Holy Eucharist Catholic Primary School
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Grade 5PS

Remote Learning Pack

Week Beginning - Monday 13th September
17th September 2021

REMOTE LEARNING TIMETABLE

Term: 3 Week: 10 Date: 13th September - 17th September 2021 By: Mrs Shaw & Miss Patel Grade: 5PS

Time / Day	Monday 13.9 (Mrs Shaw)	Tuesday 14.9 (Mrs Shaw)	Wednesday 15.9 (Miss Patel)	Thursday 16.9 (Miss Patel)	Friday 17.9 (Miss Patel)
8:45am-9:10am	-Log on -Read Google Classroom instructions -Set up work station	-Log on -Read Google Classroom instructions -Set up work station	-Log on -Read Google Classroom instructions -Set up work station	-Log on -Read Google Classroom instructions -Set up work station	-Log on -Read Google Classroom instructions -Set up work station
9:10am-9:40am	MORNING GOOGLE MEET	MORNING GOOGLE MEET	MORNING GOOGLE MEET	MORNING GOOGLE MEET @ 9:00am (Joining the Whole School Liturgy at 9:10am via Zoom)	MORNING GOOGLE MEET
60 minutes	LITERACY	LITERACY	SOCIAL LEARNING 10:20am- 11:00am LOTE	LITERACY	LITERACY
45 minutes	LUNCH PHYSICAL ACTIVITIES	LUNCH PHYSICAL ACTIVITIES	LUNCH PHYSICAL ACTIVITIES	LUNCH PHYSICAL ACTIVITIES	LUNCH PHYSICAL ACTIVITIES
40 minutes	INQUIRY	INQUIRY	12:40pm - 1:20pm ART	INQUIRY	MATHS
40 minutes	MATHS	MATHS	12:00pm - 12:40pm MUSIC	MATHS	FINISHING OFF WORK HAND IN ALL WORK FOR THE TERM
30 mins	SNACK PHYSICAL ACTIVITIES	SNACK PHYSICAL ACTIVITIES	SNACK PHYSICAL ACTIVITIES	SNACK PHYSICAL ACTIVITIES	SNACK PHYSICAL ACTIVITIES
40 minutes	RELIGION	RELIGION	SPORT	RELIGION	EARLY FINISH @ 2:00PM Pack up/Log off
3:00pm-3:15pm	Pack up/Log off	Pack up/Log off	Pack up/Log off	Pack up/Log off	

FOCUS GROUP GOOGLE MEET TIMETABLE	10:00am-10:30am	12:30pm-12:50pm	12:50pm-1:10pm
Monday 13th September	Green Group and Blue Group Hanna Simon Francisco Motusi Ajaknei Rijuta Alisha Antonio Emerly Adriana		Purple Group and Red Group Adele Ayen Elsie Anthony Ruhani Marley Ashkan Gloria Hoang Christoff Kevin
Tuesday 14th September		12.00PM TO 12.30PM Red Group Ashkan Gloria Hoang Christoff Kevin Purple Group Adele Ayen Elsie Anthony Ruhani Marley	12.50PM TO 1.20PM Blue Group Rijuta Alisha Antonio Emerly Adriana Green Group Hanna Simon Francisco Motusi Ajaknei Extension Maths 12:40-1.20 with Miss McNally Christoff Marley
Thursday 16th and Friday 17th September	Purple Group and Red Group Adele Ayen Elsie Anthony Ruhani Marley Ashkan Gloria Hoang Christoff Kevin	Blue Group and Green Group Hanna Simon Francisco Motusi Ajaknei Rijuta Alisha Antonio Emerly Adriana FRIDAY Extension Maths 12:40-1.20 with Miss McNally Christoff Marley	

LITERACY (Reading and Writing)	Learning Intention	Task If you have a Literacy Google Meet, complete the main task before doing your 15 minutes of Reading or Writing.
Monday	LI: We are learning to write about flooding in full sentences.	Write: 15 minutes. Answer the prompt on Google Classroom to write a story. Task: Read the news article 'The many effects of flooding'. Answer the quiz questions in full sentences and submit your work on Google Classroom.
Tuesday	LI: We are learning to write about rainbows in full sentences.	Read: 15 minutes (on Epic or a book at home). Answer the question posted to Google Classroom. Task: Read the news article 'Caught on Camera: A very special and unusual nature photograph '. Answer the quiz questions in full sentences and submit your work on Google Classroom.
Wednesday	LI: We are learning to write about snow in full sentences.	Write: 15 minutes. Answer the prompt on Google Classroom to write a story. Task: Read the news article 'Why is snow white?'. Answer the quiz questions in full sentences and submit your work on Google Classroom.
Friday	LI: We are learning to write about Pluto in full sentences.	Read: 15 minutes (on Epic or a book at home). Answer the question posted to Google Classroom. Task: Read the news article 'Ever wondered why Pluto is no longer a planet?'. Answer the quiz questions in full sentences and submit your work on Google Classroom.

MATHS	Learning Intention	Task
Monday	LI: We are learning about applications of Mathematics.	View the Applications of Mathematics website - https://mathigon.org/applications Read through each of the applications. Record 3 applications of Mathematics that are most interesting to you and explain why. Submit your work on Google Classroom.
Tuesday	LI: We are learning about Time.	Join your Literacy and Maths Focus Group Google Meet for further instructions on Mathematics today. (Time Assessment)
Thursday	LI: We are learning about Fractions and Decimals.	Join your Literacy and Maths Focus Group Google Meet for further instructions on Mathematics today. (Fractions and Decimals Assessment)
Friday	LI: We are learning about Data.	Join your Literacy and Maths Focus Group Google Meet for further instructions on Mathematics today. (Data Assessment)

INQUIRY	Learning Intention	Task
ALL WEEK	LI: We are learning about Natural Disasters. MAJOR PROJECT: Students to work on Natural Disasters Project.	Use the materials provided to you during Literacy and Inquiry to complete the Natural Disasters Project. Ensure that you are answering each question in detail, using research and information from reputable websites. Make sure that you proofread your assignment and that you include appropriate spelling, punctuation and grammar. THIS ASSIGNMENT IS DUE ON THE 16TH OF SEPTEMBER

