



Holy Eucharist Catholic Primary School

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Grade 6

Remote Learning Pack Week 8

Week Beginning – Monday 30th August 2021

WEEK 8 T3- GRADE 6 WEEKLY PLANNER – 6A, 6JC and 6HK 2021

This timetable is flexible and can be adapted to suit your needs. All resources can be accessed through Google Classroom. Please email the teachers if you have any questions.

	MONDAY Date:30/8/2021	TUESDAY Date:31/8/2021	WEDNESDAY Date: 1/9/2021	THURSDAY Date: 2/9/2021	FRIDAY Date: 3/9/2021
9:15 a.m	Get ready with your resources and books for the day. Read the timetable carefully and pace yourself.	Get ready with your resources and books for the day. Read the timetable carefully and pace yourself.	Get ready with your resources and books for the day. Read the timetable carefully and pace yourself.	Get ready with your resources and books for the day. Read the timetable carefully and pace yourself.	Get ready with your resources and books for the day. Read the timetable carefully and pace yourself.
9:30 a.m	Reading Mrs. Charise's Reading Group - Please do Literacy activity on the class stream. Literature Circles - Discussion Director Read: <u>2 Chapters of the novel you are reading or a picture book.</u> <u>Discussion Director.</u> The Discussion Director is to lead the discussion and introduce the section of text to be discussed. <u>You must:</u> ■ Keep the discussion going. ■ Introduce each person to take their turn. ■ Make sure that everyone participates. Activity: Students take the role of the Discussion Director relating to the picture book/video. Students in their literacy groups complete that role. Come up with 5 interesting discussion questions. Try to think of questions that will get your circle	Reading Mrs. Charise's Reading Group - Please do Literacy activity on the class stream. Literature Circles - Word Wizard <u>Word Wizard.</u> <u>Read 2 Chapters of the novel you are reading or a picture book.</u> The second role is to introduce the Word Wizard . The word wizard finds and uncovers unknown words, or looks for patterns (active verbs, proper nouns, colour adjectives, words with prefixes). Activity: Students are to investigate the words in the text that need clarifying or further meaning for. They are also to write down interesting words from the book that give meaning to the book. These include subject/predicate, proper nouns, adjectives, words with prefixes. <u>Definitions:</u>	Reading Mrs. Charise's Reading Group - Please do Literacy activity on the class stream. Reading Literature Circles - Summariser Read: <u>Read 2 Chapters of the novel you are reading or a picture book.</u> The third role is the summariser . It is your job to give a <i>summary</i> of what has occurred. Write a paragraph which sums up the events in the text. Activity: Students write a summary of the book that they have read. What are the main ideas that are important in telling the story? <i>Make sure to include:</i> <ul style="list-style-type: none"> ● Name the book/story that you are talking about ● Chapter that you are focusing on 	Maths - Marker Problem Printed for you	MATHS - Probability Complete sheet 'Understand Probability' in the Google Doc provided. Printed for you.

	<p>group to dig into the book and share their thoughts and opinions.</p> <p>No yes or no questions, they must be open-ended.</p>	<p>Subject - Doer of the action Predicate - Action of the doer/subject (What are they doing) Proper nouns - Specific names for places, person or things. Adjectives - Describes a noun</p>	<ul style="list-style-type: none"> Main events Chronological Order - Introduction, problem, solution Concluding Statement 		
10:10am	<p>WRITING - Brochure Plan</p> <p>Front Cover for Brochure</p> <p>Design a front cover for the suburb of St. Albans or Melbourne city. This will be the front cover of your brochure published copy. Please use an A4 piece of paper and add colour, big title and pictures that represents St. Albans/Melbourne.</p>	<p>WRITING - Brochure Plan</p> <p>Weather and Temperature</p> <p>Write down in your book what the weather is like in Melbourne for each season.</p> <p>Write down the temperature that you would experience for each season.</p> <p>Summer Autumn Winter Spring</p> <p>List down the type of clothing you will need to wear for each season.</p>	<p>MATHS - Probability</p> <p>‘Understand Probability’</p> <p><i>Outcomes are possible results that can happen.</i></p> <p>Printed for you</p>	<p>PERSONAL LEARNING TIME: Choose from the following:</p> <ul style="list-style-type: none"> Catch up on tasks from any subject - Specialists included Finish off Writing Tasks from this week - brochure Practise Number Facts (Sunset Maths) Complete My Numeracy Tasks Creative Writing 	<p>Religion - Discrimination and Compassion</p> <p>Revisit the story of the 10 Lepers</p> <p>Printed for you</p> <p>Answers the following questions: Who are the main characters in the story? Who was being excluded? Why? Who was excluding them? What was Jesus’ response to this situation? Why did Jesus Christ respond this way? What message does he convey through his words and actions?</p>
11:00am	<p><i>Prayer & eat lunch</i></p>	<p><i>Prayer & eat lunch</i></p>	<p><i>Prayer & eat lunch</i></p>	<p><i>Prayer & eat lunch</i></p>	<p><i>Prayer & eat lunch</i></p>

