



**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**

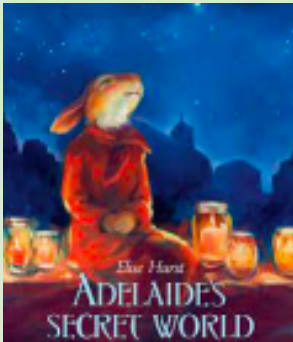
**Week Beginning - Monday 4th of October  
2021**

# Grade 4 Learning from Home Timetable- Term 4 Week 1

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.**

	Monday	Tuesday	Wednesday	Thursday	Friday
<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 Revise Equivalent Fractions Monday <a href="#">Worksheet Mild</a> Monday <a href="#">Worksheet Hot</a> <b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b> <hr/> <b>9:40-10:20: Miss McNally's Google Meet with her Maths rotation group.</b>	Maths Revise Improper to Mixed Fractions Tuesday <a href="#">Worksheet Mild</a> Tuesday <a href="#">Worksheet Hot</a> <b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b>	Maths Revise Mixed to Improper Fractions Wednesday <a href="#">Worksheet Mild</a> Wednesday <a href="#">Worksheet Hot</a> <b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b> <hr/> <b>9:40-10:20: Miss McNally's Google Meet with her Maths rotation group.</b>	Mass <b><u>JOIN YOUR TEACHER ON THE GOOGLE MEET TO PARTICIPATE IN THE MASS TOGETHER.</u></b> <hr/> <b>Highway Heroes</b> Read through the <a href="#">SPICE</a> poster. Complete the <a href="#">worksheet</a> to do with SPICE. <b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b>	Reading Rotations: <b><u>Visual Literacy</u></b> <b>W.A.L.T:</b> show our understanding of the text by using the skill text to world connection. <b>W.I.L.F:</b> Complete the visual literacy text " <a href="#">Applesauce Day</a> " Remember to answer the questions onto the slides in full sentences. <b>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b>
<b>10:00-11:00</b>	Reading	Writing	Reading	Writing	Reading Rotations:

	<p><b>WALT:</b> read and follow the instructions.  <b>WILF:</b> decoding, following instructions, revising  <b>Shared reading:</b> <a href="#">Let's Eat</a></p> <p>Student's listen to the story of Let's Eat.  Who is telling the story?  What are the dinners in the family like?  Why are they like this?</p> <p><b>Pre Assessment</b>  Students fill in the following <a href="#">document</a> demonstrating their understanding of what a celebration is:</p> <p><b>10:20- 11am Miss McNally's Tutoring group please join the Google Meet.</b></p>	<p><b>WALT:</b> Link in emotions with vivid memories.  <b>WILF:</b> composing, sentence structure, descriptive language, spelling and grammar, editing</p> <p><b>Part A:</b> Write down a memory you can vividly remember.</p> <p><b>Part B:</b> Why do you think you remember this so well? Try connecting one or more emotions to this memory.</p> <p><b>Part C:</b>  <b>Written:</b> Write your memory in less than a page. Do the emotions come out in your words?</p> <p><b>Visually:</b> With the memory you have written down, draw an image that expresses how you felt during the experience.</p> <p><b>Verbally:</b> With your memory that you have written down, record yourself to send to your teacher.</p> <p><b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>	<p><b>Shared Reading:</b> <a href="#">Celebrations around the world</a> Slides 6-10</p> <p>Read through the slides and discuss with the students what is a National Celebration.  Ask them to explain what is the difference between a celebration and a National Celebration.  Students then design a symbol or image to represent each of the National Celebrations they have just learnt about and write one fact for each on the <a href="#">powerpoint document</a>.</p> <p><b>10:20- 11am Miss McNally's Tutoring group please join the Google Meet.</b></p>	<p><b>WALT:</b> Develop ideas to write a story.  <b>WILF:</b> composing, sentence structure, descriptive language, spelling and grammar, editing</p> <p>With the vivid memory you have come up with yesterday, come up with different seeds (ideas) for stories that you could write about (15 minutes).</p> <p>Rocket Writing: Choosing one of the seeds from your brainstorm, complete 15 minutes of rocket writing.</p> <p>Remember to edit your work for errors.</p>	<p><a href="#">Adelaide's Secret World</a>  <b>Username:</b> heps3021  <b>Password:</b> heps3021</p>  <p><b>Before Reading:</b></p> <ol style="list-style-type: none"> <li>1. Predict what the secret world would look like.</li> <li>2. What are 5 types of emotions do you think the main character would experience? Why?</li> </ol> <p><b>During Reading:</b></p> <ol style="list-style-type: none"> <li>1. What assumptions did Adelaide make about the other characters in the story?</li> <li>2. How does Adelaide overcome her shyness?</li> </ol> <p><b>After Reading:</b></p> <ol style="list-style-type: none"> <li>1. Create a comic strip of the key events that occurred.</li> </ol>
<b>11:00-12:00</b>	<p><b>LUNCH/QUESTIONS WITH TEACHER</b>  If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video</p>	<p><b>LUNCH/QUESTIONS WITH TEACHER</b>  If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video</p>	<p><b>LUNCH/QUESTIONS WITH TEACHER</b>  If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your</p>	<p><b>LUNCH/QUESTIONS</b>  If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher.  4JK</p>	<p><b>LUNCH/QUESTIONS</b>  If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher.  4JK</p>