RELIGION	Learning Intention	Task
MAJOR PROJECT: STUDENTS CREATE A COMPILATION OF ART WORK AND STATEMENTS THAT RELATE TO THE STATIONS OF CREATION AS YOUR WAY OF PARTICIPATING IN THE 2021 SEASON OF CREATION.		
Monday	**LI: We are learning that September is marked on the Christian calendar as the Season of Creation as is an important part of our celebrations.**	During our morning prayer at the MEET, we will read **Way of Beauty, Seasons of Creation** Station 6 and during this during Prayer time. We will have a discussion and look at the illustration. LINK: https://seasonofcreation.org/wp-content/uploads/2020/09/Way-of-beauty-5.pdf *STUDENT TASK AT HOME:* Create your statement and illustration for the sixth Station of Creation. Please produce artwork that you would be proud of. Please take a photograph of it. Make a Google Doc or Google Slide and insert your sixth Station of Creation into this document.
Tuesday	**LI: We are learning that September is marked on the Christian calendar as the Season of Creation as is an important part of our celebrations.**	During our morning prayer at the MEET, we will read **Way of Beauty, Seasons of Creation** Station 7 and during this during Prayer time. We will have a discussion and look at the illustration. LINK: https://seasonofcreation.org/wp-content/uploads/2020/09/Way-of-beauty-5.pdf *STUDENT TASK AT HOME:* Create your statement and illustration for the seventh Station of Creation. Please produce artwork that you would be proud of. Please take a photograph of it. Make a Google Doc or Google Slide and insert your seventh Station of Creation into this document.
Friday	**LI: We are learning that September is marked on the Christian calendar as the Season of Creation as is an important part of our celebrations.**	During our morning prayer at the MEET, we will read **Way of Beauty, Seasons of Creation** Station 8 and during this during Prayer time. We will have a discussion and look at the illustration. LINK: https://seasonofcreation.org/wp-content/uploads/2020/09/Way-of-beauty-5.pdf *STUDENT TASK AT HOME:* Create your statement and illustration for the eighth Station of Creation. Please produce artwork that you would be proud of. Please take a photograph of it. Make a Google Doc or Google Slide and insert your eighth Station of Creation into this document.

Social Learning	Learning Intention	Task
Wednesday	**LI: We are learning to reflect on our achievements.**	Write a letter to your teachers (Mrs Shaw and Miss Patel) about your achievements this Term. Include things that you are proud of, things that you think you could improve on and goals for next term. Submit your work to Google Classroom.

The many effects of flooding

By National Geographic Society, adapted by Newsela staff on 05.06.20
Word Count **419**
Level **470L**

Image 1. A residential area flooded by the Ohio River during the flood of 1997 in Utica, Indiana. Floods can be destructive to humans and the environment; however, they are also essential to many ecosystems. Photo: Adam Jones/Science Source tk

Rivers are very important. Humans rely on rivers for food and water. But rivers can destroy things, too. Rivers can flood, or rise over their banks. The water can run into the nearby land.

Many times, floods can be deadly. They can kill humans and wildlife. But floods are not always bad. Some ecosystems need floods every once in a while.

Floods Can Cause Harm

Flooding can be bad for wildlife. The water can drown animals. They can destroy habitats, too. For example, a flood in India in 2012 killed many one-horned rhinos.

Flood waters can pick up dirt from riverbanks. This makes the water dirty. Too much dirt will clog rivers and streams. This keeps the river from flowing.

Floods can carry pollution. This can include pieces of trash. Sometimes, flood waters can carry pollution to the sea. This can harm marine life.

In addition, flood waters can carry disease. Some deadly diseases live in water. These include hepatitis A and cholera.

Some Floods Are Helpful

Not everything about floods is bad. Sometimes, floods are helpful. They bring new life to ecosystems.

Flood waters carry nutrients to the nearby land. Over time, the water dries up. It leaves behind particles of dirt and mud. These particles are called sediment. Sometimes, sediment can be good. It can improve the dirt. This helps plants grow.

Floods are important to some animals. Some animals see floods as a sign that it is time to mate. For other animals, floods are a sign that it is time to migrate. To migrate means move from one habitat to another.

Helping Fish, Boosting Water Supplies

Small floods can be good for fish. Floods leave sediment on river beds. Baby fish can grow in it. The flood waters also carry nutrients. Small animals in the water eat these nutrients.

Floods can help refill fresh water supplies. They can keep lakes from drying up. Floods also help marshes and swamps. Many animals depend on marshes and swamps. In dry seasons, they might dry up. But floods help refill the wetlands. They keep the ecosystem going.

Floods are a part of nature. They can be helpful. But they can also be harmful. Floods can destroy living things and the environment. But some ecosystems need floods to survive.

Quiz

1 What is the section "Some Floods Are Helpful" MAINLY about?

(A) how floods feed animals

(B) where floods harm animals and plants

(C) when floods usually happen

(D) how floods can improve environments

2 What is the article MAINLY about?

(A) a fish that migrates

(B) a kind of natural disaster

(C) the nutrients that help plants

(D) the importance of wetlands

3 Read the paragraph below from the section "Some Floods Are Helpful."

Flood waters carry nutrients to the nearby land. Over time, the water dries up. It leaves behind particles of dirt and mud. These particles are called sediment. Sometimes, sediment can be good. It can improve the dirt. This helps plants grow.

What information can the reader get by reading this paragraph?

