

Year 4 Learning from Home Schedule Week 1

Tuesday	Wednesday	Thursday	Friday
Morning Routine Explicit Teaching Focus: Captain Arthur Phillip and the First Fleet	Morning Routine Student Knowledge Organiser: Fact sheet on Captain Arthur Phillip and the First Fleet	Morning Routine Morning Routine - Retrieval using the Morning Routine assessment slips.	Morning Routine Morning Routine- Assessment using the Morning Routine assessment slips.
SOTD Simple - The first fleet arrived at Port Jackson on January 26th 1788. Modelled-Compound The ships were cleaned, and old clothes were burned to get rid of lice and fleas.	SOTD Modelled-Complex- The First Fleet was led by Captain Arthur Phillip because he was appointed the first governor of the Penal Colony for New South Wales.	SOTD Have a go at independently writing your own simple, compound or complex sentence.	SOTD Assessment Write a simple, compound or complex sentence based on Captain Arthur and the First Fleet.
Writing Pre-assessment Write a pre-assessment on a historical recount. Access the video titled 'Pre-assessment' via the Week 1 PowerPoint.	Writing Pre-assessment Write a pre-assessment on a historical recount. Access the video titled 'Pre-assessment' via the Week 1 PowerPoint.	Writing View the writing target lesson and create a personal writing target for this term.	Writing Submit your pre-assessment and your writing target for the term.

Reading of Core Novel

Watch Prologue and Chapter 1 for the text '*The Goat that sailed the World*' Jackie French'

<p>Guided Reading</p> <p>Introduction Lesson to '<i>The Goat that sailed the World</i>' Jackie French'</p> <p>Before Reading questions on "<i>The Goat that sailed the World</i>' Jackie French</p>	<p>Guided Reading</p> <p>Reading the blurb and responding to 'before reading' questions.</p>	<p>Guided Reading</p> <p>Post Guided – Read your group text.</p> <p>Complete your week 1 post guided activity based on your group text.</p>	<p>Guided Reading</p> <p>Literacy Pro – Read an E-book and complete a quiz .</p>
<p>Maths</p> <p>Revision- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 Multiplying by 9 using distributive property Multiplying by 9 using distributive property</p>	<p>Maths</p> <p>Revision- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 Multiply by 9 using less efficient strategies</p>	<p>Maths</p> <p>Revision- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 Multiply by 9 using less efficient strategies</p>	<p>Maths</p> <p>Revision- Addition and subtraction: bridging to 10, 20, 100, 1000, 10000 Divide by 9 and find 1/9 of the number using the distributive property</p>
<p>HSIE</p> <p>Complete the activities for Week 1.</p>	<p>Science</p> <p>Look at the example slides and the activities for Week 1.</p>	<p>CAPA</p> <p>Complete the drama activities for Week 1.</p>	<p>PDHPE</p> <p>Follow 15 Minutes of exercise video: http://www.viewpure.com/dhCM0C6GnrY?start=0&end=0</p> <p>Watch 1 min video 'Underlying calm'. When you feel clouds and storms build in your mind imagine the blue sky that is always there. Feel yourself relax. http://www.viewpure.com/F0WYFXxhPGY?start=0&end=0</p>

			Kindness Ninja- Secretly help you family this week. Do something nice for them without them knowing. Once you have helped EVERY person you can tell them.
			Hop- Practice technique. Practice both your left and right foot. Do it slowly and correctly. https://www.youtube.com/watch?v=Ycs8F6hryw&list=PLZGLB725ifxuOp8989sP5tXXGfreGk-aB&index=1
			Eat something brown (wholegrain). Brown bread, brown rice, oats or unsalted popcorn. Wholegrain foods (that are mostly brown versions of things you normally eat) give you energy for longer than the white versions

WRITING TO INFORM

Pre-assessment: Year 4, Term 2, 2020

Your job is to write a historical recount on an important event that happened in the past.



You must include:

- ✓ **A title**
- ✓ **An introductory paragraph** (to hook your audience and set the scene)
- ✓ **A sequence of main events** (make sure you use chronological order)
- ✓ **A conclusion** (state the significance of the event)

Remember to:

- Plan your writing before you begin
- Write in sentences
- Check your spelling and punctuation
- Use adjectives and adverbs
- Check and edit your writing when you are finished

10 elements of writing

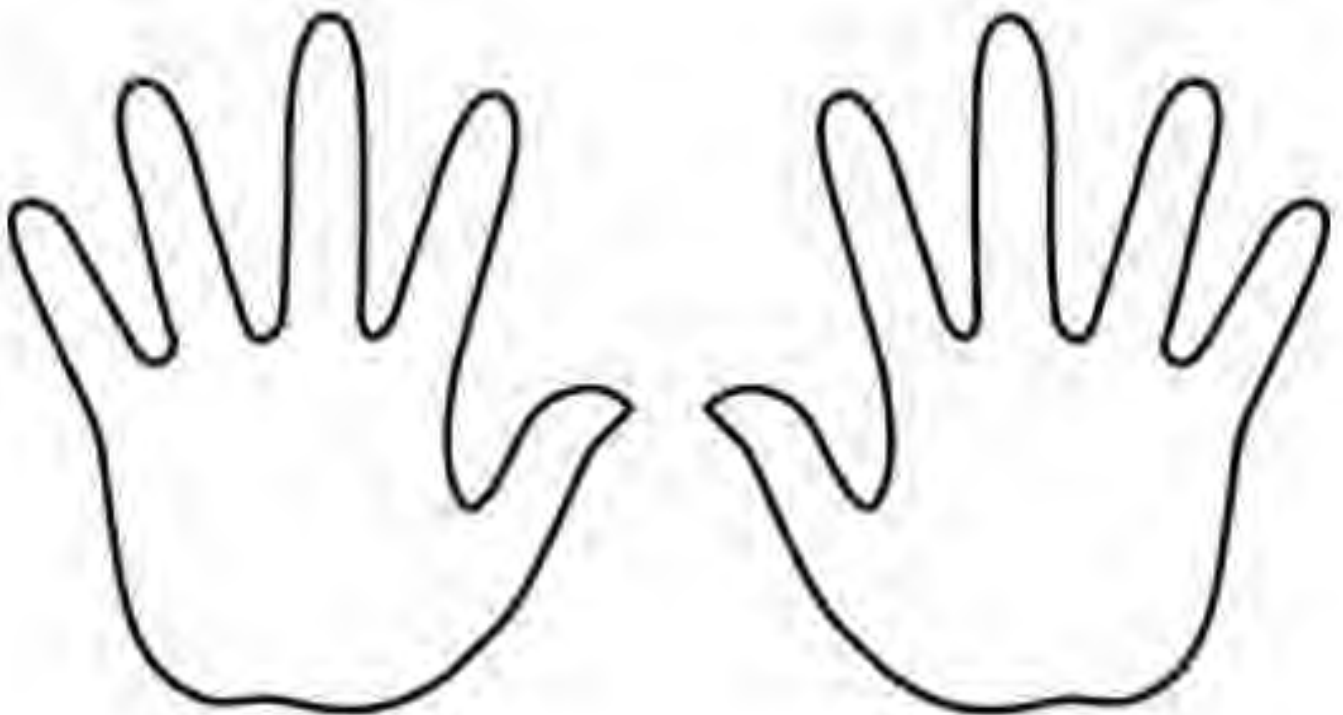
MUST elements

1. Spelling
2. Paragraphing
3. Cohesion
4. Sentence structure
5. Punctuation

Creative and Unique Elements

1. Facts
2. Audience
3. Text Structure
4. Vocabulary
5. Ideas

Task: label the two hands below with the 10 elements of writing. Have a 'MUST' hand and a 'Creative and Unique' hand.

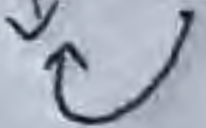


Title (alliteration)

Ask a question
or give your audience
something to think about

(ex. imagine you sailed with Captain Cook,
or "Wouldn't you have loved to sail with Cook?")

