

Year 3/4 - Week 5- Learning at Home

Below is an example of a home learning timetable that you may choose to follow. *Each of the activities included in this document are designed to last for approximately 30 minutes.*

*Please note: There is a Reading Comprehension task (Day 3) and a Health task (Day 4) that we have asked you to send to your classroom teacher via Google Classroom (see * to indicate this task needs to be uploaded). Please upload on to Google Classroom (GC) by Friday morning. Your child's teacher will provide individual feedback on GC.*

Weekly Focus	
Reading	Inferring / Reading between the lines
Writing	Procedural Texts
Spelling	Hard and Soft G and C sounds
Maths	Data Representation
BQT	Historical Events

Day 1			
<p>Reading</p> <p>Inference/ Reading between the lines</p>	<p>Inferring or '<i>reading between the lines</i>' is when you use clues or evidence from a text/picture to reach an answer.</p> <p>Look at the pictures and infer what is happening.</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"> <p>Picture 1:</p> <p>1. What time of year is it? How do you know? 2. What is the child on the left going to do that day? How do you know? 3. What game will the child on the right be playing? How do you know? 4. How are the family feeling? How do you know?</p> </td> <td style="text-align: center;">  </td> </tr> </table>	<p>Picture 1:</p> <p>1. What time of year is it? How do you know? 2. What is the child on the left going to do that day? How do you know? 3. What game will the child on the right be playing? How do you know? 4. How are the family feeling? How do you know?</p>	
<p>Picture 1:</p> <p>1. What time of year is it? How do you know? 2. What is the child on the left going to do that day? How do you know? 3. What game will the child on the right be playing? How do you know? 4. How are the family feeling? How do you know?</p>			

Picture 2:

5. How do you think Mike and Sully are feeling?
How do you know?

6. Why are they holding objects in their hands?
How do you know?



Picture 3:

7. What is the Queen feeling?
How do you know?

8. How are the other characters feeling?
How do you know?



Read a book of your choice for at least 20 minutes, making sure that it is a 'just right' book.

Spelling

Spelling Menu
(large version below)



Hard and Soft /C/ and /G/

The letters c and g make two sounds each:

Hard sound /c/ e.g. 'cat'
Hard sound /g/ e.g. gap

soft sound /c/ e.g. city
soft sound /g/ e.g. gem

By looking at the vowel that comes after the g or c, you can tell which sound the g or c should make.

If g or c is followed by a, o or u, the letter makes its hard sound:
gun, garden, gossip, can, continue, cut

If g or c is followed by i, e (or y), then the letter makes its soft sound:
gender, ginormous, gyrate, cycle, century, circle

Activity: Choose one of the spelling lists below, that you think best suits you. Use the Spelling Menu activities sheet below to get ideas for practising your spelling. Before next week, ask a grown up/older sibling to test you on your words!

Green Words	Orange Words	Red Words
civil	racism	exercise
fancy	policy	decency
cent	cellar	procedure
camera	decade	carnivore

	correct	coffee	uncomfortable
	curly	curtain	cumbersome

Writing

Frayer model

1) Create a synonym and antonym Frayer model (see blank template Resource 1: Vocabulary Day: Frayer Model - synonym and antonym) by choosing ONE of the following words: anxious, effort, scared, excited, silent or sad.

Here is an example for “fear”:

Definition <i>A feeling that anticipates something bad will happen</i>	Illustration or Photograph 
Synonyms What the word is? <i>fright, worry, distress, panic, trepidation</i>	Antonym What the word is NOT? <i>calmness, confidence, serene, peaceful</i>
Sentence <i>They were filled with fear from the strange sounds outside.</i>	

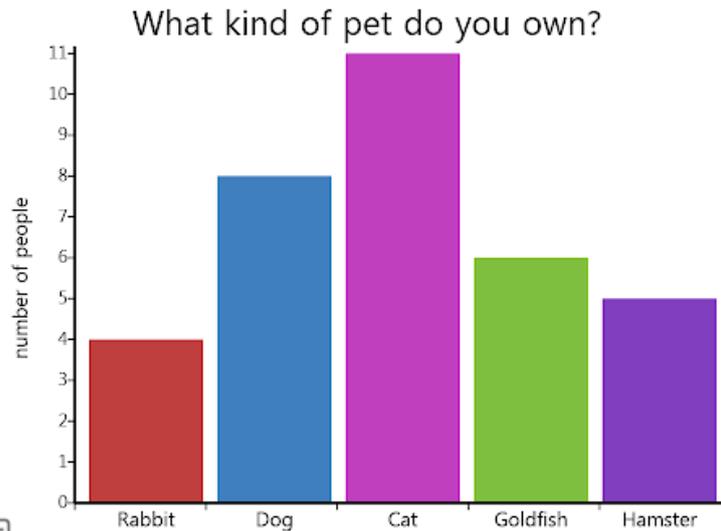
A **synonym** is a word that is similar in meaning to another word.
An **antonym** is a word that is opposite in meaning to another word.

