

Year 3/4 - Week 8 - Learning at Home

Tasks to hand in this week	
<i>(Day 4) Writing</i>	NLPS Yearbook
<i>(Day 5) BQT</i>	Animal Adaptations Project

Weekly Focus	
Reading	Independent Reading
Writing	6+1 Traits of Writing - Conventions/ 'NLPS Yearbook'
Spelling	Long vs. short o sounds
Maths	Volume and Capacity
BQT	Animal Adaptations Project
STEAM	Bungee Barbie



This icon means you will need to go to Google Classroom to access the related videos or resources.

Day 1

Reading

Learning Intention: What should I be doing when I read independently to help myself understand the text?

Task: Read a 'just right' book for at least 20 minutes. Choose one character and write down six INTERESTING words that could be used to describe them.

Example: In the picturebook 'Rosie Revere Engineer' Rosie is: ambitious, inquisitive, creative, hesitant, pensive and ingenious.



Spelling

Learning Intention: I can notice the difference in the long o and short o sound and know what graphemes can make those sounds.



OH NO, WE'RE DOING THE LETTER 'O' - AGAIN!

You should remember from back in Term 1 that there are lots of ways that we can spell the **long o** sound, as in **soap**, **throne**, **grow**, **toe** and **bro/ken** (o at the end of an *open syllable*).

Usually, it's a *closed syllable* that makes the o say the **short o** sound, like **lots**, **hog**, **chop/ping**, **por/ridge**, PLUS that **tricky w** sound often makes the letter 'a' say the short o sound too (e.g. **watch**, **wha**t, **squash**). Even trickier is when 'au' makes the short o sound instead of its usual /or/ sound! **Doh!**

Task 1: Read through **one** of the two sets of 12 words below out loud and listen for the long or short o sound. Some might have neither sound, some might have both! **Highlight** the grapheme (letter/s) that is making that sound. The first has been done for you.

HINT - split them into syllables to help you see if it's a closed or open syllable making the single letter o say the short or long sound e.g. **pot/a/to**

LIST 1 - Let's keep it simple!

coast	snow	strong	flower
slope	potato	approach	hopeless
want	grown	love	robot

LIST 2 - Up for a challenge!

scope	something	showdown	woeful
astonishing	stovetop	cauliflower	photograph
motor	although	approachable	wandering

Now, cut them out and paste them (or just write them out) under the following 4 columns in your work book.

SHORT O	LONG O	BOTH	NEITHER
e.g. lodge	slope	robot	love

Task 2: Choose one of the spelling lists below - make sure it's the one you think best suits you. Use the 'Spelling Activities Menu' and pick **one** way to practise your spelling words this week.

Green Code: <u>cool722</u>	Orange Code: <u>snap818</u>	Red Code: <u>here975</u>
across	octagon	sausage
strong	opposite	yacht
watch	quantity	although
October	tomorrow	appropriate
window	photograph	quotation
throne	telephone	microscope

Optional Activity - Do you need more practice with any of these graphemes? Do it online instead!

To practise LONG O sounds/spelling patterns

1. Log into soundwaveskids.com.au using the code matched to your coloured list above (green = cool722 / orange = snap818 / red = here975).
2. Then, click on UNIT 19 (with the boat picture!).
3. First, make sure you check out the 'List Words' and then have a go with the 'Segmenting Tool' to split some words into their sounds.
4. After that, have fun completing the different games and activities for the long o sound and its related spelling patterns (graphemes).

To practise SHORT O sounds/spelling patterns

1. Log into soundwaveskids.com.au using the **code** matched to your coloured list above (green = cool722 / orange = snap818 / red = here975).
2. Then, click on **UNIT 9** (with the orange picture!).
3. First, make sure you check out the '**List Words**' and then have a go with the '**Segmenting Tool**' to split some words into their sounds.
4. After that, have fun completing the different games and activities for the short o sound and its related spelling patterns (graphemes).

Maths

Learning Intention: What is mass and how do we measure it?

Mass: The mass of an object measures how much matter the object contains. The units we use to measure mass are grams (g) or kilograms (kg) and $1000\text{g} = 1\text{kg}$.

Watch: <https://online.clickview.com.au/libraries/videos/4670289/mass>

(This video is on Click View, you will need to log in to access this video)

Warm up: Size vs mass

Sometimes the size of an object doesn't always mean that it will have a heavier mass. e.g. a brick is smaller in size than a large cardboard box but it is heavier.



Find an object in your house that's mass is **greater** than another object that is **bigger in size**. What is the object?

