

WPS Flexible Learning Grid – Year 4 Term 4, Week 1

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 1 - 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 Or onsite Remote	Reading	Writing		Maths		

****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

Reading - Writing

Monday: READING

Learning Focus: Learning Focus: Critiquing Fiction texts-Thinking About the Text

Today you will be learning about how readers **critique** Fiction texts. When you read a fiction text the author's purpose is to entertain you. There are different ways that the author does this. As a reader there are different things we need to think about and ask ourselves about fiction texts in order to critique them.



We critique when we evaluate during and after reading. This involves forming opinions, making judgments, and developing ideas from reading.

Critiquing means that we evaluate what the writer says and we form opinions about it. What were they trying to say, was it good, did we like it, were they successful at doing it? Our opinions need to have evidence from the text to support what we are thinking and why we think it.

When a good reader critiques a Fiction text, they ask themselves questions about

- Characters-the people, animals in a fiction text
- Plot -the problems of the story and events that flow from it
- Setting-where and when the story takes place
- Theme-the central message/s of the text and what the story is really about
- Craft-the different types of language

This week's focus is on questions we ask ourselves as we are reading in order to critique texts.

Monday: WRITING

Learning Focus: Persuade- Discussion-Debate -Forming opinions

Today we are exploring the **Author's purpose -To Persuade**

Why do authors want to Persuade?

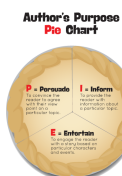
The reason authors want to persuade their readers is to convince their readers to agree with a particular point of view.

What are the text types?

There are two Text Types, Exposition and Discussion.

Exposition -one point of view

Discussion-two different points of view.



PERSUADE	
Text Type	Genre
Exposition A piece of writing that argues only one point of view on a particular topic	- current affairs - documentary - advertising - editorial - review
Discussion Piece of writing that examines two different points of view on a topic	- current affairs - DISCUSSION - documentary

We will be focussing on **DISCUSSION** and the genre we will be focusing on is **DEBATE**. What is a debate?A debate is a discussion about an issue. There are two sides to a debate, one **FOR/AGREE** and one **AGAINST/DISAGREE**.

A debate is usually done by people forming an opinion on a topic and taking sides. In order to prepare for a debate, the speaker must prepare by taking a side **FOR/AGREE** or **AGAINST/DISAGREE** and then writing down what they are going to say. This is done, like any piece of writing, using a certain **STRUCTURE** and featuring certain **LANGUAGE**.

This week we will be focussing on forming opinions on certain issues. In a debate it is important to understand what

NUMERACY

Number - Division

Monday: MATHS

Learning Focus: Division - Fact Families

Today we will be looking at multiplication and division and how these two operations are related. Division is the inverse operation of multiplication. This means that division is the complete opposite of multiplication. Knowing this helps me to use my knowledge of multiplication to solve division problems and vice versa.

Let's take a look at the multiplication problem, $4 \times 5 = 20$, its inverse relations (in the form of a division) will be the following:

$$20 \div 5 = 4$$

$$20 \div 4 = 5$$

In the same way, if we take the division $30 \div 3 = 10$, its inverse relations (in the form of a multiplication) will be the following:

$$3 \times 10 = 30$$

$$10 \times 3 = 30$$

In both examples, we can see that we use the same three numbers. This is because when we multiply two numbers (which we call factors), we get a result that we call a product. If we divide this product by one of the factors, we get the other factor as a result. These numbers are called fact families.

To learn more about this, watch the video about fact families.

This will help you with today's task.

[Fact Families video](#)

Multiplication Division Fact Families

Fact Family is a set of four related multiplication and division facts that use the same three numbers.

$\begin{array}{cc} 21 & \\ / & \backslash \\ 7 & 3 \end{array}$	$\begin{array}{l} 7 \times 3 = 21 \\ 3 \times 7 = 21 \\ 21 \div 3 = 7 \\ 21 \div 7 = 3 \end{array}$	$\begin{array}{cc} 32 & \\ / & \backslash \\ 4 & 8 \end{array}$	$\begin{array}{l} 4 \times 8 = 32 \\ 8 \times 4 = 32 \\ 32 \div 4 = 8 \\ 32 \div 8 = 4 \end{array}$
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Let's try it together. Here is a question we will be answering.