I



(the
hook is the question)

time connective



Top S

E
E

3?

ME
(main
events)



Top S

E
E

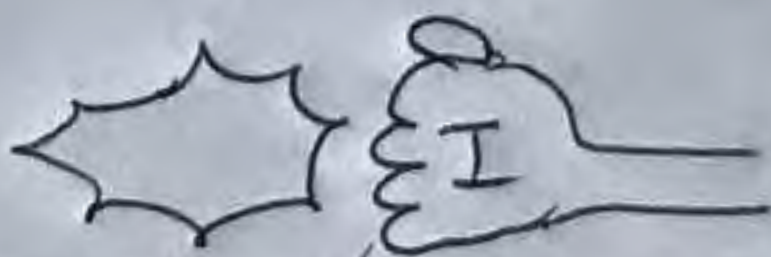
3?

① Top S

E
E

3?

oo A



go back to the hook and answer
the "I wonder" and finish with your impact.

Writing to Inform Historical Recount Script

- ✓ script for teachers to use every day
- ✓ draw the block planner each day
- ✓ highlighted parts are what students are expected to respond with

Title

Every good piece of writing starts with a **title**. It's a good idea for the title to include **alliteration**. Alliteration is the repetition of a **consonant** phoneme.

Introductory Paragraph

Draw a box for your introductory paragraph. In this introduction, you should **hook your reader** by using a **rhetorical question** that links to time and place. Leave your reader with something to **think about "I wonder or would you..."**

Sequencing Paragraph-Set the scene using time and place (Main Events)

Draw a box for your second paragraph. This paragraph will start with a **date going back in time** and a **topic sentence**. The paragraph will be about **one idea** and will include at least **three facts that will elaborate and expand on the 1st main event**. All the sentences must be **factual**. The second paragraph could be about **'voyage.'**

Draw a box for your third paragraph. This paragraph will start with a **date going back in time** and a **topic sentence**. The paragraph will be about **one idea** and will include at least **three facts that will elaborate and expand on the 2nd main event**. All the sentences must be **factual**. The third paragraph could be about **'arrival.'**

Draw a box for your fourth paragraph. This paragraph will start with a **date going back in time** and a **topic sentence**. The paragraph will be about **one idea** and will include at least **three facts that will elaborate and expand on the 3rd main event**. All the sentences must be **factual**. The fourth paragraph could be about **'first contact.'**

Conclusion

Draw a box for your final paragraph. This is your **conclusion**. Your conclusion will answer the **'would you'** or the **'I wonder'** question. Don't forget to state your **impact** and include the **'if, if then'** sentence.



Morning Routine

Captain Arthur Phillip and the First Fleet –
Week 1

First Fleet Journey Timeline

The first fleet leaves
Portsmouth, England.

The First Fleet anchors at Santa
Cruz at Tenerife to stock up on
fresh water, vegetables and meat.

As the First Fleet sails through the tropics, the
ships become infested with rats, bedbugs, lice
cockroaches and fleas. With the hot and humid
weather, water is rationed to three pints a day. The
tropical rainstorms keep convicts below deck,
creating an overpowering smell. Many convicts get
sick and die.

20th May 1787

10th June 1787

5th August 1787

13 May 1787

3rd June 1787

July 1787

A convict on the Scarborough
plans a mutiny. Those involved
are flogged and two are
transferred to the *Prince of Wales*.

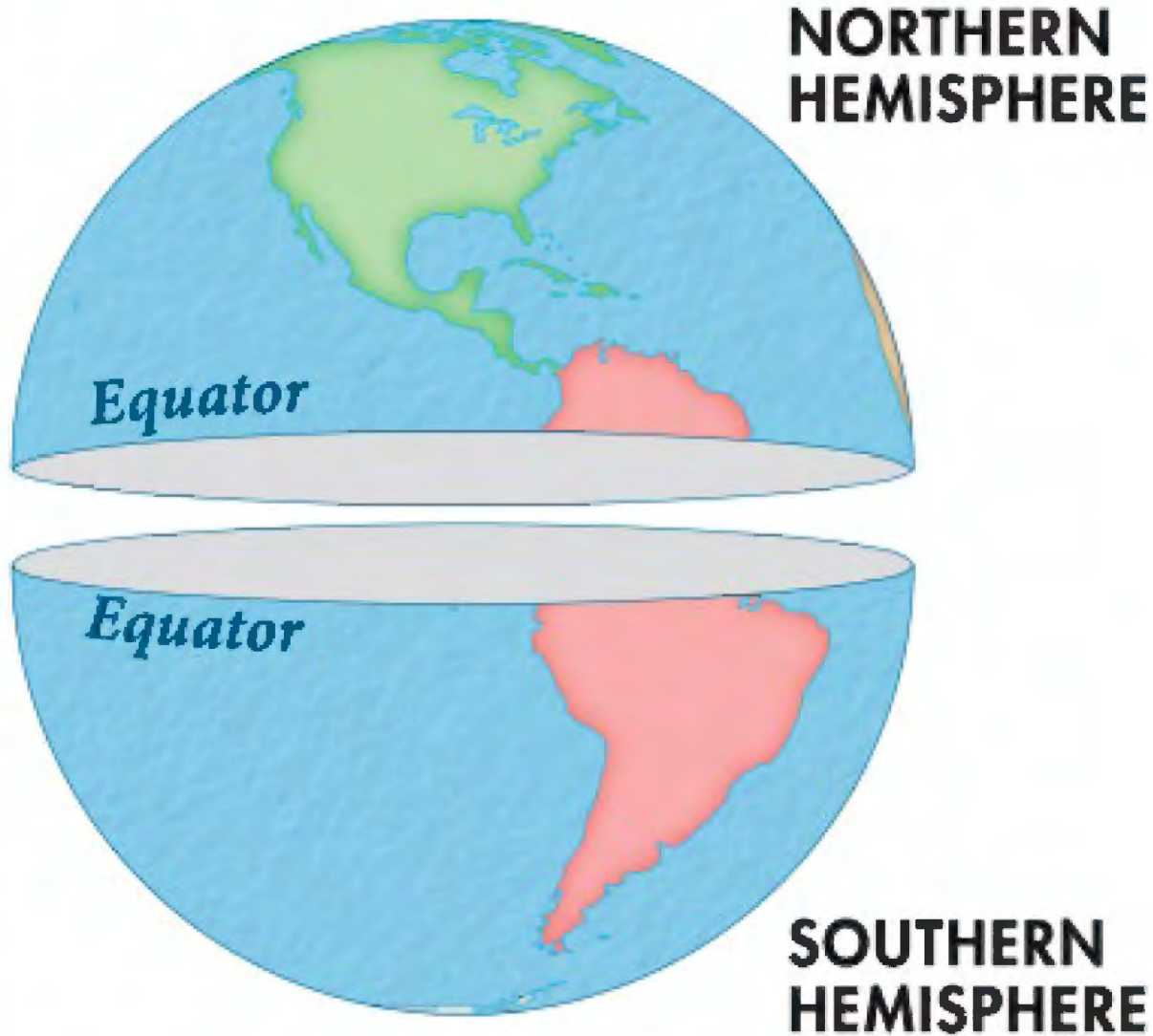
The First Fleet sets sail across
the Atlantic to Rio de Janeiro,
taking advantage of the trade
winds and ocean currents.

The First Fleet reaches Rio de
Janeiro and stays for a month.
The ships are cleaned and
repaired. Fresh water and
food is taken on board. The
infested clothing of the
women convicts is burnt and
replaced with rice sacks to
wear as dresses.



Left Portsmouth in England 13th May 1787

- The convicts walked through the town of Portsmouth, to the shock of many townspeople.
- They went to the docks on the south coast where they were rowed by small boats to the 11 ships of the First Fleet.
- The journey began with fine weather, and thus the convicts were allowed on deck.
- On the 13th May 1787 at 3:00 am (Sunday Morning) – 1500 men, women and children were on board and the First Fleet set sail to begin their journey.
- Although most were British, there were also African, American and French convicts.