Maths

Data Representation

Bar Graphs

Warm Up:



Think to yourself or discuss with a parent/ sibling the following questions:

What type of graph is this and what does this graph tell us?

What is the most owned pet?

What is the difference between the number of cat owners compared to rabbit owners?

How many people were surveyed altogether?

Why do you think rabbits aren't a popular pet?

Task: This week you are going to represent data in a variety of ways. Graphs, tables and charts are all ways we can show information we have collected.



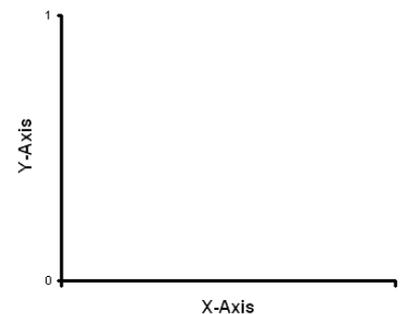
Feeding the animals

Recently Melbourne Zoo shared the amount of food that they had to give to some of the animals at the zoo. Choose **ONE** animal and create **2 bar graphs** (Day 1 and Day2) to represent the data.

Remember:

- Make sure you label and display all values and include a title
- Use a ruler to draw straight lines
- Colour is always a fantastic way to show the different things

(**Hint:** amount of food should be on the Y (vertical) axis and food should be on the X (horizontal) axis.)



Day 1

Animal	Food
Giraffes	2 bales of hay and 4 carrots
Zebras	1 bale of hay, 6 carrots and 2 cucumbers
Monkey	6 bananas and 3 carrots
Meerkats	30 mealworms and 15 grasshoppers

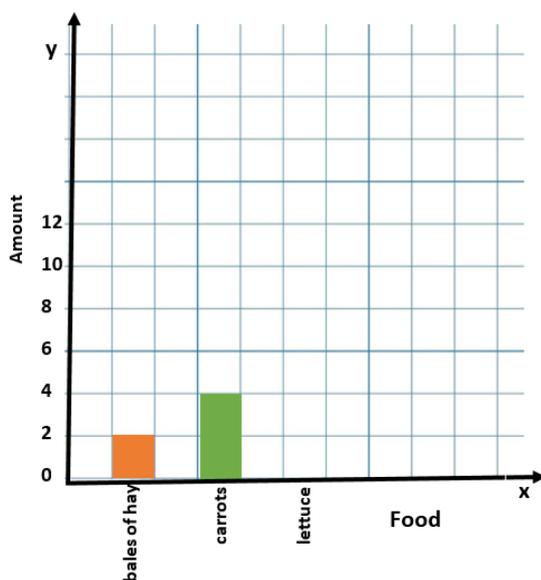
Day 2	
Animal	Food
Giraffes	2 bales of hay, 6 carrots and 12 lettuces
Zebras	3 bales of hay, 16 carrots and 2 cucumbers
Monkey	46 bananas and 13 carrots
Meerkats	74 mealworms and 32 grasshoppers

Below your bar graph, write:

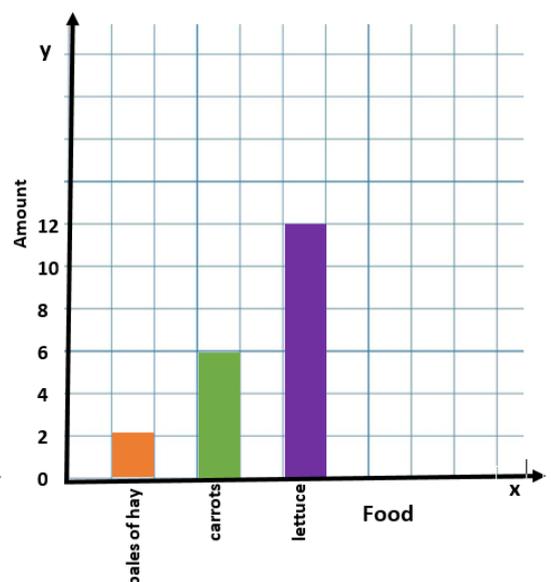
- 1 statement about what you can see from your graph.
- 1 question for someone else to answer about your graph and what it shows.