1 1 : 1 5 a m	<i>Lunch Break– Play a Board Game, Read a Book, Play outside.</i>	<i>Lunch Break– Play a Board Game, Read a Book, Play outside.</i>	<i>Lunch Break– Play a Board Game, Read a Book, Play outside.</i>	<i>Lunch Break– Play a Board Game, Read a Book, Play outside.</i>	<i>Lunch Break– Play a Board Game, Read a Book, Play outside.</i>
1 2 : 0 0 p m	<p>MATHS GROUPS at 12PM SHARP Division/Probability</p> <p>Group 1 - Mr A Google Meet Link Group 2 - Mrs Kennedy - Sheet given during lesson. Group 3 - Miss Cablao - Sheet given during lesson.</p> <p>Group 1: Final Lesson on “Chance & Probability”</p> <p>Exercises: All exercises will be verbal, if possible have a die with you, if not write out Numbers 1 to 6, cut and fold. Put into a holder eg cup container etc. Come prepared to the lesson with an exercise book/ ruled paper/scrap paper and utensils to write with. You will work on Computer for the full lesson.</p>	<p>MATHS GROUPS at 12PM SHARP Grid Method/Division</p> <p>Group 1 - Mr A Group 2 - Mrs Kennedy - Sheet given during lesson. Group 3 - Miss Cablao - Sheet given during lesson.</p> <p>Group 1: First Lesson on” Order of Operations.”</p> <p>Rules: B O D M A S Will be explained Brackets or grouping Symbols Level 1 & 2 Level 3 & 4 Come prepared to the lesson with an exercise book/ ruled paper/scrap paper and utensils to write with. You will work on Computer for the full lesson.</p>	<p>WRITING - Brochure Plan Publishing</p> <p>Using information from your brochure plan over the last two weeks, you will be publishing a brochure for the city that you are travelling to (Melbourne/St Albans)</p> <p>Use the template provided to hand write your information from the last two weeks about the city of Melbourne.</p> <p>Make it interesting and add pictures, change the font!</p>	<p>Grade 6 - Google Classroom Teachers and Specialist Teachers available via email (12-2)</p> <p>Use approximately 30-40mins (for each subject) to work on tasks set by your specialist teacher. Everything is uploaded to Google Classroom.</p> <p>ART- Activities from Mrs Hickey</p> <p>CHINESE- Activities from Miss Sun</p> <p>MUSIC - Activities from Mr O’Bree</p> <p>P.E - Activities from Mr Herrera</p> <p>DIGITAL TECH - Activities from Ms Faraj</p>	<p>WRITING Publishing</p> <p>Using information from your brochure plan over the last two weeks, you will be publishing a brochure for the city that you are travelling to (Melbourne/St Albans)</p> <p>Use the template provided to hand write your information from the last two weeks about the city of Melbourne.</p> <p>Make it interesting and add pictures, change the font!</p>
1 2 : 4 5 p m	<p>SCREEN BREAK Play a non digital Maths game/ or Card or Board Game.</p>	<p>SCREEN BREAK Play a non digital Maths game/ or Card or Board Game.</p>	<p>SCREEN BREAK Play a non digital Maths game/ or Card or Board Game.</p>	<p>SCREEN BREAK Play a non digital Maths game/ or Card or Board Game.</p>	<p>SCREEN BREAK Play a non digital Maths game/ or Card or Board Game.</p>

Inquiry**Natural Disasters**

[Watch the following video about Floods](#)

Answer the following questions:

What is a flood?

What are the 6 causes of floods?

What are the 3 different categories for floods and explain each one.

What can we do to stop floods from happening?

Religion**Discrimination and Compassion**

What does the word compassion mean?

What does the word discrimination mean?

When do you think people discriminate against other people?

Do you think it is right to discriminate against someone else?

Jesus would like us to show compassion towards other people. What does that mean?

We are now going to read a story that deals with exclusion, justice and compassion - The Ten Lepers;

Read about the Leper - Why do you think nobody wanted to speak to the Lepers?