The **Equator** is an imaginary circle around Earth. It divides Earth into two equal parts: the Northern Hemisphere and the Southern Hemisphere. It runs east and west halfway between the North and South poles. The distance around the **Equator** is about 24,900 miles (40,000 kilometres).

First Fleet

- In the eighteenth century there were many social problems in Britain.
- The government had to deal with a growing number of criminals but it was expensive to build prisons.
- For a few years the government kept its convicts in huge old prison ships on the River Thames.
- The rotting ships soon became overcrowded and the living conditions were so bad that the government needed to do something about it. The government had to find a solution to this problem. So it decided that a suitable place for the 'transportation' of the convicts was necessary.
- The First Fleet brought the first white settlers to Australia.
- There were 11 ships in the First Fleet and contained the convicts and marines known as the Founders of Australia.
- The settlement landed at Sydney Cove on January 26, 1788.
- Over the next 80 years, British courts sentenced more than 160,000 convicts to transportation to Australia.

First Fleet (Continuation)

Captain Arthur Phillip :

- The First Fleet was led by Captain Arthur Phillip.
- On October 12, 1786, Phillip was appointed the command of HMS Sirius and the duty of founding a British penal colony in New South Wales.
- He became the first Governor of New South Wales.
- The voyage to Australia was planned to span eight months and Phillip had to first assemble his fleet.
- In building a new settlement, Phillip initially planned to assemble people with farming and construction backgrounds.
- However, what he got was convicts accompanied by troops.
- On May 13, 1787, eleven ships of the First Fleet set sail from Portsmouth, England to Australia.



Captain Arthur Phillip and the First Fleet Student Knowledge Organiser



Vocabulary	
Word	Definition
Equator	
Convict	
Memorial	
Settlement	
Sentence	
Travel	
Mutiny	
Flog	
Prisoners	

Timeline — Record 1-2 key events from the First Fleet

Date :	Date :
Event :	Event :

What was the First Fleet ?

Write down the names of the continents and the surrounding oceans.

When did the First Fleet set sail ? Which location did they begin their voyage ?

Who was Captain Arthur Phillip ?

To which country did Britain send prisoners before sending them to Australia?

How many ships were on the First Fleet ?

What other benefits were there in creating a settlement in Sydney?

Date: _____. _____. _____	Week 1-Thursday	
<i>Facts about Captain Arthur Phillip and the First Fleet</i>	1.	3.
	2.	4.
Vocabulary – Identify content specific words that relate to this week's Talk for Learning		
<i>Sentence Of the Day - Simple, compound or complex sentences</i>	SUCCESS CRITERIA Simple Sentence - I have included : <ul style="list-style-type: none"> - Capital Letter - Correct End Punctuation (full stop, question mark or explanation point) - Main Clause Compound Sentence – I have included: <ul style="list-style-type: none"> - 2 main clauses - Comma - Coordinating conjunction Complex Sentence – I have included: <ul style="list-style-type: none"> - a subordinate conjunction - a comma (if needed) - one main clause - one subordinate clause 	

Date: _____ _____. _____. _____	Week 1- Friday	
<i>Facts about Captain Arthur Phillip and the First Fleet</i>	1.	3.
	2.	4.
Vocabulary – Identify content specific words that relate to this week's Talk for Learning		
<i>Sentence Of the Day - Simple, compound or complex sentences</i>	<p>SUCCESS CRITERIA</p> <p>Simple Sentence - I have included :</p> <ul style="list-style-type: none"> - Capital Letter - Correct End Punctuation (full stop, question mark or explanation point) - Main Clause <p>Compound Sentence – I have included:</p> <ul style="list-style-type: none"> - 2 main clauses - Comma - Coordinating conjunction <p>Complex Sentence – I have included:</p> <ul style="list-style-type: none"> - a subordinate conjunction - a comma (if needed) - one main clause - one subordinate clause 	

(Date:)

LI: We are learning to use smaller lines and
spacing between words.

a b c d e f g h i j k l m n o p q r s t u v w x

y z

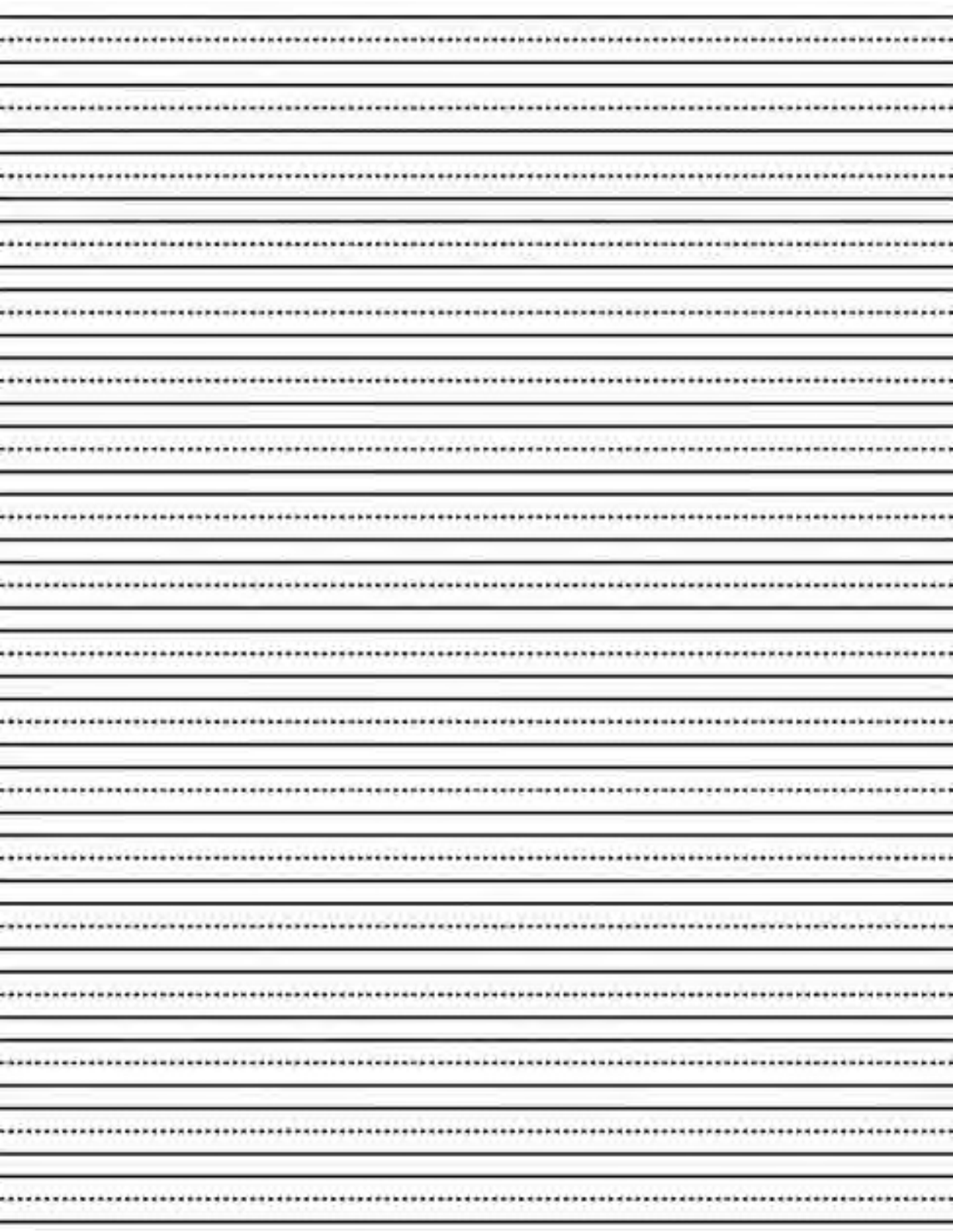
A B C D E F G H I J K L M N O P Q

R S T U V W X Y Z

1 2 3 4 5 6 7 8 9

Monday, Tuesday, Wednesday Thursday,

Friday, Saturday Sunday



What was life like in 18th century Britain?