Task:

Draw up this table in your workbook. Choose 6 objects in your house, estimate their weight, and then measure them to find their exact weight. An example is shown below:

Object	Less than 1kg	About 1kg	More than 1kg	Estimate	Actual weight
Water bottle	✓			700g	850g

	<p>Extension: Find the difference between your estimates and the actual weight of your objects, eg. Water bottle- 850g- 700g = 150g</p> <p>What was the largest difference between your estimations and answers? If you added all the differences up, How much would it equal? What in your house can you find that equals this weight?</p>
BQT	<p style="text-align: center;">Continue with your Animal Adaptations Project Due Date: Friday 11th September 2020</p>
Drama	<p>Here is your Drama Lesson for the week. This is a virtual classroom link.</p> <p>https://docs.google.com/presentation/d/1VFI-CV5UkrTmlazmRXT8zl8MAdY1Y-A4wllhyxcLpF0/edit?usp=sharing</p> <p>It is designed to be completed independently by the students. Once you open the link you will need to press present. If you see a play icon on the page this is me (Michelle) speaking and giving you instructions. Enjoy the Animation. Thanks for all of your hard work in Drama. Michelle</p> <p>This link will also be sent to you on Google Classroom. If work needs to be submitted, you will do it on Google Classroom.</p>
Indonesian	<p>Selamat siang anak-anak. This week you will be using the school items words you have been learning to make a catalogue. Click on the link for this week's lesson.</p> <p>Grade 3/4 week 8</p> <p>Please upload your work. I would love to see it.</p> <p>Pak Ben</p>

ANIMAL ADAPTATIONS PROJECT

Due: Fri 11th Sept

GREETINGS EXPLORERS!

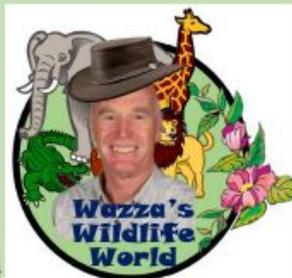
CONGRATULATIONS ON YOUR MARVELLOUS DISCOVERIES! AFTER MONTHS OF RESEARCH, YOU HAVE NOW LOCATED THESE MYSTERIOUS CREATURES AND IT IS TIME TO SHARE IT WITH THE WORLD! BEFORE YOU CAN DO THIS, YOU MUST RECREATE YOUR ANIMALS' NATURAL HABITATS TO ENSURE THEY ARE HAPPY AND HEALTHY DURING THEIR STAY AT YOUR SANCTUARY. READ FURTHER TO FIND OUT WHAT ELSE YOU WILL NEED TO DO.

****YOU WILL BE WORKING WITH A PARTNER ON THIS PROJECT. IT WILL BE YOUR RESPONSIBILITY TO ORGANISE A TIME TO DISCUSS, PLAN AND COMPLETE YOUR WORK (OVER GC CHAT/MESSAGES, PHONE, SKYPE, ZOOM ETC.).**

TASK 1: ANIMAL SANCTUARY NAME AND LOGO

BEFORE YOUR SANCTUARY IS OPENED TO THE PUBLIC, YOU AND YOUR PARTNER WILL NEED TO COME UP WITH A NAME AND LOGO FOR YOUR SANCTUARY.

HERE ARE SOME IDEAS FOR INSPIRATION:



TASK 2: YOUR CREATURES

SINCE YOU AND YOUR PARTNER ARE THE FIRST PEOPLE TO DISCOVER THESE CREATURES, YOU ARE THE ONLY ONES IN THE WORLD THAT KNOW WHAT THEY LOOK LIKE! INCLUDE A POSTER EACH (1 FULL PAGE) WITH FACTS ABOUT YOUR ANIMAL'S APPEARANCE, SPECIAL FEATURES, DIET AND HABITAT. DON'T FORGET TO ADD AN IMAGE AS WELL! YOU SHOULD HAVE 1 UNIQUE CREATURE EACH.

(YOU CAN USE SWITCHZOO FOR INSPIRATION TO HELP YOU CREATE YOUR CREATURE, BUT YOU MUST DRAW IT YOURSELF (BY HAND/DIGITALLY)).

