

# Framework for Learning from Home – Year 4 Term 3 Week 9 2021

For some of the activities below you may need your parents help. Show each completed activity to your parents and upload to Seesaw if required.

	Monday 6 September	Tuesday 7 September	Wednesday 8 September	Thursday 9 September	Friday 10 September
	<p><b>PE – Fitness</b> Move your feet to 'Footloose' Click onto the link: <a href="https://www.youtube.com/watch?v=IJPvEs8qpQc">https://www.youtube.com/watch?v=IJPvEs8qpQc</a></p> <p><b>English</b> <u>Listening and Reading – Persuasive Text:</u> Review the purpose and audience of a persuasive text. <b>TOPIC:</b> Children should learn to swim. Watch and listen to the BTN video. Answer the questions. Optional: Read the BTN script to help you answer the questions. The answers will help you gather information for your persuasive writing.  BTN Video link:</p>	<p><b>PE – Fitness</b> As we are writing about 'Children should learn to swim' - Here are some exercises to help you to maintain your swimming fitness during lockdown. (Page attached)</p> <p><b>English ZOOM CLASS</b> <u>Reading and Writing - Persuasive:</u> <b>Topic:</b> Children should learn to swim Revise the structure of a persuasive text (7 Steps Graph) Discuss the following: Paragraph 1: <b>Statement of position and preview of three arguments.</b> Paragraph 2: Argument 1- <b>FITNESS</b> What is the paragraph structure? What is the topic sentence?</p>	<p><b>PE – Fitness</b> Dance to 'The Loud House' Click onto the link: <a href="https://www.youtube.com/watch?v=eRsXXeW-IO8">https://www.youtube.com/watch?v=eRsXXeW-IO8</a></p> <p><b>English</b> <u>Listening and Reading- Persuasive Text:</u> Watch and listen to the BTN video. Answer the questions. Optional: Read the BTN script to help you answer the questions. The information gathered will help you develop the Argument 3 paragraph for Thursday's independent writing activity.  BTN Video link: <a href="https://www.abc.net.au/btn/classroom/compulsory-swimming/10525628">https://www.abc.net.au/btn/classroom/compulsory-swimming/10525628</a></p>	<p><b>PE – Fitness</b> Wave to 'Bye Bye Bye' Click onto the link: <a href="https://www.youtube.com/watch?v=58B4TVE-dT8">https://www.youtube.com/watch?v=58B4TVE-dT8</a></p> <p><b>English</b> <u>Writing – Persuasion Paragraph:</u> Write Paragraph 4: - <u>Argument 3 – SAVES LIVES</u> Revise your understanding of the paragraph structure. Read questions to help you structure your argument in a logical order. Refer to images, notes, and vocabulary to help you write your paragraph. <b>Write a Conclusion:</b> Paragraph 5: Conclusion Write the final paragraph to include the reinforcement of position and summary of your three arguments. <b>Upload your independent</b></p>	<p><b>PE – Fitness</b> Boogie to 'U Can't Touch This' Click onto the link: <a href="https://www.youtube.com/watch?v=RbzcLzMPyIlg">https://www.youtube.com/watch?v=RbzcLzMPyIlg</a></p> <p><b>English</b> <b>Reading for Fun (20m):</b> <b>Choose one of the following</b> 1) Your own book 2) in2era <a href="https://in2era.com.au">https://in2era.com.au</a> 3) Storyonline <a href="https://storyonline.net">https://storyonline.net</a></p> <p><b>English/Poetry:</b> Read the examples of haiku poems. What is a haiku poem? Where does this form of poetry originate from? Read one more example of a haiku poem. Answer the questions to analyse the haiku structure.</p>