In this unit, you will learn about the First Fleet – what it was, who was on it and why and where it travelled. You will also learn about what life was like for some of the First Fleeters, before, during and after the trip.

1

a Let's start with some back story. Read the comic.

<h2>Stories of the First Fleet</h2> <h3>Chapter 1</h3>		
	<p>By the mid 1700s, farming was changing in a big way. New tools, fertilisers and ways of farming meant that fewer workers were needed.</p>	<p>So these workers moved to the cities to look for work. Soon, the cities became overcrowded.</p>
		
<p>Many poor people lived in terrible conditions. Work was hard to find and many people were starving and suffering from disease or illness.</p>	<p>Some people turned to crime.</p>	<p>To try and stop all this crime, more and more rules were made, and tougher punishments handed out.</p> <p>To be continued...</p>

b What might the characters be saying or thinking? Use the speech bubbles to show your ideas.

Prisoner record from Bedford

Offence details

Name: Edward Abbott

Age: 19

Date of Offence: 16th April 1846

Offence: Stealing Turnips

Sentence: 1 Calendar Month **Hard Labour**

Personal details

Height: 5 ft 7 ½ inches

Hair colour: Dark

Eye colour: Blue

Complexion: Fresh

Identifying marks: Stout, scar on the left side of the chin and on the front of the left leg and thigh

Trade or occupation: Labourer

Occupation category: Mill

Marriage status: Single

Number of children: Unknown

Residence details

Birth town: Redbourne

Residence town: Redbourne

Residence county: Hertfordshire

Historical records can tell us a lot about the kinds of crimes that were committed in Britain and the sentences given around the time.



3  Using the information above, find the answer to these questions.

a What information can you find about Edward Abbott?

b 215 people have criminal records for house breaking. Look at their sentences. What do you notice?

c Why do you think the sentences were so different? Talk about this with someone.

d It is often said that many people were sent to Australia for stealing bread. Does the evidence in this database back that up?

e For what crimes were people given the sentence “transportation for life”?

4 Write a question for someone else. Make sure you know the answer and then swap questions with someone.

Q:

A:

What was life like in 18th century Britain?

In 18th century Britain, the justice system was fast and tough. Most people didn't have a lawyer and many of the punishments handed out would be considered very harsh today. All decisions were final – people couldn't appeal the way they can today. And, as you might have noticed, children were tried and punished in the same way as adults,



prosecutor



defendant



magistrate

Reflection

How do you think you might have managed in this system?

Do you think it is fair that children were punished in the same way as adults? Why/why not?

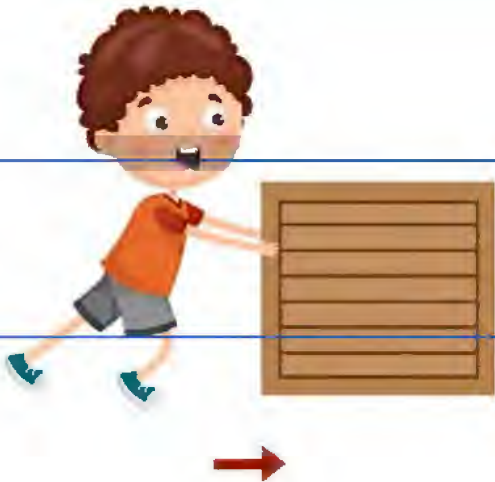
What do you think changed this?

Force

Definition: Is a push or a pull; an interaction that changes the motion of an object, causing speeding up, slowing down, change in direction.

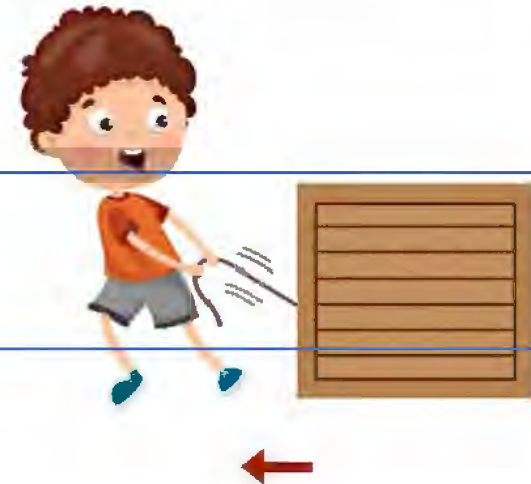
What is push?

Moves away from you



What is pull?

Moves towards you



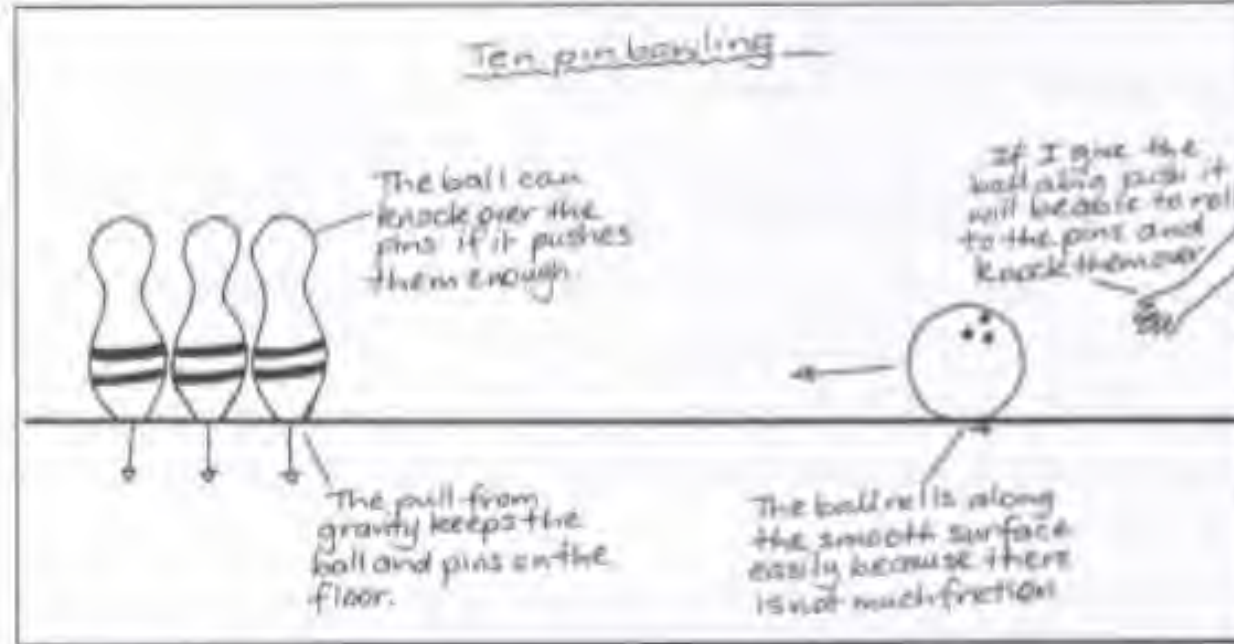
Games Galore!

Activity 1

Place a marble
or a small ball
in front of you.

What are
some different
ways that you
could move
the marble or
the ball?





Sample of annotated drawing

Annotated Drawing

- **Why do we use an annotated drawing?**

An annotated drawing includes drawings, arrows, descriptive captions, and a heading.

We use an annotated drawing to visually illustrate an idea or object.