TASK 3: ANIMAL HABITAT ENCLOSURE

NOW IT'S TIME TO RECREATE YOUR CREATURES' NATURAL HABITATS TO ENSURE THEY ARE HAPPY DURING THEIR STAY AT YOUR SANCTUARY. YOU AND YOUR PARTNER WILL NEED TO CREATE **ONE** ENCLOSURE THAT WILL ACCOMMODATE **BOTH** YOUR CREATURES. THINK ABOUT THE HABITAT OF EACH CREATURE AND THEN COMBINE IT INTO **ONE**. IT'S UP TO YOU AND YOUR PARTNER ON HOW YOU WANT TO PRESENT THIS (DIGITALLY, DRAWN, 3D MODEL ETC.) - **BE CREATIVE!**



TASK 4: MARKETING

NOW THAT YOUR SANCTUARY IS SET UP, YOU NEED TO PROMOTE IT AND GET PEOPLE TO COME AND VISIT. CREATE **ONE** AD (EITHER ON PAPER, IPAD OR VIDEO) TO TELL PEOPLE ABOUT YOUR NEWLY DISCOVERED CREATURES AND SANCTUARY.

****IF YOU NEED A SHARED GOOGLE FILE (DOCS, SLIDES ETC.), YOUR TEACHER WILL BE ABLE TO SET THIS UP FOR YOU.
PLEASE SPEAK TO YOUR TEACHER ABOUT THIS.**

OPTIONAL

IF YOU WOULD LIKE TO WORK ON YOUR OWN FOR THIS TASK, YOU ARE FREE TO DO SO.

PLEASE LET YOUR TEACHER KNOW IF THIS IS WHAT YOU WANT TO DO.

THE TASKS WILL BE THE SAME AS ABOVE, BUT YOU WILL ONLY BE CREATING **ONE** CREATURE FOR YOUR SANCTUARY.

DUE DATE: FRIDAY 11TH SEPTEMBER 2020

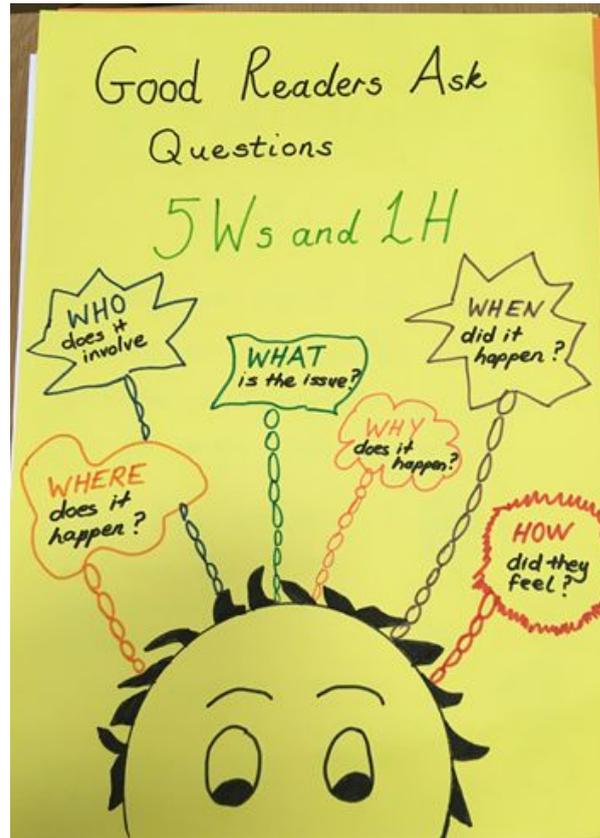
PLEASE SPEAK TO YOUR TEACHER IF YOU HAVE ANY QUESTIONS.

Day 2

Reading

Learning Intention: What should I be doing when I read independently to help myself understand the text?

Task: Read a book for at least 20 minutes. During and/or after reading write down at least three questions about something you are curious about in the book using the 5 Ws and 1 H.



Writing

Kung Fu Punctuation

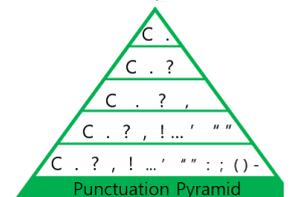
Learning Intention: What are the different types of punctuation marks?

Warm up: Give yourself 1 minute to list down all the punctuation marks you know. How many did you find?

Greetings my Grasshoppers, today we will be learning some Kung Fu Punctuation, so I hope you are ready -- Heeee Ya!



Task 1: Watch 'Kung Fu Punctuation' in the Videos/ Resources folder and follow your Shifu's instructions. (Shifu means Kung Fu teacher). There is a poster of each move in Resources below to help you practise.



Task 2: Now that you know the moves for each punctuation mark, practise with these sentences below. Choose **1 colour** to complete your training.

Write the correct punctuation marks in first and then complete the moves.

