



Holy Eucharist Catholic Primary School

1a Oleander Drive, St Albans South. VIC 3021

Phone: 8312 0900 Fax: 9366 8192

www.hestalbanssth.catholic.edu.au



Grade 5PS

Remote Learning Pack

Week Beginning - 18th to 22nd October 2021

Week 3, Term 4

Miss Patel and Mrs Shaw

REMOTE LEARNING TIMETABLE

Term: 4

Week: 3

Date: 18th October - 22nd October 2021

By: Mrs Shaw & Miss Patel

Grade: 5PS

Time / Day	Monday 18.10 (Mrs Shaw)	Tuesday 19.10 (Mrs Shaw)	Wednesday 20.10 (Miss Patel)	Thursday 21.10 (Miss Patel)	Friday 22.10 (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 @ 9:10am)	MORNING GOOGLE MEET
60 minutes	LITERACY	LITERACY	SEL	LITERACY	LITERACY
			LOTE		
45 mins	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
45 minutes	MATHS	MATHS	MUSIC	MATHS	MATHS
45 minutes	INQUIRY	INQUIRY	ART	INQUIRY	RELIGION
			DIGITAL TECHNOLOGY		
30 mins	SNACK	SNACK	SNACK	SNACK	SNACK
30 minutes	RELIGION	RELIGION	SPORT	RELIGION	BTN
3:00pm-3:15pm	Pack up/Log off	Pack up/Log off	Pack up/Log off	Pack up/Log off	Pack up/Log off

FOCUS GROUP GOOGLE MEET TIMETABLE	MONDAY 18.10 Mrs Shaw	TUESDAY 19.10 Mrs Shaw	THURSDAY 21.10 Miss Patel	FRIDAY 22.10 Miss Patel
10:30-11:00AM	BAS Testing with Mrs Shaw (Advised during Morning Google Meet)	BAS Testing with Mrs Shaw (Advised during Morning Google Meet)	MATHS Purple Group and Red Group	MATHS Purple Group and Red Group
12:15-12:45PM			MATHS Green Group and Blue Group	MATHS Green Group and Blue Group

LITERACY	Learning Intention	Task
Monday	LI: We are using our comprehension and inferring skills to answer questions about the text 'Boy Overboard'.	View the 'W3 BOY OVERBOARD LITERACY ACTIVITIES' document. Begin working on the Chapter Thirteen, Fourteen, Fifteen and Sixteen 'Comprehension' and Looking 'Deeper' questions. These need to be completed and submitted to Google Classroom by the end of tomorrow. Read a book for 30 minutes and answer the question on Google Classroom.


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Tuesday	LI: We are using our comprehension and inferring skills to answer questions about the text 'Boy Overboard'.	View the 'W3 BOY OVERBOARD LITERACY ACTIVITIES' document. Begin working on the Chapter Thirteen, Fourteen, Fifteen and Sixteen 'Comprehension' and Looking 'Deeper' questions. These need to be completed and submitted to Google Classroom by the end of today. Read a book for 30 minutes and answer the question on Google Classroom.
Thursday	LI: We are using our comprehension and inferring skills to answer questions about the text 'Boy Overboard'.	View the 'W3 BOY OVERBOARD LITERACY ACTIVITIES' document. Begin working on the Chapter Seventeen, Eighteen and Nineteen 'Comprehension' and Looking 'Deeper' questions. These need to be completed and submitted to Google Classroom by the end of tomorrow. Read a book for 15 minutes and answer the question on Google Classroom.
Friday	LI: We are using our comprehension and inferring skills to answer questions about the text 'Boy Overboard'.	View the 'W3 BOY OVERBOARD LITERACY ACTIVITIES' document. Begin working on the Chapter Seventeen, Eighteen and Nineteen 'Comprehension' and Looking 'Deeper' questions. These need to be completed and submitted to Google Classroom by the end of today. Read a book for 15 minutes and answer the question on Google Classroom.

MATHS	Learning Intention	Task
Monday	LI: We are learning about Data Representation and Interpretation.	Warm up activity: Model fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ Understanding - Question 1: Draw and shade the fractions. Question 2: Draw and locate the fractions on a number line. Task: Revise your work from the 'GRAPHS TELL STORIES' PowerPoint. Complete any outstanding tasks on My Numeracy under Data Representation and Interpretation. This is in preparation for your Post-Assessment in Data Representation and Interpretation on Thursday.
Tuesday	LI: We are learning about Number Patterns	Warm up activity: Model fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ Fluency - Question 1: Organise the fractions from lowest to highest (draw them). Question 2: Organise the fractions from largest to smallest. WATCH: Take notes as you watch PATTERN SONGS: https://www.youtube.com/watch?v=aXh2Y0qTbiM AND https://www.youtube.com/watch?v=vV7C7bXm4VI NUMBER PATTERNS: https://www.youtube.com/watch?v=5HbU52PE5a4 PLAY: Play each game twice. Take screenshots of activities and add them to a Google Doc. Submit your work to Google Classroom. https://www.ezscool.com/Math/DataAnalysis/Patterns/PatternExtension/Level1/Set1# AND What Comes Next?
Thursday	LI: We are learning about Data Representation and Interpretation.	Task: Join your Maths Google Meet to complete the Post-Assessment for Data Representation and Interpretation. Research the term 'Algebra' and write one paragraph describing what algebra is and what it is used for. Submit your work to Google Classroom.
Friday	LI: We are learning about Number Patterns	Warm up activity: Model fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ Reasoning: What fraction of 1 metre are the measurements? Task: Join your Maths Google Meet for instructions on the task below.