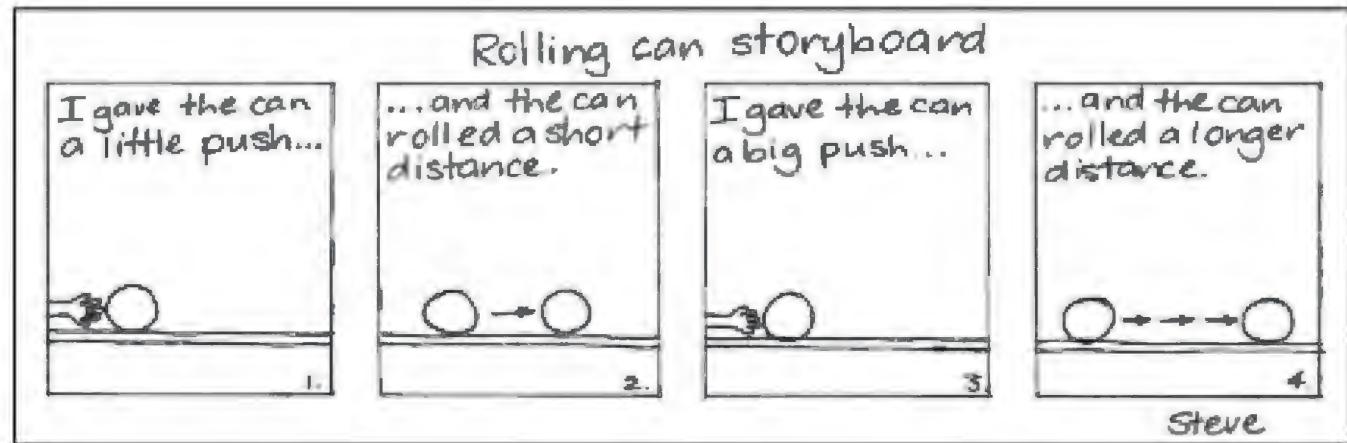
What does a storyboard include?

A storyboard includes a title and a series of drawings. Each step in the storyboard is numbered and includes a caption describing the step.

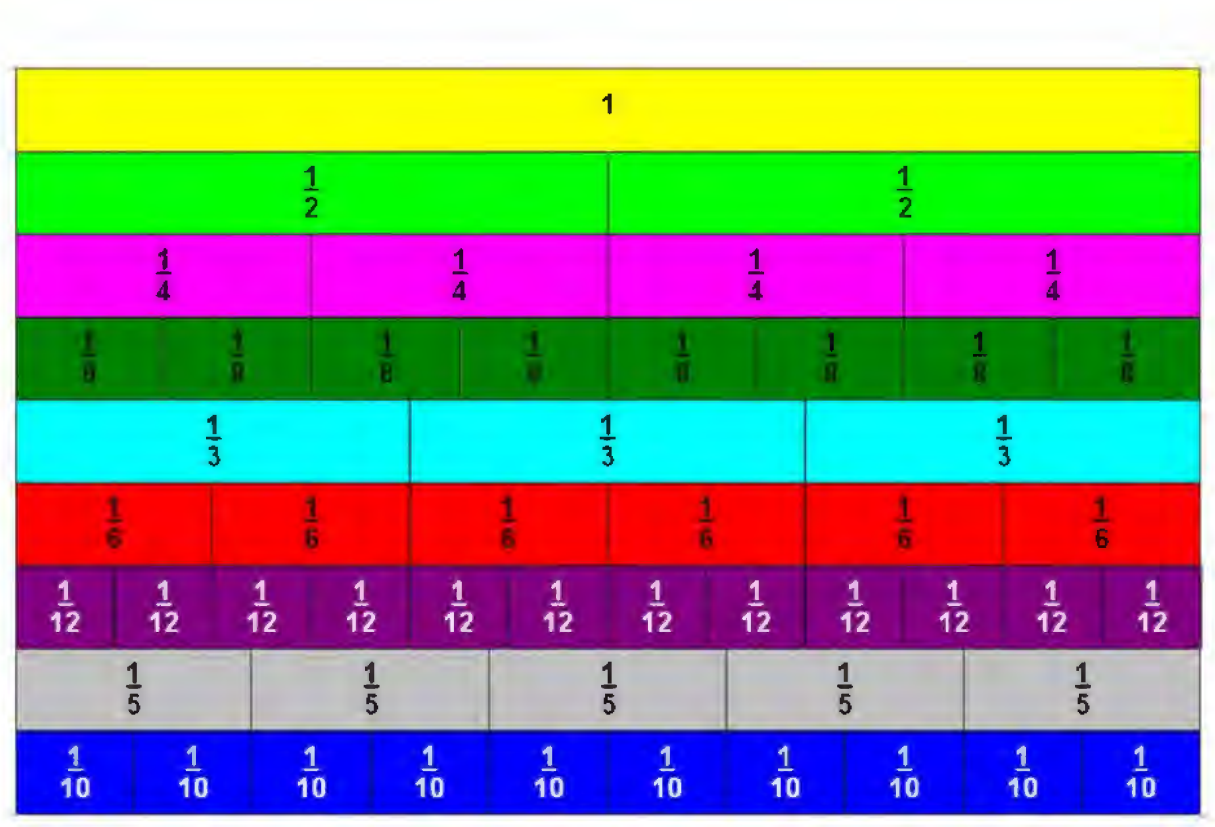
Why do we use a storyboard?

We use a storyboard to show important steps of a process in the order that they happen.

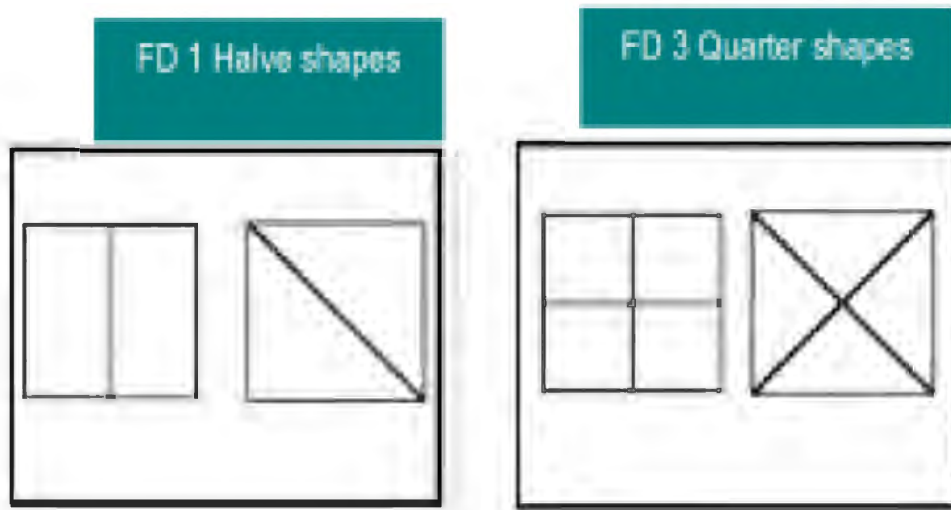
You are going to create a storyboard to represent the push used to move of the marble or the ball and show what happened after each push.



Simplifying Fractions

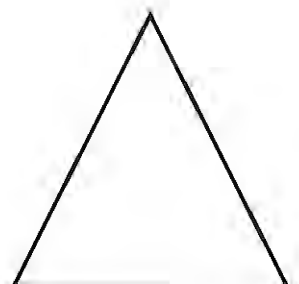
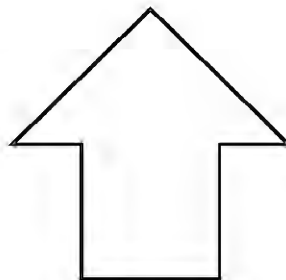


Investigate:



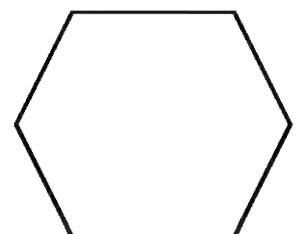
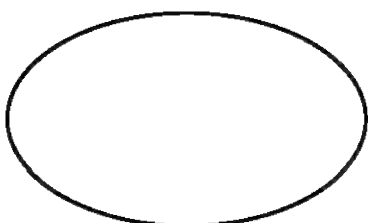
Divide the following shapes into halves:

Investigate dividing shapes of your own choice.