Example: Giraffes

Food eaten by giraffes – Day 1



Food eaten by giraffes – Day 2



BQT

Create your own important date!

This term we have been looking into history with our BQT topic 'How and why do

Australia's Past

name: _____

history detective

Event you are studying: _____

What are 3 questions you have about this event?

1. _____

2. _____

3. _____

Do your research	Who was involved?	Important information

Answers to your 3 questions:

1. _____

2. _____

3. _____

Why was this an important event in history?

we remember the past?'

Your task this week is to pick a moment/event in time and re-create it.

Today, you need to research your event and find out information about it. Tomorrow, you will use this information to create a poster, diorama, collage or drawing of this event. Next week, you will be creating a short video dramatisation/re-enactment of the event.

You can choose any historical event from any era that you have an interest in, here are some suggestions:

- Moon Landing
- Eureka Stockade (Rebellion during Australia's Gold Rush)
- ANZAC Landing in Gallipoli
- Fall of the Berlin Wall

Here are some websites that you might find helpful:

History facts for kids: National Geographic Kids

<https://www.natgeokids.com/au/category/discover/history/>

History for kids: BBC

<http://www.bbc.co.uk/history/forkids/>

World and US History for kids: Ducksters

<https://www.ducksters.com/history/>

You can write all the information you find in your book, or you can use the organiser resource (Resource 2) below.

Resource 1: Vocabulary Day: Frayer Model - synonym and antonym

Definition	Illustration or Photograph
Synonyms What the word is?	Antonym What the word is NOT?
Sentence	

Resource 2: BQT, Historical Event Organiser

history detective

Event you are studying: _____

What are 3 questions you have about this event?

1. _____
2. _____
3. _____

Do your research:

Time and place:	Who was involved?	Important information:

Answers to your 3 questions:

1. _____

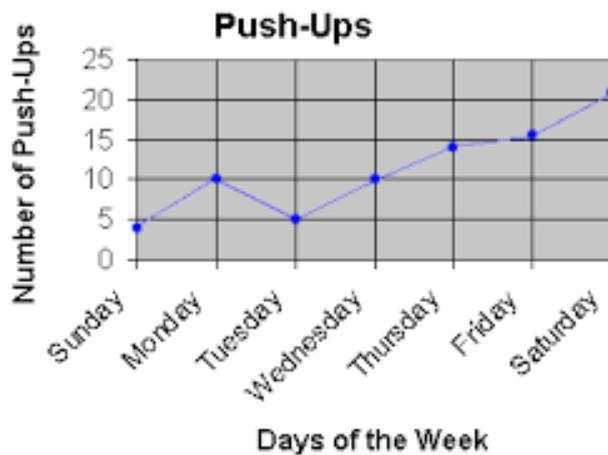
2. _____

3. _____

Why was this an important event in history?

