



**Holy Eucharist Catholic Primary School**

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

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

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



# **Grade 4**

## **Remote Learning Pack**

**Week Beginning - Monday 25th of October  
2021**

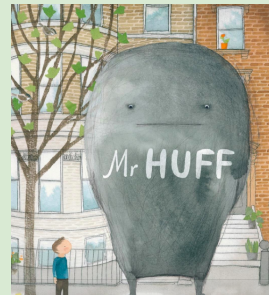
## Grade 4 Learning from Home Timetable- Term 4 Week 4

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	Thursday	Friday
8:50- 9:00	<p><b>Good Morning</b></p> <p>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></p> <p>4JK 4BB 4KB</p>	<p><b>Good Morning</b></p> <p>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></p> <p>4JK 4BB 4KB</p>	<p><b>Good Morning</b></p> <p>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></p> <p>4JK 4BB 4KB</p>
9:00-10:00	<p>Maths</p> <p><b>W.A.L.T:</b> recognise parallel and perpendicular lines in 2D shapes. <b>W.I.L.F:</b> parallel, perpendicular, intersecting lines Watch the <a href="#">line song</a> video.</p> <ul style="list-style-type: none"> <li>Draw a diagram of what parallel, perpendicular and intersecting looks like.</li> <li>Write a definition to explain what each of the lines are.</li> </ul> <p>Students complete the sheet in their books: <a href="#">‘Lines and Shapes’ Page Targeting Maths pg 84</a></p> <p><b>Enabling Prompt:</b> Teacher/LSO support</p> <p><b>Extension Prompt:</b> Students revisit materials used in immersion.</p> <p><b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>	<p>Mass</p> <p><b><u>JOIN YOUR TEACHER ON THE GOOGLE MEET TO PARTICIPATE IN THE MASS TOGETHER.</u></b></p> <hr/> <p>Art</p> <p>Mrs Hickey</p> <p>Check Google Classroom stream for activity.</p>	<p>Reading Rotations: <b><u>Visual Literacy</u></b></p> <p>Complete the visual literacy text <a href="#">Shaped by her hands</a> Remember to answer the questions onto the slides in full sentences.</p> <p><b>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b></p>
10:00-11:00	Reading	Music	Reading Rotations:

	<p><b>WALT:</b> Understand the origins and significance of Diwali.  <b>WILF:</b>  Diwali  Students read through the <a href="#">powerpoint slides 1-6</a> about the celebration of Diwali.</p> <p>Students answer the following <a href="#">questions</a> in full sentences in their books.</p> <p><b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>	<p>Mr O'Bree  Check Google Classroom stream for activity.</p>	<p><a href="#">Narrative poetry - An Introduction</a></p>
<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 with your teacher.  4JK  4BB  4KB</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  4BB  4KB</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  4BB  4KB</p>
<b>12-12:20</b>	<p><b>Independent Reading</b>  Read a book from home for 20 minutes with a parent.</p> <p>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></p>	<p><b>Independent Reading</b>  Read a book from home for 20 minutes with a parent.</p> <p>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></p>	<p><b>Independent Reading</b>  Read a book from home for 20 minutes with a parent.</p> <p>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></p>
<b>12:20-1:00</b>	<p><b>Highway Heroes</b>  Complete the <a href="#">Highway Heroes sheet</a> on the doc.  <b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>	<p><b>ICT</b>  Ms Faraj  Check Google Classroom stream for activity.</p>	<p>Reading Rotations:  <a href="#">Mr. Huff</a>  <b>Username:</b> heps3021  <b>Password:</b> heps3021</p>