	with your teacher. 4JK 4BB 4KB	with your teacher. 4JK 4BB 4KB	teacher. 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.  Make a list of all the characters in your story so far. <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.  Make a prediction of what you think will happen next, using the clues from the pages read and share with an adult you have been reading with. <a href="#">4KB img4525</a> <a href="#">4JK: urs5163</a> <a href="#">4BB: awj5442</a>
<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>ICT</b> Ms Faraj Check Google Classroom stream for activity.	Reading Rotations:  <a href="#">The Moon Landing</a>
<b>1:00-2:00</b>	Religion <b>WALT:</b> Understand the history of the rosary. <b>WILF:</b> analyse the provocation/wordle, vocabulary relating to rosary, prayers  <b>THE ROSARY-Pre-Assessment</b>  <b>Tuning In - Lesson 0 - Provocation (Wordle/Picture Chat)</b>  <b>YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b>	Inquiry <b>Shared reading: <a href="#">Celebrations around the world</a> Slides 1-5</b>  Using the powerpoint students write down 6-10 facts that they have learnt about celebrations.  Students then complete the document " <a href="#">Is it a celebration?</a> " They need to identify whether an event is or isn't a celebration and explain why or why not.  <b>YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b>	Religion <b>Rosary</b>  <b>WALT:</b> Understand the history of the rosary. <b>WILF:</b> vocabulary relating to rosary, prayers Students work on the <a href="#">powerpoint document</a> to demonstrate their understanding of The Rosary.  <b>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b>	<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.

2:00-2:30	BREAK	BREAK	BREAK	BREAK	BREAK
2:30 -3:00	<p>Wellbeing</p> <p>While listening to <a href="#">meditation music</a>, write a paragraph long letter to your teacher to tell them what you did on the holidays.</p>	<p>Spelling</p> <p>Here is a real challenge for you, as one of these will be given out to class peers to do.</p> <p>Using the spelling words you have this week, create a word find with all the words. In the boxes that are blank fill them in with the letters of the alphabet. Take a photo and return to your teacher.</p> <p><a href="#">4JK &amp; 4KB Spelling words</a>  <a href="#">4BB Spelling words</a></p>	<p>Spelling</p> <p>Meaningful Sentences</p> <ol style="list-style-type: none"> <li>1. Say the word aloud</li> <li>2. Write the word</li> </ol> <p>Repeat for each word.</p> <ol style="list-style-type: none"> <li>3. Now write all of your words in meaningful sentences.</li> </ol>	<p>Spelling</p> <p>Spelling Points</p> <ol style="list-style-type: none"> <li>1. Say the word aloud</li> <li>2. Write the word</li> </ol> <p>Work out how many points each word is worth.</p> <p>Graph = 2 points  Digraph = 5 points  Trigraph = 10 points.</p> <p>Repeat for each word.</p>	<p>Wellbeing</p> <p>Watch the video '<a href="#">Now</a>' and write down 5 things that you are grateful for and why.</p>
3:00-3:15	<p><b>PACK UP</b></p> <p>Check in with the teacher and Submit/take photos of work on google classroom page.</p> <p>If needed via google classroom</p>	<p><b>PACK UP</b></p> <p>Check in with the teacher and Submit/take photos of work on google classroom page.</p> <p>If needed via google classroom</p>	<p><b>PACK UP</b></p> <p>Check in with the teacher and Submit/take photos of work on google classroom page.</p> <p>If needed via google classroom</p>	<p><b>PACK UP</b></p> <p>Check in with the teacher and Submit/take photos of work on google classroom page.</p> <p>If needed via google classroom</p>	<p><b>PACK UP</b></p> <p>Check in with the teacher and Submit/take photos of work on google classroom page.</p> <p>If needed via google classroom</p>

## Celebrations- What do I know?

What is a celebration?	
Who participates in a celebration?	
Why do people celebrate?	
How do people celebrate?	
When do people celebrate?	
Where do people celebrate?	
What celebrations do you know?	