		<p>Working out how many after 4, 5, 6, 7 steps of the pattern. 6, 12, 24, __, __, __, __, __</p> <p>Writing Rules Using N = number N + 5</p> <p>Design two number patterns. Write them on a Google Doc and write the rule that explains the pattern. Submit your work to Google Classroom. Screen shot two patterns, insert on a Google Document and provide an explanation of the pattern.</p>
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INQUIRY	Learning Intention	Task			
Monday	LI: We are learning about consumerism	Wondering question: Am I a consumer? Use the 3 step definition strategy on a table to define the word 'consumer'.			
		Word	What I think it means ...	What the dictionary says it means ...	How it might be used in this context ...
		Consumer			
		Task: Brainstorm everything you have consumed today (or during the week so far). This means, what things have you needed/used/eaten today from the moment you woke up to right now? Upload your work to Google Classroom.			
Tuesday	LI: We are learning about needs and wants	Watch the video: Economics for Kids: Needs and Wants https://www.youtube.com/watch?v=FpNyTKgi1Io Task: Use the 3 step definition strategy on a table to define the words 'need' and 'want'. Upload your work to Google Classroom.			
		Word	What I think it means ...	What the dictionary says it means ...	How it might be used in this context ...
		Need			
		Want			
Thursday	LI: We are learning about needs and wants	Task: Complete the table below on a Google Doc or in your book. List as many things as you can think of. Submit your work to Google Classroom.			
		Things I need	Why I need them	Things I want	Why I want them

RELIGION	Learning Intention	Task
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Monday AND Tuesday Due on Tuesday	<p>LI: We are learning to create an information text about our Holy Eucharist Parish</p> 	<p>Writing and Religion Task: THIS IS A WRITING AND RELIGION TASK AND SO PLEASE ENSURE YOU APPLY CORRECT GRAMMAR AND SPELLING AND PROOFREAD YOUR WORK.</p> <p>Create an Information text by writing a speech of no more than one page in response to the points listed below in your own words - HINT: it would be really good if you could use a Scripture story to help you to explain the idea of welcoming a stranger.</p> <p><u>-Australia is a country of migrants. The Church is firmly committed to the biblical value of ‘welcoming the stranger’.</u></p> <p>What would you say that this means if you were explaining it to an audience.</p> <p><u>-Discuss the Holy Eucharist Parish Logo (shown left), the image and also how our parish lives out the value of welcoming the stranger.</u></p> <p>What would you say if you were describing this to your audience?</p> <p><u>-Discuss the Catholic Church in Australia is made up of Indigenous Australians, migrants, refugees and Australian born residents who have their family roots in countries and cultures from all over the world. The Catholic Church in Australia is an expression of the universality of the Church.</u></p> <p>How would you explain this to an audience?</p>								
Wed, Thursday and Friday Due on Friday		<p>Family Origins: Questionnaire</p> <p>Students develop a questionnaire to find out about your family origins and what religious practices, traditions and religious artefacts did my family bring to Australia?</p> <p>Interview members of your family to find out your answers.</p> <p>Summarise your responses in this chart:</p> <table><tr><th>Country of origin</th><th>Religious objects and symbols</th><th>Religious traditions and practice</th><th>What year did your family migrate to Australia?</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Submit this to Google Classroom by Friday.</p> <p><u>OR</u></p> <p>Read about somebody else’s story that you choose from this LINK: https://museumsvictoria.com.au/immigrationmuseum/resources/immigrant-stories/</p> <p>Using the factual information about the person, write a Narrative story about their immigration to Australia showing the traditions and background stories that they brought with them.</p> <p>Submit this to Google Classroom by Friday.</p>	Country of origin	Religious objects and symbols	Religious traditions and practice	What year did your family migrate to Australia?				
Country of origin	Religious objects and symbols	Religious traditions and practice	What year did your family migrate to Australia?							

Social Learning	Learning Intention	Task
Wednesday	LI: We are learning to recognise our strengths	Task: Create a poster or a list of all your strengths, things you are good at and proud of. You may wish to draw pictures and illustrations to decorate your work. Submit your work to Google Classroom.

W3 BOY OVERBOARD LITERACY ACTIVITIES

Monday 18/10: Begin working on the Chapter Thirteen, Fourteen, Fifteen and Sixteen 'Comprehension' and Looking 'Deeper' questions. These need to be completed and submitted to Google Classroom by the end of tomorrow.

Tuesday 19/10: Begin working on the Chapter Thirteen, Fourteen, Fifteen and Sixteen 'Comprehension' and Looking 'Deeper' questions. These need to be completed and submitted to Google Classroom by the end of today.

Thursday 21/10: Begin working on the Chapter Seventeen, Eighteen and Nineteen 'Comprehension' and Looking 'Deeper' questions. These need to be completed and submitted to Google Classroom by the end of tomorrow.

Friday 22/10: Begin working on the Chapter Seventeen, Eighteen and Nineteen 'Comprehension' and Looking 'Deeper' questions. These need to be completed and submitted to Google Classroom by the end of today.

Boy Overboard Chapter Thirteen, Fourteen, Fifteen and Sixteen



Comprehension

1. Why do you think Bibi asks the same questions repeatedly after they leave the stadium and when they're in the truck?
2. What does Jamal mean when he tells Bibi that they're just a family?
3. How does Jamal's family feel about leaving Afghanistan? Use the text to explain your answer.
4. Why do Jamal's parents want to take them to Australia?
5. What does Jamal learn about Australia?
6. Why do you think everyone surrounded the UN people?

Vocabulary

1. telescopic
2. plough
3. lurching
4. geography
5. refugee
6. scowl
7. crescent
8. hysterical
9. contribution
10. roadblocks

Look Deeper

Refugee Camp

1. What do we learn about the refugee camp from these chapters?
2. Why do you think the author chose to show the readers these parts of the refugee camp?

Boy Overboard Chapter Seventeen, Eighteen and Nineteen



Comprehension

1. Why do you think everyone around them hid while Jamal's father talked with the smugglers?
2. How do you think Jamal feels about going to Australia? Use the text to explain your answer.
3. What do we learn about Jamal's background from his discussions about planes?
4. How do you think the members of Jamal's family feel about selling the candlestick?
5. How would you describe the plane trip?
6. What does Jamal realise they'll have to do now the candlestick is sold?

Vocabulary

1. exaggerating
2. frantically
3. pawnbrokers
4. convoy
5. stagger
6. genuine
7. relic
8. jolting
9. smuggler
10. pleading