**Crimson Belt
(watch video Part 1)**

1. do you know what day is it today
2. my birthday is in december which is christmas time
3. carly went to subway on monday for lunch
4. stop you will crash if you go any faster

**Indigo Belt
(watch video Part 1 & 2)**

1. where are you going on saturday james questioned ann-maree
2. thats carols house announced ann maree
3. mr hales screamed who ate my gold fish
4. i cant believe thats tramis new dog

**Violet Belt
(watch video Part 1-3)**

1. this is what ill buy eggs milk bread and cheese
2. eliza who is scared of heights rode the rollercoaster
3. carol queried is that tramis or james car that is parked outside newport lakes
4. plenty of people wanted to join the football team mr hales was one of them

Maths

Learning Intention: What is Mass and how do we measure it?

Warm Up:

Mary and John weighed the same suitcase using bathroom scales.

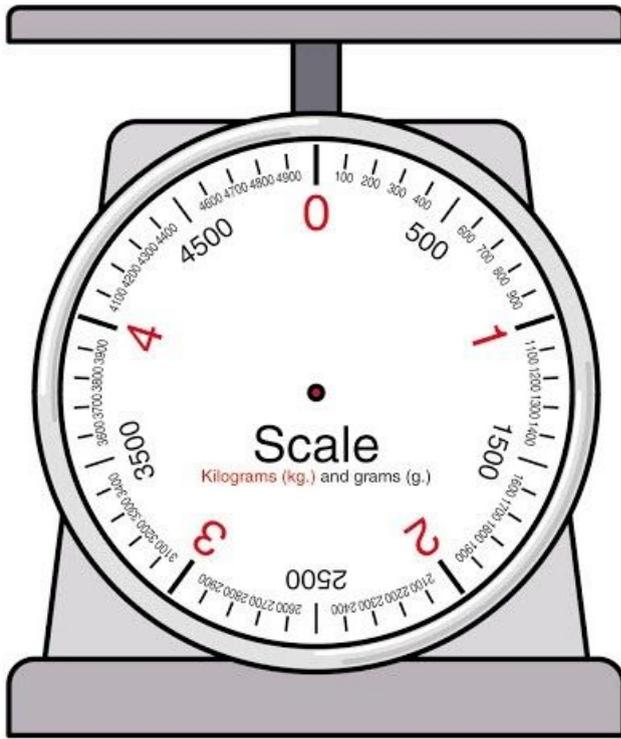
Mary said its mass was 30kg. John said its mass was 29kg. How could this happen?

Task: HELP! The scale is broken!

Can you fill in the mass of each product on the scale?

Step 1: Draw or print out the scale below. If drawing the scale, be careful to make sure each interval between kilograms is equal and each interval between grams is equal. On this scale they have 100gram intervals, you should have the same i.e. it's counting by 100grams each time!

Step 2: Use different coloured pencils drawing an arrow to each amount.



Bananas = 1kg	Yellow
Steak = 500g	Red
Watermelon= 1.5kg	Green
Pink lady apples= 3kg	Pink
Pasta= 600grams	Purple
Pumpkin= 850grams	Orange
Almonds= 250grams	Blue
Lollies= 300 grams	Black

Extension:

Create another scale demonstrating intervals of 25grams. Meaning from 0 (zero) you would have a line for 25grams, then 50grams etc opposed to the last scale only counting up by 100grams at a time. Once you have done that, label on it each of these objects:

Pine nuts = 75 grams	Pineapple= 1.25kgs	Brown rice= 2800grams	Lemons= 3000g
Cous cous = 95 grams	Oats = 1.75kgs	Muesli= 875 grams	Coffee= 225g

BQT

Continue with your Animal Adaptations Project
Due Date: Friday 11th September 2020

STEAM

Bungee Barbie/Bob

Everyone has seen or knows of someone who has taken that great leap of faith off a bridge or platform with nothing but a big band around their ankles.

Yes.. I'm talking about Bungee jumping!

If you are not sure what bungee jumping is, the video clip below should help explain it.

<https://youtu.be/xS7m-y-nbQ4>- Nevis Bungy: New Zealand's Highest Bungy



Bungee Barbie Activity

I always wondered how did they know how long to make the band so that the person just dips into the water? Well apparently there is a bit of maths, science, technology and practise to get it all right.

Your task this week **has two parts**.

The first is to create some sort of tower that is over 1m tall that will allow your Barbie or action figure to stand on top of.