What did Jesus say to the Lepers?

What did Jesus tell the Lepers to do?

What happened to the Lepers as they walked to see the Priest?

What did one of the Lepers do?

Inquiry**Natural Disasters**

[Watch the following video about Tornadoes](#)

Answer the following questions

What is a tornado?

What is the eye of the storm?

What is another name for a tornado?

How is a tornado formed? (write each step to creating a tornado in dot point form)

What is a touchdown?

Teachers and Specialist Teachers available via email (12-2)

Use approximately 30-40mins (for each subject) to work on tasks set by your specialist teacher. Everything is uploaded to Google Classroom.

ART- Activities from Mrs Hickey

CHINESE- Activities from Miss Sun

MUSIC - Activities from Mr O'Bree

P.E - Activities from Mr Herrera

PERSONAL LEARNING TIME:

Choose from the following:

- Catch up on tasks from any subject - Specialists included
- Finish off Writing Tasks from this week
- Practise Number Facts (Sunset Maths)
- Complete My Numeracy Tasks
- Creative Writing

		(Printed for you)			
2 : 0 0 p m	<i>Snack Break</i>	<i>Snack Break</i>	<i>Snack Break</i>	<i>Snack Break</i>	<i>Snack Break</i>
2 : 3 0 p m	<p>Brain Break/ Wellbeing</p> <p>Reflect: Take some time to think back over the last few weeks. Can you share with someone else the hard things and the good things that have happened? You might like to;</p> <ul style="list-style-type: none"> • Draw a picture • Write a song • Perform a poem • Make a collage • Have a conversation • Draw a comic 	<p>Exercise - Find a quiet space:</p> <p>Today you are going to do some exercises. Find a space to do the follow activities: 10 star jumps 10 push ups 10 squats 10 jumps bringing your knees up 10 skips on the spot</p> <p>Repeat twice</p>	<p>Positivity: Curiosity & Interest Set a timer for 3 minutes. On a separate piece of paper, write down as many things as you can think of in 3 minutes that you are curious about learning more about.</p> <p>They can be big things or small things, silly things or sensible things.</p> <p>When you have finished, look at all the things on your list and circle the 3 things you are most interested in. How are these top 3 things similar? How could you find out more about them or spend more time doing them?</p> <p>On the back of your list, write a story or draw a picture about what you would look like and feel like if you spent more time</p>	<p>Wellbeing - Different seasons of the year. Each season brings different feels! What seasons do you like best?</p> <p>The seasons are changing! What are your 2 favourite seasons? What makes you happy about those 2 seasons? Think of one activity you would do during those 2 seasons</p>	<p>Wellbeing - Feel Good Friday</p> <p>Reflect back on this week and think of 5 things that have happened that have made you happy.</p>

			doing these th		
3 : 10 p.m	Pack up for the Day and Get Ready for your afternoon Routine. Don't forget to post your work on Google Classroom.	Pack up for the Day and Get Ready for your afternoon Routine. Don't forget to post your work on Google Classroom.	Pack up for the Day and Get Ready for your afternoon Routine. Don't forget to post your work on Google Classroom.	Pack up for the Day and Get Ready for your afternoon Routine. Don't forget to post your work on Google Classroom.	Pack up for the Day and Get Ready for your afternoon Routine. Don't forget to post your work on Google Classroom.
3 : 15 p.m					

Natural Disasters - Tornado

[Watch the following video about Tornado](#)

What is a tornado?

What is the eye of the storm?

What is another name for a tornado?

How is a tornado formed?
(write each step to creating a tornado in dot point form)

What is a touchdown?

Tornado

Today we are entering the eye of the storm, that is a tornado. The weather has many sides, sometimes cool, sometimes hot, sometimes pleasant and sometimes extreme creating thunderstorms, cyclones, floods . One of the most extreme brutal and potent forms of weather is a type of a storm we call tornadoes.

A tornado also known as a twister are rapidly rotating columns of air that reach from a storm cloud to the earth's surface. When tornadoes are formed they are a brutal force to be reckoned with that can tear apart everything that comes its way causing massive destruction to the surroundings. It's because of this very nature of tornadoes that scientists have shown a keen interest in it, but the formation of a tornado is very complex, and scientists don't completely understand it as conditions that give rise to one tornado are not responsible for forming another one.