Question:

Do you think this story is a good one? Why do you think this?
Give evidence from the text.

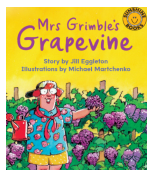
SS: I think this story is..... I think this
because(give evidence from the text)

Read the text, Mrs Grimble's Grapevine.

<https://library.sunshineonline.com.au/books/book/?bid=179&ls=learning-space-2>

In my opinion, this is how I would answer the question?

Do you think this story is a good one? Why do you think this?
Give evidence from the text.



SS: I think this story is a good one but it was also a little silly. I think this because Mrs. Grimble wanted to protect her grapes and she used lots of interesting ways to keep the birds off them. In the end she couldn't

find a way to protect them and get to eat them easily. I think she gave up in the end. She was a bit of a silly character.

Task: Today you will practice critiquing while independently reading a fiction text of your choice on Epic or Sunshine Online. Remember that you have your own login that has been sent to you by your teacher. Record your answer to the following question and use the sentence stems.

Do you think this story is a good one? Why do you think this? Give evidence from the text.

SS: I think this story is..... I think this
because(give evidence from the text)

the other side might think and say against what you think and say. There are two sides to every issue.

Task: Let's look at one together today and brainstorm both FOR and AGAINST opinions on the issue. In a debate, you must think of both sides. We are going to develop this skill.

Our issue is: Energy drinks should be banned for children
Look at the teacher template to see how you can record the opinions that you find [writing bubble.pdf](#)

Ready, let's watch a segment of BTN so we can understand the topic better. While you watch, write down the opinions you hear. Remember that we need both sides FOR and AGAINST

[Energy Drinks - Classroom - BTN](#) writing bubble (teacher copy, not yet ready for students)

Look at the teacher task sheet to see what issues were written down **FOR/AGREE** or **AGAINST/DISAGREE**.

[energy drinks bubble.pdf](#)

Can you add any other opinions that were missed?

Task: Complete the fact families worksheet by completing the division and multiplication facts using the numbers provided in the triangle. If you cannot print the worksheet, please re-create the worksheet in your books.

[Fact Families worksheet](#)

If you find that worksheet a little tricky, have a go at completing this one - [Fact Families worksheet option 2](#)

Extension: If you found the worksheet easy and are looking for a challenge, use the blank template to create your own numbers and list the divisions and multiplication problems related to these. If you are not able to print this, re-create this in your book. [Blank Fact families worksheet](#)

Tuesday: READING

Learning focus: Critiquing fiction texts - Character

As you learned in the last lesson, critiquing a fiction text means that you evaluate what the writer says and form opinions about it. What were they trying to say, was it good, did I like it, were they successful at doing it? Your opinions need to have evidence from the text to support what you are thinking and why you think it.

Today we are going to look at character. Characters are the people or animals in a fiction text. These are the questions we are going to answer today.

Are the characters believable in the way they feel or act?

Why do you think this? Give evidence from the text to support your answer. Let's read [The Old Green Machine](#) and have a go at answering these questions.

Example

My answer:

I think the characters in The Old Green Machine are believable in the way they think and act. I think this because I would feel as the characters felt. Everyone in the family really wanted a new car, except for Dad, because it kept breaking down, getting flat tyres and blowing smoke from the exhaust pipe. I think Dad really loved his old car, but everyone else was fed up and embarrassed by it.

Task: Now it's your turn. Read an independent text from Sunshine Online or Epic and answer the questions yourself. Use the sentence stems to help you.

Are the characters believable in the way they feel or act? Why do you think this? Give evidence from the text to support your answer.

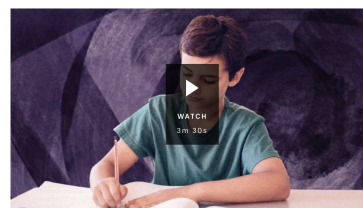
SS: *I think the characters in (title) are believable/not believable. I think this because*

Tuesday: WRITING

Learning Focus: Introduction-forming opinions For and Against- Author's Purpose Persuade - Discussion, Debate.

Yesterday you learnt that **'Debate'** means to look at both sides of the argument. (To agree/ To Disagree)

Today you will look at the debate topic - 'Should Homework Be Banned'.



Homework Debate

Let's begin by watching the BTN ' - [Homework Debate Episode](#)

Whilst watching the BTN clip, listen carefully to both sides of the argument.