The second task is to work out how many elastic bands you will need for your model to dive off the platform and (if they have long hair) have them stop before hitting the ground so just their hair touches the ground. Some of you may wish to put an icecream container full of water at the bottom. Success would be that just the hair gets wet, not the face, arms etc.

You will need to keep a record of:

- a) What you have used to make your tower.
- b) The size and thickness of your elastic bands.
- c) How many you used.
- d) How many attempts did you have to do before your “person” was safe.



You should video or take photos of your end product.

Tower designs are very important because if it looks really rickety, then maybe it won't support your jumper.

Challenge: Can you make the falling height greater than 1m?

What could/did you do? What changes did you need to make? Was there a formula?

P.E

Enter your PE Google Classroom and watch the instructional video for week eight.

Opening/Warm-up – Complete the [workout routine](#).

Movement/Fitness Circuit – In recent weeks, you have been asked to complete several different movement and fitness challenges and circuits in PE. This week, you are going to create your own.

Head to your PE Google Classroom, complete the assignment attached and then submit. The success criteria for this task will be explained in my weekly video and in the attached assignment.

Google Classroom codes for PE are:

3/4A – 4trtu4u	3/4C – caxgaba	3/4E – eiklxob
3/4J – jaqs7o	3/4T – noyusub	3/4W – pfhoieb

Resources Day 2
Writing: Kung Fu Punctuation



CAPITAL LETTER

The first rule of Kung Fu is: **ALWAYS bow** to your opponent.

FULL STOP

Throw a short, right-handed **punch** in front of you. Make the noise... **Ha!**

QUESTION MARK

Use your hand to make the shape of a question mark, using 3 movements. Now use a full stop punch. Make the noises... **Shi! Shi! Shi! Ha!**

EXCLAMATION MARK

Use your arm to make a long **vertical slash**, from top to bottom, followed by a full stop punch. Make the noises... **Shiiiiii! Ha!**

COMMA

With your **arm bent** so that your hand is in front of your face, make a short twisting motion at the wrist. Make the noise, **Shi!**

APOSTROPHE

With your right arm raised up high into the air, wriggle your index finger and say.. **Blubalubaluba!**

SPEECH MARKS

Stand on one leg, extend your arms to the sky and wiggle your index and middle fingers. Make the noise... **Haeeeee!**

BRACKETS

Using your left hand, draw a curved line in the air. Do the opposite motion with your right hand. Make the noises... **Shi! Shi!**

COLON

Do a full stop punch followed by another one directly beneath it. Make the noises... **Ha! Ha!**

SEMI-COLON

Make the full stop punch, then the comma twisting motion directly beneath it. Make the noises... **Ha! Shi!**

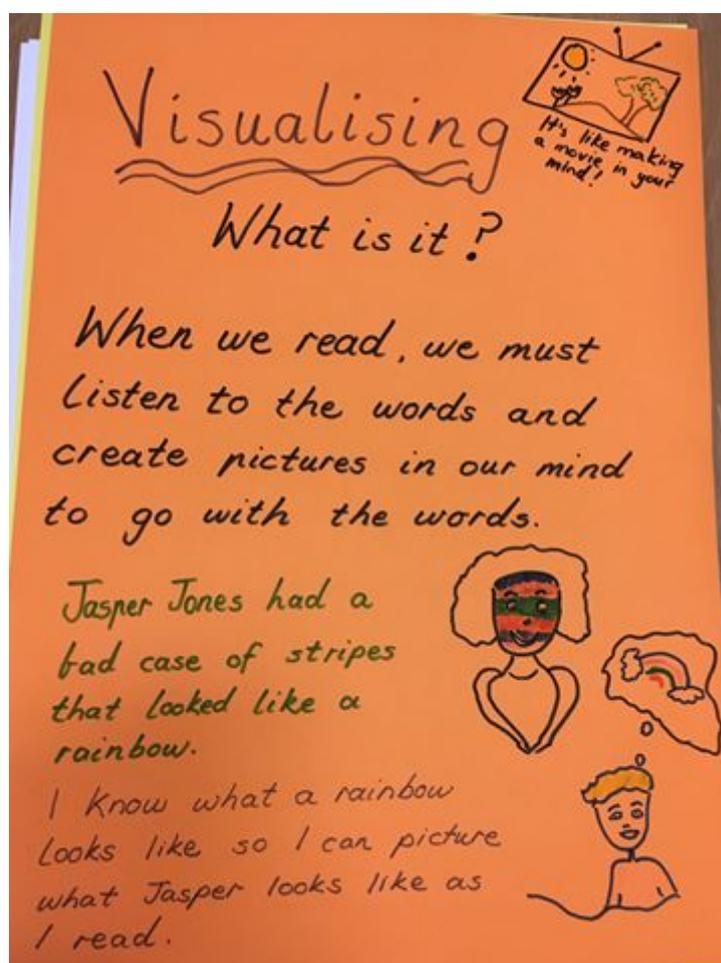
Day 3

Reading

Learning Intention: What should I be doing when I read independently to help myself understand the text?