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

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

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

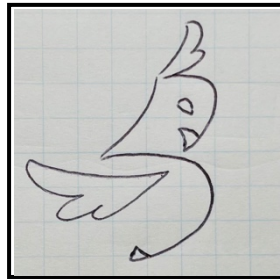
Chinese characters might look difficult to write and memorise, but you can use your creativity to help you remember these Characters.

For example:

niǎo



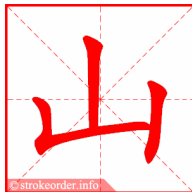
Bird



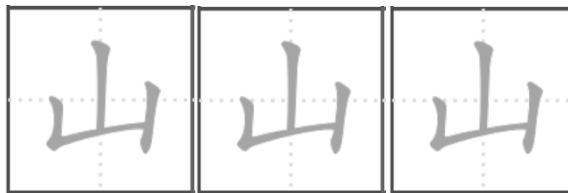
The Chinese character for “bird” looks like a drawing of a bird!

**Now it's your turn!** Turn these Chinese characters in to drawings that can help you remember its meaning and its form.

shān

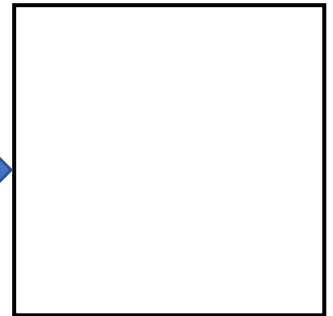


mountain

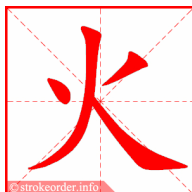


Trace it!

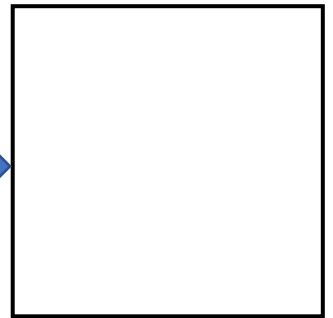
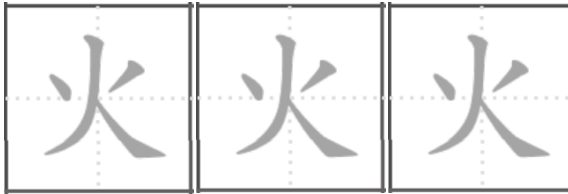
Draw it!



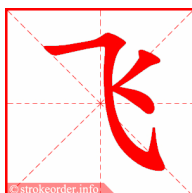
huǒ



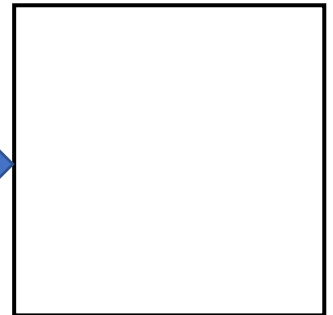
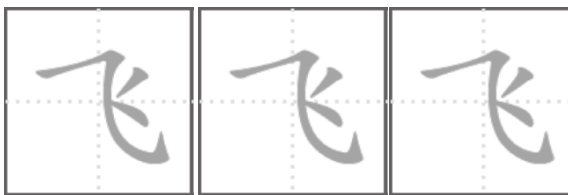
Fire



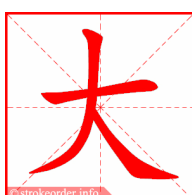
fēi



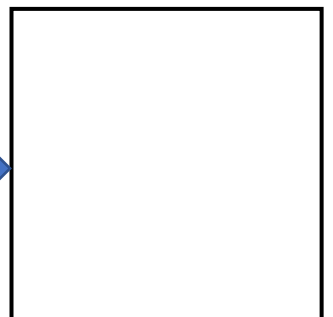
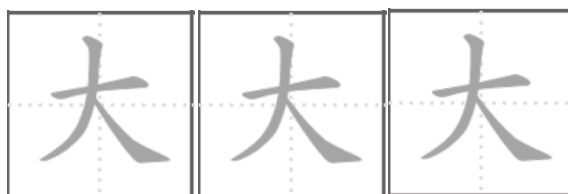
to fly



dà



Big





# 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)



Grades 3 and 4

**Learning Intentions: We are learning to create a Moana celebration streamer relating with our Inquiry theme on 'Celebrations'.**