Task: Use the Bubble For/Against [worksheet](#) to write down the different opinions on either side. In the middle of the bubble you are to write the topic **'Should homework be banned'**

Remember to at least form 3 solid points that would appeal to the audience's sense of reason and emotion for each side. Under each point, you are to gather evidence/notes to support your claim.

Here are sentence starters to look at to help form your opinions. [sentence starters to form opinions](#).

Tuesday: MATHS

Learning Focus: Short Division - No Remainders

Today you will be learning the skill of how to solve arithmetic short division equations. Let's begin by revising what division is. **Division is the process of dividing a number into equal parts.** Example $14 \div 7 = 2$. When dividing numbers, the number that is being divided is called the dividend. The number, which shows how many groups the dividend will be divided into is called a divisor. And finally, the number that you end up with is called the quotient.

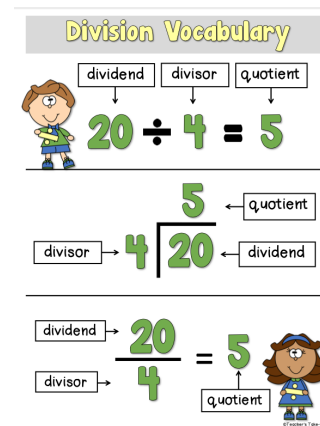
Example:

$$14 \div 7 = 2$$

14 is the dividend;

7 is the divisor.

2 is the quotient.




Knowing the language will help you place the specific numbers in the correct place when solving short division.

Task: Begin by watching the [Short Division 2 digit by 1](#) + [Short Division 3 digit by 1 digit](#) to familiarize yourself with the arithmetic process. After watching the videos, complete one of the following worksheets.

2 by 1 + 3 by 1: [Worksheet 1](#)

Just 2 by 1: [Worksheet 2](#)

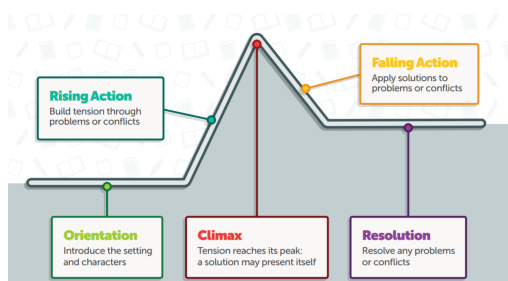
<p>Wednesday: READING Learning Focus: Critiquing fiction texts - Character</p> <p>We are going to look at characters again today and ask ourselves 'Does the writer help me feel empathy towards the characters?' Empathy can be defined as the ability to be aware of, understand and be sensitive to the feelings, thoughts and experiences of another person. You don't feel sorry for a person. You understand <u>how</u> they feel. Let's look at The Old Green Machine again and have a go at answering the questions 'Does the writer help me feel empathy towards the characters? Why do I think this?'</p> <p>Example My answer: <i>The writer made me feel empathy towards the characters in 'The Old Green Machine', especially towards Dad. The writer showed how Dad felt about his car by describing all the memorable times they'd had as a family when going driving and I felt empathy because I know how much I hated having to leave my old car behind at the car dealership.</i></p> <p>Task: Now it's your turn. You can choose the same book as yesterday or pick another fiction book to read. Then answer the following questions. There are sentence stems to help you. Does the writer help me feel empathy towards the characters? Why do I think this?'</p> <p>SS: I felt/did not feel empathy towards the characters in(title) . I thought this because</p>	<p>Wednesday: WRITING Learning Focus-forming opinions For and Against - Author's Purpose Persuade - Discussion, Debate.</p> <p>Today you will be looking at a new debate topic on 'Circus Animals'.</p> <p>Once again, 'Debate' means to look at both sides of the argument. (To agree/ To Disagree)</p> <p>Watch the BTN clip - Circus Animals Episode</p>  <p>Circus Animals</p> <p>Whilst watching the BTN clip, listen carefully to both sides of the argument.</p> <p>Task: Use the Bubble For/Against worksheet to write down the different opinions on either side. In the middle of the bubble you are to write the topic 'Should animals be in the circus'</p> <p>Remember to at least form 3 solid points that would appeal to the audience's sense of reason and emotion for each side. Under each point, you are to gather evidence/notes to support your claim.</p>	<p>Wednesday MATH Learning Focus: Short Division</p> <p>Yesterday you learnt how to solve short division with no remainders. Today you will further practice this skill. Let's begin by playing a warm up game. Warm up Division Games. At the beginning of the warm up, it will ask you to choose which divisor number you would like to practice.</p> <p>Task: Rewatch yesterday's division videos to remind yourself. Today you will be completing a worksheet to help strengthen your division skills. Remember to choose a worksheet that is best catered for your learning, not too easy, but also not too hard.</p> <p>Beginners: Short Division - 2 digit by 1 digit Medium: Short Division - 3 digit by 1 digit</p> <p>Challenge: Watch Short division with remainders Video - Short Division with Remainders Worksheet</p> <p>Extension: Create your own Division worksheet. This can be done with 2 digit by 1 digit/ 3 digit by 1 digit. The catch is to make sure there are no remainders in your equations.</p>
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Thursday: READING

Learning Focus: Critique Plot

Today you will be learning how to **critique plots** in novels. To critique the plot, you must decide if the plot enhances the story and helps the author achieve their overall goal. This is known as the author's **purpose**.

Let's say the author was to entertain the audience with a spooky story. Do the horror events seem realistic enough? Did you feel eerie when reading the text or were you completely bored? **Overall, you need to closely examine the events in the story to see if the author has accomplished their goal.**



***Plot:** The problems of the story and events that flow from it. Take a look at the image above to see how the structure of novels are pieced together. **Orientation - Rising action - Climax - Falling Action - Resolution.**

Task: Focus Question: Is the plot well constructed?

Let's look at a teacher's example of this question: [Scaredy Squirrel](#) is the chosen example book.

"In Scaredy Squirrel, the beginning of the story was a little bit boring because the squirrel did not want to leave his tree. However as the events of the story progressed, Scaredy Squirrel made up a plan to leave"

Thursday: WRITING

Learning Focus: Forming opinions For and Against

Today we will continue to form opinions for and against a topic. The topic you will be looking at today is **'Should sharks be culled (killed) to prevent shark attacks?'**

Watch the BTN clip to learn more about the topic and what is happening in Australia. While you are watching the video, think about where you stand on the topic and think of the information presented in the video to help you with your arguments for or against the topic.

Watch the BTN clip - [Shark Cull Debate](#)

Task: Use the Bubble For/Against [worksheet](#) to write down the different opinions on either side. In the middle the topic **'Should sharks be culled (killed) to prevent shark attacks?'** has been written for you.

Remember to at least form 3 solid points that would appeal to the audience's sense of reason and emotion for each side. Under each point, you are to gather evidence/notes to support your claim.



Thursday: MATHS

Learning Focus: Division

Warm-Up: Times Tables Practice - Maths Online



Login: <https://www.mathsonline.com.au/login>

Today you will be completing division questions based on your learning goals. Your learning goals have been created from your Essential Assessment pre-test. These are individual.

Today's task is called: Thursday's activity - 7 October

If your tasks are too difficult or too easy, please let your classroom teacher know via Dojo.

This task will automatically upload for you after you complete the activity. You do not need to do anything on class dojo to upload this task.

his tree & in his notes he wrote the steps he had to execute. On step.1 he wrote 'panic' which made me giggle. Then suddenly a bee appeared which made Scaredy Squirrel actually panic and fall out the tree! This part was my favourite because I wanted to know how he could solve the sudden problem which turns out he is a flying squirrel!!."

In the teacher's example, you can see that the teacher referenced the beginning, middle & end of the plot. And used examples from the text.

Now it is your turn to have a go.

Task: Choose one of the following texts below to read.

Texts:

1. The Bremen Town Ghosts -

<https://www.getepic.com/app/read/42348>

2. The Peace Dragon -

<https://www.getepic.com/app/read/55959>

Answer the following question: Is the plot well constructed?

SS: In the story '_____', the beginning..... (form an opinion with evidence), in the middle... (form an opinion with evidence), in the end.....(form an opinion with evidence)

Friday: READING

Learning Focus: Critiquing Plot

Yesterday you learnt what it means and how to **critique plots** in novels. Today you will be practicing the skill further.

Remember, to critique the plot, you must decide if the plot enhances the story and helps the author achieve their overall goal.