Task: Read a book for at least 20 minutes. Use your visualisation skills and draw what ONE of the main characters looks like.

Example:



Writing

Learning Intention: How can I adapt my 'Dear Australia..' letter to make an NLPS Yearbook entry?

Because of the crazy year we are having, we unfortunately cannot have our 'Literary Lights' special evening, which we have every two years. So instead we are planning on capturing our crazy year in a '2020 Yearbook' (this is the working title, the real title will be decided on a bit later). We will be publishing these books and offering them to families at the end of the year for a small price; they will be a special memento of a very unusual year.

So we are asking all our students from Prep to Year 6 to write about how things have been different for them, and how they've felt during this strange year, as well as what they are looking forward to. Students can share their thoughts through whatever text type they'd like to – including drawings.

The good news for us here in 3/4, is that we have already written a text that covers a lot of this, so you don't need to start from scratch.

So your activity today is to go back and revisit your 'Dear Australia' letter from earlier this term, and update it. You can keep it in letter format (although it might be a good idea to change it to Dear NLPS or something like that), or turn it into a different genre. You might want to add more or change what you wrote previously. You will find your letter in your writing book, or on GC where you submitted it to your teacher (in week 3). Tomorrow you will edit and publish this.

WHAT YOUR YEARBOOK ENTRY NEEDS TO INCLUDE:

Any form of text type that shares your experiences and feelings about 2020. You are encouraged to write about:

- Your experiences – how has your life been different for you this year? The good, the bad and the strange!
- The different feelings and emotions you've felt along the way – what's made you happy? What have you been sad or worried about?
- What are you looking forward to / what do you hope for?

We would love it if you felt like sharing your text and making it part of our 2020 NLPS Yearbook. Or you can just archive it at home yourself, and look back on it in years to come!

Maths



Learning Intention: What is capacity ?

Watch: <https://online.clickview.com.au/libraries/videos/10749459/introducing-capacity>

(This video is on Clickview, you will need to log in to view the video. If you are already logged in to Click View this link will automatically take you to the video).

Task 1: Capacity Hunt!

(Ask for parent's permission) Find different containers around your house; it may be jars, plastic containers, bowls etc. Your job today is to line the containers up from smallest to largest capacity. Keep in mind you may have a cylinder, square etc.

(Take a photo and upload it to Google Classroom)

Task 2: Shopping!

Today your task is to use Coles online or a supermarket catalogue to find 8 items for each of the three categories below, you will need to write the item, its capacity eg. 100ml, and then you can draw a picture of the item.

You need to think about what sort of grocery items would fit into these categories. Remember you're looking at capacity today, so how much a container can hold. HINT: Find liquid products!

Coles Online-

<https://www.coles.com.au/catalogues-and-specials/view-all#view=category&saleId=34515&categoryId=533,534,535,537,538,548&page=2>

Less than 100ml	More than 100ml but less than 500ml	More than 500ml but less than 1.5 litres

Extension:

Fruit Salad Recipe: For 4 people

150g oranges, 250g apples, 140g bananas, 90g grapes, 60g strawberries

These are the ingredients and their mass needed to make a fruit salad for 4 people. You need to make this recipe for 10 people. Write out the new recipe using grams and kilograms for each item of fruit.

BQT

**Continue with your Animal Adaptations Project
Due Date: Friday 11th September 2020**

Music

You will find different activities to select from. Choose as many activities you wish to complete and post the activity you did onto GC music. You will have all of the activities in your virtual music room on the Music GC or [HERE](#).

UNDERSTANDING MELODY; Find the link in the virtual music room to the Music Lab; Piano Roll. Have a play around and then find the questions and tips in the virtual music room to answer.

ANALYSIS AND LISTENING; This week's listening task links back to the Music Lab activity. They work very similarly to each other in how they are visually represented. The music you are hearing is Etude opus 25, Number 4 by Chopin. Watch the video in the virtual music room and answer the questions.