Divide the following shapes into quarters:

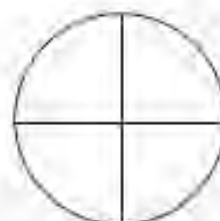
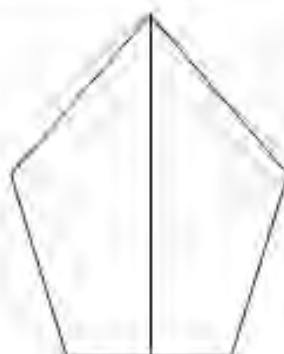
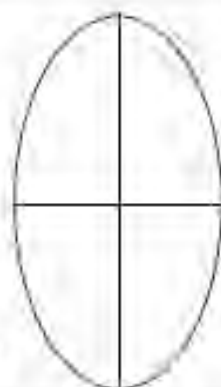
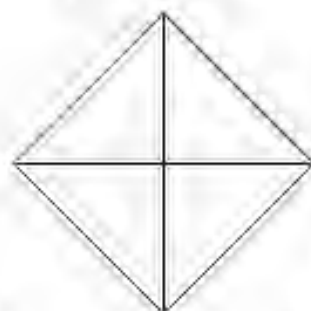
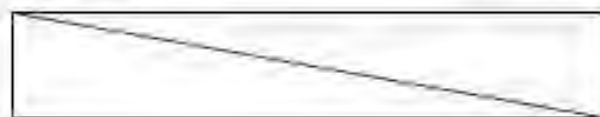
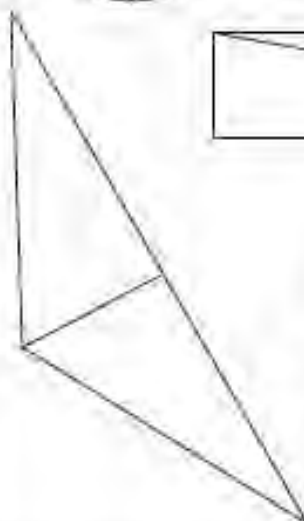
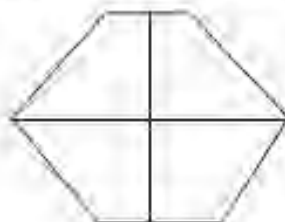
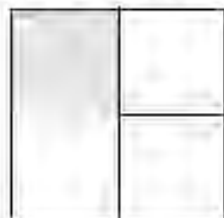
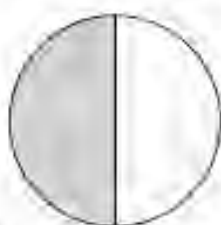
Investigate dividing shapes of your own choice.



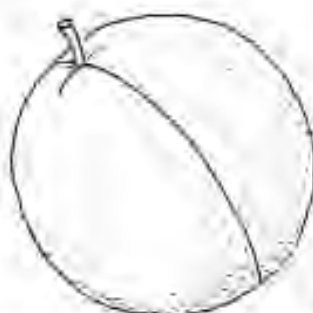
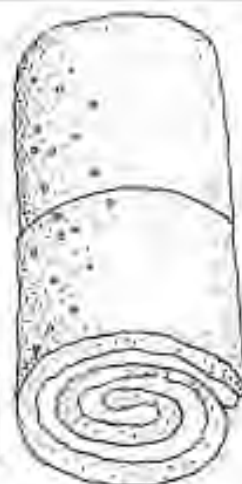
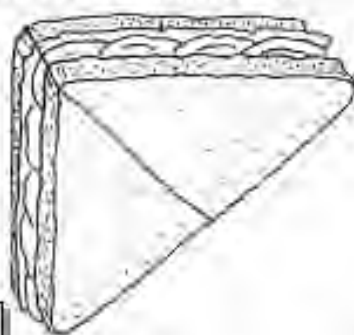
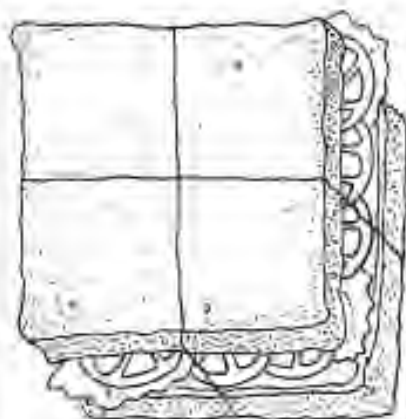
Halves and fourths



For each shape color one half red or one fourth yellow.

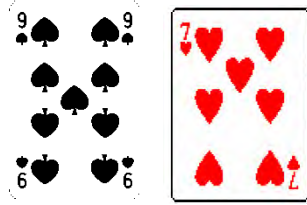


Halves or fourths?



Multiply by Single-digit Numbers – x 9

Select cards to make 2 numbers to multiply.



Partition the number into numbers you know how to multiply.

$$\begin{array}{c} 9 \times 7 = \\ \swarrow \searrow \\ 5 + 2 \end{array}$$

Multiply the parts.

$$9 \times 5 = 45$$

$$9 \times 2 = 18$$

Add the products.

$$45 + 18 = 63$$

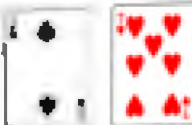
Learn the 'table' by remembering how you partitioned the number.

$$9 \times 7 = 63$$


Multiply by Single-digit Numbers-

Below are examples of differentiate levels. Choose your level:-

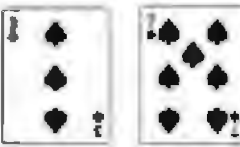
MD 10 Multiply by 2
Distributive property

$$\begin{array}{l} 2 \times 7 = 14 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 2 \times 5 = 10 \\ 2 \times 2 = 4 \\ 10 + 4 = 14 \end{array}$$


MD 11 Multiply by 4
Distributive property

$$\begin{array}{l} 4 \times 7 = 28 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 4 \times 5 = 20 \\ 4 \times 2 = 8 \\ 20 + 8 = 28 \end{array}$$


MD 12 Multiply by 3
Distributive property

$$\begin{array}{l} 3 \times 7 = 21 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 3 \times 5 = 15 \\ 3 \times 2 = 6 \\ 15 + 6 = 21 \end{array}$$


MD 13 Multiply by 5
Distributive property

$$\begin{array}{l} 5 \times 7 = 35 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 5 \times 5 = 25 \\ 5 \times 2 = 10 \\ 25 + 10 = 35 \end{array}$$

Problem Solving
Multiplication and Division by 9

The school had 9 classes of 33 children.
How many children altogether?

The school had 9 classes of 28 children.
How many children altogether?

The school had 9 classes of 27 children.
1 child left the school.
How many children altogether?

Problem Solving
Multiplication and Division by 9

The school had 9 classes of 33 children.
How many children altogether?

The school had 9 classes of 28 children.
How many children altogether?

The school had 9 classes of 27 children.
1 child left the school.
How many children altogether?

Drama Activities



One Word Story



Create a whole-class story in this imaginative drama activity which is for practising individual and group focus.



1. Students sit or stand in a circle.



2. Establish who will begin the story and which direction the story will travel (clockwise or anti-clockwise).



3. The first person begins the story by saying a single word e.g. "There".



4. Whoever is next in the circle says another single word that makes sense following the previous word e.g. "was".



5. Continue around the circle, with each person saying a single word with the aim of building a coherent story.

Zip, Zap, Zoom

Students “pass the energy” around a circle, using an action and variety of vocal commands. In the traditional game, students stand in a circle and send the energy around the circle saying either Zip, Zap or Zoom.

“Zip” sends the energy in a clockwise direction

“Zap” sends the energy in an anti-clockwise direction

“Zoom” sends the energy to someone across the circle


Students cannot do more than one Zap or Zoom in a row (they must be broken up by a Zip)

Every command is done with an action – the easiest being to clap and point to the person the energy is being sent to.

Twenty One

Sitting in a circle, students attempt to count to 21 in a random order, without two or more people speaking at the same time. One person begins by saying “one”, then another person says “two”.

Continue the group count until you reach twenty-one. If more than one person says a number at the same time, the count begins again.