Day 2							
<p>Reading</p> <p>Inference/ Reading between the lines</p>	<p>Use clues from the text to infer what is happening. Justify why you think this.</p> <div style="text-align: right; margin-bottom: 20px;">  </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;"> <p>My mum went to the shop. She bought cough drops, hot tea, and tissue. Why did Mum go to the shop? How do you know?</p> </td> <td style="width: 40%;"></td> </tr> <tr> <td style="padding: 5px;"> <p>You look out your window. You see your friends outside and they are all wearing costumes. What day could it be? How do you know?</p> </td> <td style="padding: 5px;"> <p>The sand was hot. I liked to get wet to cool off. I watched a seagull fly above me. Where was I? How do you know?</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Tammy went outside. She put on her</p> </td> <td style="padding: 5px;"> <p>My grandma bought chocolate</p> </td> </tr> </table>	<p>My mum went to the shop. She bought cough drops, hot tea, and tissue. Why did Mum go to the shop? How do you know?</p>		<p>You look out your window. You see your friends outside and they are all wearing costumes. What day could it be? How do you know?</p>	<p>The sand was hot. I liked to get wet to cool off. I watched a seagull fly above me. Where was I? How do you know?</p>	<p>Tammy went outside. She put on her</p>	<p>My grandma bought chocolate</p>
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	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; padding: 5px;"> jacket with a hood and took her umbrella. Why did she take her umbrella and hood? How do you know? </td> <td style="width: 50%; padding: 5px;"> chips, flour, and eggs. What is she going to do? How do you know? </td> </tr> </table> <p>Read a book of your choice for at least 20 minutes, making sure that it is a 'just right' book. Write down something you inferred while you were reading. Write down what the clue was that helped you make the inference.</p>	jacket with a hood and took her umbrella. Why did she take her umbrella and hood? How do you know?	chips, flour, and eggs. What is she going to do? How do you know?
jacket with a hood and took her umbrella. Why did she take her umbrella and hood? How do you know?	chips, flour, and eggs. What is she going to do? How do you know?		
<p>Writing</p> <p>Procedural Text</p>	<p style="text-align: center;">What is a procedural text?</p> <p>Procedural texts or instructions show readers how to do or make something. Recipes, computer manuals, 'how to make it' activities, sewing and knitting patterns and rules to games are all procedural texts. Some other examples include:</p> <ul style="list-style-type: none"> ● How to play a game ● A science experiment ● Instructions to set up an electronic device ● Instructions if a computer breaks down ● Giving a set of directions. ● How to wash a dog <p>Task: Choose ONE of the following activities and write (don't draw) instructions on how to do them:</p> <ol style="list-style-type: none"> 1. Tie your shoelaces 2. Make a paper aeroplane <p>Once you have written your instructions, read them to your parents or a sibling. They need to tie their shoelaces or make the paper aeroplane following your instructions.</p> <p>How did they go? Underneath your instructions reflect on the task, what was challenging? What worked well?</p> <p>Even when you are only giving instructions for fairly simple activities you need to be specific and clear. Tomorrow we will be looking at the structure of a procedural text.</p>		
<p>Maths</p>	<p style="text-align: center;">Data Representation</p> <p>Warm Up: Line graphs</p>		



Think to yourself or discuss with a parent/ sibling the following questions:

What does this graph tell us?

How many push ups did this person do on Wednesday?

What was their maximum number of push ups and on what day did they achieve this?

Why do you think their push up total was so low on Sunday?

Task:

Today you will be creating a line graph using this data:

Melbourne Temperatures

Day of the week	Temperature in degrees celsius
Sunday	18
Monday	22
Tuesday	16
Wednesday	14
Thursday	25
Friday	29
Saturday	26

Remember!

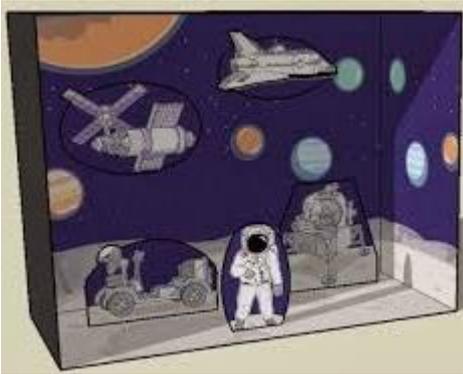
-Make sure you label and display all values.

-Use a ruler to draw straight lines

- Colour is always a fantastic way to show the different things.

Below your line graph, write:

- a) 1 statement about what you can see from your graph.
- b) 1 question for someone else to answer about your graph and what

	<p>it shows.</p>
<p>BQT: Historical Events</p>	<p>Using the information you researched yesterday, today you will create a poster, diorama, collage or drawing depicting your chosen 'Moment in Time'.</p> <p>Remember you don't need to go out and buy things to create, you can use anything you have e.g. bark, twigs, sticks, paper, pencils, recycled goods etc.</p> <p>Keep in mind that next week, we will be asking you to make a short video re-enactment of this event, so you might even be able to use your drawing/diorama as a background for your video.</p> <p>Some Examples:</p> <p>Moon Landing and Gold Rush Dioramas:</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Martin Luther King's 'I have a Dream' speech poster:</p> 
<p>P.E.</p>	<p>Opening/Warm-up – It is time to grab your wands young wizards and head to Hogwarts for a 4 minute core workout found in the link</p>

<https://www.youtube.com/watch?v=TBGOZIZ2-DY&list=PLvuT1Bjs2VSFOYqahj8VAKBwyYFnLJlDa&index=25>

or complete your own circuit consisting of 6-8 exercises. We are going to increase the time spent at each exercise from 45 seconds to 60 seconds. Remember to have a short rest in between exercises.

Punting - This week, we are going to start working on something new. The punt is one of the most challenging fundamental motor skills. It is a kick in which the ball is dropped and then kicked before it touches the ground.