What we know so far is that a tornado is formed under a powerful and big thunderstorm called supercells. When cold dry air moving from one direction meets warm moist air coming from another direction it creates instability in the atmosphere and as the cold air is dense or heavier it slides down under the warm air and pushes it upwards very fast. The faster moving air begins to spin and roll over the slower wind creating an invisible, horizontal spinning effect like a cylinder in the lower atmosphere. As the wind continues to build up, stronger and more powerful warm air forces the spinning wind vertically upwards, causing an updraft. With an increase in momentum and speed, the spinning wind creates a vortex and now the wind has enough energy to fuel itself and eventually keep going to form a tornado. When the pointed part of the tornado touches the earth's surface from the clouds, it is often referred to as a 'touch down' and then it goes and does what it does best and destroys everything in its path.

Most tornadoes last less than 10 minutes and travel around 5 to 10 kms before vanishing. But, in some cases they can last several hours and cross distances of over 150kms.

Natural Disasters - Floods

[Watch the following video about Floods](#)

What is a flood?

What are the 6 causes of floods?

What are the 3 different categories for floods and explain each one.

What can we do to stop floods from happening?

Floods (Text Version)

Many of you might think that floods are just an overflow of water! Well, it is much more than that. An event when a dry piece of land suddenly gets submerged in water Is usually known as a flood. A flood comes in all depths and sometimes it comes in so high you don't even have a place to go. The power of floods is sometimes very dangerous, it can knock your car off and sweep you off your feet.

Causes of floods are: heavy rains, river overflows, Tsunami, hurricanes, ice melts and the breaking of dams. So a flood can be divided into three major categories: slow onset floods, this kind of flood usually happens when water bodies over flood their banks. As the name suggests this one develops slowly and can last for days or even weeks.

Rapid onset floods last for a day or two, even though it's destructive it still takes time to develop and thus giving people a chance to escape. Now comes the most dangerous of all! Flash Floods! This kind occurs within a very short time, that is 2-6 hours, and sometimes within minutes. This doesn't give any time to prepare, no warnings, no words of caution! Just destruction! But hey, don't lose heart. We can do our bit to prevent floods. Planting trees helps prevent floods. The roots of plants and trees dig deep into the soil and create space between soil particles which helps in seeping and holding on to flood water.

Floods can even occur in deserts. In Ancient Egypt, people relied on the Nile River floods because they created enriched soil for farmers. So what are the three types of floods?

Grid Method Worksheet 2 digit x 2 digit

***Remember:** Grid method is a way to show the distributive property- that is, 'separating the question into easier parts'.

1) $34 \times 28 = ?$

x	20	8
30		
4		
Total		

$34 \times 28 =$ _____

2) $48 \times 38 = ?$

x	30	8
40		
8		
Total		

$48 \times 38 =$ _____

3) $39 \times 59 = ?$

x	50	9
30		
9		
Total		

$39 \times 59 =$ _____

4) $66 \times 27 = ?$

x	27	7
60		
6		
Total		

$66 \times 27 =$ _____

5) $61 \times 30 = ?$

x	30	0
60		
1		
Total		

$61 \times 30 = \underline{\hspace{2cm}}$

6) $53 \times 66 = ?$

x	60	6
50		
3		
Total		

$53 \times 66 = \underline{\hspace{2cm}}$

7) $75 \times 43 = ?$

x	40	3
70		
5		
Total		

$75 \times 44 = \underline{\hspace{2cm}}$

8) $92 \times 57 = ?$

x	50	7
90		
2		
Total		

$92 \times 57 = \underline{\hspace{2cm}}$

Fact Families- Connecting Multiplication & Division

*Remember: knowing your multiplication facts, makes division much easier!

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	7	

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6.

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10		
	5	

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Grid Method Worksheet 2 digit x 1 digit

*Remember: Grid method is a way to show the distributive property- that is, 'separating the question into easier parts'.