A large fleet of tall-masted sailing ships, likely clipper ships, is shown on a dark blue, choppy ocean under a bright blue sky with scattered white clouds. The ships have multiple masts and large, light-colored sails. The perspective is from a low angle, looking across the water towards the ships.

Introduction to Modelled Reading

Week 1

The 4 Jobs of Reading



LIFT THE WORDS FROM THE
PAGE (PHONICS)



READ FLUENTLY AND WITH
EXPRESSION



KNOW WHAT THE WORDS
MEAN (VOCABULARY)



UNDERSTANDING WHAT YOU
READ (COMPREHENSION)

Comprehension Keys

Activating
Background
Knowledge

Making
Connections

Using Text
Conventions

Creating
Sensory
Images

Questioning

Key
Vocabulary

Fix Up
Strategies

Determining
Importance

Synthesising

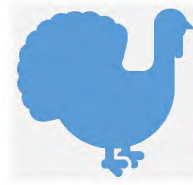
Drawing
Inference



Learning Intention

*We are learning to make
inferences before reading.*

Success Criteria



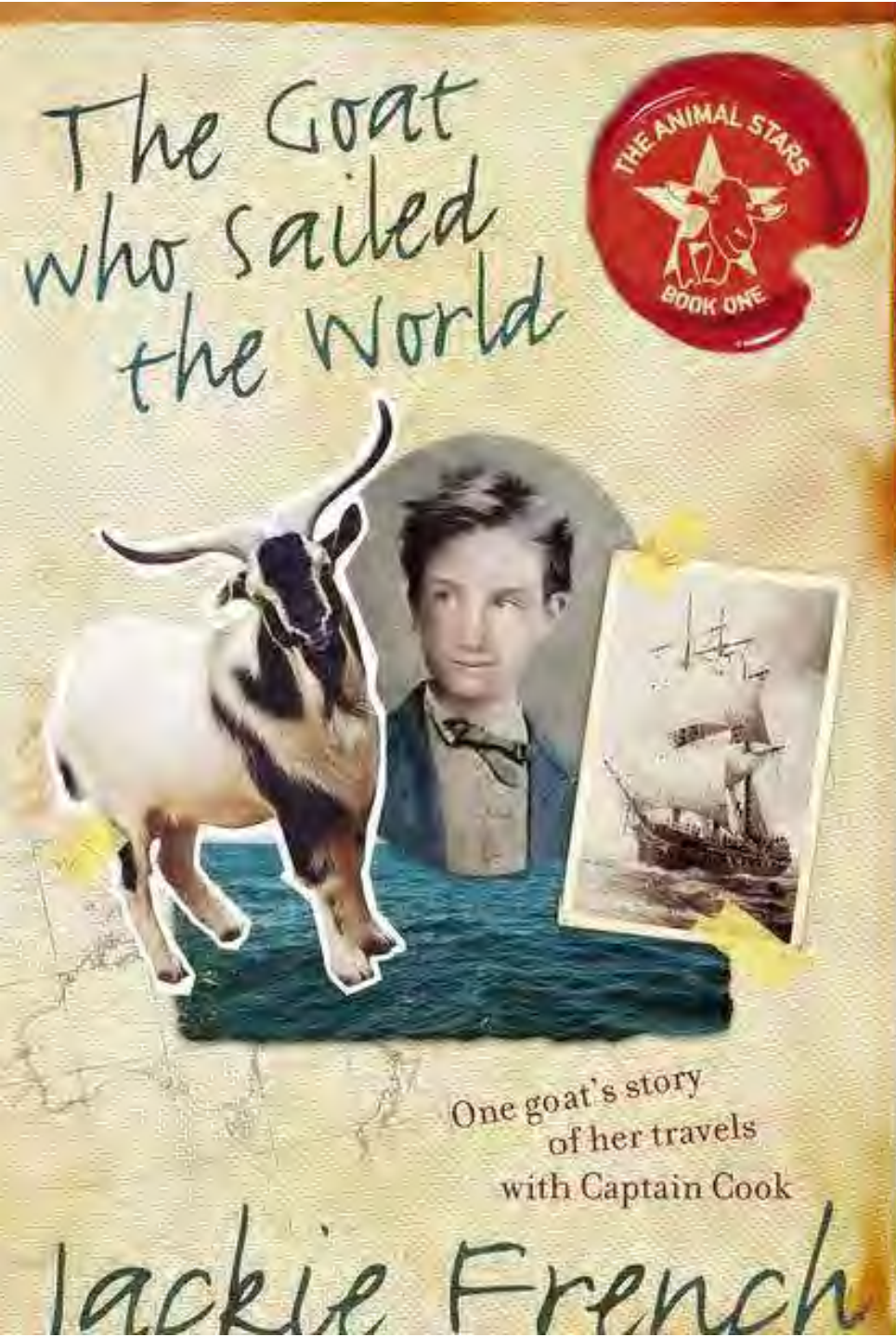
We can:



Use text clues and our
background knowledge to make
an inference



Ask questions before reading



Before Reading

- Captain Cook's goat is the first of many historical animals to bring the past to life. the HM Bark Endeavour is sailing to Tahiti to map the transit of Venus, but there are rumours that once the task is completed, Lieutenant James Cook has a set of secret orders - orders that command him to search for the Great South Land. Isaac is twelve and has joined the crew of the Endeavour as a master's servant, good for scrubbing decks and not much else. He's certainly not considered good enough to fetch hay for the Goat who will provide fresh milk for Cook and his officers. And this goat even has more experience at sea than Isaac - she has already sailed around the world once, watching the ocean and lands slip by from her spot on the quarterdeck. Over the months on board the Endeavour, a friendship grows between the Goat and Isaac, one that will last through shipwreck, bushfire and illness. A friendship that helps in the discovery of exotic new lands



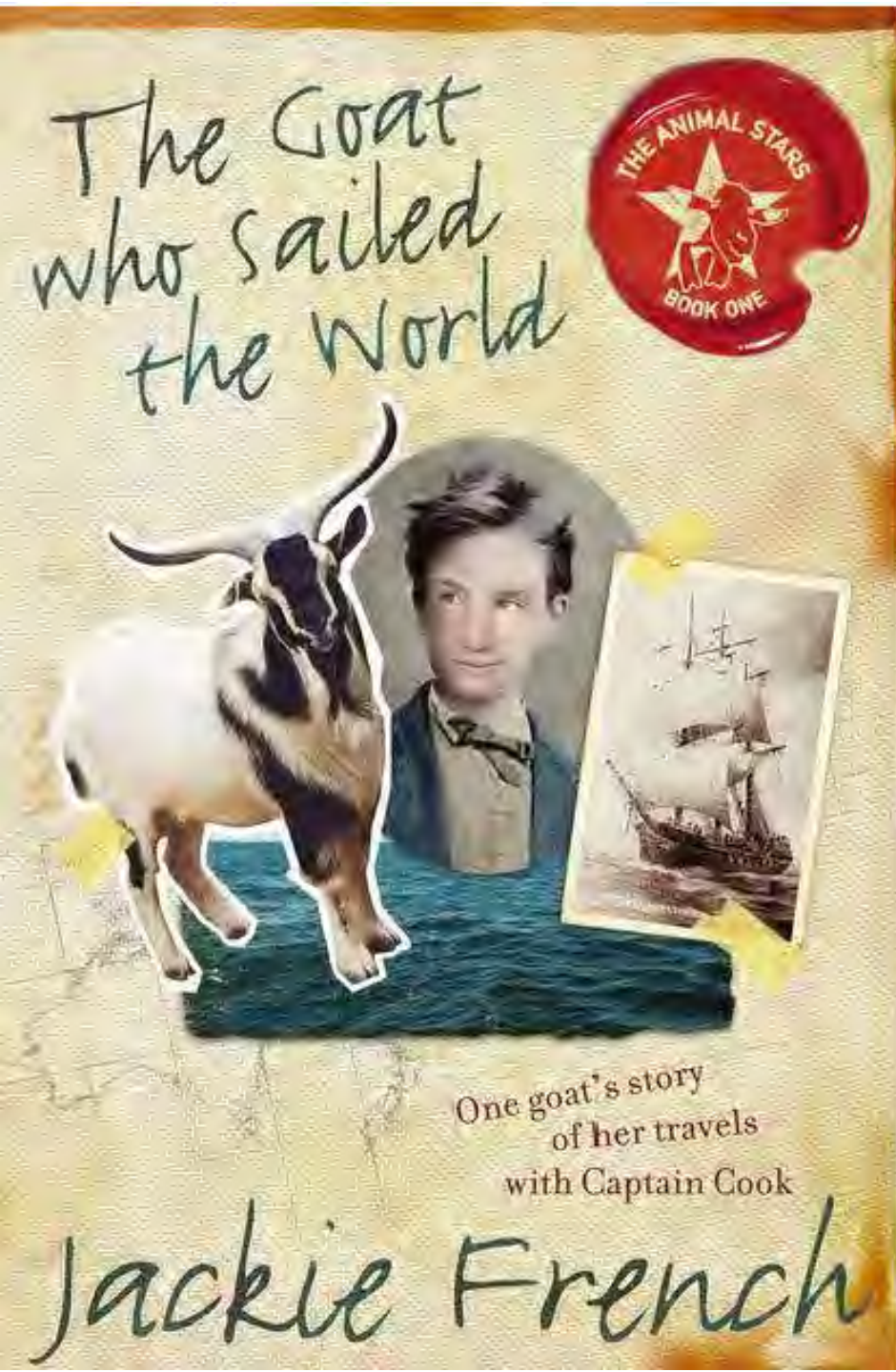
The Goat who Sailed the World by Jackie French