Please watch the video to get ideas:

<https://www.youtube.com/watch?v=TrMtQ4Mc688>

Moana celebration streamer

**Materials needed:**

Coloured papers

Scissors

glue or glue stick



Moana

ocean

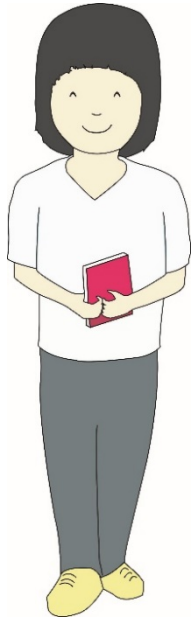
Moana—pronounced “moh-AH-nah in Polynesian language means related to water referring to places surrounded by water like Samoa or Hawaii

- If you don't have coloured paper use white or use coloured pencils to draw a moana garland
- You can recycle old streamers to get coloured paper or create your own



## LEADER RESOURCE 3

### The Friendliness SPICE



**S**mile & say "Hello."

**P**raise

"You're great at netball."

"Way to go on that test!"

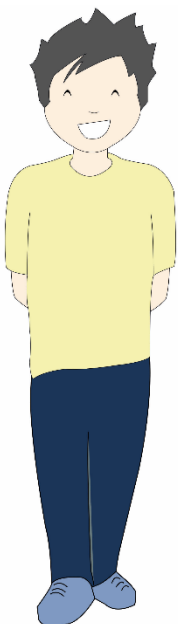
"You're really kind."

**I**nvoke

"Should we sit together?"

"That looks fun. Can I play?"

"Can you teach me that?"



**C**hat

"I've also read that book!"

"Where did you go on holiday?"

"My little brother does that."

**E**njoy

#### **BODY LANGUAGE COUNTS!**

Use eye contact.

Nod your head and smile.

Chin up, shoulders back.

Listen, try not to interrupt.

# Is it a celebration?

Event	Is it a celebration?	Why/Why not
Finishing highschool		
Eating all your dinner		
Baptism		
A Birthday		
Tying your shoelaces		
Passing your driver's test		
Not sleeping through your alarm		
Stopping at a red light		
Christmas		
Sunday Night Family Dinner		

**Monday: Equivalent Fractions: Hot**

$\frac{3}{9} = \frac{?}{18}$	$3 \frac{1}{3} = 3 \frac{?}{15}$
$\frac{7}{9} = \frac{28}{?}$	$8 \frac{1}{9} = 8 \frac{?}{18}$
$\frac{3}{2} = \frac{?}{10}$	$7 \frac{3}{4} = 7 \frac{?}{36}$
$\frac{5}{7} = \frac{?}{42}$	$2 \frac{3}{5} = 2 \frac{?}{10}$
$\frac{10}{4} = \frac{?}{8}$	$8 \frac{5}{12} = 8 \frac{?}{60}$

**Monday: Equivalent Fractions: Mild**

$\frac{1}{2} = \frac{?}{4}$	$\frac{3}{4} = \frac{?}{8}$
$\frac{1}{5} = \frac{?}{15}$	$\frac{6}{10} = \frac{?}{40}$
$\frac{1}{4} = \frac{?}{12}$	$\frac{2}{8} = \frac{?}{24}$
$\frac{1}{6} = \frac{?}{18}$	$\frac{3}{2} = \frac{?}{10}$
$\frac{2}{3} = \frac{?}{9}$	$\frac{12}{10} = \frac{?}{20}$

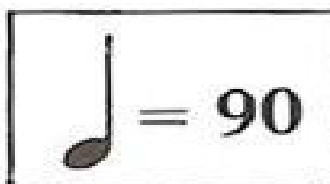
## Music Term 4 Week 1

### Gr. 3-6

In preparation for learning about Tempo (fast and slow) in music this term, click on this link and experiment with different speeds on a **metronome**. Don't know what a **metronome** is? Click here and find out.

[Online metronome](#) | [FREE interactive METRONOME](#)

Italian	English	Beats per minute
<i>Presto</i>	Very fast	168-208
<i>Allegro</i>	Fast	120-168
<i>Moderato</i>	Moderate speed	108-120
<i>Andante</i>	Moderate walking speed	76-108
<i>Adagio</i>	Slow (literally "at ease")	66-76
<i>Largo</i>	Slow and solemn	40-66



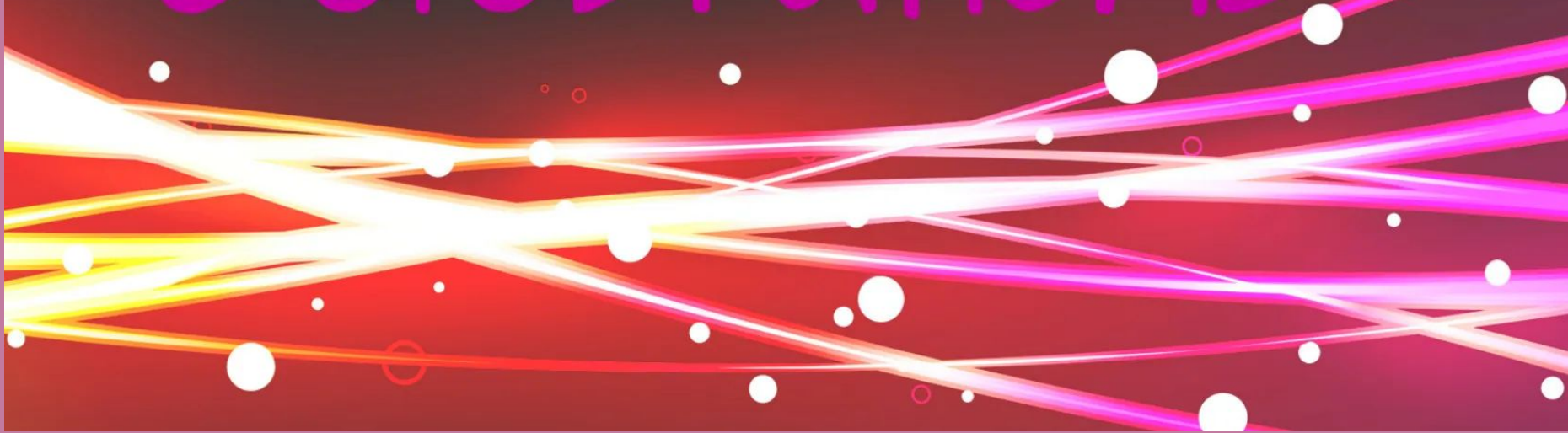
#### Tempo instruction

This sign means that the music has a tempo of 90 beats per minute.

These are the Italian words for different speeds. Try each of the numbers on the **metronome**.

Find out what speed your favourite music is using the **metronome**.

# Celebrations



What is the difference between a celebration and a  
National Celebration

# Australia Day

Symbol	Fact



# Independence Day

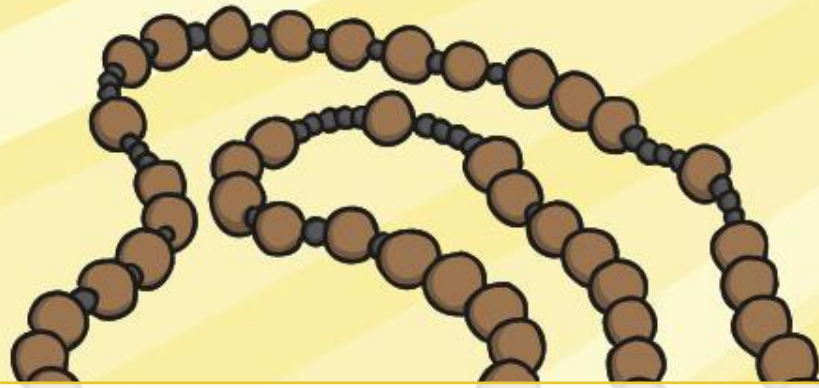
Symbol	Fact

# Bastille Day

Symbol	Fact

# St Patrick's Day

Symbol	Fact



# The Holy Rosary

Mary's Prayer



**Why do we pray the rosary and who do we pray it to?**



twinkl

**What is the purpose of the rosary?**



twinkl

**What are Rosary Beads and how does this help us pray the rosary?**



**What prayers do we pray in the Rosary?**



twinkl





# 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)



## Term 1 Weeks 1: Grades Four - Six

### DIGITAL TECHNOLOGY: e-Safety

#### 1. Watch the video about **Cyberbullying** - You're not alone.

In this video Hector and his friends celebrate being good digital citizens and help their good friend Ming to deal with a cyberbully. The link to the video - <https://vimeo.com/113869728>

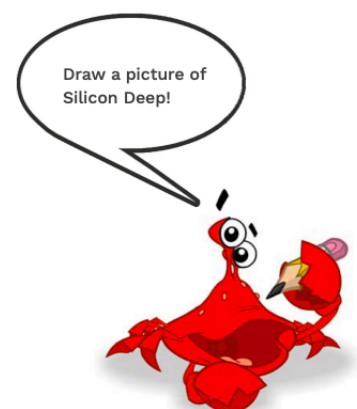
#### 2. Complete this paragraph:

*Cyberbullying is when technology, like the internet or a mobile phone, is used to make someone feel \_\_\_\_\_. Some jokes are funny, but teasing and making someone feel \_\_\_\_\_ is not a joke. When Hector saw that Ming was sad he felt \_\_\_\_\_. Constable Solosolave said that we should never stand by and let \_\_\_\_\_ things happen to people in our community. Ming's friends were \_\_\_\_\_ when she re-joined them at Digital Citizens' Day. When Brooke and Bella realised that what they did was wrong they said they were really \_\_\_\_\_. The friends learned it is not okay to tease someone even if it is just a \_\_\_\_\_. Ming learned that talking to someone about a problem will make you feel \_\_\_\_\_.*

#### 3. How to be responsible:

Make a list of strategies for being responsible with photos, digital cameras & mobile phones

#### 4. Draw a picture:





# HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 8312-0900



## Week 1 Physical Education TASK Grade 3 & 6 Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 1 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@hestalbansth.catholic.edu.au](mailto:heribert.herrera@hestalbansth.catholic.edu.au)

<p><b>Warm-Up 5 Minutes</b> I'm learning to warm-up correctly.</p> <ul style="list-style-type: none"><li>•</li></ul> <p><b>Learning Intention:</b> I'm learning to warm-up correctly.</p>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"><li>• Water Bottle</li><li>• Yoga mat (if you have one)</li><li>• Space to exercise</li></ul> <p>Warm Up Video: Link: <a href="#">Warm up With Mr. H V1</a></p> <div><p><b>WARM-UP WITH MR.H</b></p></div> <p>Warm up with Mr. Herrera</p>
---	---

<p><b>Activity or Skill</b>  <b>Yoga Sessions</b>  <b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>• I'm learning to push myself and see how fit I am.</li> </ul>	<p><b>ACTIVITY</b> Link: <a href="#">15 Minute Low Impact Hollywood HIIT   The Body Coach</a></p> 
<p><b>Warm-Down</b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>• I'm learning to stretch correctly after my activity.</li> </ul>	<p><b>Warm down for 5 to 10 minutes:</b>  Link <a href="#">Let's Stretch   Monday Mobility Series   The Body Coach</a></p> 

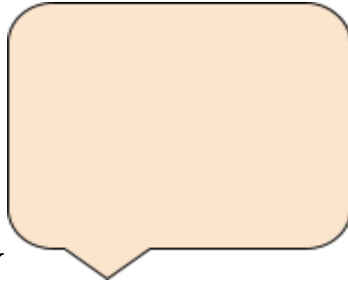
Stay Safe and take care of your family.  
**Mr. Herrera Physical Education Teacher.**

## Home Activity 1 - The Friendliness Spice

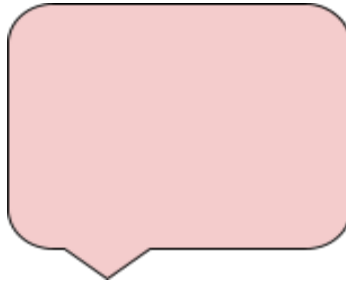
Friendliness is more than being kind. Making and keeping friends means using a HIGHWAY TOOL to establish and develop that friendship. Let's see if you remember The Friendliness **SPICE HIGHWAY TOOL**.

**Activity:** Fill in the gaps for each letter and write down what you would say to someone to be friendly in the speech bubble. Double click the bubble to write something.