Watch the following short video by clicking on the link. It will give you some tips on how to punt an AFL ball.

<https://www.youtube.com/watch?v=PXc79JGdvdo>

a) Spend about 1-2 minutes punting an imaginary ball. Go through the technique and make sure with each attempt you are trying to do what was shown in the video link.

b) We are now going to work on our punting technique using a balloon. Complete the following activities for about 5 minutes each.

- Punt the balloon as hard as you can. Repeat this activity after the balloon touches the ground/floor aiming to improve the length of time the balloon is airborne
- Punt the balloon as far as you can and mark the spot where it lands. Go back to your starting spot and repeat, trying to punt your balloon past your marker each time.
- Pick something to punt your balloon 'over'. It could be furniture (outdoor setting, couch), your mum or dad's car or something like a trampoline. Aim to punt your balloon hard and high enough to clear your object.

If you need a greater challenge, try to find a larger object or mark a higher spot on a wall and aim to kick over the mark.

- Play '**Beat the Balloon**'. Place any suitable item (e.g. pillow, ball, teddy) about 2m away. Punt your balloon as hard as you can using a 3-4 step run-up. As soon as your balloon is airborne, run around your item and back to where the balloon was kicked. If you return to your starting position before the balloon touches the ground/floor you win. Move your item a little further away and repeat every time you beat the balloon.

c) Time to swap your balloon for a ball and to head outside. Find as much space as you can. You do not have to use a football. You can use any mid to large size ball that is not too heavy (basketballs are probably not a good idea).

Rebound Punt – Punt your ball into a wall so that it ricochets high and long. Try to maximise the distance the ball first bounces from the wall. Use any suitable item to

	<p>mark the landing spot of your ball. Try to set a personal best with each punt, moving your marker when your attempt lands further away from the wall.</p>
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Day 3

Reading Comprehension *

Read about Canberra (below) and answer the questions in full sentences. You can write the answers down or type them.

Action: *Take a photo of your responses to the questions and send it to your teacher via Google Classroom. Your teacher will provide feedback on this work via Google Classroom.*

Writing

Structure of a procedural Text

Procedural texts usually have three main parts:

1. An introduction that names or describes the topic.
2. A list of the things needed to do the activity.
3. Instructions to tell the reader what to do.



What's in each part of a procedural text?

1. Introduction

The introduction usually describes the heading, the goal or the aim of the activity and lets you know what the procedure is aiming to achieve.

2. Materials

The listing of materials or equipment to be used for the procedure.

3. Steps

The method or sequence of steps written in the order in which they should be completed. The steps are written in the 'imperative' form, like orders. In this case you put the verb first and don't have a subject. For example

Normal sentence: Jane (subject) put (verb) the pie in the oven

Imperative Sentence: Put the pie in the oven.

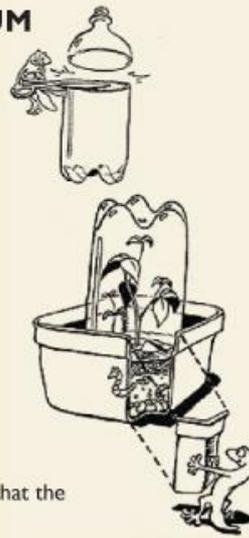
Task: Over the next 3 days you are going to write a procedural text and then you are going to make or create your item. For example, how to make an egg sandwich, how to make Anzac biscuits or build a Lego creation or make a video, etc. Today, write your draft.

Example of a procedural text:

HOW TO MAKE A TERRARIUM

Materials:

- Plastic bottle with top cut off
- Soup spoon or garden trowel
- Soil, small rocks, mulch, gravel
- Ice-cream container
- Small plants



Method:

1. Place gravel in the ice-cream container so that the bottom is covered.
2. Half fill the ice-cream container with soil.
3. Plant your plants in the centre of the ice-cream container.
4. Water the plants a little so that the soil is damp.
5. Place mulch and small rocks around the plant so that the drink container covers them all when turned upside down.
6. Place terrarium in an optimum location as determined by each student.
7. Keep a daily record sheet and write down or draw any observations (e.g. amount of plant growth, amount of sunlight and warmth, amount of condensation).

Maths

Data Representation

Warm Up: Picture graphs

Ball sports played by students in Year 4



Key = 10 Students

Think to yourself or discuss with a parent/ sibling the following questions:

What does this graph tell us?

How many students play rugby? (clue: read the key)

How many more children play football compared to hockey?