<p>1) $20 \times 4 = ?$</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; text-align: right;">x</td> <td style="width: 50%; text-align: right;">4</td> </tr> <tr> <td style="text-align: right;">20</td> <td></td> </tr> <tr> <td style="text-align: right;">0</td> <td></td> </tr> <tr> <td style="text-align: right;">Total</td> <td></td> </tr> </table> <p>$20 \times 4 = \underline{\hspace{2cm}}$</p>	x	4	20		0		Total		<p>4) $32 \times 6 = ?$</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; text-align: right;">x</td> <td style="width: 50%; text-align: right;">6</td> </tr> <tr> <td style="text-align: right;">30</td> <td></td> </tr> <tr> <td style="text-align: right;">2</td> <td></td> </tr> <tr> <td style="text-align: right;">Total</td> <td></td> </tr> </table> <p>$32 \times 6 = \underline{\hspace{2cm}}$</p>	x	6	30		2		Total	
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<p>2) $15 \times 4 = ?$</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; text-align: right;">x</td> <td style="width: 50%; text-align: right;">4</td> </tr> <tr> <td style="text-align: right;">10</td> <td></td> </tr> <tr> <td style="text-align: right;">5</td> <td></td> </tr> <tr> <td style="text-align: right;">Total</td> <td></td> </tr> </table> <p>$15 \times 4 = \underline{\hspace{2cm}}$</p>	x	4	10		5		Total		<p>5) $19 \times 5 = ?$</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; text-align: right;">x</td> <td style="width: 50%; text-align: right;">5</td> </tr> <tr> <td style="text-align: right;">10</td> <td></td> </tr> <tr> <td style="text-align: right;">9</td> <td></td> </tr> <tr> <td style="text-align: right;">Total</td> <td></td> </tr> </table> <p>$19 \times 5 = \underline{\hspace{2cm}}$</p>	x	5	10		9		Total	
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<p>3) $82 \times 4 = ?$</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; text-align: right;">x</td> <td style="width: 50%; text-align: right;">4</td> </tr> <tr> <td style="text-align: right;">80</td> <td></td> </tr> <tr> <td style="text-align: right;">2</td> <td></td> </tr> <tr> <td style="text-align: right;">Total</td> <td></td> </tr> </table> <p>$82 \times 2 = \underline{\hspace{2cm}}$</p>	x	4	80		2		Total		<p>6) $44 \times 4 = ?$</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; text-align: right;">x</td> <td style="width: 50%; text-align: right;">4</td> </tr> <tr> <td style="text-align: right;">40</td> <td></td> </tr> <tr> <td style="text-align: right;">4</td> <td></td> </tr> <tr> <td style="text-align: right;">Total</td> <td></td> </tr> </table> <p>$44 \times 4 = \underline{\hspace{2cm}}$</p>	x	4	40		4		Total	
x	4																
80																	
2																	
Total																	
x	4																
40																	
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Understand probability

Name: _____

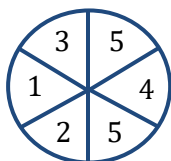
Date: _____

Chance

Recognise that probabilities range from 0 to 1 (VCMSP204)

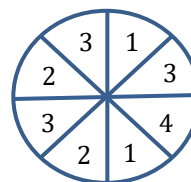
Understanding

1. For the spinner below, what is the probability of landing on each number?



- a) $\Pr(1) =$ c) $\Pr(3) =$ e) $\Pr(5) =$
b) $\Pr(2) =$ d) $\Pr(4) =$

2. For the spinner below, what is the probability of landing on each number?



- a) $\Pr(1) =$ c) $\Pr(3) =$
b) $\Pr(2) =$ d) $\Pr(4) =$

Fluency

1. Draw a line from the probability description to its correct position on the probability scale provided.



Problem Solving

1. Jane and Wendy play golf every Wednesday. Over the past 8 weeks, Jane has scored lower than Wendy five times. What is the probability that when they play golf next Wednesday, Wendy will win?



2. Over the past year Brian has been sick for 1 week, away on holiday for 2 weeks, and overseas on business for 3 weeks. What is the probability that he will be on holiday next week?

Reasoning

1. When a dice is rolled there are six possible outcomes. For each of the possible outcomes below write the probability of each as a fraction and add each result to determine the sum of all probabilities.



What is the total of all of the probabilities? _____



List chance outcomes and their probabilities

Name: _____

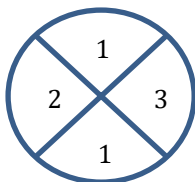
Date: _____

Chance

List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions (VCMSP203)

Understanding

1. Look at the spinner below and answer the questions.



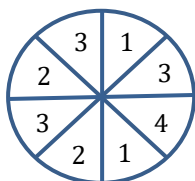
2. Look at the die below and answer the questions.