			 <p><b>Before Reading:</b></p> <ol style="list-style-type: none"> <li>1. What emotions do you think Mr.Huff is experiencing from the front cover?</li> <li>2. Predict what you think the problem in the book will be.</li> </ol> <p><b>During Reading:</b></p> <ol style="list-style-type: none"> <li>1. What does 'huff' mean? Why do you think the author has named the main character Mr. Huff?</li> <li>2. What makes Huff grow?</li> </ol> <p><b>After Reading:</b></p> <ol style="list-style-type: none"> <li>1. Are Bill and Mr Huff friends? Find 3 examples from the book that show this.</li> <li>2. Illustrate a front cover if the author were to create a second book of Mr Huff being happy.</li> </ol>
1:00-2:00	<p>Religion</p> <p><b>Sorrowful Mysteries</b></p> <p><b>WALT:</b> Understand the Sorrowful mysteries of the rosary.</p> <p><b>WILF:</b> The agony in the Garden</p> <p>Watch the <a href="#">youtube video</a> of the Story of the Agony in the Garden.</p> <p>Go into the <a href="#">Sorrowful Mysteries Document</a> and write a short description of what happened in the story of The Agony in the Garden and connect the right picture to the story.</p>	<p><b>LOTE</b></p> <p>Miss Sun</p> <p>Check Google Classroom stream for activity.</p>	<p>Finishing Off</p> <p>Finish off any activities that you have not completed for your teacher yet.</p>
2:00-2:30	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
2:30 -3:00	<p>Syllables</p> <ol style="list-style-type: none"> <li>1. Say the word out loud</li> </ol>	<p><b>PE</b></p> <p>Mr Herrera</p>	Wellbeing

	<div>2. Write the word</div> <div>3. Say the word again and break into syllables using your hands</div> <div>4. Show the syllable breaks with dots eg in.for.ma.tion</div> <div>5. Repeat for each word.</div>	<div>Check Google Classroom stream for activity.</div>	<div><a href="#">Jar of Love</a></div> <div>Students fill their jars with things they love in their lives.</div>
<div>3:00-3:15</div>	<div><b>PACK UP</b></div> <div>Check in with the teacher and Submit/take photos of work on google classroom page.</div> <div>If needed via google classroom</div>	<div><b>PACK UP</b></div> <div>Check in with the teacher and Submit/take photos of work on google classroom page.</div> <div>If needed via google classroom</div>	<div><b>PACK UP</b></div> <div>Check in with the teacher and Submit/take photos of work on google classroom page.</div> <div>If needed via google classroom</div>

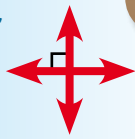
# Lines and shapes



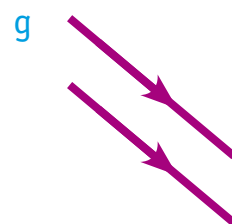
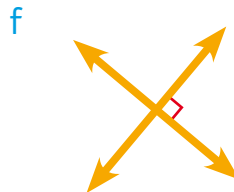
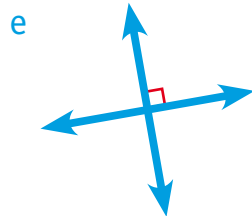
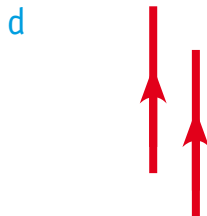
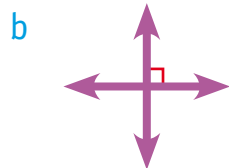
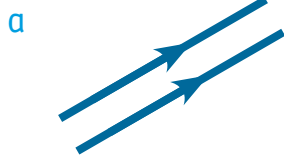
**Parallel** lines never meet.



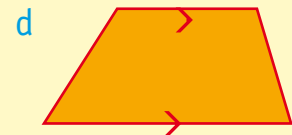
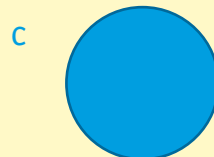
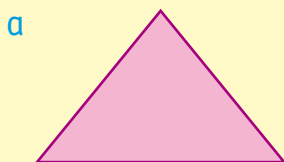
**Perpendicular** lines meet at right angles.



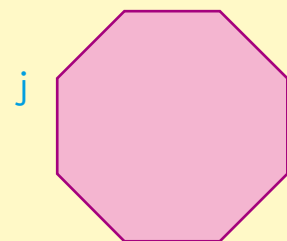
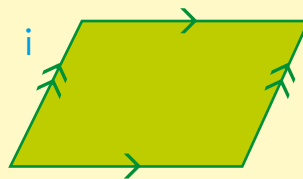
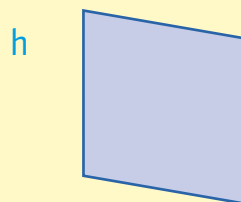
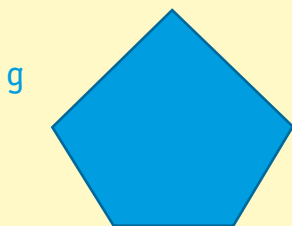
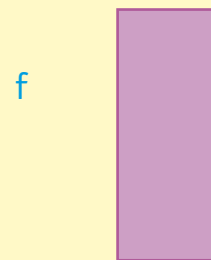
1 Circle the parallel lines. Tick the perpendicular lines.