Why do you think netball is the most played sport?

Task:

Today you will be creating a picture graph using the following data:

Number of animals on Old McDonald's Farm

Animal	Amount
Cows 	12
Pigs 	16
Chicken 	10
Horses 	3
Ducks 	6
Dogs 	2
Cats 	2

Remember!

- Make sure you label and display all values.
- Use a ruler to draw straight lines
- Colour is always a fantastic way to show the different things.

Below your picture graph, write:

- 1 statement about what you can see from your graph.
- 1 question for someone else to answer about your graph and what it shows.

Canberra

Canberra is the capital city of Australia. It is located in the Australian Capital Territory (ACT). It is an inland city, meaning it has no coastal borders.

After Federation, when the six states were united and formed the Commonwealth of Australia, the government decided the country needed a capital city. Both Melbourne and Sydney wanted to be the capital of Australia. Melbourne was a fast-growing city due to the gold rush, but Sydney was the oldest Australian city.

After much debate, the government decided on a location in-between the two major cities. Due to its cooler climate and location, inland and being away from coastal attack, a location was found. During the interim, while Canberra was being constructed, Melbourne served as the temporary capital city of Australia.

In 1911, after the location of Canberra was decided, the government announced the Federal Capital Design Competition, which was an international competition to find a unique design for the capital city.

In 1912, it was announced that Walter Burley Griffin, an American architect, and his wife, Marion Mahony Griffin, won the competition and Canberra was constructed from their winning design. Canberra's Parliament House was opened twenty-seven years after Federation.

Old Parliament House was where Australia met from 1927 to 1988. Important decisions and debates about the newly formed nation of Australia were discussed in this building. The old Parliament House had its own library, post office, dining room, bar, workshop and barber. It is currently used to house the Museum of Australian Democracy and is listed on the National Heritage Register.

The new Parliament House sits on Capital Hill behind the older building. Construction started in 1981 and the design incorporated the shape of two boomerangs with a large flagpole at its centre. Parliament house has 4700 rooms and approximately 5000 people work there on sitting days.



Questions

1. Number the events below to show the order in which they happened.

- Walter Burley Griffin's design won the Federal Capital Design Competition.
- The location of Canberra was decided on.
- Old Parliament House opened its doors.
- After Federation, an Australian capital city was needed.

2. Canberra is located in _____.

- a) NSW b) VIC c) QLD d) the ACT

3. Fill in the missing words.

After _____, when the six states were united and formed the Commonwealth of _____, the _____ decided the country needed a _____.

4. Find and copy one word that means 'global' or 'worldwide'.

5. In what year did old Parliament House open?

- a) 1911 b) 1912 c) 1927 d) 1988

6. Old Parliament House was like a small town. Why?

7. Why was the location of Canberra chosen?

8. Why was old Parliament House so important?

Day 4

Reading

Watch the most recent BTN episode (new episodes each Tuesday). Verbally summarise the episode to a family member. <https://www.abc.net.au/btn/>

Write down 3 inferences you made while watching and what the clues in the program were that helped you infer.

Writing

Procedural Text:

Today, you should edit and revise your draft procedural text.

When you have finished revising, you should follow the steps from your procedural text to create your chosen item. Reflect on whether your instructions were specific enough.

Maths

Data Representation

Warm Up: Tallies

<i>Method of Travel</i>	<i>Tally</i>	<i>Frequency</i>
Walk		9
Bike		3
Car		6
Bus		12
TOTAL		30

The above graph tallies how children get to school. Think to yourself or discuss with a parent/ sibling the following questions:

1. How many more people catch the bus than walk?
2. Do you think these results would be similar if we surveyed students from Newport Lakes Primary? Why/ Why not?