REVISING NOTES ON THE KEYBOARD; Do you remember how to find the note C on the keyboard?!? If you can't remember, there is a video to help you in the virtual classroom, then you can work out the other notes using the alphabet! Watch the video, then find the link to the keyboard note recognition game in the virtual music room. Let me know your end score in Google Classroom!

'Yearbook' Editing and Publishing

***Task to be handed in**

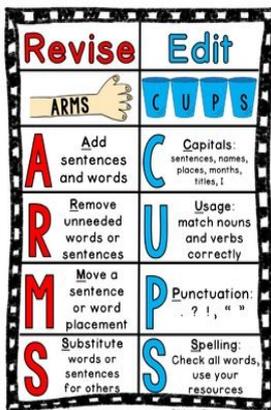
Learning Intention: What do I need to do to make my text ready for publishing?

Task 1: Today, you will need to edit your Yearbook entry text from yesterday. Once you submit your text, teachers will not be giving any feedback for further editing, so it is important to make sure you have done your best work now, as this is the version that will be printed in the Yearbook.

Important: When handing in your task, please write a comment to let your teacher know if you give permission for your text to be published in our whole school Yearbook.

There are some editing tips below and don't forget CUPS and ARMS! If possible, ask Mum or Dad to do a final edit for you.

Please ask parents for help to edit your work carefully, checking that;



- It makes sense when read out loud
- It has the correct punctuation
- It has the correct spelling
- It has appropriate paragraphs (new idea / topic = new line)

Task 2: Now you are ready to publish!

There is a folder called 'Week 8 Yearbook' in the 'Work to Hand In' folder. In here, there will be a Google Doc with your name on it. Please type your published work into here. Here are a few pointers:

- Use a font size of 12
- Check over your work before submitting to make sure it is all correct
- You can add in a photo or a picture that represents your experiences if you would like

Writing



Learning Intention: How can we create dynamic dialogue between strong characters in our stories?

Watch **'Dynamic Dialogue'** in the Week 8 videos/ resources folder.

Task: Choose 2 different characters for **each** emotion listed below. Write a conversation/dialogue between the characters. So in total you will be choosing 6 characters and writing 3 conversations. What would they say if they were:

- Annoyed
- Excited

- Scared

Here is an example conversation for the emotion 'scared' between the **inept wizard** and the **small, very smart boy**.

'You know magic, surely you can get us out of this situation?'

'I will do my best, young scholar. I know an ancient spell that might be the solution.'

'They're coming for us and fast. Can't you speed the process up a little?'

'Alakazam alakazoo, turn these monsters into glue.'

'That was a complete failure, you must have omitted part of the spell.'

Nosy neighbour	Inept wizard	Vain model	Mysterious author
Sensitive superhero	Powerful politician	Wealthy woman	Small, very smart boy
Action hero with a limp	Sports coach	Professor	Teenager
Grumpy grandpa	Sneaky villain	Curious monkey	A TV game show host

Maths



Learning Intention: How can we find the capacity of something?

Hello my young witches and wizards!

(Please read the task below in the Day 4 Maths resources)

NOTE: You need to use the invisible potion sheet **(In the Week 8 resources on Google Classroom)**, if you don't have a printed out version you will need to copy it out into your book, but be careful... we can't let the muggles get hold of your potion, so make sure you do it in your Learning from Home book so it's safe!

Extension:

Create a second potion. This time your potion jar has the capacity of 1.5 litres. You can not use rounded numbers like 550ml, you can only use unrounded numbers such as 173ml, 28ml etc. Good luck!

BQT

**Continue with your Animal Adaptations Project
Due Date: Friday 11th September 2020**

Art

During 'Learning at Home' for Art in Term 3, all students will be sent a link to the same google slides document.

Please take the following steps to access the learning:

- 1 - Click on this link: [Week 8 Andy Goldsworthy](#)
- 2 - Click on 'Present' at the top right hand corner of the screen, next to the orange 'share' button
- 3 - The power point will then present as a full screen ready for students to watch

Post a photo of your artwork on Google Classroom in the week 8 folder

Previous weeks – [Art Week 7](#) [Art Week 6](#)

Dear young Witches and Wizards,

I hope this letter finds you well.

This is what you have been waiting for. You have impressed your professors and for such tremendous efforts this term we invite you to compete in the annual 'Hogwarts Lakes Potion Cup'!

Rules/Guidelines for the Potion Cup!

PLEASE NOTE: Not following these guidelines will result in potion explosion, disqualification from the 'Potion Cup' and the individual Witch or Wizard will automatically turn into a frog.