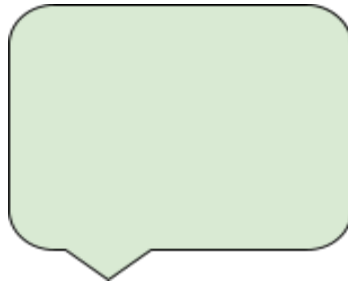
**S**mile & say



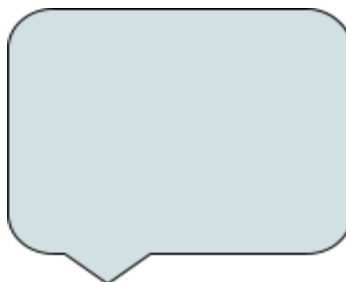
**P**\_\_\_\_\_



**I**nvide



**C**\_\_\_\_\_



**E**njoy

Use eye contact.  
Nod your head and smile.  
Say something back.  
Listen, and try not to interrupt.

**What do you need to do this week?**

**Practise The Friendliness SPICE!**



On The Highway of your Life you will make some good friends, and you will also learn that...



Friends are not always perfect (*and that's OK*), AND you're not always a perfect friend (*and that's OK too - because you're learning*).

Giving praise is usually the hardest part of The Friendliness SPICE HIGHWAY TOOL. Receiving praise from your family and friends is a good feeling – and giving praise should give you the same feeling. It can seem hard at first, but the more you do it the easier it gets!

Receiving - and giving - praise should be balanced. This week, keep a tally of the times you **received** praise at home or at school, and the times you **gave** praise at home or at school. A tally looks like this -



Getting Praise	Giving Praise



*Do you know about 'Light Bulb' moments? Those are when we find out cool things about ourselves - that help us change the way we think, feel and behave. If you have one of those this week about friendliness, write it down here to share with the group.*

Write your lightbulb moment this week:

# THE ROSARY

**WALT:** Understand the history of the rosary.

**Tuning In - Lesson 0 - Provocation (Wordle/Picture Chat)**

**Activity 1:**

**Open these wordle links and have a look at these words:**

[Rosary wordle 1](#)

[Rosary wordle 2](#)

**Activity 2: Answer the questions in full sentences relating to Wordle 1**

Holy  
Lordfruit  
blessed full  
women  
Marygrace  
hourBlessed  
now wombGod  
death amongpray  
Mother Hail  
Jesus sinners  
Amen

1. What is this poster about?
2. What do the words on each wordle have in common?
3. What other set of words are missing (they might think of the sign of cross for example or the mysteries, or the Hail Holy Queen)?

**Activity 3: Answer the questions in full sentences relating to Wordle 2**



4. What is this poster about?
5. What do the words on each wordle have in common?
6. What other set of words are missing (they might think of the sign of cross for example or the mysteries, or the Hail Holy Queen)?



**Tuesday: Improper to Mixed Fractions, simplify to lowest term** Hot

$\frac{6}{4} =$	$\frac{50}{30} =$
$\frac{18}{12} =$	$\frac{105}{6} =$
$\frac{15}{6} =$	$\frac{150}{12} =$
$\frac{22}{6} =$	$\frac{98}{6} =$
$\frac{30}{9} =$	$\frac{139}{9} =$

## Tuesday: Improper to Mixed Fractions Mild

$\frac{12}{2} =$	$\frac{19}{2} =$
$\frac{15}{5} =$	$\frac{27}{5} =$
$\frac{24}{8} =$	$\frac{17}{8} =$
$\frac{19}{3} =$	$\frac{37}{3} =$
$\frac{48}{12} =$	$\frac{53}{12} =$

## Wednesday: Mixed to Improper Hot

$3 \frac{7}{12} =$	$16 \frac{3}{8} =$
$4 \frac{5}{7} =$	$19 \frac{5}{8} =$
$7 \frac{3}{4} =$	$11 \frac{5}{14} =$
$9 \frac{5}{7} =$	$22 \frac{4}{11} =$
$12 \frac{5}{6} =$	$18 \frac{5}{13} =$

### Wednesday: Mixed to Improper Mild

$1 \frac{3}{4} =$	$7 \frac{3}{8} =$
$2 \frac{1}{6} =$	$9 \frac{3}{5} =$
$3 \frac{2}{3} =$	$9 \frac{5}{7} =$
$4 \frac{4}{5} =$	$8 \frac{5}{10} =$
$7 \frac{1}{2} =$	$11 \frac{1}{2} =$



Age 2 – 17

# Moon Landing

14 September 2021

# Story starter

“Houston come in. Houston come in. This is Apollo 11. We have touched down on the surface of the moon. Over.”

“Apollo 11, this is Houston. You are clear to begin your mission. Over.”

Gazing around in a state of awe and wonder, the astronaut stood and admired the view. Outer space was a thing of pure beauty: a never-ending chasm of blackness, illuminated by stars that sparkled like beautiful diamonds.