	Monday 6 September	Tuesday 7 September	Wednesday 8 September	Thursday 9 September	Friday 10 September
	<p><a href="https://www.abc.net.au/btn/classroom/swim-and-survive-program/13096094">https://www.abc.net.au/btn/classroom/swim-and-survive-program/13096094</a></p> <p>Upload to Seesaw</p> <p>Spelling: Go to Sound Waves Online and access Unit 27: <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a> u Password: stir680</p> <ul style="list-style-type: none"> <li>Copy spelling words into your book</li> <li>Create a new column to record your spelling words again. This time remember to look, cover and then write each word.</li> <li>Check to make sure you have spelt your words correctly.</li> <li>Choose one of the games on Sound Waves to practise your spelling words.</li> </ul> <p>Upload to Seesaw.</p>	<p>What other details are included? What persuasive devices are used?</p> <p><b>WRITING TOGETHER:</b> Paragraph 3: Argument 2- <b>RECREATIONAL/SPORT</b></p> <p>Upload to Seesaw.</p> <p>Spelling: <b>Online and access Unit 27:</b> <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a> u Complete page 1 of Unit 27. (page attached) Upload to Seesaw.</p> <p><b>Optional</b> Choose one of the games on Sound Waves to practise your spelling words.</p> <p>Upload to Seesaw.</p> <p><b>Reading for Fun 20m:</b> 1) Your own book 2) in2Era <a href="https://in2era.com.au">https://in2era.com.au</a> 3) Storyonline <a href="https://storyonline.net">https://storyonline.net</a></p>	<p>Upload to Seesaw.</p> <p>Spelling: <b>Online and access Unit 27:</b> <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a> u Complete page 2 of Unit 27. (page attached) Upload to Seesaw.</p> <p><b>Optional</b> Choose one of the games on Sound Waves to practise your spelling words.</p> <p>Upload to Seesaw.</p>	<p>writing to Seesaw.</p> <p>Spelling: <b>Online &amp; access Unit 27:</b> <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a> au0 <b>Write your words in alphabetical order.</b> <b>Choose 10 words to write backwards.</b> Upload to Seesaw.</p> <p><b>Optional</b> Choose one of the games on Sound Waves to practise your spelling words.</p> <p>Upload to Seesaw.</p> <p><b>Reading for Fun (20m):</b> 1) Your own book 2) in2Era <a href="https://in2era.com.au">https://in2era.com.au</a> 3) Storyonline <a href="https://storyonline.net">https://storyonline.net</a></p>	<p>What do you notice? What is the structure of a haiku poem? Write the number of syllables on each line. Choose a topic and image. Write your own haiku poem. Topics: water/beach/waves/waterfall OR Spring flowers/bees Desert/Rainforest/Rock face Take a photo and upload it to Seesaw.</p>

	Monday 6 September	Tuesday 7 September	Wednesday 8 September	Thursday 9 September	Friday 10 September
Break	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play
<b>Session 2</b>	<p><b>Mathematics</b> Click on the following link to play 'Counting and Number Patterns': <a href="https://au.mathgames.com/skill/4.10-counting-and-number-patterns-skip-counting-sequences">https://au.mathgames.com/skill/4.10-counting-and-number-patterns-skip-counting-sequences</a></p> <p>Complete the 'Number Patterns (1)' worksheet attached to this framework.</p> <p>Post your work on Seesaw.</p> <p>Extension: Create your own number pattern sequences and post them on seesaw. Remember to include the rule!</p>	<p><b>Mathematics</b> Watch the clip 'Investigating Multiples of 3' by clicking on the following link: <a href="https://www.youtube.com/watch?v=xb3wzNpWHfo">https://www.youtube.com/watch?v=xb3wzNpWHfo</a></p> <p>Complete the iMaths worksheet 'Multiples' attached to this framework.</p> <p>Post your work on Seesaw.</p> <p>Extension: Create your own number line (like the one in the video) showing the multiples of 4, 6, 7, 8 or 9.</p>	<p><b>Wellbeing Wednesday</b></p> <ul style="list-style-type: none"> <li>Design and make an obstacle course inside or in the garden. How fast can you complete it?</li> <li>Can you make up your own jokes? Tell them to someone to make them laugh!</li> <li>Complete a mindfulness guided meditation.</li> <li>You can access these <ul style="list-style-type: none"> <li>Smiling Mind</li> <li><a href="https://www.smilingmind.com.au/">https://www.smilingmind.com.au/</a></li> </ul> </li> <li>Peaceful Kids <ul style="list-style-type: none"> <li><a href="https://www.peacefulkids.com.au/">https://www.peacefulkids.com.au/</a></li> </ul> </li> </ul>	<p><b>Mathematics</b> Today you are going to look at using simple maps.</p> <p>Click on the following link to watch 'Maps and Directions': <a href="https://www.youtube.com/watch?v=mtsx8V3mE8o">https://www.youtube.com/watch?v=mtsx8V3mE8o</a></p> <p>Complete the iMaths Using Maps pages attached to this framework.</p> <p>Optional: to practise using compass points on a map, click on the link below to play Rainforest: Compass Points. Follow the instructions in the game. <a href="https://www.scootle.edu.au/ec/viewing/L351/index.html">https://www.scootle.edu.au/ec/viewing/L351/index.html</a></p>	<p><b>Mathematics</b> Click on the following link to play 'Make a Walking Track': <a href="https://www.scootle.edu.au/ec/viewing/L352/index.html#">https://www.scootle.edu.au/ec/viewing/L352/index.html#</a></p> <p>Follow the instructions carefully to create the walking track. Take a screen shot of your walking track and post it on Seesaw for your teacher to see.</p> <p>Complete the Zoo Coordinates worksheet attached to this framework. Upload your work for your teacher to see.</p> <p>Optional: Create your very own map of a place you like to visit (a park, shopping centre, aquatic centre, etc). Remember to include grid coordinates, legends and a scale (if needed).</p>