(A) why floods can help soil

(B) how floods carry disease

(C) how floods help animals

(D) why floods cause pollution

4 Which answer choice is a section title?

(A) The many effects of flooding

(B) Floods Can Cause Harm

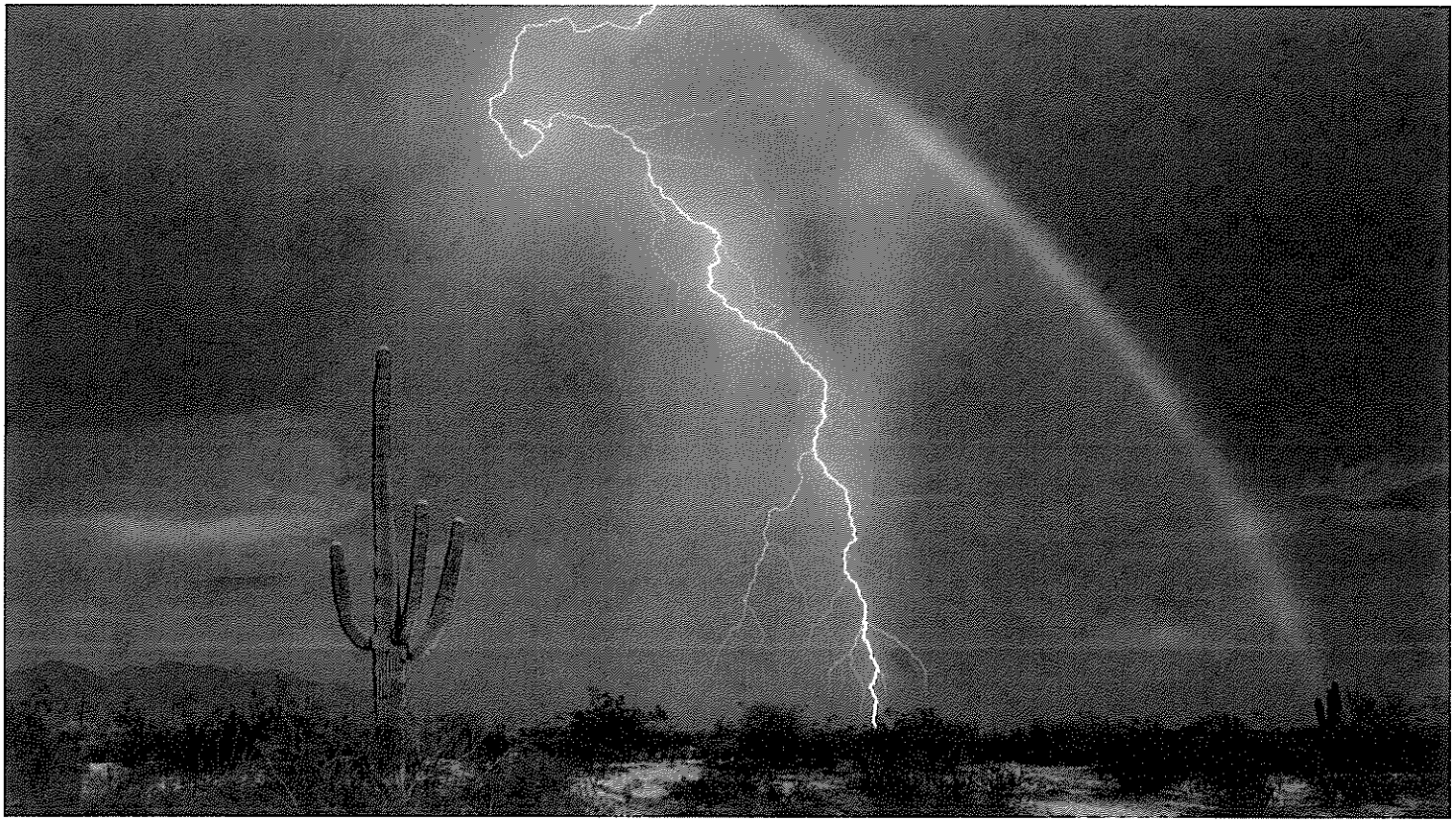
(C) Not everything about floods is bad.

(D) Floods are a part of nature.

Caught on Camera: A very special and unusual nature photograph

By How Stuff Works, adapted by Newsela staff on 01.15.19

Word Count **564**
Level **450L**



A bolt of lightning hits the ground in front of a rainbow in a photograph by real estate agent Greg McCown on August 8, 2015, in Marana, Arizona. McCown caught the incredible scene after seven years of trying. The avid storm chaser used a lightning trigger attached to his camera to bag a once-in-a-lifetime moment. Photo by: Greg McCown/Barcroft USA via Getty Images

Greg McCown is a photographer. He took a very special photo. It was on August 8, 2015.

It is called "Lucky Strike." The photo shows a big bolt of lightning. Next to it is a desert rainbow.

It is unusual to see those two events at the same time. Photographing them together is even harder. Here is how it works.

We see rainbows. However, they do not exist. They are like a magic trick light plays on our eyes. To understand rainbows, we must understand light and color.

Every color we see is a wave of light. Each wave has a different length. Some are shorter than others. In a rainbow, violet has the shortest wavelength. Red has the longest.

When Light Enters Drops Of Water

On Earth, the sun's light looks white. It actually is not white. Our eye just sees it that way. White light on Earth is actually a blend of all the different colors.

Each beam of light has a direction. This path can change. It changes when something gets in its way.

When light enters water, its path changes. The light waves bend.

We see rainbows only when water droplets fill the air. Usually it is after a rainstorm. We also need to stand with our back to the sun. The sunlight cannot be blocked by clouds, rain or snow. The sky around the sun has to be nice and clear.

If it is, the show can begin. The sunlight glowing from behind you enters the water drops. The light's wavelengths all bend at different angles. They get separated. Next they hit the back of our droplet. Bouncing off of this, the wavelengths travel back toward you. They bend a second time over while they exit the water.

Each droplet in the watery air will only send out one color. It is at just the right spot to meet your eyes. So, the colors of the rainbow become separated. Red is at the top. Violet is at the bottom.

Lightning Is Beautiful But Dangerous

Lightning is something you can touch. You would not want to, though. It is a powerful charge of electricity. However, it is beautiful.