- Jackie was the Australian Children's Laureate for 2014/15 and the 2015 Senior Australian of the Year. She is also an historian, ecologist, dyslexic, and a passionate worker for literacy, the right of all children to be able to read, and the power of books.
- Jackie's writing career spans 25 years, 148 wombats, over 140 books, 36 languages, 3,721 bush rats, and over 60 awards in Australia and overseas.



The Goat who Sailed the World by Jackie French

Jackie is a passionate advocate of help for children with learning difficulties as well as the conservation of wildlife and our planet. For nearly 40 years she has studied the species in the bush where she lives, with publications ranging from scientific articles on wombat ecology or endangered species to her groundbreaking books on theories and practices for pest and weed ecology and more popular books on subjects like backyard self-sufficiency.



Before Reading

- What do you think this book will be about? Why do you think that?
- Do you think this piece of text is fiction or non-fiction? Why do you think that?
- What characters do you think might be in this story?
- What clues are in the title or any pictures?
- What do you know about the topic of this book?
- What questions would you like to ask the author before you read this book?
- What are you wondering about as you look at the cover and back of your book?
- Does the topic of this story remind you of anything you have seen or done before?



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Isaac is twelve and has joined the crew of the *Endeavour* as a master's servant, good for scrubbing decks and not much else. He's certainly not considered good enough to fetch hay for the Goat who will provide fresh milk for Cook and his officers. And this goat even has more experience at sea than Isaac — she has already sailed around the world once, watching the ocean and lands slip by from her spot on the quarterdeck.

Over the months on board the *Endeavour*, a friendship grows between the Goat and Isaac, one that will last through shipwreck, bushfire and illness. A friendship that helps in the discovery of exotic new lands ...

Before Reading

'The Goat who Sailed the World' by Jackie French

- Throughout the novel, there are many underlying themes that we will be uncovering.
- What is a theme?



What is a theme?

The theme in a story is its underlying or hidden message.



What are the main themes in the novel?

- Exploration
- Courage
- Friendship
- Hardship



There are 10
ways to help
us understand
what we read:

Activating Background Knowledge

Making Connections

Using Text Conventions

Creating Sensory Images

Questioning

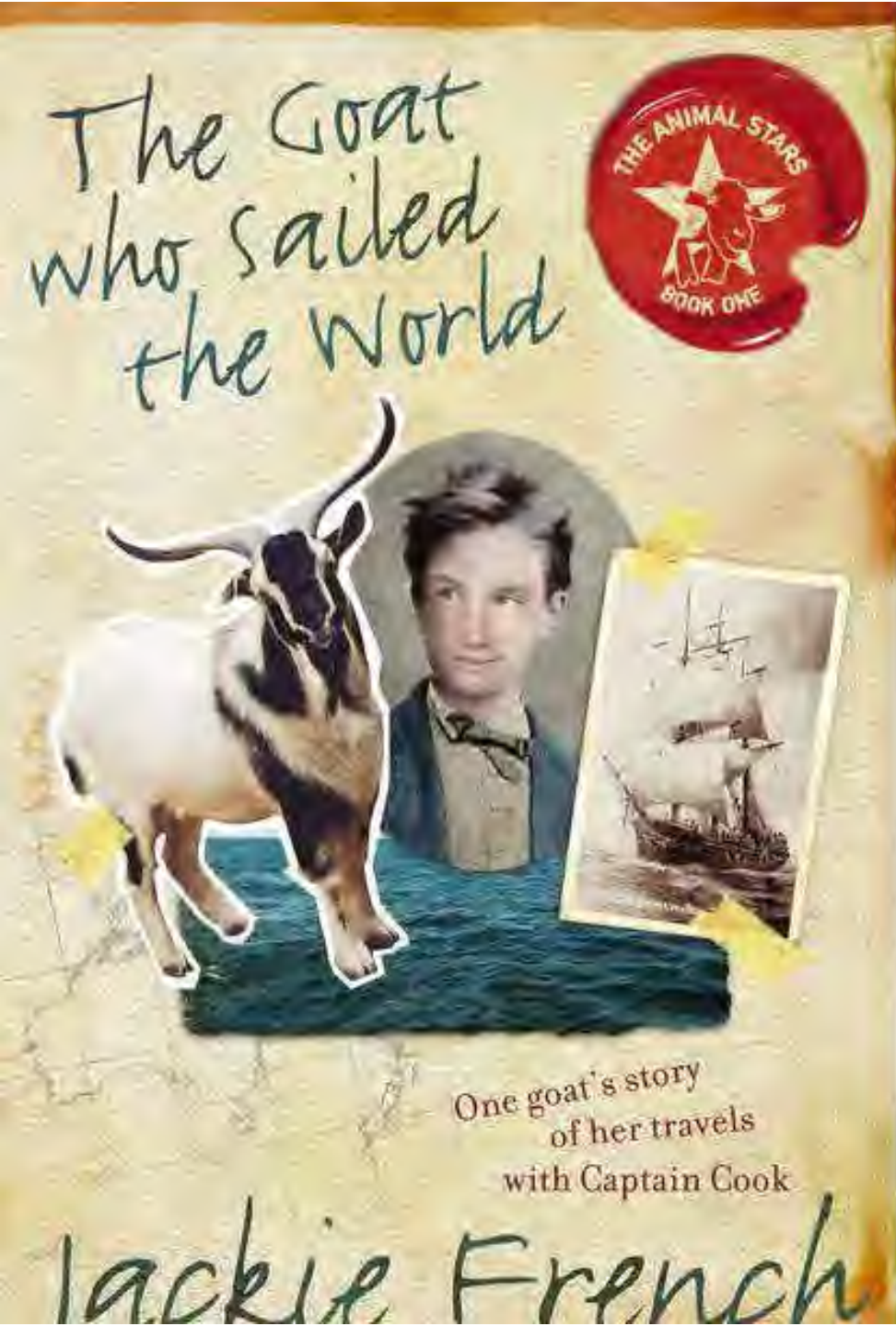
Key Vocabulary

Fix Up Strategies

Determining Importance

Synthesising

Drawing Inference



Let's start
reading!

SENSORY IMAGES PAGE TRACKING - PREPARE

LI: We are learning to create mental images while reading

Draw an image of what you are picturing in your mind. Write the evidence or words from the text that helped you create that image in your mind.

1	2	3
Words:	Words:	Words:
4	5	6
Words:	Words:	Words: