

### WPS Flexible Learning Grid – Year 4 Term 4, Week 2

At Werribee Primary School we understand that every family is different and every family has their own routines, so our home learning planning is structured in such a way that parents/carers/families have flexibility to adjust their child/children's learning from day to day. Schedules are provided as a timetable/guide to assist you in managing your day. Students are free to contact classroom teachers on Class Dojo if they have any questions regarding their learning tasks. Parents can also contact teachers about Learning Tasks through Class Dojo Messages. Teachers' responses will be during working hours.

YEAR 4 TERM 4 WEEK 2 - EXAMPLE WEEKLY TIMETABLE						
	LITERACY (30 mins)	LITERACY (30 mins)	BREAK	NUMERACY (30-45 min)	BREAK	ADDITIONAL LEARNING (30-45 min)
MONDAY	Reading	Writing		Maths		Specialists
TUESDAY	Reading	Writing		Maths		Specialists
WEDNESDAY	Reading	Writing		Maths		Specialists
THURSDAY	Reading	Writing		Maths		Specialists
FRIDAY	Reading	Writing		Maths		Specialists

**\*\*The highlighted sessions are what needs to be submitted to your teacher for feedback. All tasks must be uploaded on the required day.**

- Literacy activities that take a total of about 45-60 minutes
- Numeracy activities of about 30-45 minutes
- Additional curriculum/learning areas i.e. Specialists, of about 90 minutes.
- Physical Education of about 30 minutes

**LITERACY**
**NUMERACY**
**Reading - Writing**
**Number - Division & Fractions**
**Monday: READING**
**Learning Focus: Critiquing the setting**

Today we are going to look at critiquing (evaluating and forming an opinion) the **setting** in fiction texts. Of course, the setting is where and when the story takes place and it often introduces characters as well.

The questions you need to answer are:

1. Did the author describe the setting effectively? Give evidence and reasons.
2. What changes would make it more effective? Give an example.

Let's do an example together.

Read the first page of the book "The King's Treasure" on Sunshine Online. It's Learning Space 3, Level 24. [Learning Space 3 Sunshine online](#)

Then read the sample answers provided below.

1. The author described the setting effectively. He introduced the main character, the king, who ruled an ancient land. The king collected a lot of treasure and his people had to pay lots of taxes to pay for it.
2. The change I would make that would make the setting more effective is to describe what the ancient land was like. He could have described the environment, what the weather was like, where the city was located, etc.

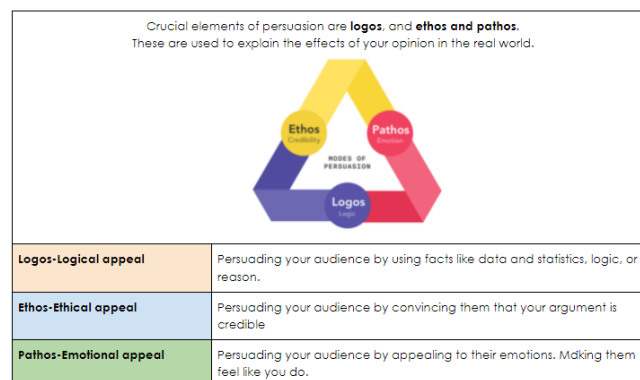
**Task:** Now it is your turn. Read [The Wonderhair Hair Restorer](#) and answer the following questions. There are sentence stems to help you.

1. Did the author describe the setting effectively? Give evidence and reasons.

**Monday: WRITING**
**Learning Focus: Understanding the elements of persuasion**

Today we will be exploring the crucial (important) elements of persuasion. The author and speaker of a debate wants to make the audience believe their point of view. There are particular elements that your debate writing must contain. Let's take a quick look at the powerpoint to see an overview of how to write a debate [Persuasive writing -pp](#)

What are the three crucial elements? Let's learn about them. These are Logos, Ethos and Pathos. These are Greek words. Today we will be learning about what they mean. Let's read the diagram below.



As we learn how to write a debate, we also learn how to make sure that we include Logos, Ethos and Pathos in our writing. Today we will just try and understand what they mean.

**Task:** Watch the following video to understand better: [Logos, Ethos and Pathos Video](#)

**Monday: MATHS**
**Learning Focus: Division - Worded Problems**

Today we will be revising what we have learnt about division to complete worded problems. For today's task, you will need to look back at what we have learnt about division and use your knowledge of both division and multiplication to solve the worded problems.

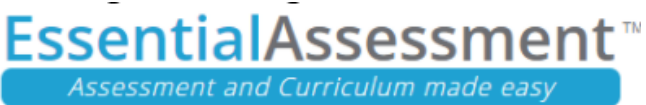
**Watch the video of an example division worded problem and how it has been solved** [Video](#)


**Task:** Complete the worded problems worksheet of your choice. There are 3 worksheets to choose from below. They are all varying levels. The first worksheet has worded problems that are a little easier. Each worksheet gets a little bit more challenging so select one that you think is best suited to your level. If you can't print the worksheet, copy the questions in your book. Don't forget to show your working out.


[Division worded problems worksheet 1](#)

[Division worded problems worksheet 2](#)

[Division worded problems worksheet 3](#)

<p><b>SS</b> The author did/did not describe the setting effectively .....</p> <p>2. What changes would make it more effective? Give an example.</p> <p><b>SS</b> The change/changes I would make that would make the setting more effective is/are .....</p>		
<p><b>Tuesday: READING</b> <b>Learning Focus: Critiquing Setting</b></p> <p>Once again we're going to look at critiquing (evaluating and forming an opinion) the <b>setting</b> in fiction texts. Of course, the setting is where and when the story takes place and it often introduces characters as well.</p> <p>The questions you need to answer are:</p> <ol style="list-style-type: none"> <li>1. Did the author describe the setting effectively? Give evidence and reasons.</li> <li>2. What changes would make it more effective? Give an example.</li> </ol> <p>Revise yesterday's example if you have forgotten what to do.</p> <p><b>Task:</b> Read the first page of <a href="#">Enemy Pie</a> and then answer the following questions. There are sentence stems to help you.</p> <ol style="list-style-type: none"> <li>1. Did the author describe the setting effectively? Give evidence and reasons. <i>SS The author did/did not describe the setting effectively .....</i></li> <li>2. What changes would make it more effective? Give an example. <i>SS The change/changes I would make that would make the setting more effective is/are .....</i></li> </ol>	<p><b>Tuesday: WRITING</b> <b>Learning Focus : Features of a Debate -checklist for structure</b></p> <p>A debate is usually done when two sides stand up and talk about and present their point of view. They also consider the other side's point of view as well. When you are writing a debate you must;</p> <ul style="list-style-type: none"> <li>• Understand the debate- The first step to write a debate is by understanding what the argument is. This is where you have to understand the topic, you have to understand and be clear what your opinion is on the statement. You have to choose what your point of view is and whether you are for the statement or whether you are against the statement.</li> <li>• Research the topic thoroughly- once you have made up your mind you need to brainstorm all the reasons why you agree or disagree. You have to make a list of all the reasons that you believe. You also need to research. Find out what others think, especially experts about the topic.</li> </ul> <p>Today we will introduce you to the Debate Checklist. This is a checklist that you will follow in order to write a high quality debate. There are two parts to the checklist, Structure and Language and Techniques. We will look at structure today and in the next lesson we will look at Language and techniques. Over the next few weeks we will work together. The teachers will model each of the parts of the structure of a debate and you will in each lesson begin writing them. Let's look at the checklist. <a href="#">Debate Checklists.pdf</a></p>	<p><b>Tuesday: MATHS</b> <b>Learning Focus: Division Post Test</b></p> <p> Assessment and Curriculum made easy</p> <p><a href="https://www.essentialassessment.com.au/student/">https://www.essentialassessment.com.au/student/</a></p> <p><b>Task:</b> Please complete the <b>Division post-test</b> that has been set for you. Remember that you must not have any help during this test - you just need to do your best.</p> <p>Start the post-test by clicking <b>Number and Algebra</b> and then click '<b>Division</b>'.</p> <p>If you finish quickly, spend 15 minutes working on Sunset Maths.</p> <p>If you have forgotten your password, please message your teacher.</p>

	<p><b>Task:</b>Your task today is to use the structure checklist and to examine a piece of persuasive writing. You will decide what elements it has and what is missing. Read the writing and then use your checklist.</p> <p><a href="#">Structure checklist and persuasive example -Tuesday Writing .pdf</a></p>	
<p><b>Wednesday: READING</b> <b>Learning Focus: Critiquing Themes</b></p> <p>We are currently learning to <b>critique fiction texts</b>. Thinking critically means that we evaluate what the author says and we <b>form opinions about it</b>. Today you will be <b>critiquing themes</b> in a novel. Remembering that <b>theme is the central message/s of the text and what the story is really about</b>. What does the author want us to learn from the story?</p> <p><b>Focus Question: How effectively does the author communicate their message(s) or theme(s) of the story?</b> - To think critically, this question is asking you to think how well has the author done to make sure they have sent their message/theme to the reader.</p> <p>Let's look at the <b>Teacher Example: <a href="#">Firenze's Light</a></b>.</p> <p><b>My Answer:</b> After reading Firenze's Light, I believe that the message of the story is that being different is a gift. Surround yourself with people who understand, accept and appreciate you for who you truly are. Let your uniqueness shine. The author has effectively communicated this is their story by showing how Firenze first would always hide her light so her friends could not see it, "<i>I'll cover up my light</i>" - Firenze. But then when she arrived at the art show, her friends supported her dancing as she lit up the room. Firenze realised that she was "<i>very grateful</i>" to be who she is. <b>Direct evidence quote:</b> "<i>Firenze grew to love her light, even when it was difficult</i>"</p> <p><b>Task:</b> Now it's your turn. Choose independent text on Epic or Sunshine Online. Then answer the following questions. There are sentences to help you.</p>	<p><b>Wednesday: WRITING</b> <b>Learning Focus : Features of a Debate -checklist for Language and techniques</b></p> <p>Today we will look at the Debate Checklist again but today we will look at the Language and Techniques checklist. This is a checklist that you will follow in order to write a high quality debate. We will explore language and techniques and dive into what it is all about. Over the next few weeks we will work together to add in all the language and techniques needed to write an excellent debate. The teachers will model each of the parts of the language and techniques teaching you each of the elements. Let's look at the checklist. <a href="#">Debate Checklists.pdf</a></p> <p><b>Task:</b>Your task today is to use the language and techniques checklist to examine a piece of persuasive writing. You will decide what elements it has and what is missing. Read the writing and then use your checklist.</p> <p>Answer the following question.</p> <ol style="list-style-type: none"> <li><b>1. What was this piece missing?</b> eg Rhetorical Question</li> <li><b>2. Write your own e.g. Rhetorical question that you think the author should have included.</b></li> </ol>	<p><b>Wednesday MATH</b> <b>Learning Focus: Fractions and Decimals Pre Test</b></p> <p> Assessment and Curriculum made easy</p> <p><a href="https://www.essentialassessment.com.au/student/">https://www.essentialassessment.com.au/student/</a></p> <p><b>Task:</b> Please complete the <b>Fractions and Decimals Pre Test</b> that has been set for you. Remember that you must not have any help during this test - you just need to do your best.</p> <p>Start the pre-test by clicking '<b>Number and Algebra</b>' and then click '<b>Fractions and Decimals</b>'.</p> <p>If you finish quickly, spend 15 minutes working on Sunset Maths.</p>

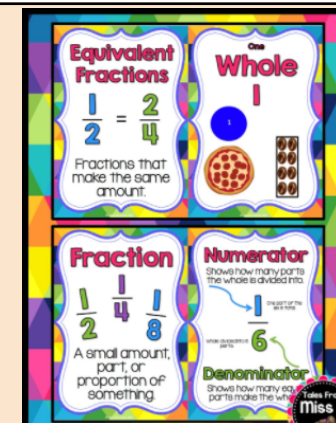
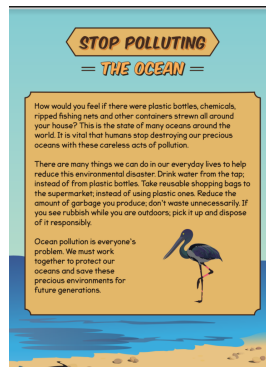
<p><b>How effectively does the author communicate their message(s) or theme(s) of the story?</b></p> <p><b>SS:</b> In the story.... the message/theme was....The author has/has not effectively communicated this in their story because...</p>	 <p><a href="#">Language and Techniques-Wed Writing (1).pdf</a></p>	
<p><b>Thursday: READING</b> <b>Learning Focus: Critiquing Theme</b></p> <p>Yesterday you learnt about critiquing messages/themes in a text. Today you will continue to practice the skill further and realize how certain messages can relate to yourself.</p> <p><i>* <b>Theme:</b> Theme is the central message/s of the text and what the story is really about.</i></p> <p><b>Today's Focus Question:</b> Does the theme provide insight and understanding for today's problems? What does this message mean to you in your life?</p> <p>Let's read the book: <a href="#">A Hero Too</a>.</p> <p><b>Teacher Answer to the following question:</b> Does the theme provide insight and understanding for today's problems? What does this message mean to you in your life?</p> <p>In the story '<b>A Hero Too</b>', the theme was about how families and children are coping with the changes of Covid-19. Throughout the story, I think the message is about today's problems because it shows how children and adults understand how the world has changes and that doing little things such as staying home can make you feel empowered, to feel like 'a hero' in your own house by helping the world! I relate to this message because during lockdown I had a video</p>	<p><b>Thursday: WRITING</b> <b>Learning Focus: Features of a Debate -checklist for Statistics and Expert Opinions</b></p> <p>Today we will be looking &amp; learning about Statistics and Expert Opinions in our <a href="#">Debate Checklists.pdf</a>. <b>Statistics</b> is data/information gathered about a certain topic. <b>Expert opinion</b> is a belief/judgement about something given by an expert on the subject.</p> <p>Statistics &amp; Expert opinions are used in debates to help strengthen the argument you are opposing. Having strong evidence to present allows readers to be more convinced and notice the seriousness behind the topic.</p> <p><b>Task:</b> Read the text <a href="#">Stop Polluting the Ocean</a>. Notice how there is no evidence to help support this claim? Have a go researching relevant statistics or expert opinions to help support this piece. Rewrite 1 paragraph about the ocean pollution including statistics or expert opinion to back up the text.</p> <p><b>Here are some links for support:</b>  <a href="https://www.condorferries.co.uk/marine-ocean-pollution-statistics-facts">https://www.condorferries.co.uk/marine-ocean-pollution-statistics-facts</a>  <a href="https://www.natgeokids.com/au/kids-club/cool-kids/gener-al-kids-club/plastic-in-the-ocean/">https://www.natgeokids.com/au/kids-club/cool-kids/gener-al-kids-club/plastic-in-the-ocean/</a></p>	<p><b>Thursday: MATHS</b> <b>Learning Focus: Fractions</b></p> <p>Over the next few weeks we will be learning about fractions. Today you will be showing your teachers what you already know about fractions. Think back to previous years and what you have learnt about fractions and the fractions you see in everyday life. To help you get some ideas, watch the <a href="#">Fractions video</a>.</p> <p><b>Task:</b> Create a poster, powerpoint or book creator demonstrating your knowledge of fractions. Draw and write as many facts about fractions as you know. Make it bright and colourful, being mindful of the presentation of your work.</p> <p>Some examples of what you can include on your poster are:  Definition: what does the word <b>fraction</b> mean? What is a fraction?</p> <ul style="list-style-type: none"> <li>- Key vocabulary such as numerator, denominator, equal parts</li> <li>- Examples of fractions you know, what do they look like? eg. <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math></li> <li>- How are fractions and decimals related?</li> <li>- Worded problem relating to fractions</li> <li>- Equivalent fractions</li> <li>- Ordering fractions and/or decimals on a numberline</li> <li>- Improper fractions</li> <li>- Mixed fractions</li> </ul>

call birthday just like how Luna did in the story. **Evidence Quote:** *We'll video call your friends as you make a birthday wish!"*

**Task:** Read the story 'A Hero Too'. Have a go answering the focus question in your **own words and experiences**.

**SS:** In the story 'A Hero Too', the theme was about ... This story relates to today's problems because... The message in this story relates to my life by....

<https://www.timeforkids.com/g34/the-problem-with-plastic/>



### Friday: Reading

#### Learning Focus: Independent reading

Over the 2 weeks you have been learning to critique **character, plot, setting & themes**. Remembering that thinking critically means that we evaluate what the author says and we **form opinions about it**.

**Choose any of the questions that we have already learnt through the two weeks.**

**Task:** Today you will be continuing to focus on Fiction Texts at your Independent Level. Look at the Reading Bingo chart, complete TWO of the Reading Bingo activities! Apply your new learnt skills with critiquing to the text you are currently reading!

### Friday: Writing

#### Learning Focus : Features of a Debate - Checklist on Writer' Craft

Moving through our [Debate Checklists.pdf](#), today we are learning about Writer's Craft in debate writing. Writer's craft in Debate texts means the different techniques and language features the writer uses to help convince the reader to agree with their view. Here are some examples of the language and grammatical features you might find in a persuasive text:

- thinking and feeling verbs (to express an opinion)
- strong, emotive words (to emphasise a viewpoint)
- connecting phrases (to link arguments together)
- cause and effect phrases (to show consequences of actions) modal verbs (to express levels of certainty)

Let's take a look at an example of how an author has used these language techniques [Language Features Example](#)

### Friday: Maths

#### Learning task: My Numeracy goals for Fractions.

**Task:** Now that you have completed your **Pretest** for fractions in **Essential Assessment**, your fractions learning goals have been set in '**My Numeracy**'. Please spend 30 minutes working on your fractions learning goals today.

**EssentialAssessment™**  
Assessment and Curriculum made easy

<https://www.essentialassessment.com.au/student/>

'My Numeracy'

Reading is fun!  
**Reading Bingo!**

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

Read 5 poems to your parents	Read a book from the public library	Read a book to a family member	Read a graphic novel or comic book	Read for half an hour without stopping
Read a book about your favorite topic	Read a book outside	Read before bedtime	Read a fairytale to a parent	Read a story that a parent has read to you
Read in a blanket fort	Read a page then have someone else read a page	FREE	Read a book with a number in the title	Read a book to your toys or pets
Read a book in the dark with a flashlight	Read a book in your favorite place	Read a non-fiction book	Read from a kids magazine (find at them public library)	Read a book & draw a picture about the story
Read with a friend or sibling	Read a book over video chat	Read a book you picked out at the library	Read in your pajamas	Read a new picture book

kids now  
read

**Task:** Write a debatable paragraph on the topic *'Is it okay to bully a bully?'* Remember to try to include various language features in your work. You may even colour code your work as a reference.

**Modelled example:**

I strongly believe that if you bully a bully, you are just as bad as them. Firstly, I understand the urge to bully back - believe me. But you become a bully yourself, then you are no better than the person bullying you. Bullying is useless and this will lead people to think you are a nasty person. Therefore, I know not to ever bully because it only spreads more hatred.

**Colour reference:**

- thinking and feeling verbs
- strong, emotive words
- connecting phrases
- cause and effect phrases.

**ADDITIONAL RESOURCES**

Prodigy: <https://play.prodigygame.com/>

Sunshine online: [www.sunshineonline.com.au](http://www.sunshineonline.com.au) Password: Werribee Username: Werribee

Epic: <https://www.getepic.com/>

ABC Education: <https://education.abc.net.au/>

Code.Org: <https://code.org/>



SPECIALISTS		
Spanish	Physical Education	Music
<p><b>LEARNING FOCUS:</b> This week we are learning to ask how much food can cost.</p> <p><b>TASK:</b></p> <ol style="list-style-type: none"> <li>Go to this link <a href="https://www.spanishveryeasy.com/fruit">https://www.spanishveryeasy.com/fruit</a> and practice saying the most common fruit.</li> <li>Practice saying “Cuanto cuesta le/el (Fruta)?” which means “how much is the (Fruit)?”.</li> <li>Choose a fruit and complete the sentence together to something like this “Cuanto cuesta la Sandia?” Use google translate to help you with saying the phrase but come to the Webex session as we will practice this together.</li> <li>Extra task: Reply back in Spanish. Use google translate what the reply would be</li> <li>Record yourself saying the phrase in Spanish.</li> </ol>	<p><b>Learning Activity:</b> This week we are learning to strike a ball with accuracy and correct technique</p> <p><b>Challenge:</b> One many plank jumps can you do in 1min?</p> <p><a href="https://drive.google.com/file/d/1lloA2VBBON1zCmSMo2Txxk_eK9hPYHtV/view?usp=sharing">https://drive.google.com/file/d/1lloA2VBBON1zCmSMo2Txxk_eK9hPYHtV/view?usp=sharing</a></p> <p><b>Task 2:</b> Place two objects (cones, socks, etc) to make goal posts and try to hit the ball in between. Have 5-10 goes and see how many you can do!</p> <p><a href="https://drive.google.com/file/d/1honMLJt0v7HeffSId85ZFe1xcGrTtZi4/view?usp=sharing">https://drive.google.com/file/d/1honMLJt0v7HeffSId85ZFe1xcGrTtZi4/view?usp=sharing</a></p>	<p><b>LEARNING FOCUS:</b> We are learning to practise advanced tummy breathing.</p> <p><b>TASK:</b></p> <p>Last week we went over tummy breathing, now we are going to extend our learning with some advanced breathing skills.</p> <ol style="list-style-type: none"> <li>Using your tummy breathing, take a breath in through your nose and HUM as you breathe out, making the hum last as long as you can. You should feel your tummy muscles getting smaller as you hum, and if you stop humming you should feel your tummy muscles tense up. This means you are doing it correctly.</li> <li>Using your tummy breathing, take a big breath in through your nose and then do 5 short, sharp breaths out through your mouth. Your tummy should tense up each time you give a sharp breath out.</li> <li>Using your tummy breathing, take a big breath in through your nose then make the following sounds.               <ul style="list-style-type: none"> <li>- ma me mi mo mu</li> <li>- pa pe pi po pu</li> <li>- la le li lo lu</li> <li>- ka ke ki ko ku</li> <li>- fa fe fi fo fu</li> </ul> </li> </ol> <p>Make sure you don't take a breath until the end of each group.</p> <p>Check my video on ClassDojo for examples of each activity!</p>



## Art

**LEARNING FOCUS:** Drawing realistic lips

**MATERIALS:** paper, pencil and tissue. If you have 2B and 4B pencils, you can use these for shading when you want darker values. The tissue is for blending your shading. You could also use a cotton bud.

**TASK:**

We had a go at drawing lips at the last art meeting. Now you can follow Darlene Nguyen's instructions and spend more time on the shading at the end. The more time you spend by layering with shading and blending with the tissue, the more realistic your lips will look. The instructions are: <https://rapidfireart.com/2013/05/10/how-to-draw-lips/>

Things to note

Use light pressure when you sketch

If you want less full lips, make your triangle wider at the start