- | | |
|---|--|
| a) What is the total number of outcomes? _____ | a) How many outcomes are there? _____ |
| b) What is the probability of spinning a 1? _____ | b) What is the probability of rolling a 2? _____ |
| c) What is the probability of spinning a 3? _____ | c) Are the chances of rolling a 3 or a 6 the same? _____ |

Fluency

1. Look at the spinner below and answer the questions.



2. Two coins are tossed at the same time. Answer the questions about the possible outcomes.



- | | |
|---|---|
| a) What is the total number of outcomes? _____ | a) How many outcomes are there? _____ |
| b) What is the probability of spinning a 3? _____ | b) Make a list of the outcomes. _____ |
| c) Which number is least likely to be spun? _____ | c) What is more likely to happen? _____ |

Problem Solving

- | | |
|---|---|
| 1. Kate is at a restaurant for tea. For her main meal she can choose from steak, chicken or fish and for dessert she can choose from fruit, ice cream or pudding. How many different combinations are available for her meal? | 2. Bill can catch a plane, train, boat or drive to Sydney. On his return trip he can only drive or catch a plane. How many different travel combinations are available for Bill's trip? |
|---|---|

Reasoning

- | | |
|--|---|
| 1. How many outcomes are there in playing the game rock-paper-scissors? _____ | 5. What is more likely to happen, rolling a 6 on 1 roll of a die or rolling an odd number on 1 roll of a die? |
| 2. What are the chances of winning a game of rock-paper-scissors? _____ | |
| 3. If you played rock-paper-scissors 9 times, how many times should paper come up? _____ | |
| 4. If you played rock-paper-scissors 21 times, how many times should rock come up? _____ | |

Religion Week 8 - Tuesday

Discrimination and Compassion

What does the word compassion mean?

What does the word discrimination mean?

When do you think people discriminate against other people?

Do you think it is right to discriminate against someone else?

Jesus would like us to show compassion towards other people. What does that mean?

We are now going to read a story that deals with exclusion, justice and compassion - The Ten Lepers;

Luke 17:11-19

New International Version

Jesus Heals Ten Men With Leprosy

1 Now on his way to Jerusalem, Jesus traveled along the border between Samaria and Galilee. **12** As he was going into a village, ten men who had leprosy^[a] met him. They stood at a distance **13** and called out in a loud voice, “Jesus, Master, have pity on us!” **14** When he saw them, he said, “Go, show yourselves to the priests.” And as they went, they were cleansed. **15** One of them, when he saw he was healed, came back, praising God in a loud voice. **16** He threw himself at Jesus’ feet and thanked him—and he was a Samaritan. **17** Jesus asked, “Were not all ten cleansed? Where are the other nine? **18** Has no one returned to give praise to God except this foreigner?” **19** Then he said to him, “Rise and go; your faith has made you well.”

Why do you think nobody wanted to speak to the Lepers?

What did Jesus say to the Lepers?

What did Jesus tell the Lepers to do?

What happened to the Lepers as they walked to see the Priest?

What did one of the Lepers do?

Friday Religion - Jesus Heals Ten Men With Leprosy

Answers the following questions:

Who are the main characters in the story?

Who was being excluded? Why?

Who was excluding them?

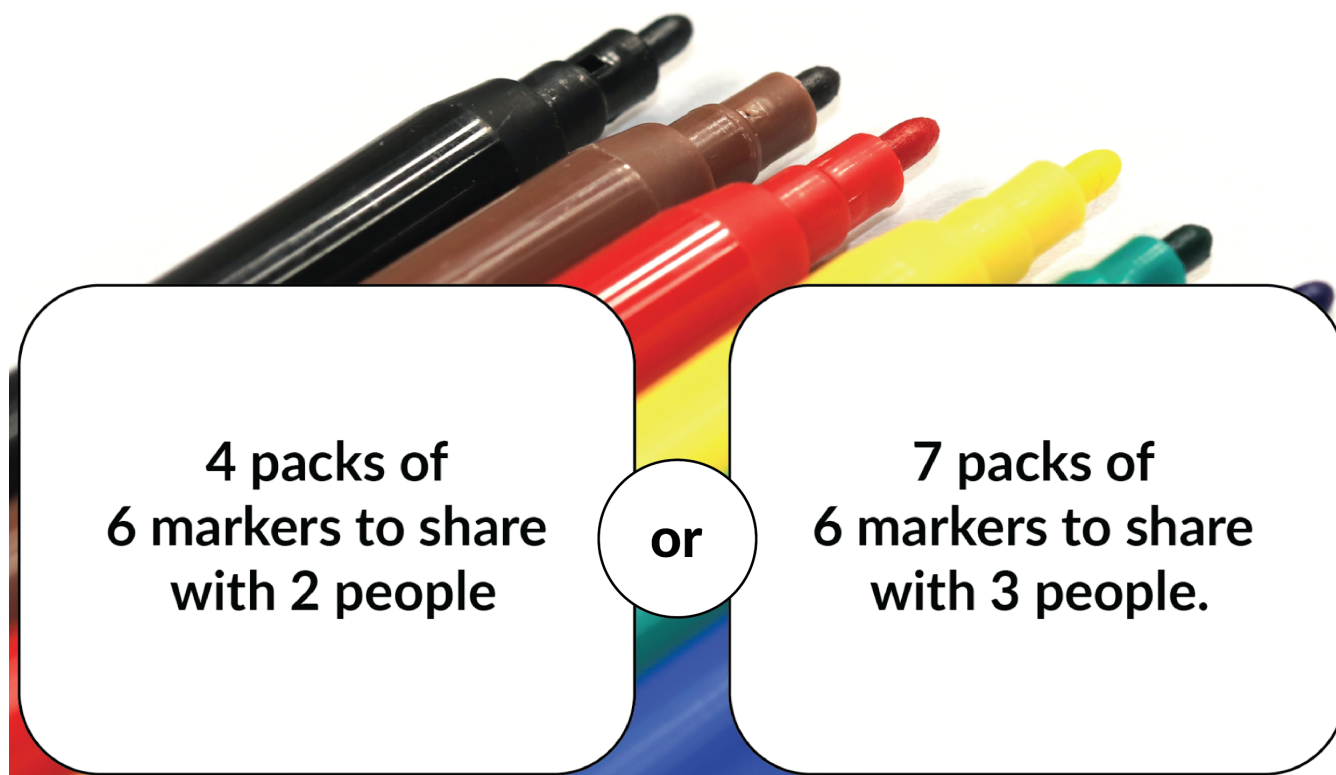
What was Jesus' response to this situation?