COLLECTING DATA

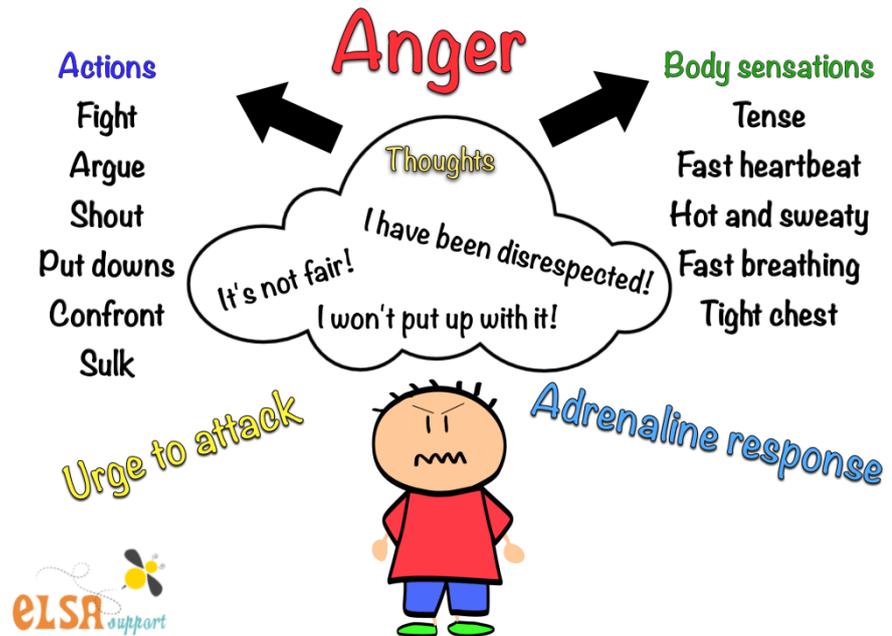
For the previous 3 days you have been using data given to you. Now it is your turn to collect some data of your own.

Here are some example topics for you to use or you can select a topic of your choice:

- What is your favourite sport?
- How tall are our family members?
- What kind of pizza do you like?
- What is your favourite activity to do during ISO?

	<p>Task: Survey members of your family or friends with your question. As you ask them your question, make a tally similar to the one in the warm up. Once you have collected all your data, and tallied it, you need to create one of the graphs from Monday, Tuesday or Wednesday.</p> <ul style="list-style-type: none"> - Bar graph - Line graph - Picture graph <p>Extension: Complete all three graphs on your data.</p>
<p>Drama</p>	<p>Students are to complete the 'Drama terms that we use' multiple choice questionnaire. You will need to log into your google classroom account and click on to the quiz questionnaire. Don't worry if you don't know the answer, just try your best!</p> <p>Further instructions for this activity will be in Google Classroom.</p> <p>Grade 3/4 Drama codes:</p> <p>3-4 A - yk7iq5r 3-4 J - ygybyr6 3-4 T - yruvsd6 3-4 C - kpqcfok 3-4 W - djlzavx 3-4 E - 4spqx2z</p>
<p>Health *</p>	<p style="text-align: center;">Dealing With Anger</p> <p>Everyone feels angry sometimes, it is a normal human emotion. Most of us might even be feeling angry more often at the moment, because a lot of things feel out of our control - we can't go to school, we can't see our friends, we can't do our after school activities, we are at home every day. It's all a bit much sometimes! But it's important to remember that although feeling angry is normal, it is not ok to act out in anger as it can hurt other people and ourselves. So in order to make sure that this doesn't happen, there are two important steps that we should follow.</p> <ol style="list-style-type: none"> 1. Being able to recognise when we are getting angry. 2. Taking steps to calm ourselves or back away before we act out in anger. <p>Activity: In your workbook, answer the following questions. (Looking at the 'Anger' resource below may help you with your answers):</p> <ol style="list-style-type: none"> a) What are some things that make you angry? b) When you are angry what does it feel like? c) Where in your body do you feel anger ? d) Think about/research things that you can do to help you feel better when you are angry and that stop you from saying or doing something that you might regret.

Make a list of these strategies. Make a poster or Piccollage with your list. Think about a good title for it. Where would be a good place in your house to display it?



Action: Take a photo of your poster or Pic Collage and send it to your teacher via Google Classroom. Your teacher will pr

Day 5

Reading
Inference/
Reading
between the
lines

Read a book of choice (for at least 20 mins), making sure it is a 'just right book'. As you are reading, try to find an example of when the writer has used **inference** to give you clues about what is happening. Write down the clues that the writer has given you and briefly explain what is happening.

Example:

Book Extract: *The old man tapped impatiently on the table, staring angrily at the clock. It was nearly midnight. The clunking of the front door suddenly broke the silence. "Oh no, I'm so late!" a girl could be heard mumbling quietly just outside. Bursting into the living room came Jenny, breathless and looking at her watch.*

Explanation: Jenny is running late and is trying to get into the house without being caught. She might have sneaked out because the man is angry and she is trying to be very quiet. The man could be her dad because they live in the same house and he is older.

Writing

Procedural Text:

Today, you should continue to follow the steps from your procedural text to create your chosen item. Reflect on whether your instructions were specific enough.