Storm clouds are usually made up of three particles. These are ice crystals, water droplets and dust. These little bits get electric charges. The charges can be positive and negative. Positively charged particles move to the top of the cloud. Those with negative charges meet around the bottom.

All that negativity under the cloud has an interesting effect. It gives the ground below it a positive charge. It also gives positive charges to anything below it. This could be the tops of trees, buildings or even people.

Soon, these opposite charges are more attracted to each other. They must become equal again. So, lightning strikes happen. They are a hot flash of electricity. The lightning makes the positive and negative particles equal for a moment.

A Rare Pair

Rainbows are only visible from a particular viewpoint. The lighting must be just right, too.

That is why rainbows and lightning do not often appear together.

This situation is rare. Every so often though, it is caught on film.

In summer, Arizona has scattered storms. Some happen across wide, open land. Here, you can watch a storm starting from many miles away. This is what happened to McCown that lucky day.

Quiz

1 Which sentence from the introduction [paragraphs 1-5] explains why the photo of the rainbow and lightning is special?

(A) It is unusual to see those two events at the same time.

(B) They are like a magic trick light plays on our eyes.

(C) To understand rainbows, we must understand light and color.

(D) In a rainbow, violet has the shortest wavelength.

2 What is a reason WHY lightning strikes?

(A) to get rid of clouds made of water droplets and dust

(B) to even out positive and negative charges nearby

(C) to make rainbows appear during rainstorms

(D) to give out some light during dark thunderstorms

3 Read the sentence below from the section "When Light Enters Drops Of Water."

The light's wavelengths all bend at different angles. They get separated.

What does the author mean by "different angles"?

(A) at the same time

(B) not the same size

(C) make new shapes

(D) in many directions

4 Read the selection below from the section "A Rare Pair."

In summer, Arizona has scattered storms. Some happen across wide, open land. Here, you can watch a storm starting from many miles away.

What does "scattered" mean?

(A) spread out

(B) messy

(C) very bad

(D) long

Why is snow white?

By LiveScience, part of Future US, Inc., adapted by Newsela staff on 02.16.21

Word Count **463**
Level **430L**

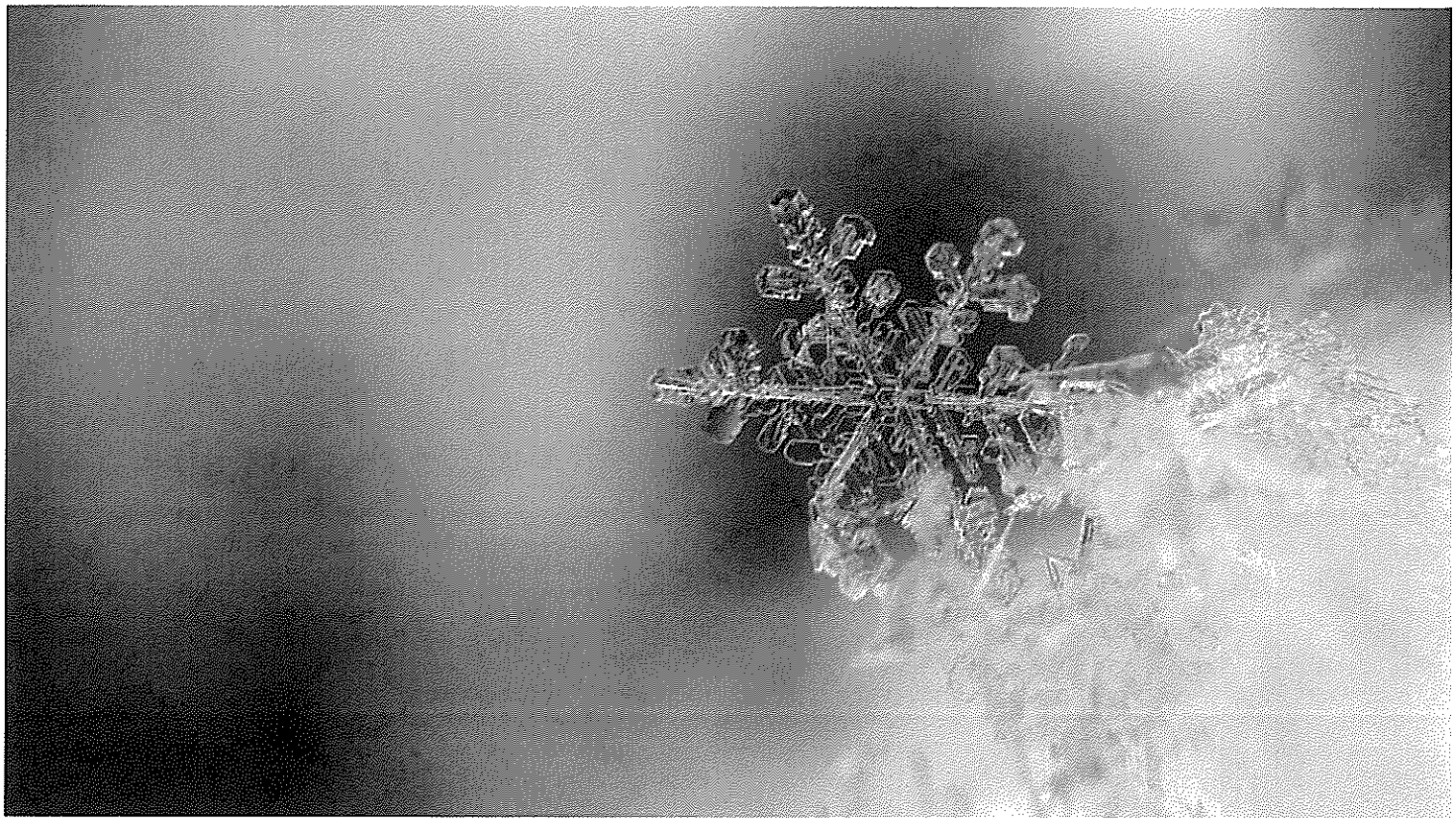


Image 1. Snowflakes have many surfaces, or faces. Light bounces off each face and piles of snow look white. Photo: Free-Photos/ Pixabay

Snow is frozen water. Piles of snow look white. Why is this? It has to do with how light acts when it hits a surface.