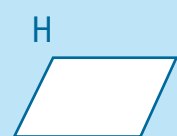
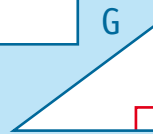
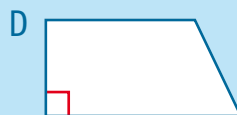
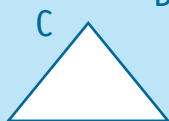
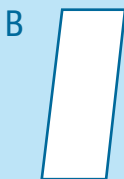
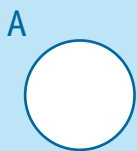
2 Match each shape to its name.



square	trapezium
hexagon	circle
rhombus	parallelogram
triangle	rectangle
pentagon	octagon



3



a Tick the shapes that have parallel sides. b Circle the shapes that have a right angle.

c Why is this  a parallelogram? \_\_\_\_\_

1. Which cultural groups participate in the celebration of Diwali?
2. When is Diwali celebrated and for how long does the celebration take place?
3. What other name is the celebration of Diwali also known as?
4. Why is it also called this?
5. What famous story is told during this celebration?
6. What is the importance/ message of this story?

## HOME ACTIVITY 4

### The Triple A's 4 Friendship Flare Ups




Very few friends and friendships are perfect. That means that sometimes Friendship Flare Ups will happen. These are called BUMPS on the Highway of your Life, and they won't only happen at school. Friendship Flare Ups also happen to adults - and learning how to decide what sort of Flare Up it is - and then knowing how you're going to respond to it - is a Life Skill.

**Activity 1:** Write down 5 examples of situations that are a spark, flame and a fire.

**Spark: Small problem**

**Flame: Medium problem**

**Fire: Large problem**

Spark	Flame	Fire
		
1.	1.	1.
2.	2.	2.




3.	3.	3.
4.	4.	4.
5.	5.	5.

**Activity 2:** Tick which box of zero, spark, flame and fire you think belongs for the statement.

	Zero	Spark	Flame	Fire
You are not good at art.				
Your haircut looks silly.				
You couldn't sit with her group at lunch time.				
Your teacher doesn't like you.				
You can't talk to the new girl.				
You can sometimes be nasty.				

Event Summary	Image

 <p>A cartoon illustration of Jesus with a beard and crown of thorns, wearing a white robe and a purple sash. He is carrying a large wooden cross over his shoulders, walking barefoot on a dusty path. In the background, there are stone buildings and a blue sky with a few birds.</p>	 <p>A cartoon illustration of Jesus being scourged. He is standing on a stone step, facing a man in a Roman-style tunic and sandals who is holding a whip. Jesus has a red mark on his back. The background is a plain yellow wall.</p>
 <p>A cartoon illustration of three crosses on a hill. The central cross is the tallest and has a figure on it. The two flanking crosses are shorter and also have figures on them. The sun is shining brightly in the sky, creating a lens flare effect. The ground is dark and rocky.</p>	 <p>A cartoon illustration of Jesus in a tomb. He is kneeling on the ground, wearing a white robe and a purple sash, with his hands raised in prayer. He is looking up at a large, gnarled tree. In the background, there are other figures lying on the ground, suggesting they are also in the tomb.</p>
 <p>A cartoon illustration of Jesus kneeling on the ground, wearing a red robe. He has a beard and a crown of thorns. He is looking down at his hands, which are resting on the ground. The background shows a desert landscape with palm trees and a blue sky.</p>	

A background image of a roller coaster with dark tracks and blue supports, silhouetted against a sunset sky with orange and pink hues. The coaster features several loops and drops. In the foreground, there is a dark stone wall and some trees.