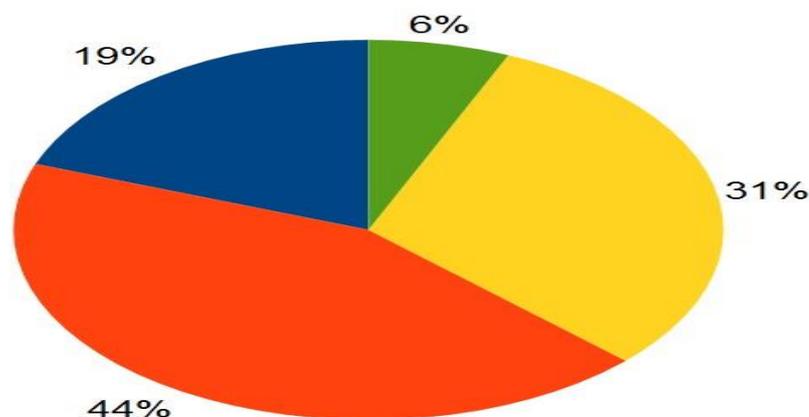
Maths

Warm Up:

This is a pie chart, it shows data as parts of a whole. The circle represents the total amount while the segments are the parts.

What do you think this graph might be showing?

1. Write 2 sentences about this pie graph.



Task: Charlie's Drink Business

Charlie sold drinks at the beach each day for an hour. He recorded what he sold in the table below.

Monday	juice	water	lemonade	milkshake		
Tuesday	juice	juice	water	water	water	
Wednesday	milkshake	milkshake	water	juice	juice	juice
Thursday	lemonade	lemonade	water	water	water	
Friday	milkshake	lemonade				
Saturday	water	juice	juice	water		
Sunday	juice	lemonade				

1. This is a time consuming way. Show Charlie how to do this faster by creating a tally. Do this in your workbooks:

Type of drink	Tally	Frequency/ Amount

2. Create a graph of Charlie's sales. Choose a different graph than the one you did on Thursday.

Extension:

Create a pie graph for the following data:

Draw a circle in your book and split it into 10 even parts.

Favourite Ice cream	Amount	Fraction
Vanilla	1	1/10
Chocolate	4	4/10
Rainbow	3	3/10
Strawberry	2	2/10
Total	10	10/10

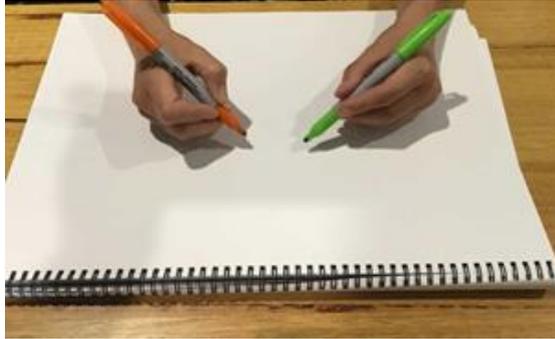
Art

Introduction

In your journal this week you will be creating 2 drawings.

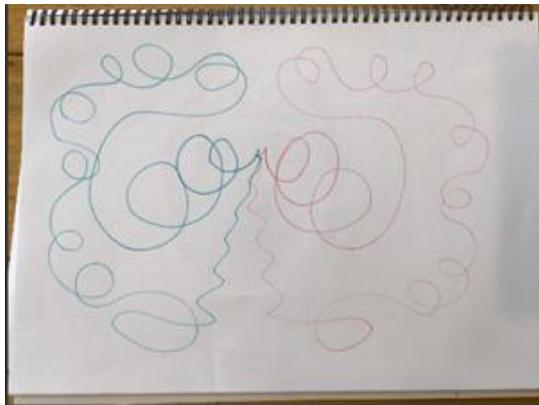
Task – Drawing with 2 hands at the same time

You will need 2 different coloured textas or pencils to do this drawing. You may need to tape your art journal down or ask someone to hold it for you. You will be drawing holding both textas, one in each hand. See the photo below.



Task - Drawing 1

First create a random abstract drawing. Draw lines around the page slowly. What do you notice about how you draw? What is challenging? What can't you do? See my example below.



Drawing 2

Now that you know what to do, have a go at drawing something recognisable like a face. See example below. What do you notice about your drawing? What was challenging? What advice would you give someone else about how to do this task?



Next Week...

Next week you will be creating two more drawings in your journal.