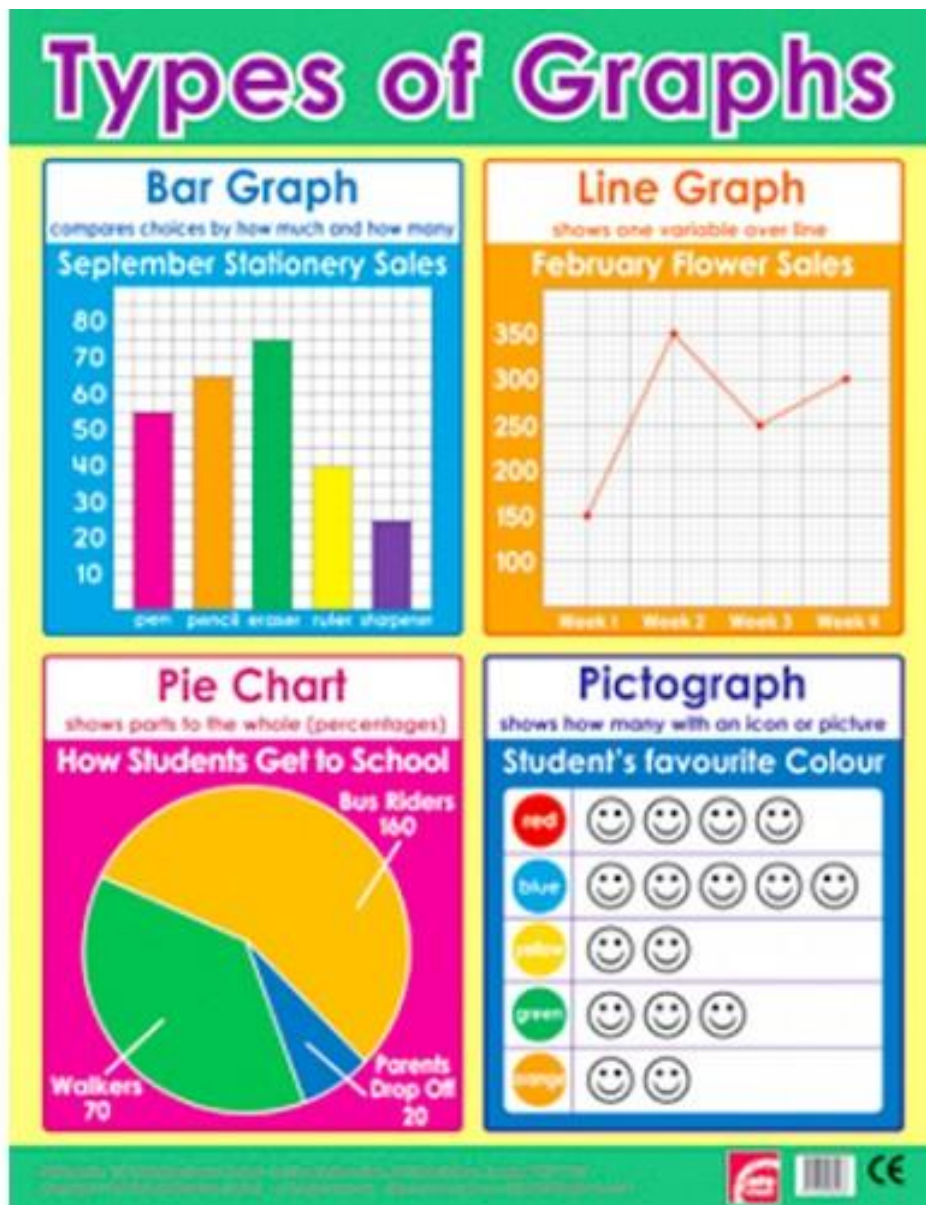
Look Deeper

Ancestors

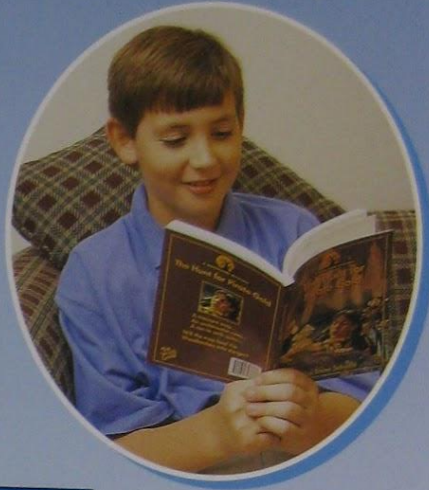
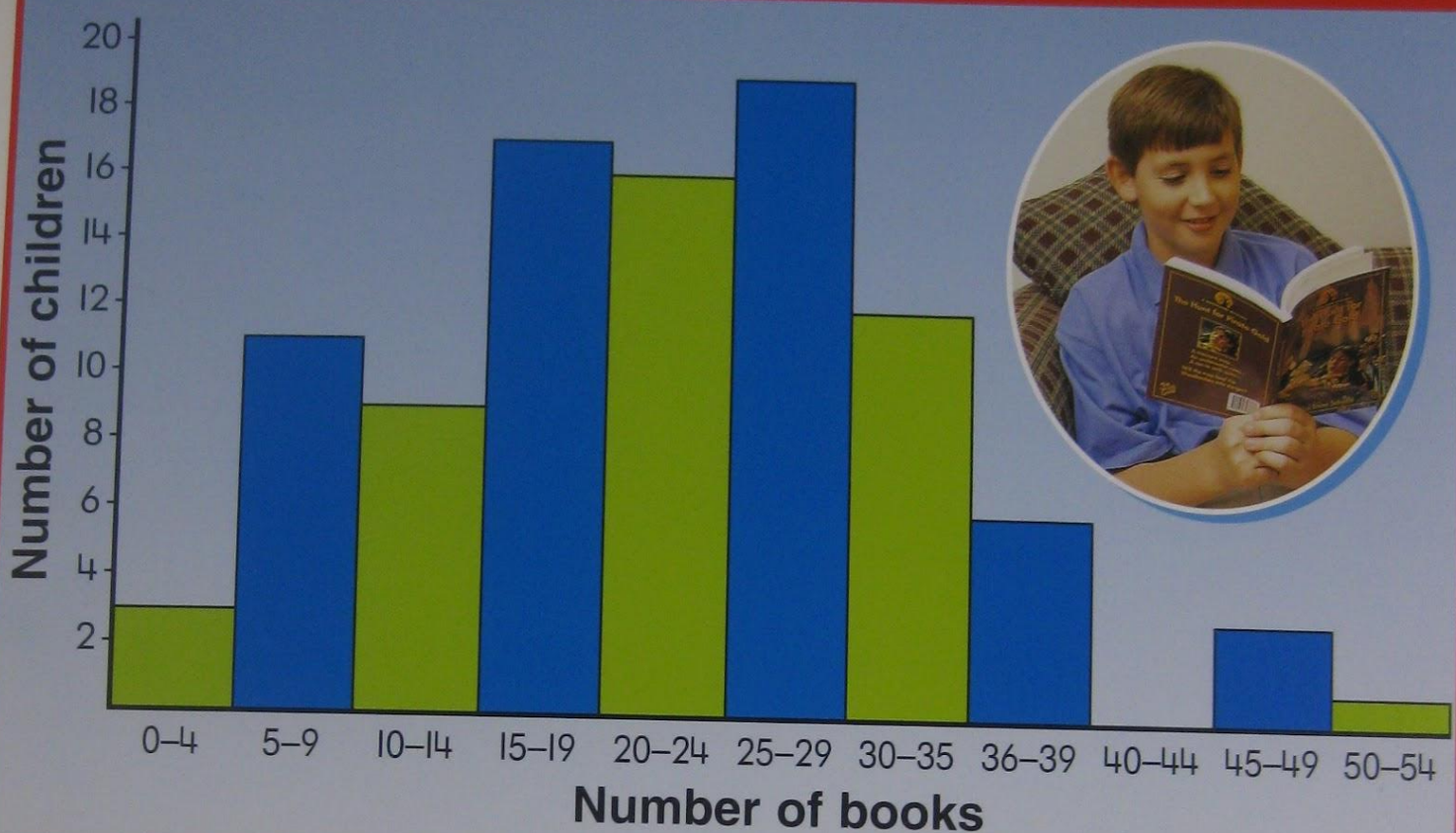
Jamal talks about how the family candlestick links him with his ancestors

