. The **clarinets** sit next to the bassoons and in front of the horns. The **trombones and tuba** sit a row behind the bassoons to the right and the **trumpets** sit next to them.

Now listen to this piece of music **conducted by Alondra de la Parra** highlighting all the sections of the orchestra. It goes for just over 10 minutes. Enjoy all the wonderful sounds together and her very expressive conducting!

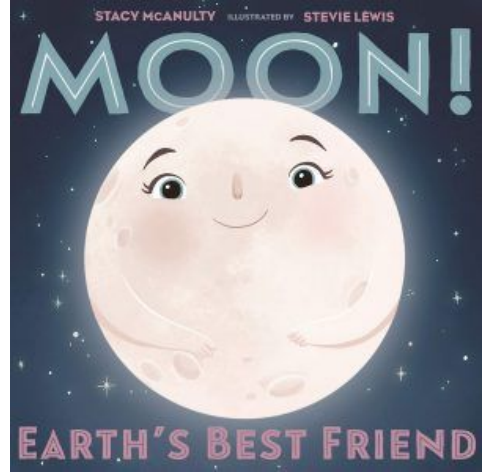
<https://www.youtube.com/watch?v=pjZPHW0qVvo>

**My Two Issues**

Issue	Definition	Illustration	5 Solutions
			<div>1.</div> <div>2.</div> <div>3.</div> <div>4.</div> <div>5.</div>
			<div>1.</div> <div>2.</div> <div>3.</div> <div>4.</div> <div>5.</div>



# *The Moon*





- The Moon is the Earth's only natural satellite. A natural satellite is a space body that orbits a planet, a planet like object or an asteroid.
- It is the fifth largest moon in the Solar System.
- The average distance from the Moon to the Earth is 384403 kilometres (238857 miles).
- The Moon orbits the Earth every 27.3 days.

- Mons Huygens is the tallest mountain on the Moon, it is 4700 metres tall, just over half the height of Mt Everest (8848m).
- The side that we can see from Earth is called the near side while the other side is called the far side (it is sometimes called the dark side despite the fact that it is illuminated by the Sun just as much as the near side).
- The far side of the Moon looks quite different due to its lack of maria (ancient pools of solidified lava).
- The surface of the Moon features a huge number of impact craters from **comets** and asteroids that have collided with the surface over time. Because the Moon lacks an atmosphere or weather these craters remain well preserved.

- The Moon is very hot during the day but very cold at night. The average surface temperature of the Moon is 107 degrees Celsius during the day and -153 degrees Celsius at night.
- The Earth's tides are largely caused by the gravitational pull of the Moon.
- A lunar eclipse occurs when the Earth is between the Sun and the Moon.

# Scientific Word Definitions

- Planet
- Asteroid
- Comets
- Tides
- Craters
- Atmosphere
- Eclipse
- Gravity
- Orbit
- Illuminate

## **Save our Planet**

Answer these questions in **FULL** sentences.



1. What damage has been done to the environment in Australia?
2. How does damaging the environment affect human beings?
3. What do we need to do to care for our world now and for the future?
4. What is the invitation and challenge of this clip?
5. What personal choices do I need to make for the environment?





## Tuesday: Science Hypotheses

*Hypothesis for Slide ---*

I think  
I hypothesise  
I believe  
I predict

*Hypothesis for Slide ---*

I think  
I hypothesise  
I believe  
I predict

*Hypothesis for Slide ---*

I think  
I hypothesise  
I believe  
I predict

*Hypothesis for Slide ==*

I think  
I hypothesise  
I believe  
I predict

**Thursday: Scientific Report**

*Results for Slide:*

*Results for Slide:*

*Results for Slide:*

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*Results for Slide:*

--



# HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 8312-0900



## Term 3 Week 8 Grade 3 & 6 Physical Education Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 8 activities, students can access the websites using a device. Some activities require sports equipment, use something from around the house that would do the same job as the sports equipment. You need a small space to do most of these activities, if you have outdoor space then use that.

### STUDENTS:

If you don't have access to a digital device or internet, go for a bike ride, walk, little jog, kick to kick with siblings or adults (if weather permits).



No Google Meets in week 8, but please get outside and get active. (If weather permits). Remember to HAND IN your work by posting a picture on Google Classroom and answering the two questions for the main activity. (Class Dojo Grade 3 students).

Students and Parents, please don't hesitate to contact me for any help or support on:

[heribert.herrera@hestalbanssth.catholic.edu.au](mailto:heribert.herrera@hestalbanssth.catholic.edu.au)



Stay Safe and take care of your family.

**Mr. Herrera Physical Education Teacher.**

<b>Warm-Up</b> 5 Minutes •  <b>Learning Intention:</b> I'm learning to warm-up correctly.	<b>Equipment:</b> <ul style="list-style-type: none"><li>• Water Bottle</li><li>• Yoga mat (if you have one)</li><li>• Space to exercise</li></ul> <b>Warm Up Video:</b> Warm Up Video: Link: <a href="#">Warm Up Video</a>	
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**Activity or Skill:**  
Workout

**Learning Intention:**  
I'm learning to do a  
**HIIT workout.**

(Short and sharp  
exercises)

Give each exercise a  
go, push yourself and  
be confident :)

**Time: 10 minutes**

**Link:** [10 Minute Ultimate Beginners HIIT | The Body Coach TV](#)



**Questions:**

1: Which of these exercises was easy? Why?

2: Which of these exercises was hard? Why?

MAKE SURE YOU HAND THESE QUESTIONS IN. ON GOOGLE  
CLASSROOM OR (CLASS DOJO Grade 3 students)

**Warm-Down**

10 Minutes

Stretching is important  
to help us recover and  
cool down our body.

**Learning Intention:**

- I'm learning to  
cool down  
correctly after  
my workout.

**Warm down for 10 minutes:**

**Link:** [10 MINUTE MOVE AND STRETCH | THE BODY COACH](#)