	Monday 6 September	Tuesday 7 September	Wednesday 8 September	Thursday 9 September	Friday 10 September
				<b>LIBRARY ZOOM</b>	<b>12:30</b> <b>Assembly Zoom</b>
<b>Break</b>	<b>Break (1 hour)</b> <b>Eat &amp; Play</b>	<b>Break (1 hour)</b> <b>Eat &amp; Play</b>	<b>Break (1 hour)</b> <b>Eat &amp; Play</b>	<b>Break (1 hour)</b> <b>Eat &amp; Play</b>	<b>Break (1 hour)</b> <b>Eat &amp; Play</b>
<b>Session 3</b>	<p><b>Languages:</b> Please complete the language activity assigned by your language teacher.</p> <p>Upload to Seesaw.</p>	<p><b>History:</b> The arrival of the first colonists had a big impact on the Indigenous Eora people. Dispossession (loss of land) had a significant effect on their lives.</p> <p>One of the first things the colonists did when they arrived was to begin clearing land for buildings, roads, farms and dams to collect water.</p> <p>a) Create a model or draw a map of some bushland. Imagine this is your country, or home.</p> <p>b) Write a passage answering the following questions: How is this country important to you? What does it offer you? How do you care for it?</p>	<b>Free Time</b>	<p><b>Science:</b> This term we have been learning about materials, their uses, properties and how they can be changed.</p> <p>Today we are going to look closely at how toys are made. Click on the following link to watch a short clip: <a href="https://www.inquisitive.com/video/1911-how-was-i-made">https://www.inquisitive.com/video/1911-how-was-i-made</a></p> <p>Complete the worksheet provided by matching the job titles to their job description and then designing a toy. This will be your first draft and you will continue working on this idea next week.</p> <p>Upload your work to Seesaw.</p>	There will be no Creative Arts activity due to the assembly zoom activity.

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		<p>c) Write a couple of sentences to answer the following question:</p> <p>How do you feel now that the colonists have changed your country?</p> <p>Complete the activities and take a photo.</p> <p>Post your answers on Seesaw.</p>			



oo u book bush

## List Words

pull \_\_\_\_\_  
 pulling \_\_\_\_\_  
 push \_\_\_\_\_  
 pushing \_\_\_\_\_  
 bush \_\_\_\_\_  
 could \_\_\_\_\_  
 would \_\_\_\_\_  
 should \_\_\_\_\_  
 stood \_\_\_\_\_  
 hood \_\_\_\_\_  
 crook \_\_\_\_\_  
 woman \_\_\_\_\_  
 couldn't \_\_\_\_\_  
 wouldn't \_\_\_\_\_  
 shouldn't \_\_\_\_\_  
 wooden \_\_\_\_\_  
 goodbye \_\_\_\_\_  
 cookbook \_\_\_\_\_  
 footpath \_\_\_\_\_  
 bookcase \_\_\_\_\_  
 bushfire \_\_\_\_\_  
 babyhood \_\_\_\_\_  
 childhood \_\_\_\_\_  
 manhood \_\_\_\_\_  
 womanhood \_\_\_\_\_

1 Circle the letters that represent in the List Words.

2 Write any other letters that can represent on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Complete the words with the given letters. Colour the words.

Add ull.

f \_ d \_  
 g \_ h \_  
 p \_ b \_

Add ush.

p \_ r \_  
 g \_ b \_  
 h \_ cr \_

Add ood.

h \_ w \_  
 f \_ g \_  
 st \_ bl \_

5 Finish the words with oo, u, o or oul to represent . Finish the sentences with some of your words.

c \_ d \_ cr \_ k \_ h \_ d \_ w \_ den sh \_ dn't w \_ man

p \_ sh sh \_ d sh \_ k p \_ lling f \_ tpath w \_ dn't

The shoe \_\_\_\_\_ fit on my foot.

\_\_\_\_\_ you put that on the \_\_\_\_\_ bookcase, please?

We had to \_\_\_\_\_ the car when it broke down.

You \_\_\_\_\_ drive a car along the \_\_\_\_\_.

6 Write the past tense of the verbs in brackets to complete the sentences.

Go to Helpful Hint (10).

The enormous, black bull \_\_\_\_\_ beside the brook. (stand)

The page fell out when I \_\_\_\_\_ the book. (shake)

I \_\_\_\_\_ the lost woman to the wooden bridge. (take)

The child enjoyed being \_\_\_\_\_ on the swing. (push)

We easily \_\_\_\_\_ the go cart along the footpath. (pull)

The bushfire \_\_\_\_\_ very close. (look)

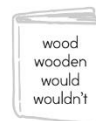
## Grapheme Chart

letters	words

7 Finish the sentences with words from the book.

We \_\_\_\_\_ like to see the \_\_\_\_\_ box that you made from recycled \_\_\_\_\_.

We \_\_\_\_\_ like it if a crook took our \_\_\_\_\_ toys.



8 Complete each sentence with a contraction built from the underlined word.

Go to Helpful Hint (8).

I could read this chapter tonight but I \_\_\_\_\_ read the whole book tonight.

I would like to read this book but I \_\_\_\_\_ like to read that book.

I should read every day but I \_\_\_\_\_ read until midnight each night.

9 Make three compound words from each row by joining pairs of words. Use each word once only.

foot	book	good	cook	bye	ball
path	book	foot	bush	mark	fire
drift	foot	case	wood	book	print

10 Choose a word from the box to describe the stage of life of each person.

The suffix hood can mean state of being. For example, childhood means the state of being a child.

childhood babyhood womanhood manhood fatherhood motherhood

Tom is six months old. \_\_\_\_\_ Julie is a chemist. \_\_\_\_\_

Ryan owns a bookstore. \_\_\_\_\_ Sam is in Year 3 at school. \_\_\_\_\_

Sarah has two sons. \_\_\_\_\_ David has a daughter. \_\_\_\_\_

## Challenge

Write the missing letter in each word. Read down the shapes to find the name of my book.

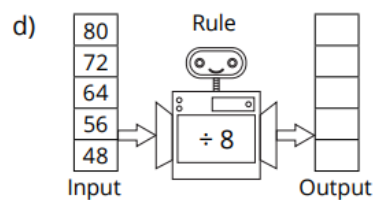
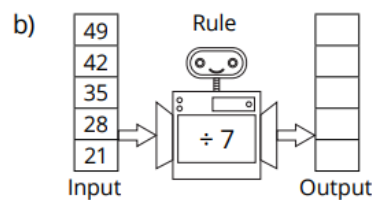
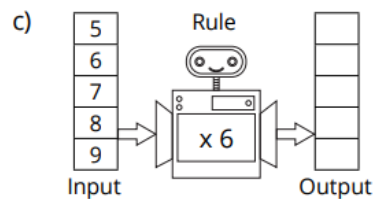
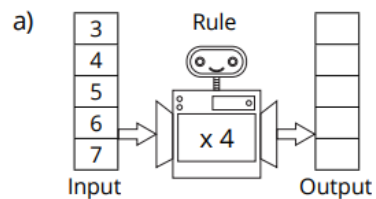
s _ ould	couldn't _	_ ookbook	_ hildhood
h _ od	manho _ d	wom _ nhood	bushfi _ e
_ oman		foo _ path	w _ uldn't
		book _ ase	sh _ uldn't
		bus _	croo _
			pu _ hed



My book is \_\_\_\_\_.

## Number Patterns (1)

1 Follow the rule to complete these number patterns.



2 Use the clues to work out the missing number.

a) If you add 9, my total will be 36.

e) If you multiply me by 4, my product is 40.

b) If you add 8, my total will be 24.

f) If you multiply me by 6, my product is 42.

c) If you divide me by 3, my quotient is 7.

g) If you multiply me by myself my product is 49.

d) If you divide me by 6, my quotient is 4.

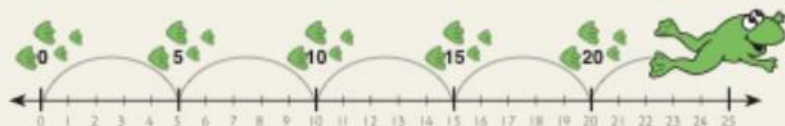
h) If you multiply me by myself my product is 36.





## NA5 Multiples 3, 4, 5, 6, 7, 8, 9

To find the **multiples** of a number, we start at zero and make jumps the size of the number. My friend will show the multiples of 5. Here she goes!



Multiples of 5: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50...

Here are some more sets of multiples.

Multiples of 2: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20...

Multiples of 3: 3, 6, 9, 12, 15, 18, 21, 24, 27, 30...

Multiples of 4: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40...

### Try this

1 Write the missing multiples. Use a number line if you need to.

- a Multiples of 6: 6, 12, 18, , , , , , 60...
- b Multiples of 7: 7, 14, 21, , , , , , 70...
- c Multiples of 8: 8, 16, 24, , , , , , 80...
- d Multiples of 9: 9, 18, 27, , , , , , 90...
- e Multiples of 10: 10, 20, 30, , , , , , 100...

What's red and green, and goes 200 kilometres an hour?



2 To solve the riddle, find which of the two bold numbers has the most multiples. In the first example, the numbers are mostly multiples of 3, so **A** is written in the first box at the bottom of the page.

<b>a</b> 6 4 11 18 12 9 25 Multiples of 3 <b>A</b> Multiples of 5 <b>B</b>	<b>b</b> 8 7 11 15 21 10 14 9 Multiples of 5 <b>E</b> Multiples of 7 <b>F</b>	<b>c</b> 30 16 8 36 12 60 5 Multiples of 8 <b>Q</b> Multiples of 6 <b>R</b>	<b>d</b> 8 4 6 7 21 9 12 Multiples of 2 <b>O</b> Multiples of 7 <b>P</b>	<b>e</b> 25 16 10 4 45 13 30 Multiples of 4 <b>F</b> Multiples of 5 <b>G</b>
<b>f</b> 27 12 32 16 9 20 4 18 Multiples of 4 <b>I</b> Multiples of 9 <b>J</b>	<b>g</b> 13 21 40 5 32 7 24 8 Multiples of 8 <b>N</b> Multiples of 9 <b>O</b>	<b>h</b> 80 27 30 50 10 54 70 9 Multiples of 9 <b>Z</b> Multiples of 10 <b>A</b>	<b>i</b> 21 64 9 15 40 17 12 Multiples of 3 <b>B</b> Multiples of 8 <b>C</b>	<b>j</b> 10 9 18 35 27 72 54 63 Multiples of 5 <b>K</b> Multiples of 9 <b>L</b>
<b>k</b> 2 4 8 6 27 45 14 11 Multiples of 9 <b>D</b> Multiples of 2 <b>E</b>	<b>l</b> 36 15 10 12 5 20 21 Multiples of 5 <b>N</b> Multiples of 6 <b>O</b>	<b>m</b> 16 30 50 23 90 3 17 9 Multiples of 4 <b>C</b> Multiples of 10 <b>D</b>	<b>n</b> 32 19 54 56 64 24 48 29 Multiples of 8 <b>E</b> Multiples of 9 <b>F</b>	<b>o</b> 35 2 14 9 7 42 18 Multiples of 7 <b>R</b> Multiples of 3 <b>S</b>

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
A														



### Problem solving task

**Leap Frog:** Frog and Toad are leaping down the 24 steps to the garden pond. Frog jumps two steps at a time 0, 2, 4... and so on. Toad jumps three steps at a time 0, 3, 6... Which of the 24 steps will both Frog and Toad land on? Use the space provided in Maths 4 Tracker Book to work out your answer.



### Challenge

**Many multiples:** Can you find the two numbers less than 30 that are multiples of 1, 2, 3, 4, 6 and 12?



# How Toys are Made

- 3 Use what you learnt about the role of people and technology in manufacturing toys to complete the dominos.

## Example



factory  
workers

plastic injection  
machines

3D printers

engineers

artists

make a  
model of  
the toy

make a  
mould of  
the parts

add detail  
to the parts

decide if the  
toy should be  
made in one  
or more parts

make the  
parts from  
plastic

- 4 You are going to play the role of the designer, engineer, artist and the technology! Follow the design and production process to make a toy.

## Design brief

Make a toy to entertain a classmate.

## Design criteria

Your toy must:

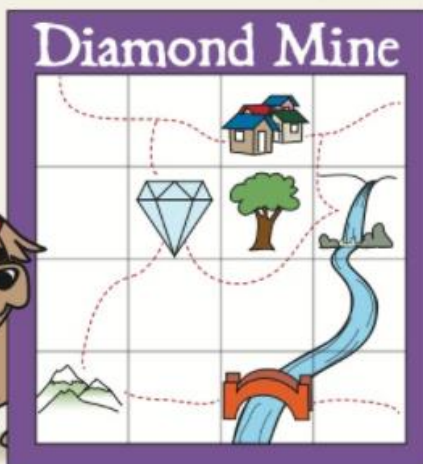
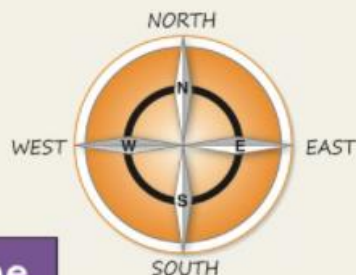
- be made from at least two suitable materials
- have an elastic property
- be fun
- be safe

Draw and label a simple design of your toy in this box. This is your first draft and you will revisit this idea next week.



## MG15 Using maps

North, south, east and west are the basic **compass points** used to show direction. On a map, north usually points to the top of the page. The **scale** below the map will indicate the distance that each side of the grid square represents. On the map below, each side of the grid squares is one kilometre.



The distance and direction from the bridge to the village is 3 kilometres north.

The distance and direction from the tree to the waterfall is 1 kilometre east.

Scale 1 km

### Try this

1 Use the map and scale to complete these directions.

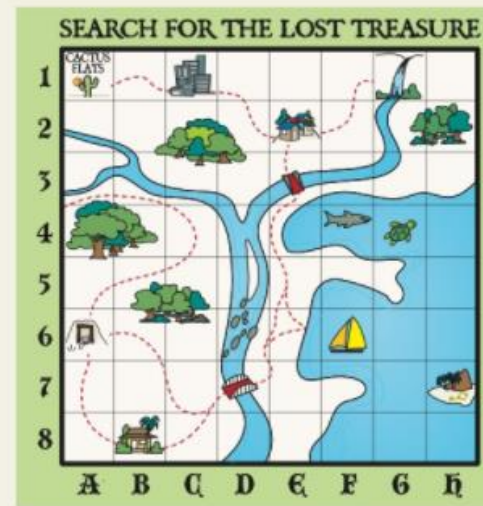
- The distance and direction from the old diamond mine to the waterfall is 2 km .
- The distance and direction from the village to the tree is  .
- The distance and direction from the bridge to the mountains is  .
- The distance and direction from the tree to the  is 1 km north.
- The distance and direction from the tree to the  is 2 km south.

- 2 The search for lost gold and jewels is your quest. Use the clues below to guide you. Mark your travels on the map as you travel through it.

### Clues

- Start at Cactus Flats (A1).
- Journey east 4 km.
- Head south 4 km but don't fall in.
- Go east 1 km. "Anchors aweigh!"
- Sail south 1 km, east 2 km, south 1 km for a key to the treasure.
- Voyage south 1 km, west 3 km and go ashore.
- Head north 1 km, west 3 km, south 1 km and ask for advice.
- "West one kilometre," they say and so that is what you do. Which way to turn?
- Take a gamble and head north 2 km and DIG! Yes! Treasure!

Give the map reference where you found treasure. (, )



Scale 1 km

- 3 Use the map above and the scale 1 cm = 1 km to answer these questions. Round to the nearest km.

- How far from Cactus Flats to the City?
- How far from shore is the small island?
- What is 6 km west of the waterfall?
- How far apart are the two bridges?
- What is 4 km east of South Bridge?

- 4 Match each turn shown as a fraction with an amount of turn shown in degrees. Rule a line from ● to the correct ▲.

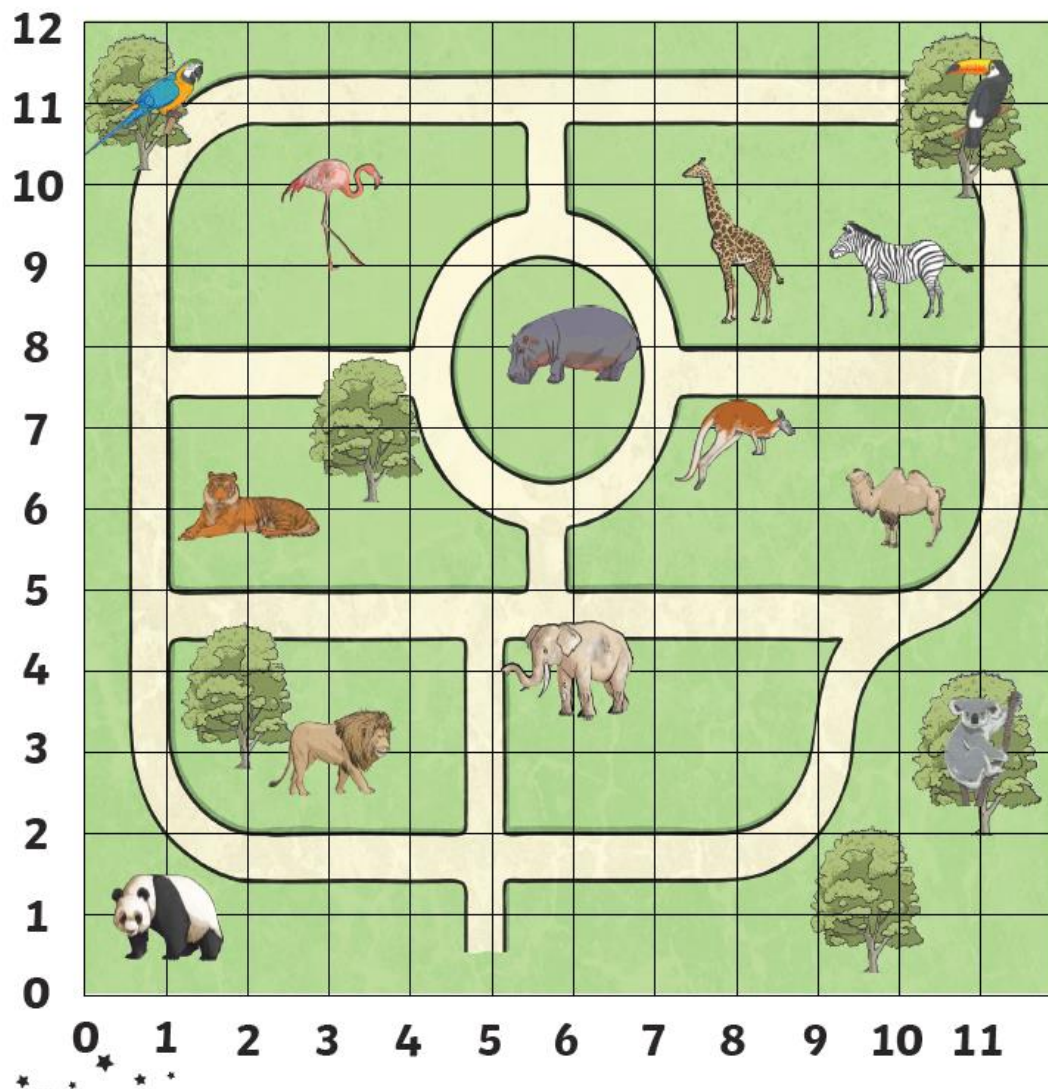
- |                        |        |
|------------------------|--------|
| a $\frac{1}{4}$ turn ● | ▲ 360° |
| b $\frac{1}{2}$ turn ● | ▲ 270° |
| c $\frac{3}{4}$ turn ● | ▲ 90°  |
| d full turn ●          | ▲ 180° |

### Challenge

**Homeward bound:** Write instructions for the journey home. Retrace the path you took to find the treasure, without the voyage to sea, back to Cactus Flats.



# Zoo Coordinates



Which animal is at these coordinates on the zoo map?

(11,11) = \_\_\_\_\_ (2,6) = \_\_\_\_\_

(6,8) = \_\_\_\_\_ (3,10) = \_\_\_\_\_

(11,3) = \_\_\_\_\_ (1,1) = \_\_\_\_\_

Write the coordinates of these animals on the zoo map:



= \_\_\_\_\_



= \_\_\_\_\_



= \_\_\_\_\_



= \_\_\_\_\_



= \_\_\_\_\_



= \_\_\_\_\_

Draw your own zoo animals at these coordinates on the map:

(6,1)

(2,9)

(7,3)

(8,3)

(8,6)

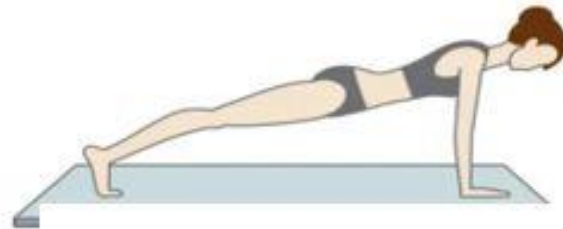
(11,1)

### Pilates Swimmer



1. Lie face down on a mat with your arms stretched forward.
2. Try to create a sensation of length along your spine.
3. Holding yourself strongly through the core, keep your legs straight and gently raise your feet a few centimetres above the floor.
4. Initiate a controlled flutter-kick motion while keeping your legs straight.
5. Start with three rounds of 10 kicks with each leg and try to increase to 20 over time.

### Straight Arm Plank



1. The Straight Arm Plank is both simple and difficult.
2. Prop yourself into the standard push-up position with hands slightly wider than shoulder width apart, fingers pointed forward.
3. Lock your arms straight. Your neck, back and legs should make a straight line.
4. The hard part now is to hold that position. Start with 30 seconds and try to increase to a minute.
5. Repeat three times.