(***Plot:** *The problems of the story and events that flow from it.*)

Focus Question: Does the author tell a good story?

Task: Using your own personal library or online reading apps (Epic/Sunshine Online) choose a book to read. After reading,

1. Complete the following [Book Review Critic Worksheet](#).
2. Answer the following question: ***'Does the author tell a good story?'***

Teacher Example: On [Scaredy Squirrel](#)

The novel 'Scaredy Squirrel' written by Melanie Watt is a good story because it had humor throughout most of the entire text. In the beginning a few pages were a bit boring but I suppose it helped lead up to the unexpected event of Scaredy Squirrel actually leaving his tree. On the page where Scaredy Squirrel spoke about his day, it made me laugh because his routine was 'eat a nut' 'look at view' repeatedly. Then when he gained the courage to leave his tree and fell from it he pretended to play dead for 2 hours until he realised nothing bad was gonna happen.

Now it's your turn:

SS: The novel '_____' by '_____' is a good/not good story because (provide examples/events from the text to support your thinking)

Friday: WRITING

Learning Focus: Free Write Friday (minimum 1 page)

Task: Today you will be writing ANY text type of your choice. This could be a poem, story, information report, recipe, joke book, autobiography.

If you are unsure of what to write about please use the picture prompt to help you.



Please remember to re-read your work, edit and make changes as required.

Friday: MATHS

Learning Focus: Division

Warm Up: Times Tables Practice - Maths Online

Task:



Login: <https://www.mathsonline.com.au/login>

Today you will be completing division questions based on your learning goals. Your learning goals have been created from your Essential Assessment pre-test. These are individual.

Today's task is called: Friday's activity - 8 October

If your tasks are too difficult or too easy, please let your classroom teacher know via Dojo.

ADDITIONAL RESOURCES

Prodigy: <https://play.prodigygame.com/>
 Sunshine online: 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>LEARNING FOCUS: This week we are learning how many countries speak Spanish around the world.</p> <p>TASK:</p> <ol style="list-style-type: none"> Go to this link https://www.education.vic.gov.au/LanguagesOnline/spanish/topic14/resources/poster14.pdf. This is a list of all the Spanish speaking countries around the world. Create a flag of one of these Spanish speaking countries (Use A4 paper or any paper and decorate it with what you have) and then say in Spanish “Esta es la bandera de (the country you chose)” in Spanish which means ‘this is the flag of ...’ Record yourself saying the Spanish while holding the flag you made. 	<p>Learning Focus: We are practicing our forehand striking skills</p> <p>Challenge: How many step-ups can you do in 1min?</p> <p>Link: https://drive.google.com/file/d/1YJPSGoNPBnq2EJcXUzfETJSwtAwJGoxY/view?usp=sharing</p> <p>Activity-Forehand striking activity:</p> <p>Watch the video and follow the activity; https://drive.google.com/file/d/1tSB-3csMnxWTcaepN-JFhHKYjN5PQTdo/view?usp=sharing</p> <p>Have a think about the following questions when you are completing the striking activities;</p> <ul style="list-style-type: none"> Can you strike the ball with a hard/soft swing? Can you strike the ball along the ground/up in the air? Can you strike the ball at a target? 	<p>LEARNING FOCUS: We are learning to practise breathing correctly when we sing.</p> <p>TASK:</p> <p>This term we will be focused on singing! This week I want to help everyone remember the correct way to breathe when we sing.</p> <p>When we sing the best way to breathe is using your tummy-breathing, also called your diaphragm (di-a-fragm) muscle. Place your hands on your tummy between the bottom of your ribs and your belly button. When you breathe in, keep your shoulders still but let your tummy expand and get bigger. When you breathe out let your tummy shrink and get smaller as the breath goes out.</p> <p>Watch the video on the ClassDojo activity to see Mr Tooth demonstrate and get some tips for getting this right. Practise your tummy breathing for 5 minutes!</p>

Art

LEARNING FOCUS: We are making a Continuous line portrait collage

MATERIALS: a few pieces of A4 paper, pencil or texta to draw with and more to colour, iPad, coloured or white paper for background

TASK: View the activity on [Single Line Portrait Collage](#)

Take a photo of yourself on your iPad or look at the camera (selfie) to use. I've made a start... I need to do some smaller drawings. I look forward to seeing your results. Please upload on Xuno.