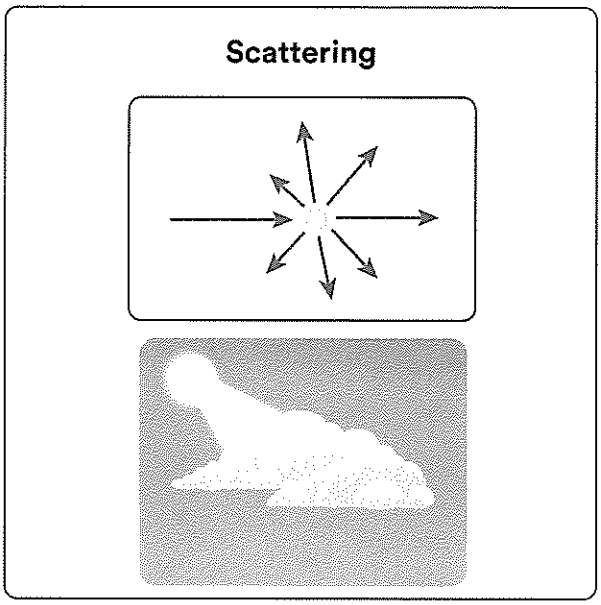
How Visible Light Strikes Surfaces

The study of how light behaves is called optics. When light hits something, three things can happen. The light can be transmitted. That means it passes through. It can be absorbed. That means the object takes in the light. It can be reflected. That means it bounces off.

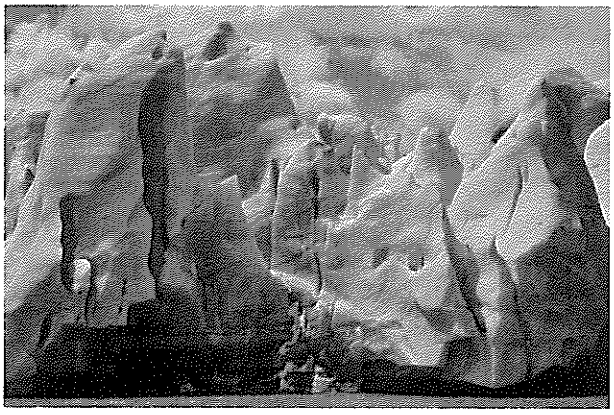
Our eyes see things when light bounces off items. Water and ice can have smooth, flat surfaces. Light passes through the surface really well. That's why it looks really clear.

Snow is different than ice. An ice cube might have six faces. You might only see one or two faces at a time. Snow is made of hundreds of tiny ice flakes. They have many different shapes and sides. There are hundreds of surfaces that face every direction. Light bounces off each one. All that light reaches our eyes. That light makes snow look white.

Broken glass and snowflakes reflect all colors of light. When that happens we see white light. The colors of light are red, orange, yellow, green, blue, indigo and violet. When all the colors reflect together, they make white light. This is why our eye "sees" white when we look at snow.



Why Do Icebergs And Glaciers Appear Blue?

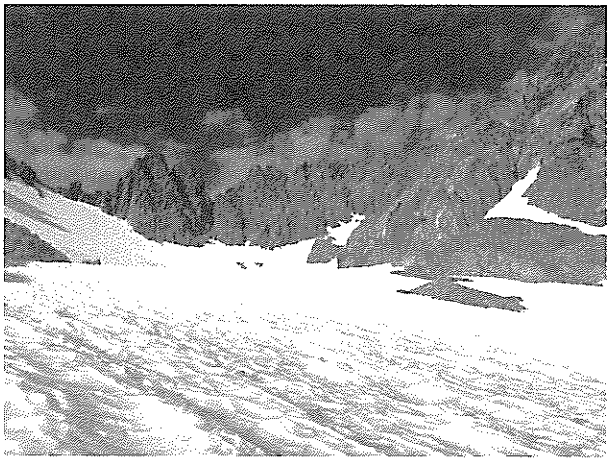


Snow can be other colors too. Snow on the ground, icebergs and glaciers can look blue.

Sometimes, light does not reflect off ice formations. It enters cracks. The light gets trapped inside.

White light holds all of the colors of the rainbow. The colors are red, orange, yellow, green, blue, indigo and violet. White light bounces around inside the ice. Colors separate from each other with each reflection. The ice absorbs some colors, like red. The blue light keeps going. Eventually, it can escape the ice. It reaches our eyes. The blue light makes the ice look blue.

Only deep snow and ice look blue. It has to be at least one meter thick. That is about 3.3 feet.



Particles Can Change The Color Of Snow

Snow can be other colors, too. But it happens because of objects in the snow. For example, freshwater algae can make snow red. People call it watermelon snow. Algae are living things. They are similar to plants. They grow in water.

One thing is for sure. If you see yellow snow, animal tracks might be nearby.

Quiz

1 Which selection from the section "How Visible Light Strikes Surfaces" explains why snow looks white?

(A) The study of how light behaves is called optics. When light hits something, three things can happen.

(B) Our eyes see things when light bounces off items. Water and ice can have smooth, flat surfaces.

(C) Light passes through the surface really well. That's why it looks really clear.

(D) There are hundreds of surfaces that face every direction. Light bounces off each one. All that light reaches our eyes.

2 How does snow sometimes appear blue?

(A) Light enters cracks in deep snow and only the blue light reaches our eyes.

(B) Snow near bodies of water will reflect the color of the water and seem blue.

(C) Snow can contain a blue algae that reflects light and gives the snow a blue tint.

(D) Light passes through snow with a smooth surface and reflects the deeper snow.

3 How is snow different from ice?

(A) Snow has many more surfaces in it.

(B) Snow is colder and more dangerous.

(C) Ice reflects light so it appears cloudy.

(D) Ice does not allow light to pass through.

4 What happens when all colors reflect light together?

(A) The colors make a white light.

(B) The light passes through objects.

(C) The light will appear blue to our eyes.

(D) The colors give objects a sparkling effect.

Ever wondered why Pluto is no longer a planet?

By Washington Post, adapted by Newsela staff on 09.01.21

Word Count **350**
Level **530L**

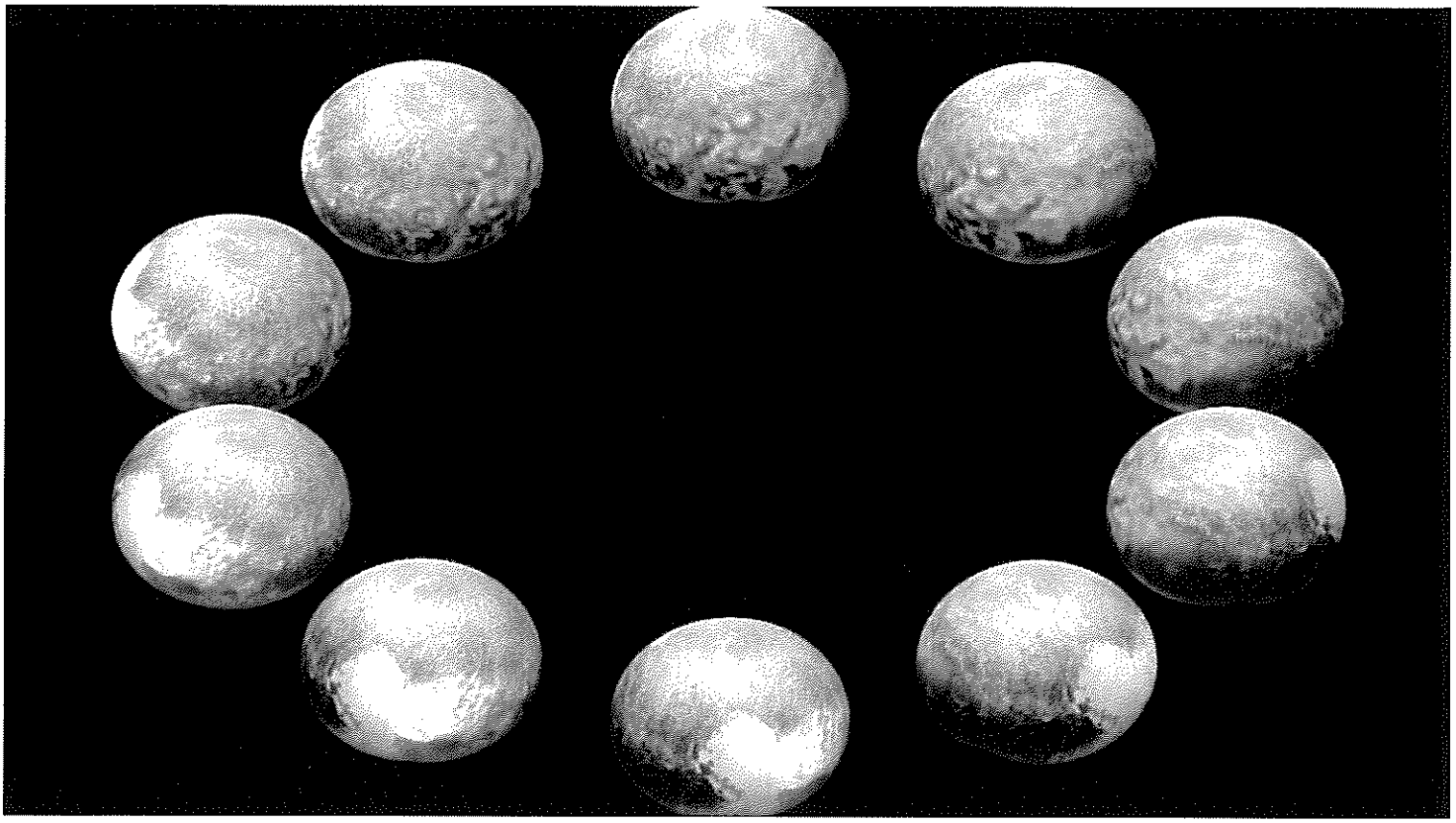


Image 1 Photos of Pluto from different angles. Photo: NASA/Wikimedia Commons

Way out beyond Earth, there is a small, cold world. It is only one-sixth the size of Earth. You know it as Pluto.

In the past, people called Pluto a planet. But 15 years ago, scientists decided that Pluto is not a planet.

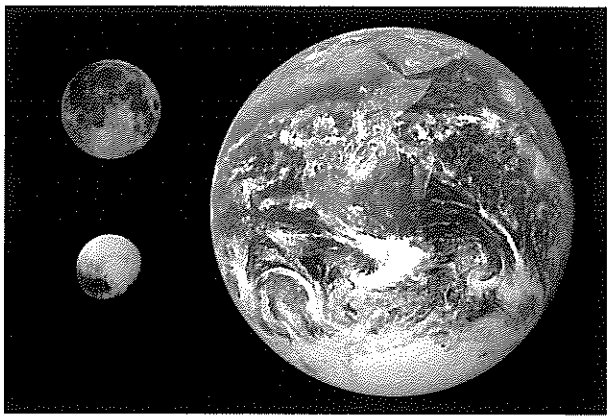
Pluto is now a "dwarf planet." That is an object in space that is big enough to make it round.

A Little Like A Planet

Pluto is still like a planet in many ways. It travels around — or orbits — the sun. It is round and big enough to pull stuff towards it. That pulling force is gravity. But Pluto has lots of rocks and dust in its path. All other planets have almost nothing in their way.

Some people think Pluto should still be a planet. One reason is that space is full of stuff. Every planet has some nearby. Another reason is that Pluto has an atmosphere. This is a layer of gas that surrounds a planet. It also has moons.

Demoted



But most scientists use the definition. Each year on August 24, they celebrate Pluto Demoted Day. Demoted means reduced to a lower level. Scientists encourage students to learn about Pluto. And there's a lot to know.

Pluto orbits the sun on an oval-shaped path. It is about -387 degrees Fahrenheit (-233 degrees Celsius). That is cold enough to freeze gas.

Ice covers the surface of Pluto. But the ice is not made of water. It is nitrogen and methane. On Earth, these are gases.

The sun is very far away from Pluto. That means it is very dark.

Pluto also has five moons. One of them, called Charon, is half Pluto's size. (Our moon is just over one-quarter the size of Earth.)

NASA's New Horizons spacecraft flew by Pluto in 2015. The craft sent back pictures of Pluto. It has a giant heart shape covering part of one side.

We still have a lot to learn about Pluto. Scientists hope to send another spacecraft to Pluto.

Quiz

1 Read the paragraph from the section "A Little Like A Planet."

> *Pluto is still like a planet in many ways. It travels around — or orbits — the sun. It is round and big enough to pull stuff towards it. That pulling force is gravity. But Pluto has lots of rocks and dust in its path. All other planets have almost nothing in their way.*

Which question is answered in this paragraph?

(A) Why do planets move around the sun?

(B) When did Pluto become a dwarf planet?

(C) How is a dwarf planet different from other planets?

(D) What happens when dwarf planets run into objects?

2 Read the section "A Little Like A Planet."

Select the sentence from the section that explains how Pluto is like other planets.

(A) It is round and big enough to pull stuff towards it.

(B) All other planets have almost nothing in their way.

(C) Some people think Pluto should still be a planet.

(D) One reason is that space is full of stuff.

3 Which event happened first in the article?

(A) Scientists celebrated Pluto Demoted Day.

(B) Scientists decided Pluto was not a planet.

(C) Scientists sent a spacecraft to fly by Pluto.

(D) Scientists observed a heart shape on Pluto.

4 According to the section "Demoted," why do scientists want to send another spacecraft to Pluto?

(A) because they have no pictures of Pluto's moons

(B) because they want to know why gas freezes on Pluto

(C) because they still have a lot more to learn about Pluto

(D) because they hope to have Pluto named a planet again

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GRADE

5 and 6

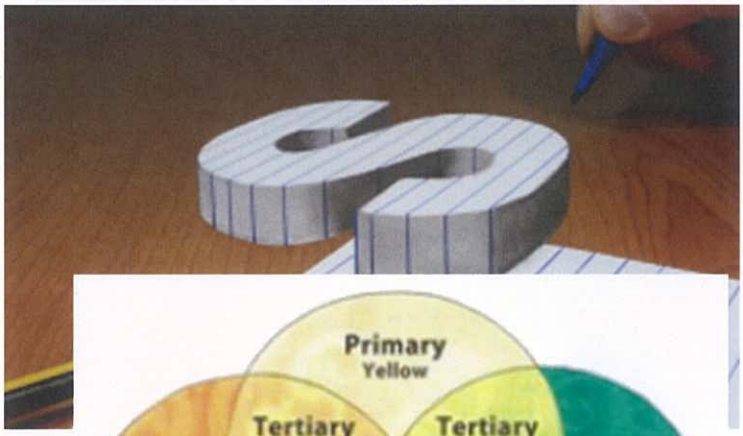
Visual Arts Term 3 Week 10

Learning Intentions: Grade 5

This week we are learning to write the abbreviation 'S' for the word Space.

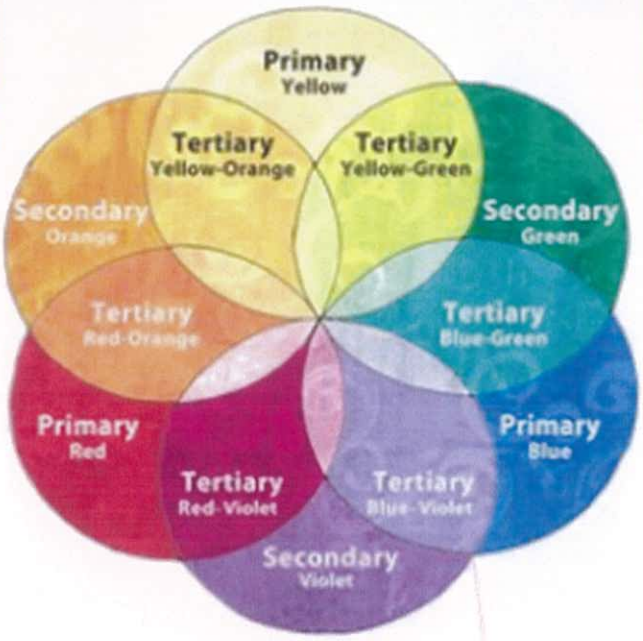
https://www.youtube.com/watch?v=igDooGzOwJo **Follow the video to get more ideas.**

You will need:
A4 paper pencil 2B or 4B
blue thin marker
Rubber
Ruler



Grade 6

We are learning to recall the colours i.e., Primary and Secondary and learning the new term i.e., Tertiary.



***Look at the diagram, draw and write the colour words under the three headings as mentioned above**

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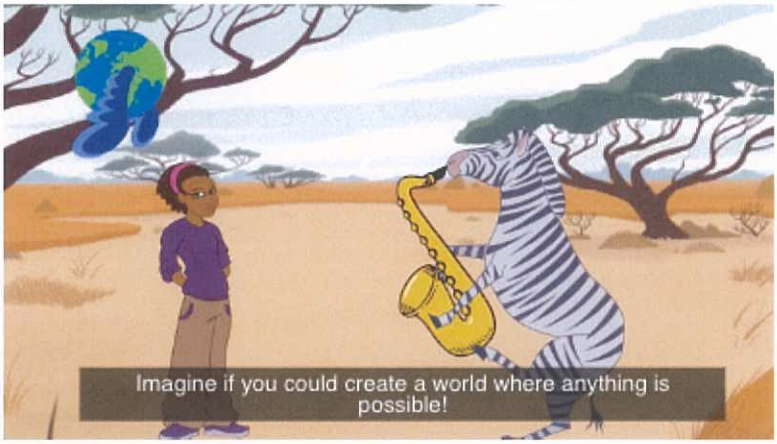
Term 3 Week 10: Grades 3 - 6

DIGITAL TECHNOLOGY/S.T.E.A.M.

Your Task will be to complete the project:

Imagine A World where anything is possible!

1. Visit the website https://scratch.mit.edu/projects/editor/?tutorial=imagine
2. Watch the tutorials. If you do not watch the tutorial you might find it difficult to complete the task.
3. Create your own world using the coding blocks.



What to hand in? How to hand it in?

1. You must SAVE the *Imagine A World* code to your computer.
2. The file name should be your full name and grade. Eg. 3VF Peter Pan
3. Send the work (this file) to me as an attachment in an email.
4. Make sure you tell me your full name and what grade you are in.

This is task is DUE by Thursday 16th September 2021.

If you need help, please make sure you email me

vivian.faraj@hestalbanssth.catholic.edu.au

HOLY EUCHARIST SCHOOL
1A Oleander Drive St Albans South
Ph: 8312-0900

Term 3 Week 10 Grade 3 & 6 Physical Education Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 10 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:

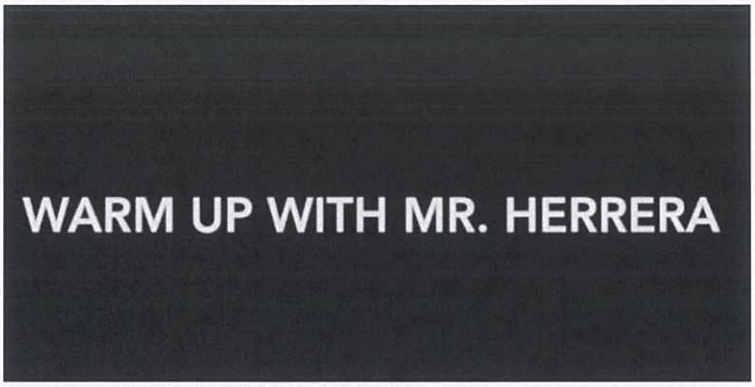
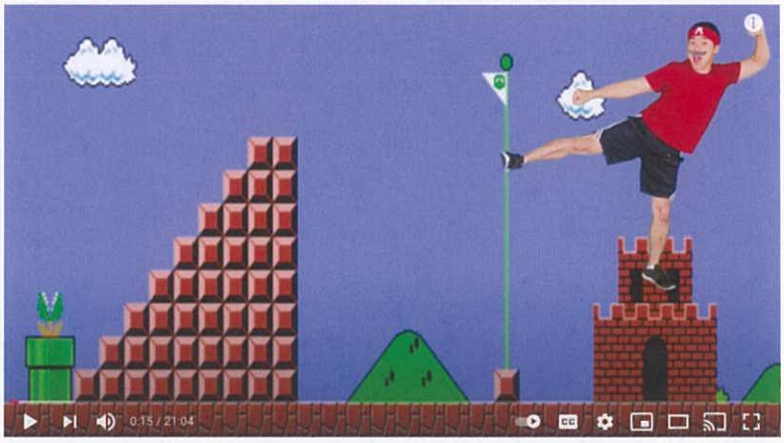
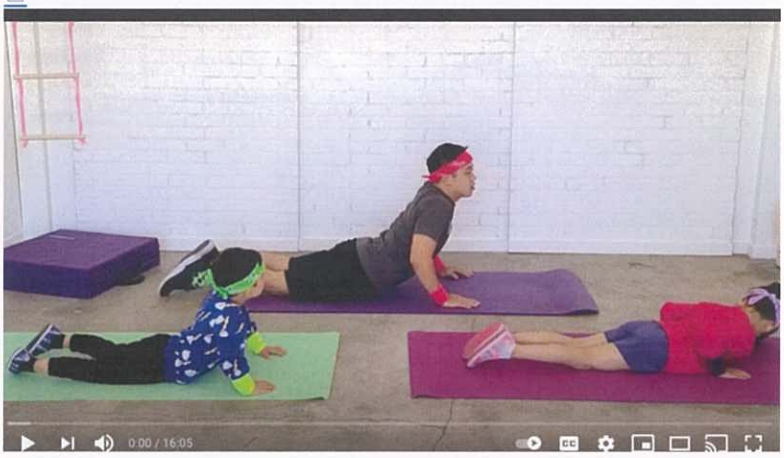
If you don't have access to a digital device or internet, go for a bike ride, walk, little jog, kick to kick with siblings or adults (if weather permits).

Please do these activities or get outside and get active with siblings or adults. (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 for 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 I'm learning to warm-up correctly. • **Learning Intention:** I'm learning to warm-up correctly.	**Equipment:** • Water Bottle • Yoga mat (if you have one) • Space to exercise Warm Up Video: Link:Warm Up with Mr H

	
Activity or Skill Yoga Sessions **Learning Intention:** • I'm learning to follow instructions and have fun.	**ACTIVITY Link: ⋆⋆ SUPER MARIO Video Game Workout 2! Virtual Gym Class | Bobo PE** 
Warm-Down **Learning Intention:** • I'm learning to sit still during this five minute meditation.	**Warm down for 5 to 10 minutes:** Link:Bobo PE | STRETCHING Exercises For Kids 2 | PUN Workout 

Name: _____ Class: _____ Date: _____

Activity 1: Fill in the characters!

zhōng qiū jié kuài lè

中秋节快乐!

Happy Mid-Autumn Festival!

Activity 2: Make a Jade bunny!

1.Cut along the solid black, fold the dotted lines.

2. Cut the slits and put the ears through the slits.