- Your potion MUST have a name e.g. The Indivisibility Potion.
- You MUST have 6 ingredients
- Your potion MUST be 600ml!
- Now young Wizard/Witch, you may think well, I'll just put 6 ingredients that are 100 ml each. However, you MUST NOT have any of your 6 ingredients be 100ml. They must be 120 ml or 80ml etc.
- You must only use liquids for your potion. These can be of your choosing, it could be pigs sweat, Weeping Willow sap, or three headed dog's saliva. Up to you, but they MUST be liquids.

Good luck young child,
Albus Dumbledore

Day 5- Wellbeing Friday

We care about your wellbeing, and how you are feeling about working from home. Now more than ever, you need to draw upon all the great Newport Lakes kids' traits of being responsible, resilient, respectful, compassionate, a critical thinker.

The purpose of our Wellbeing Friday is to stop and take a breath. Today is a day to make your own, and to have some choice about the things that keep you happy and well. This will look a little different for everyone, but we have some suggested activities below that you may like to engage with.

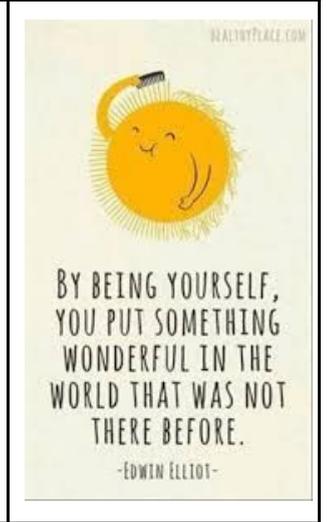
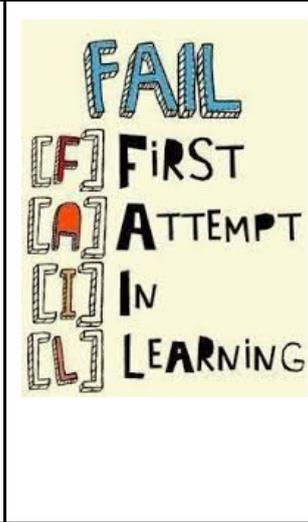
Specialist Program	<p>A chance to engage with the Specialist program- We are very proud of our Specialist program here at NLPS. Today is a chance to engage with the Specialist activities and we encourage you to use the time to do this. Think of it as a day to do something you love and to also try something new. Our Specialist teachers - Terry, Laura, Pak Ben, Ellen and Michelle are very much looking forward to seeing your work on Google Classroom.</p>
 <p>'Take a breath'</p>	<p>https://www.youtube.com/watch?v=IVZuyjS7lv4&feature=youtu.be – Bye bye bad thoughts</p> <p>https://www.youtube.com/watch?v=eSUbuM3pT4E – Shake off the yucky feelings</p> <p>https://www.youtube.com/watch?v=1ZP-TMr984s – Turn on and off meditation (energy)</p> <p>Practice walking like a deer. Move slowly and deliberately, with purpose, and pay attention to where you are going. Practice pausing in stillness, as though you are camouflaged.”</p> <ol style="list-style-type: none"> 1. What does it feel like to walk like a deer? 2. What does it feel like to be still/camouflaged like a deer? 3. Describe a time when you can walk mindfully. 4. Describe a time when you can use stillness or camouflage.
<p>Fitness</p> <p>'Sweat it don't stress it'</p>	<p>https://www.youtube.com/watch?v=7Li2qwdUsxU - Danger Force</p> <p>https://www.youtube.com/watch?v=etYhiq9hM8A - Pump it up</p> <p>https://www.youtube.com/watch?v=g3L556EpRuo - Full Speed</p> <p>Run/skip/jump/walk around your block. Do this twice and time yourself to see if you can beat your first attempt.</p>
<p>Dance</p> <p>'shake it off'</p>	<p>https://www.youtube.com/watch?v=KhfkYzUwYFk – Trolls Can't Stop the Feeling dance clip</p> <p>https://www.youtube.com/watch?v=3WnI4UNgSaY&feature=youtu.be - Repeat the beat GoNoodle (dance)</p>

<https://www.youtube.com/watch?v=sNog54ovi8Q&feature=youtu.be> - Best day of my life (dance)

Play or sing your favourite song and create your own free style dance.

Reminders

Finish off any other work that you were unable to complete this week.



Mindfulness Activities

1. Read a book

2. Draw a picture

3. Boggle - how many words can you make from the letters below? Words must be at least three letters long, you can't use a letter twice and you can't write proper nouns.

h	m	e	i
d	r	t	g
o	w	n	p

4. Colour in