He took a few steps forward, relishing the feeling of weightlessness that never ceased to amaze him. Happy that his oxygen levels were high and his friends were close by, the astronaut set about his mission.

All seemed to be going well, but then the warning alarm on the ship sounded...

“Houston. Houston come in! Houston, we have a problem...”

Continue the story.



# Question time

- What could the warning alarm mean?
- Describe what it might feel like to be walking on the moon.
- It is extremely expensive to send a man/woman into space. It is even more expensive and dangerous to send people to the moon: it hasn't been attempted for many years. Do you think it is important that we try to understand more about space and the moon?
- In the year 2013, 200'000 people from 140 different countries applied to take part in a special project: to become the first people to live on Mars in the year 2023. Do you think that living in space is something that might one day be considered 'normal'? Is it something you would like to do?
- Make a list of reasons for/against living on Mars?

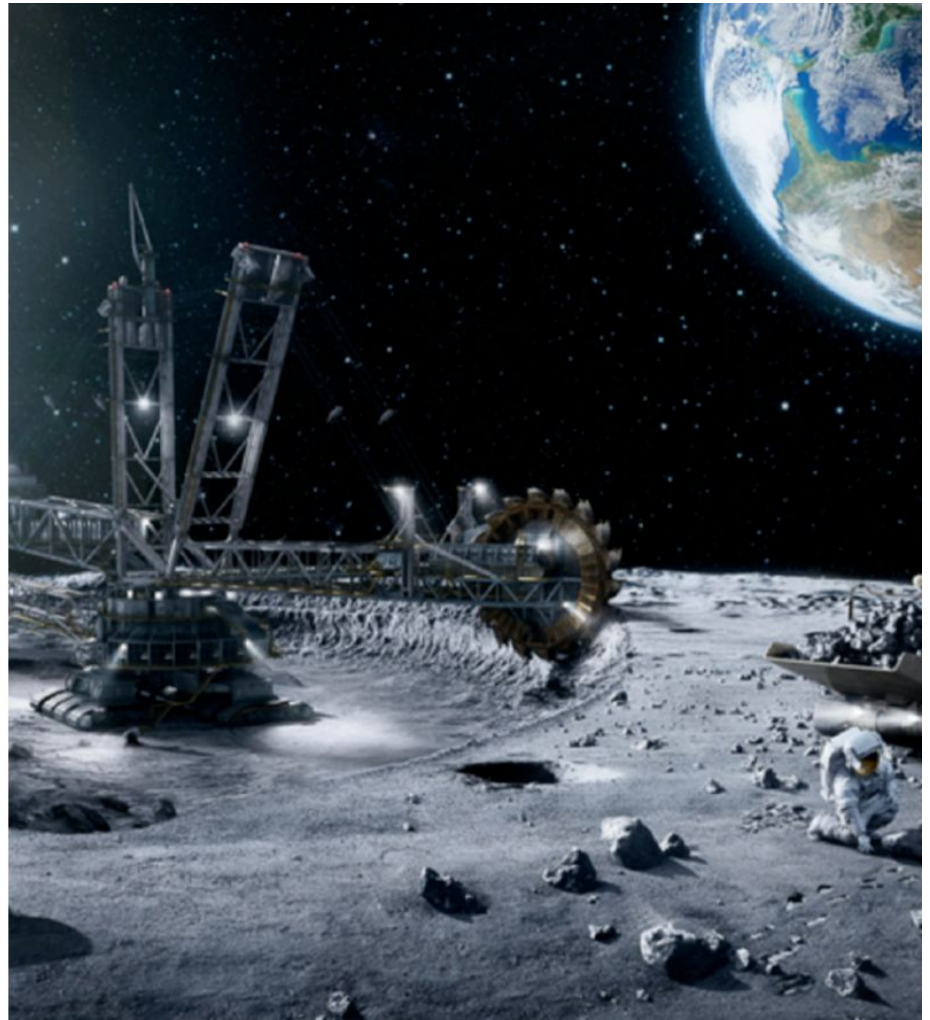




# Sentence challenge

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

The ship landed on the surface of the moon.  
Stars shone in the sky. The astronauts  
could see Earth.





# Grammar/punctuation challenge

**Use subordination in a sentence and separate your main clause from your subordinate with a comma.**

For example:

Although the mission so far had gone exactly to plan, there was now a sense of dread and panic.



# Picture it

Let's say you are exploring the surface of the moon as an astronaut.

Draw and label what you might see.