Age 10 – 11

# Narrative poetry

14 October 2021

**Read and perform narrative poems  
before you write your own.**

**What is narrative poetry?**

**NARRATIVE  
POETRY**



**What is a  
narrative  
poem?**

[View website](#)

# Task

Watch and listen carefully to the poems in the next few slides.

Make notes on each one:

- rhyming words
- repetition
- the beginning, middle and end
- overall theme



# CHOCOLATE CAKE



Kids' Poems and Stories With  
**Michael Rosen**

## Chocolate cake

[View website](#)





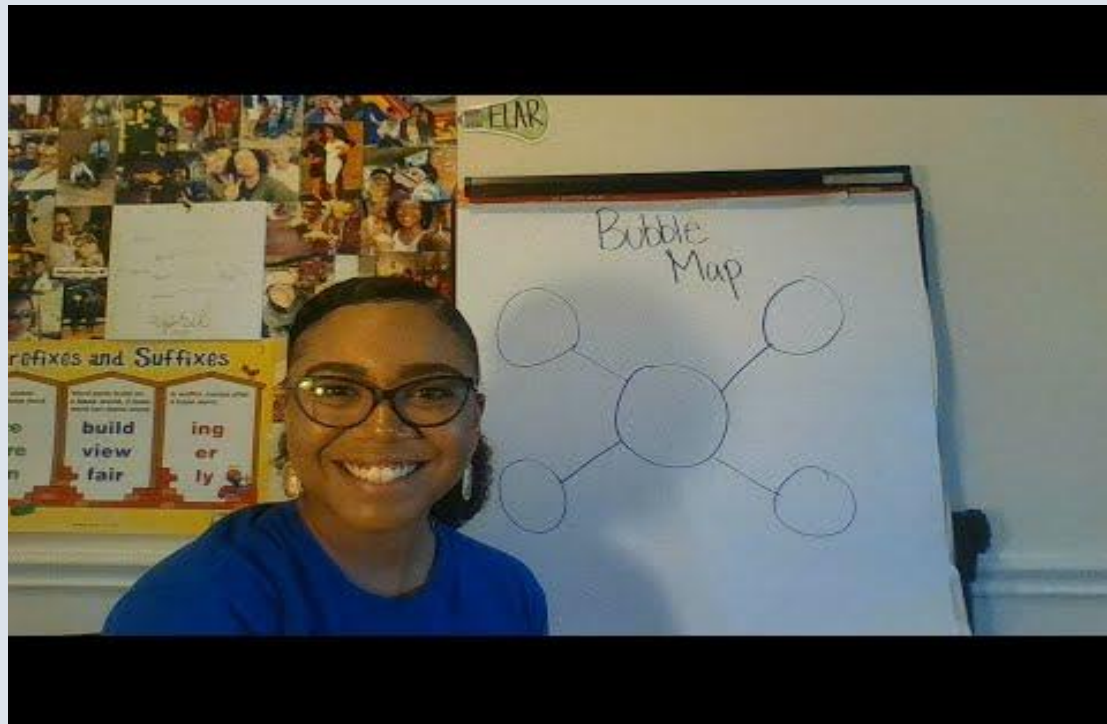
**Click to listen  
and enjoy.**

**I'M TIRED**



Kids' Poems and Stories With  
**Michael Rosen**

**I'm tired**



# 'How to write a narrative poem' tutorial.

[View website](#)

# My Jar of Love...







# 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. Term 4 Week 4

**Learning Intentions: STEM - We are learning to draw and create a salt crystal magical snowflake.**

**Materials needed:**

Salt

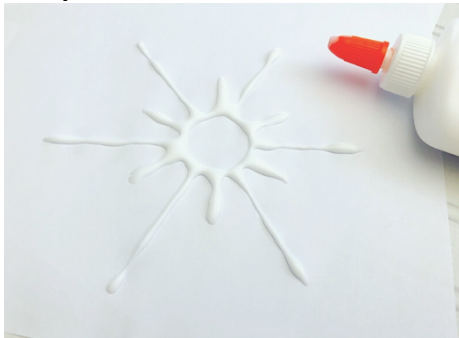
PVA glue

Thick card

Blue or green food colour drops



### Step 1



On a strong piece of paper draw a snowflake with a pencil. Then go over it with the PVA glue as shown

### Step 2



Pour salt over the glue. Shake any extra salt

### Step 3



Using a dropper, gently mix little water with the food dye and dribble on the salt. Watch the salt absorb the liquid. Let dry

(If you want, you can put some glitter when you put the blue dye on the snowflake to make it look magical)

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

# SHIPPING gòu wù 购物



Translating activity

1	2	3	4	5	6	7	8	9	10
一	二	三	四	五	六	七	八	九	十



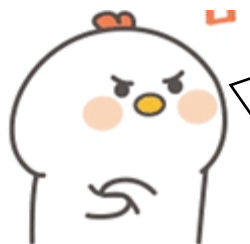
① Hello.

② Hello!



④ How much is this?

③ 145 yuan.



⑤ It's too expensive!


⑥ 140 yuan?



你好。 nǐ hǎo.	一百四十元? yī bǎi sì shí yuán?
你好! nǐ hǎo!	一百四十五元。 yī bǎi sì shí wǔ yuán.
太贵了! tài guì le	这个多少钱? zhè ge duō shǎo qián?

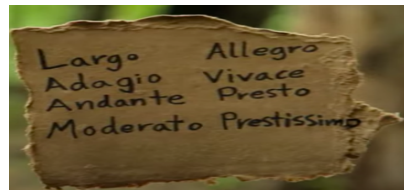
# Music Term 4 Week 4

## Gr. 3-6

 Class Notes: Fast or Slow Means Tempo

Watch the video and answer these questions.

1. In English what does tempo mean? \_\_\_\_\_



2. These words are called \_\_\_\_\_ markings?

3. Why is tempo important?

---

4. What game did the lumberjacks like to play?

---

5. What 3 speeds (with BPM) did they use when playing the game?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



# HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 8312-0900



## Week 4 Physical Education TASK Grade 3 & 6 Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 4 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 and answering the two questions for the main activity on **Google Classroom**. (Class Dojo for Grade 3 students).

Students and Parents, please don't hesitate to contact me for any help or support on:  
[heribert.herrera@hestalbandsstc.catholic.edu.au](mailto:heribert.herrera@hestalbandsstc.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 by dancing silly.</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><b>Warm Up Video:</b> <b>Link:</b> <a href="#">The Daily Warmup Video for Virtual PE Class</a></p> 
<b>Activity or Skill</b> <b>Yoga Sessions</b>	<b>ACTIVITY</b>



<p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>• I'm learning to push myself and see how fit I am during this yoga session.</li> </ul>	<p><b>Link:</b><a href="#">20 Minute Full Body Workout - No Equipment Needed   The Body Coach TV</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 main activity.</li> </ul>	<p><b>Warm down:</b> Choose which videos you want to do or watch both videos to cool down.</p> <p>Link: <a href="#">Lower Body Stretching with Mr Herrera</a></p>  <p><a href="#">Upper Body Stretching With Mr. Herrera</a></p> 

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



# 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)



**Year P - 6, Term 4 Weeks 4 & 5: STEAM**

**Have you ever ridden a roller coaster?  
Have you ever wanted to design your own?  
Well today you can make your own roller coaster!**

## PLAN & DESIGN

**Step 1:** Draw your design in the box below.

**Step 2:** Make a list of the materials & equipment you will use.

**Step 3:** Explain why you chose to use these materials.

CREATE

**Step 4:** Make your roller coaster.

**Step 5:** Take a picture of the roller coaster or video the roller coaster in action.

TEST & EVALUATE

**Step 6:** Test your roller coaster. Does it work? How well does it work?

**Step 7: EVALUATE** the roller coaster.

Was your design good? Explain why yes or why no?	Did you make a good choice with the materials you used? Explain why you said yes or Why no?	What could you do better or what would you change next time?

**Step 8:** Hand in your planning sheet and the Video/Photo of the roller coaster. You can either upload your work to your folder on DOJO/GoogleClassroom or you can send it to me as an email to [vivianfaraj@hestalbanssth.catholic.edu](mailto:vivianfaraj@hestalbanssth.catholic.edu)