Why did Jesus Christ respond this way?

What message does he convey through his words and actions?

Would You Rather? Marker Mates

Would you rather have ...



4 packs of
6 markers to share
with 2 people

or

7 packs of
6 markers to share
with 3 people.

Use pictures, models, words, numbers, or symbols to justify your choice.

I would rather have ... because ...

Challenge

Can you think of a reason why the other choice might make sense? Explain.

Follow-up

Create your own problem like this one. Share it with someone else and ask them to explain their choice. Write down the problem below.

[We'd love to see your thinking! [Share your work with The Math Learning Center.](#)]

Extra Facts/Information

Transport

St. Albans

Draw pictures of the transport available in Melbourne/St. Albans

Draw a picture of St. Albans/Melbourne

Introduce the St Albans using a Sizzling Start.

Name:



**Significant Places
to You**

Weather

Restaurants to Eat

Write down and draw pictures of the places that are significant to you.

01

Include here what type of weather you are expecting in the month you are travelling. You may suggest what type of clothing to bring for the trip.

Include here information about cultural food/restaurants that you can eat in Melbourne/St Albans.

02

03

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GRADE 5 & 6

Visual Arts Term 3 Week 8

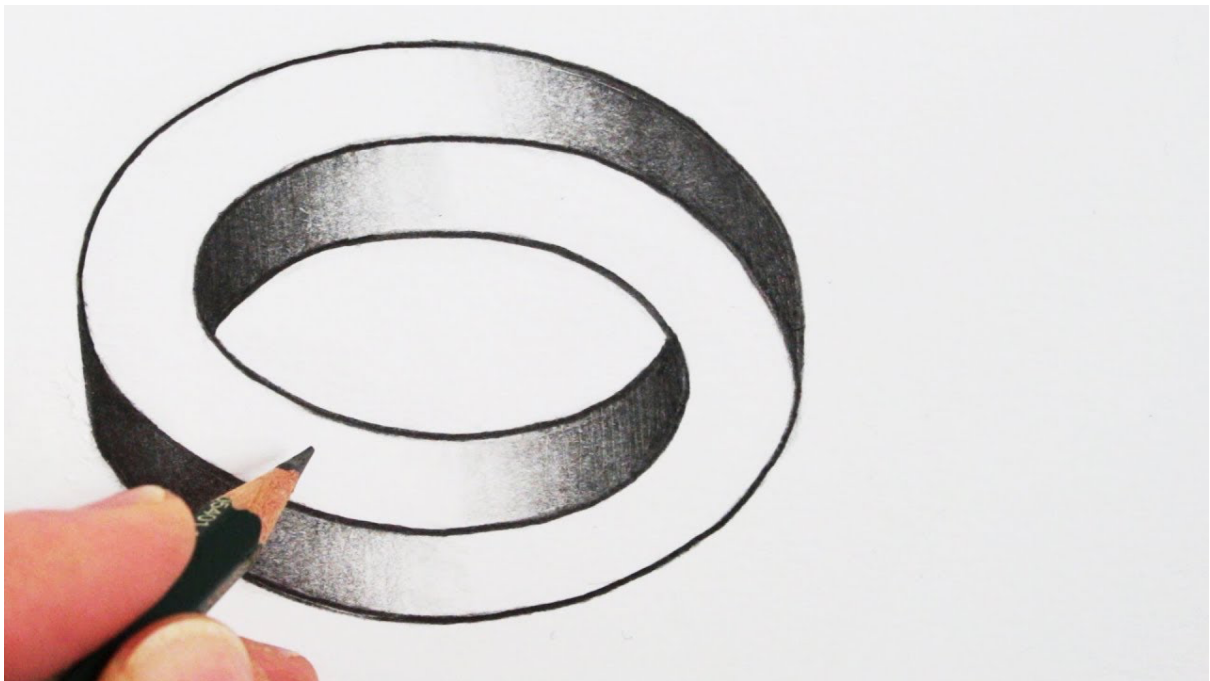
Learning Intentions:

This week you are going to learn how to make a 3D optical space oval, like a satellite or a flying object floating in Space.

We will feel calm as we listen to the space music and draw and practice shading. I hope you feel inspired to achieve your mission today. Enjoy!

https://www.youtube.com/watch?v=nQDJb_wgJU8

Here's a picture of the end product or how it will look like, although, the learning is in the process we follow.



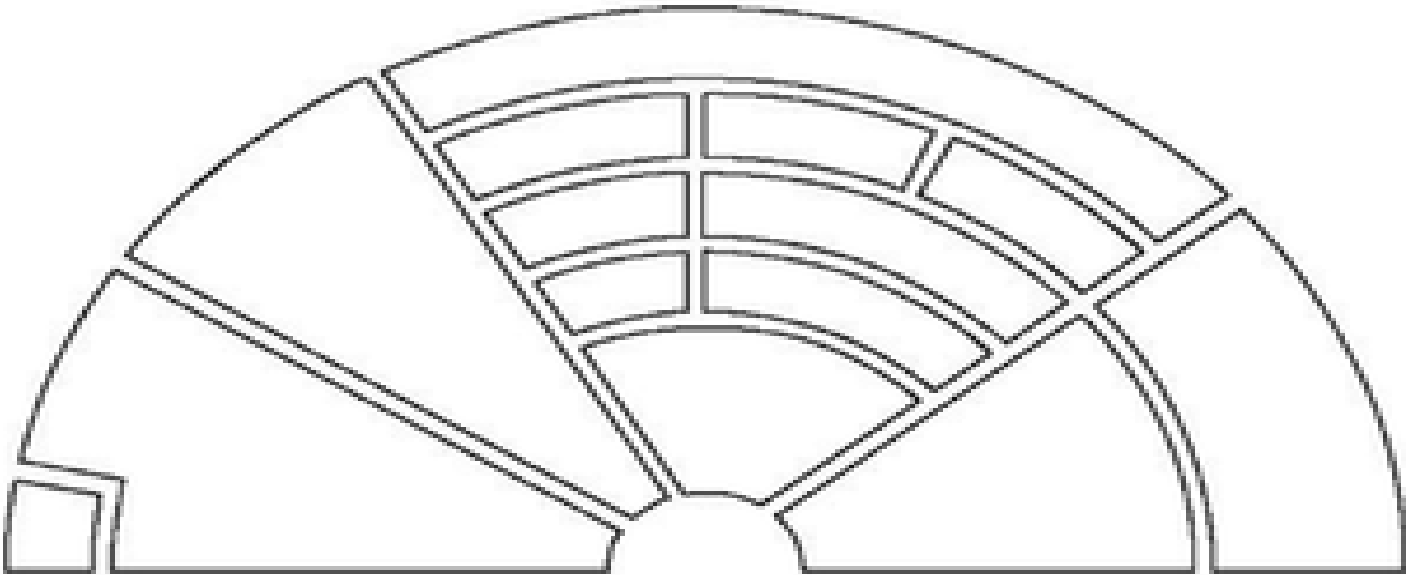
NOW IT'S YOUR TURN TO DRAW!

You will need a white piece of paper, a soft lead pencil for shading, a rubber, ruler (and a cotton bud for shading if you are at home)

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>

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	



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



Stay Safe and take care of your family.

Mr. Herrera Physical Education Teacher.

Warm-Up 5 Minutes • Learning Intention: I'm learning to warm-up correctly.	Equipment: <ul style="list-style-type: none">• Water Bottle• Yoga mat (if you have one)• Space to exercise Warm Up Video: Warm Up Video: Link: Warm Up Video	
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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](#)