1. Why do you think the ancestors are so important to him?
2. What do you know about your ancestors?

GRAPHS TELL STORIES



BOOKS READ (in one year)



1. Describe the steps you think were used to collect the data and make the bar graph.
2. Choose one of these cards. Identify the bar in which that data was recorded.
Give the number of children for that bar.

Jasmin
17 books

Daniel
20 books

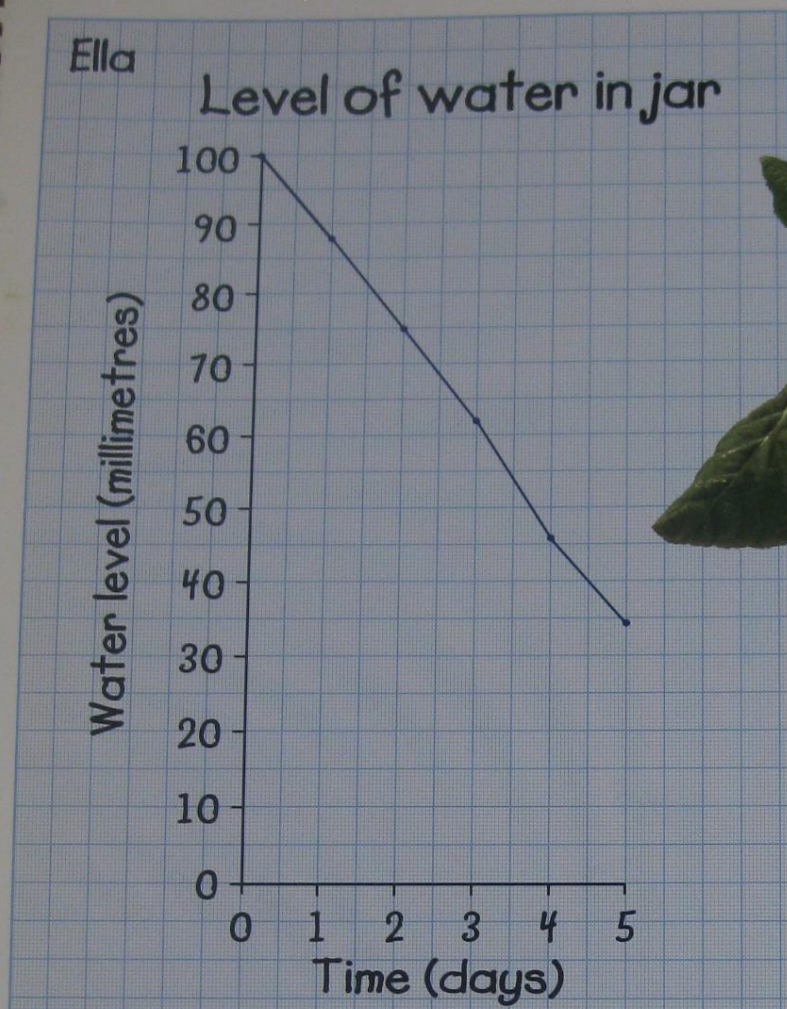
Leah
38 books

Fiona
9 books

3. How many children read:
 - more than 35 books?
 - fewer than 20 books?
 How many children in total were surveyed?
4. Look at the bar for 5-9 books.
How many books in total do you think that group might have read? How did you decide?

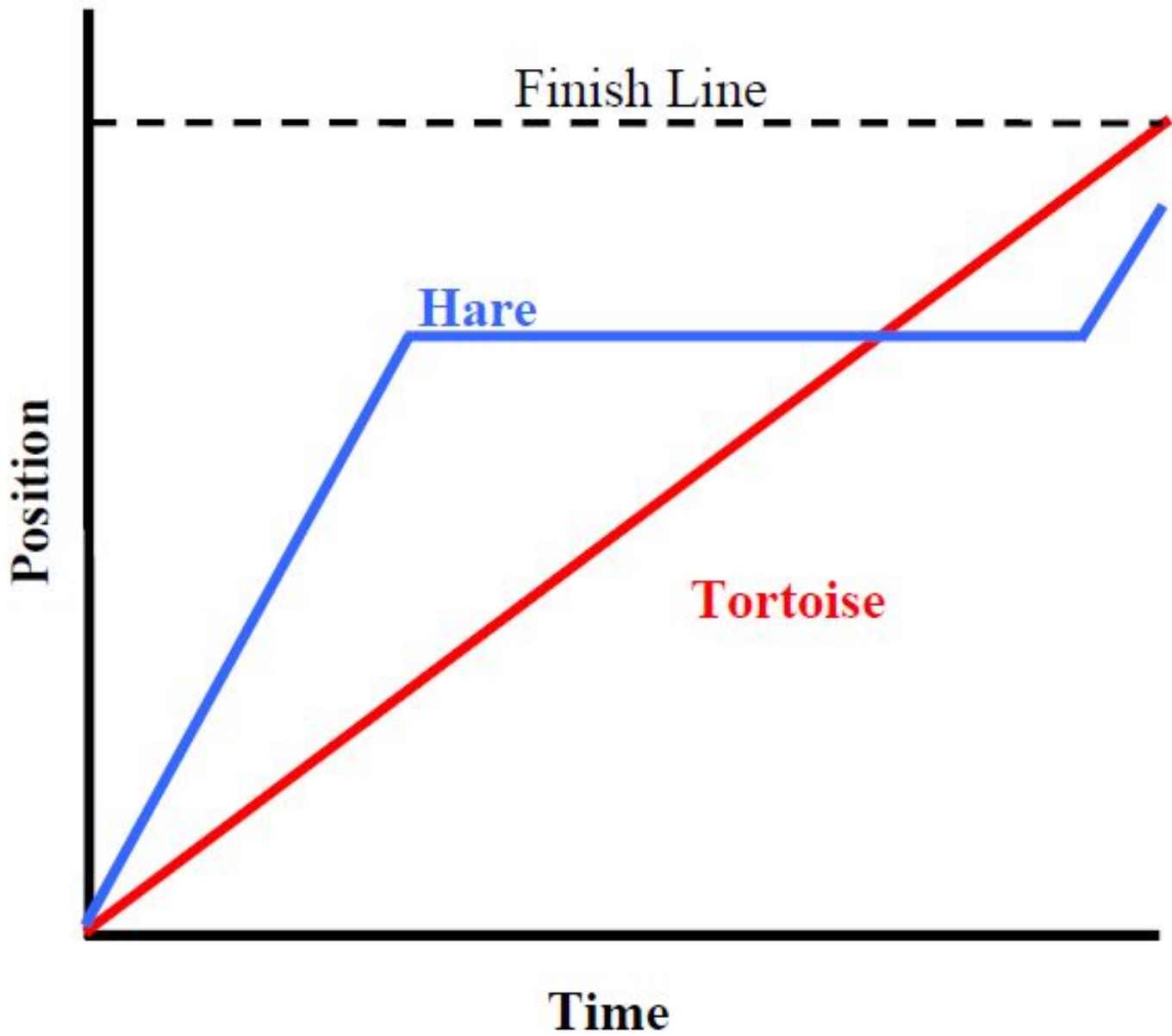
Draw a Bar Graph to represent the data below

Sports	Tally	No of Students
Basketball	 I	6
Ice Hockey		5
Baseball		4
Soccer		2



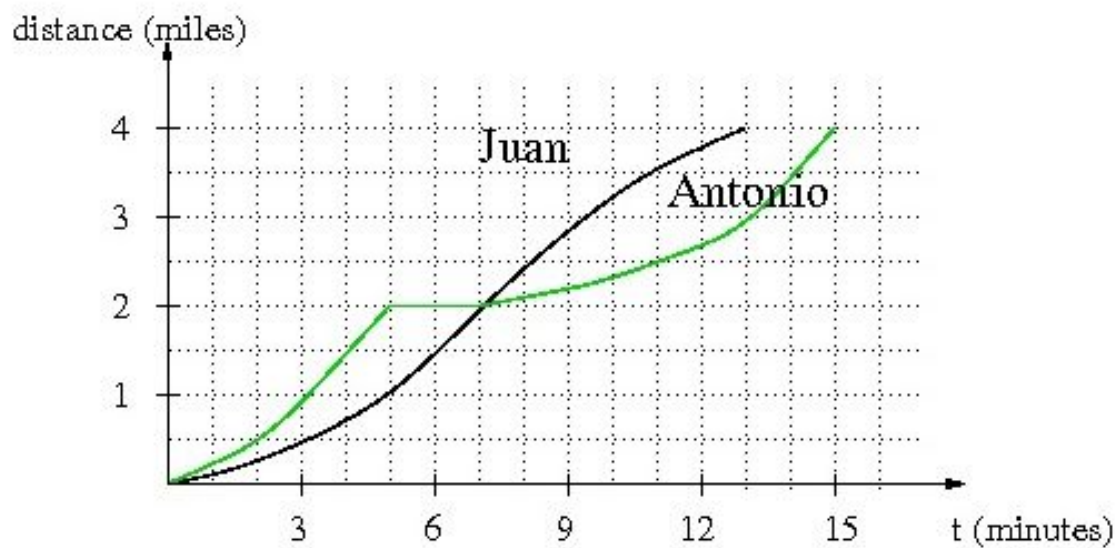
1. What was Ella's experiment about?
What steps do you think she followed?
2. What happened to the level of water in the jar over the 5-day period? Why?
3. How deep was the water in the jar:
 - at the start of the experiment?
 - after 5 days?
 What was the total fall in water level?
4. What was the water level:
 - after 1 day?
 - after 4 days?
5. Between which 2 consecutive readings did the plant use the greatest amount of water?

Write a story that describes what is happening in this graph.



Task

Antonio and Juan are in a 4-mile bike race. The graph below shows the distance of each racer (in miles) as a function of time (in minutes).



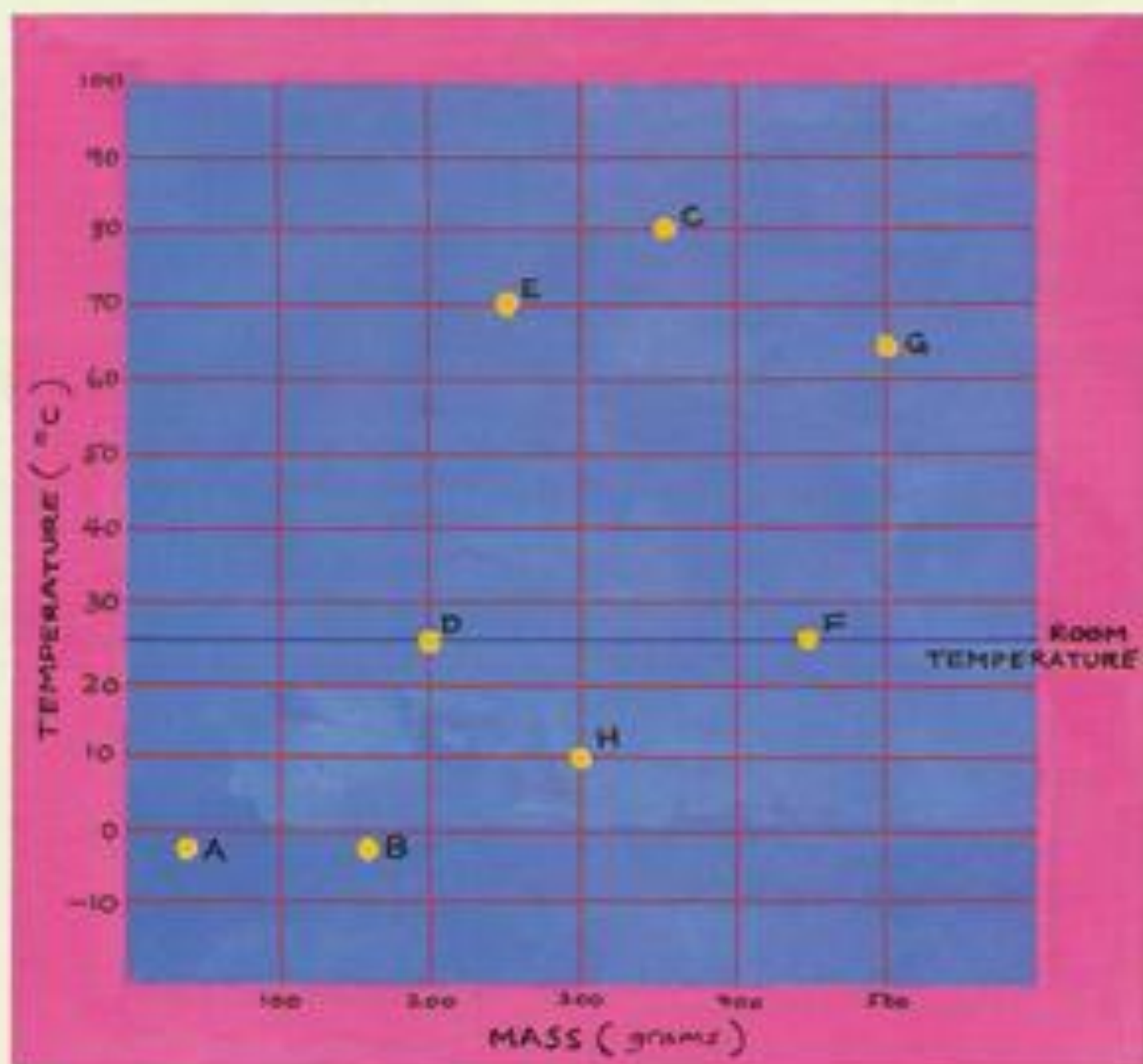
- Who wins the race? How do you know?
- Imagine you were watching the race and had to announce it over the radio, write a little story describing the race.

We can classify objects in numerous different ways. These objects have been classified according to their temperature and mass.



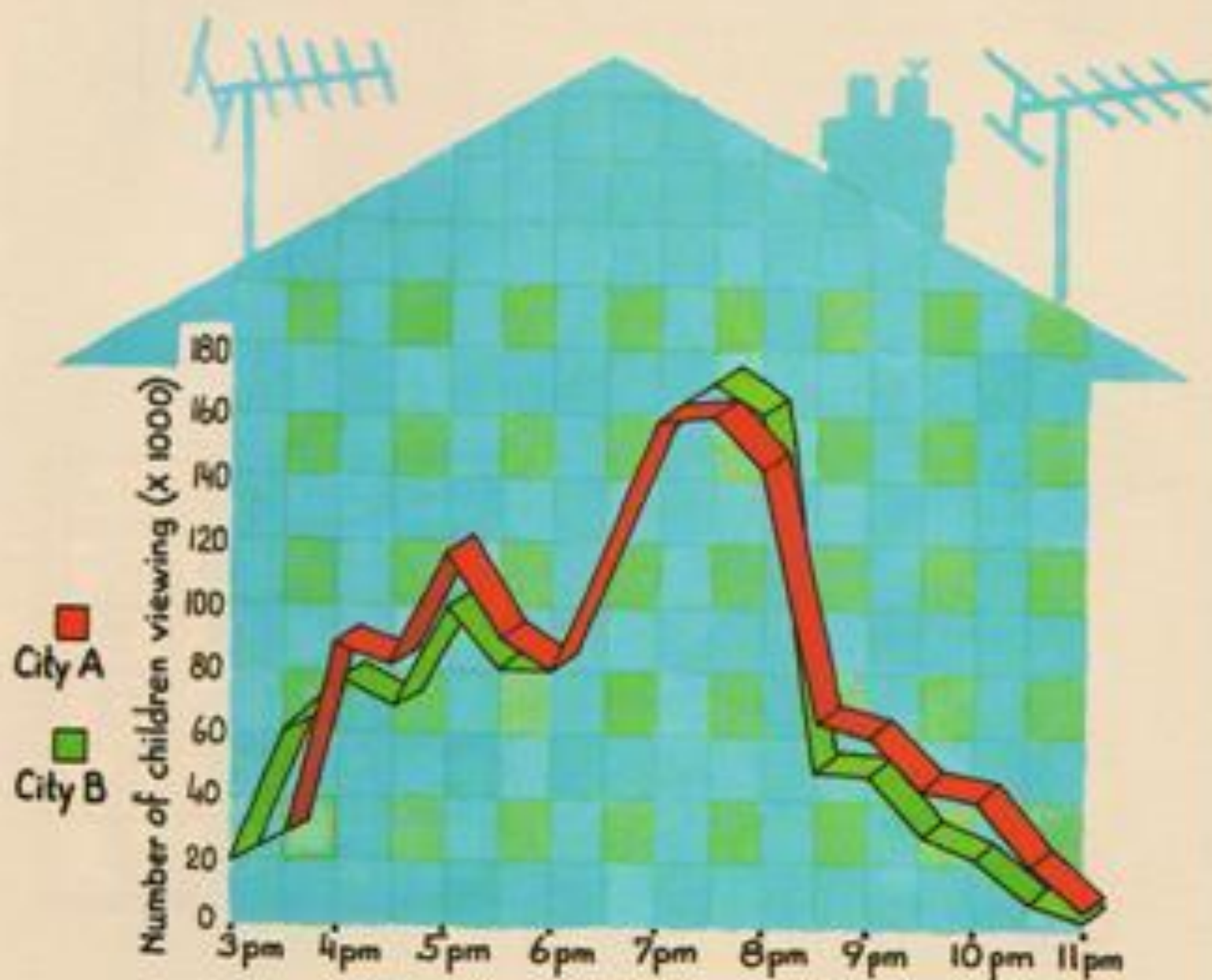
Each letter on the graph represents the temperature and mass of one of the objects.

Which letter matches which object? How do you know?



Find objects to match the remaining letters on the graph.

This graph shows the results of a survey conducted in two cities of the times when primary school children watch television each week day.



At what time are the greatest number of children watching TV in City A/City B?

How many children are watching at these times in each city?

How many more children are watching TV in City A than City B at 5.00 p.m./8.00 p.m.?

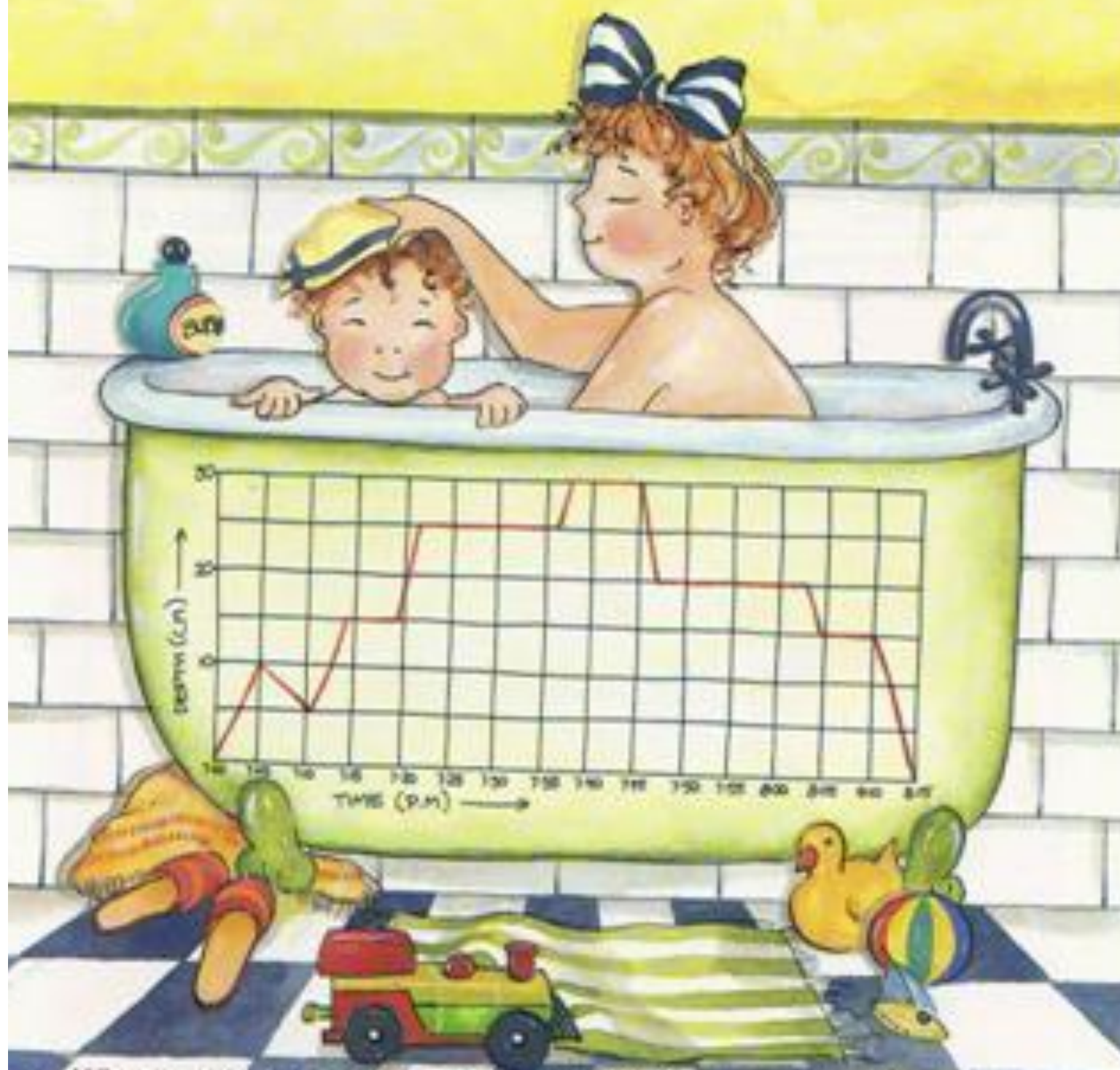
Why does the number of children watching TV drop between 5.00 p.m. and 6.00 p.m.?

Unit 8: Data Handling

Aims: Interpreting data

Making predictions based on data

Hannah is sharing a bath with her baby brother Max. This graph charts the level of water over the time they have their bath.



What happens to the water level between 7.05 p.m. and 7.10 p.m.? Why?

When does Hannah/Max get in the bath?

How much does the water level rise when they each get in?

Who gets out first?

How long do they each stay in the bath?

Write a report explaining the information on the graph.

Unit 9: Volume, Mass, Capacity and Temperature

Aims: Applying the formula for a rectangular prism

Relating the units of capacity, volume and mass



Model fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$

Name: _____

Date: _____

Fractions and Decimals

Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole (VCMNA136)

Understanding

- Shade the following fractions in the shapes below.
- Draw a line from the given fractions to their position on the number line below.



$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$



$\frac{1}{2}$

$\frac{2}{3}$

$\frac{1}{4}$

$\frac{3}{5}$

Fluency

- Organise the shaded fractions from smallest to largest by numbering 1 (smallest) to 4 (largest).
- Organise the fractions below from largest to smallest.



$\frac{3}{4}$

$\frac{1}{5}$

$\frac{1}{2}$

$\frac{1}{3}$

$\frac{2}{2}$

Problem Solving

- The vowels of the alphabet are written below. What fraction of the letters in each word are vowels?
- What fraction of the coins below are 10 cents?

A E I O U

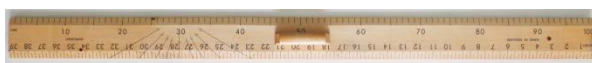
- Australia _____
- Footpath _____
- Story _____



Fraction = _____

Reasoning

- What fraction of 1 metre are the following measurements?
- Lucy takes 8 jelly beans from a jar, 3 of them are blue and 5 of them are green. What fraction of jelly beans are blue?



- 20cm _____
- 50cm _____
- 25cm _____



Compare and order unit fractions

Name: _____

Date: _____

Fractions and Decimals

Compare and order common unit fractions and locate and represent them on a number line (VCMNA187)

Understanding

1. Draw a line from the given fractions to their position on the number line below.



$\frac{1}{6}$ $\frac{3}{6}$ $\frac{2}{6}$ $\frac{5}{6}$ $\frac{6}{6}$

2. Draw a line from the given fractions to their position on the number line below.



$\frac{1}{7}$ $\frac{5}{7}$ $\frac{2}{7}$ $\frac{7}{7}$ $\frac{4}{7}$

Fluency

1. What fraction is marked on the number line below?



2. Shade $\frac{2}{9}$ of the shape below.



Problem Solving

1. Phillip has $\frac{5}{8}$ of a full tank showing on his petrol gauge in his car. Circle the locations below that he can drive to.



Melbourne = $\frac{3}{4}$ of a full tank

Bendigo = $\frac{6}{12}$ of a full tank

Shepparton = $\frac{8}{10}$ of a full tank

2. Amy has $\frac{3}{4}$ of a cup of milk in the fridge and wants to make some pancakes. The recipe says she needs $\frac{4}{6}$ of a cup of milk to make pancakes. Can she make them?



Reasoning

1. Arrange the fractions below from smallest to largest.

$\frac{1}{4}$ $\frac{1}{2}$ $\frac{2}{6}$ $\frac{1}{5}$ $\frac{6}{8}$ $\frac{2}{3}$

2. On the number line below show the location of the fractions from the list and circle the largest fraction.



$\frac{4}{5}$ $\frac{3}{6}$ $\frac{9}{10}$ $\frac{6}{8}$



HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 8312-0900



Week 3 Physical Education TASK Grade 3 & 6 Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 3 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

Warm-Up 5 Minutes I'm learning to warm-up correctly. <ul style="list-style-type: none">• 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: Link: Work-up with Mr H
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	 <p>Warm up with Mr. Herrera</p>
<p>Activity or Skill Yoga Sessions</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I'm learning to push myself and see how fit I am during this yoga session. 	<p>ACTIVITY</p> <p>Link: Feel Good Fit Flow Yoga with Lucy The Body Coach TV</p> 
<p>Warm-Down</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I'm learning to stretch correctly after my main activity. 	<p>Warm down for 5 to 10 minutes:</p> <p>Link: Here's a STRETCHING routine you can use in any PE lesson + learn the muscles (part 1)</p> 

Stay Safe and take care of your family.
Mr. Herrera Physical Education Teacher.



Year 3- 6, Term 4 Week 3: DIGITAL TECHNOLOGY: e-Safety

1. Watch the video about *Cybersmart Forever* - Take up the challenge! Be smart about sharing things online.
<https://vimeo.com/227210174>
2. Discuss the various parts from the video with your parents or friends
3. Complete the worksheet Share/Post/Delete

Read the following scenarios and decide what to do with the image. Circle the emoji that best describes the action you should apply to the image.



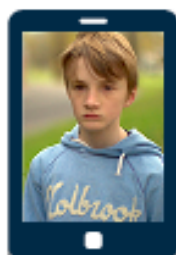
POST - This is a photo you would be happy for anyone to see



SHARE - This is someone else's photo that you could share



DELETE - This is a photo that should go straight in the trash



A classmate took this photo of one of your friends. He's looking grumpy!



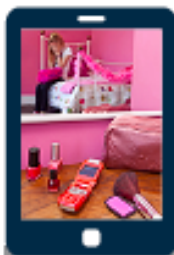
Your mum took this pic of you and your horse and sent it to you. You want to share it with your close friends.



You took this selfie of you and your friend. It's so cute but her parents don't let her post pictures online.



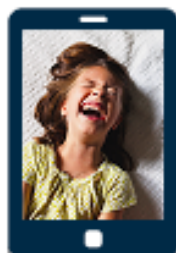
You took this pic of your mum running. It looks pretty artistic and posted it on her picstagram. She said it's ok to share.



You took this sneaky pic of your sister crying. You're having a fight and want to share it with your best friend.



You took this picture of your friend when you were hanging out. He said you could post it and tag him.



Your mum took this picture when you were having a great time. You've checked with her and she agrees it's cute.



Your Dad took this picture of your family on holiday. You've been asked by your teacher to share holiday pictures with the class.



You took this picture of your friend. You ask him to share it and he agrees but looks really worried.

Music Term 4 Week 3

Gr. 3-6

Ging Gang Gooli

Listen to and sing along to this fun song 'Ging Gang Gooli'.
Watch my video on Dojo for actions to go with it.

Ging Gang Goolee, Goolee, Goolee, Goolee Watcha
Ging Gang Goo Ging Gang Goo
Ging Gang Goolee, Goolee, Goolee, Goolee Watcha
Ging Gang Goo Ging Gang Goo
Hayla, Hayla Shayla, Hayla Shayla Hayla Ho-o-o!
Hayla, Hayla Shayla Hayla Shayla Hayla Ho-o-o!
Shalawally shallaway shalawally shalawally!
Oompah, Oompah, Oompah, Oompah!

Answer these questions:

- What is its speed: _____BPM (use the metronome)
- Tell me which Italian music word describes the song's tempo. _____
- Some parts of the song are sung slow and some sung fast. Which words are sung fast?



Holy Eucharist Catholic Primary School

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Phone: 8312 0900 Fax: 9366 8192

www.hestalbandsst.catholic.edu.au



GRADES 5 and 6

Visual Arts Term 4 Week 3

Learning Intentions:

This week you are going to draw money in 3D, you might have saved for a special event or a celebration such as Christmas or a Birthday.

People around the world start saving money to buy gifts for an occasion, travel to visit relatives, organize parties or give to charities etc.

How observant are you?

See if you can copy this money or create and draw your own money with your name or initial on it. If you like you can colour the coins and the notes.



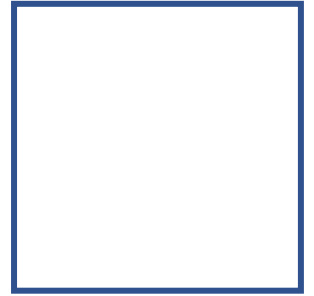
Name: _____ Class: _____ Date: _____

Translate the following sentences and put the correct food in the box.



wǒ bù xǐ huān chī jī ròu.

wǒ xǐ huān chī niú ròu.

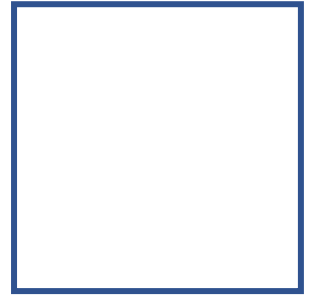


Translate: _____



wǒ bù xǐ huān chī zhū ròu.

wǒ xǐ huān chī jī ròu.

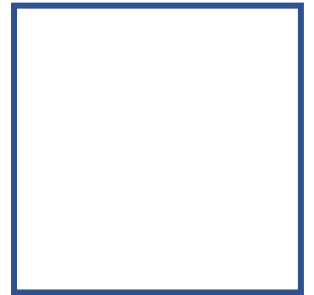


Translate: _____



wǒ bù xǐ huān chī jī ròu.

wǒ xǐ huān chī zhū ròu.



Translate: _____

