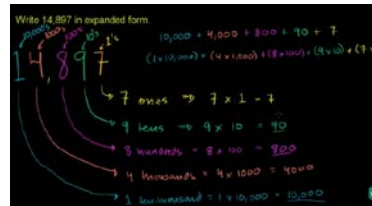


Term 2 Week 1 Wednesday Year 4														
Reading		Writing	Math											
<p><b>Learning Intention:</b> We are learning to understand how authors use (persuasive) structures and language features for <b>persuasive effect</b>.</p> <p><b>Success Criteria:</b> I understand how authors use (persuasive) structures and language features for <b>persuasive effect</b>.</p> <p><b>Equipment</b> KFC print (attached) &amp; television ads (watch on tv) or available on YouTube here: <a href="https://www.youtube.com/watch?v=5Eu8T8ysn2E">https://www.youtube.com/watch?v=5Eu8T8ysn2E</a> KFC Radio ad: (on YouTube) <a href="https://www.youtube.com/watch?v=yRODqCQgBjw">https://www.youtube.com/watch?v=yRODqCQgBjw</a> Just right books, library/home books and online resources such as Reading Eggspress and Epic</p> <p><b>Mini Lesson</b> Students access the KFC printed advertisement. Think about how it is persuasive (what is it trying to make you think or do?). Discuss: Why are advertisements persuasive?</p> <p><b>Reading Task</b> Students think about how the other advertisements are persuasive; identify any persuasive 'techniques or features' used by the advertiser (bright colours, bold images, slogans, emotive devices). Who is the audience? Why do you think the adverts are successful? Make notes in your workbook about the specific persuasive elements in these advertisements.</p> <p><b>Independent Reading</b> Students read their just right books/ library / home books of choice or online resources.</p>		<p><b>Learning Intention:</b> We are learning to create texts in ways that reflect known advertisements.</p> <p><b>Success Criteria:</b> I can create an ad that uses the same or similar persuasive techniques.</p> <p><b>Equipment</b> Access to adverts in reading lesson, recording device such as iPad, phone etc.</p> <p><b>Mini Lesson</b> Revisit the KFC advertisement from the Reading session. Brainstorm familiar ads that you see on television and hear on the radio or see in print.</p> <p>Try writing a 20 second advertisement for your choice of product – name the product, write a slogan, be persuasive and convince your audience that they need the product.</p> <p><b>Writing Task</b> Can you write and record a 20 second radio advertisement for the same product using humour to grab the listeners' attention? Use a recording device to record your 'reading' of the advertisement (phone, iPad etc.). Ask for feedback (market research!) – you may need to alter your voice, or the words you use, to be more persuasive.</p>	<p><b>Learning Intention:</b> We are learning to recognise, represent and write numbers in their expanded form.</p> <p><b>Success Criteria:</b> I can write a 5-digit number in expanded form.</p> <p><b>Equipment</b> Paper, pencil, scissors</p> <p><b>Mini Lesson</b> <b>Expanded Form/Notation</b></p> <table border="1"> <thead> <tr> <th>Ten-thousands</th><th>Thousands</th><th>Hundreds</th><th>Tens</th><th>Ones</th></tr> </thead> <tbody> <tr> <td>1</td><td>4</td><td>8</td><td>9</td><td>7</td></tr> </tbody> </table> <p>Adult: Discuss and model how to expand numbers such as <b>14,897</b> - <math>10,000 + 4,000 + 800 + 90 + 7</math></p>  <p>Watch the following YouTube clip: <a href="https://www.youtube.com/watch?v=iK0y39rjBgQ">https://www.youtube.com/watch?v=iK0y39rjBgQ</a></p> <p><b>Independent Task</b> Student: Write the following numbers in expanded form. 23,456 17,890 45,621 90,768 12,789</p>		Ten-thousands	Thousands	Hundreds	Tens	Ones	1	4	8	9	7
Ten-thousands	Thousands	Hundreds	Tens	Ones										
1	4	8	9	7										
<p><b>SMART Spelling</b> - The digraph <b>/wr/</b> making the sound 'r' as in <b>wrist</b>. Students highlight <b>8</b> words from the list and choose <b>2</b> of their own words to practise.</p> <p>Look, Say, Cover, Write and Check process can be practiced daily. The S.M.A.R.T spelling process includes <b>Say</b> the word – pronouncing each sound correctly, <b>Meaning</b> – understanding what the word means and how it can be used in a sentence; <b>Analyse</b> – breaking the word into sounds (called 'graphs') and syllables, and 'clustering' the sounds aloud e.g. P-R-O-C-EE-D; <b>Remember</b> – identifying the part of words to focus on and the tricky bit to remember; <b>Teach</b> – students teach themselves by spelling the word aloud, saying letter names, using clustering – repeating daily.</p>														

# At home learning

Term 2 Week 1 Thursday Year 4		
Reading	Writing	Math
<p><b>Learning Intention:</b> We are learning to understand how authors use (persuasive) structures and language features for <b>persuasive effect</b>.</p> <p><b>Success Criteria:</b> I understand how authors use (persuasive) structures and language features for <b>persuasive effect</b>.</p> <p><b>Equipment</b> Letters to the editor, 50-50 and Text Talk comments from the newspaper (included in attachments).</p> <p><b>Mini Lesson</b> Students access the newspaper comments. How are the 50-50, Text Talk and Letters similar (all express opinions); how are they different (length, language devices such as questions and humour).</p> <p><b>Reading Task</b> Students think about (and discuss if possible) how each set of opinions is persuasive; identify any persuasive 'techniques or features' used by the writers. Who is the audience? Why do you they are published in the newspaper each day? Write your ideas and / or label the techniques and features you can identify.</p> <p><b>Independent Reading</b> Students read their just right books/ library / home books of choice or online resources. If newspapers are available at home they might want to access more 'opinion' pieces.</p>	<p><b>Learning Intention:</b> We are learning to create texts that reflect advertisements that I am familiar with.</p> <p><b>Success Criteria</b> - I can create texts in ways that reflect advertisements that I am familiar with.</p> <p><b>Equipment –</b> Access to adverts in Reading lesson.</p> <p><b>Mini Lesson</b> Letters to the editor - what were the topics of the letters, 50/50 and Text Talks sent to the opinion pages of the newspaper? Use your notes about each of these to help you share your own opinion – talk about your opinion with others. How can you express your opinion persuasively so others share your opinion?</p> <p><b>Writing Task</b> Imagine that you are writing to the newspaper to express your opinion. You might choose the same topics as the examples, or a different topic to write about (school should be optional – learning at home is awesome – students need more holidays...)</p> <p>Choose one of these and write your own opinion in the same three formats.</p>	<p><b>Learning Intention:</b> We are learning to recognise, represent and write numbers in words.</p> <p><b>Success Criteria:</b> I can write a 5-digit number in words.</p> <p><b>Equipment</b> Paper, pencil, scissors Place Value game – Dice or Cards</p> <p><b>Mini Lesson</b> <b>Numbers Written as Words</b> Adult: Model how to write 5-digit numbers in words. E.g. 13 090 in words is <i>thirteen thousand and ninety</i>. <a href="https://www.youtube.com/watch?v=iQlfCd3r3ZI">https://www.youtube.com/watch?v=iQlfCd3r3ZI</a></p> <p><b>Independent Task</b> Write the numbers 0-9 on a piece of paper twice. Cut each number out and make a variety of 5-digit numbers. Write these numbers in words.</p> <p><b>Game</b> Place Value Game – Dice or Cards</p>
<p><b>SMART Spelling</b> - The digraph <b>/wr/</b> making the sound 'r' as in <b>wrist</b>. Look Say Cover Write Check + one task of choice from the "Spelling activities for homework" or "Spelling activities for school" suggestions.</p>		

Term 2 Week 1 Friday Year 4		
Reading	Writing	Math
<p><b>Learning Intention:</b> We are learning to understand how authors use (persuasive) structures and language features for <b>persuasive effect</b>.</p> <p><b>Success Criteria:</b> I understand how authors use (persuasive) structures and language features for <b>persuasive effect</b>.</p> <p><b>Equipment</b> Persuasive essay – <b>Stop Polluting the Ocean</b> (print version)</p> <p><b>Mini Lesson</b> Students access persuasive ‘essay’ <b>Stop Polluting the Ocean</b>. Read the text, discuss any topic specific vocabulary. Can you identify and label the <b>Title</b> – the topic of the text, which may be presented as a ‘for’ or ‘against’ statement; the <b>Opening Statement</b> – the author introduces the topic of the text and outlines his or her viewpoint about the topic; the <b>Series of Arguments</b> – the author presents a number of arguments, intended to convince the reader to support his or her viewpoint; the <b>Concluding Statement</b> – the author summarises the arguments presented and reinforces his or her viewpoint about the topic.</p> <p><b>Reading Task</b> Students independently read <b>Students Shouldn’t Have So Many Holidays</b> – identify and label the details outlined in the mini lesson.</p> <p><b>Independent Reading</b> Students read their just right books/ library / home books of choice or online resources.</p> <p>Check EPIC Reading online for extra “Opinion” reading (optional).</p>	<p><b>Learning Intention:</b> We are learning to create persuasive texts similar in structure to those I am familiar with.</p> <p><b>Success Criteria:</b> I can create persuasive texts similar in structure to those I am familiar with.</p> <p><b>Equipment</b> Argument Planner – graphic organiser, texts from today’s reading lesson.</p> <p><b>Mini Lesson</b> Planning an ‘essay’. Decide on a topic you feel strongly about. It may be related to your reading, or it may be something else you want to persuade someone about. Write your topic and 3 or 4 reasons for your opinion e.g. Dogs make better pets than cats; then write 3 ‘because’ statements.</p> <p><b>Writing Task</b> Write your topic under the ‘Argument Planner’ heading.</p> <p>List your arguments (because statements) in bullet points – this will become your introduction. Rewrite each those bullet point statements into the separate ‘argument’ sections, ensuring that these statements are a complete sentences. What are some ideas that support your reasons? Include those with your argument statements in each section, to make a strong argument.</p> <p>In the last section of the graphic organiser, restate your reasons and how strongly you feel about your ideas and opinions!</p>	<p><b>Learning Intention</b> We are learning to investigate and use the properties of odd and even numbers.</p> <p><b>Success Criteria</b> I can investigate if the result of a number problem will be an odd or even number.</p> <p><b>Equipment</b> Worksheet - Odd and Even Numbers using the 4 operations Worksheet - Odd and Even Snakes &amp; Ladders Dice &amp; counters</p> <p><b>Mini Lesson</b> <b>Odd and Even Numbers</b> Adult: Discuss how an even number can be divided exactly by 2. If the number is not EVEN, then it will be ODD. The last digit will be 1,3,5,7 or 9, e.g. 5,13,27,53,97. When you add or subtract ODD or EVEN numbers the answer is always the same. Even + Even = Even, Even + Odd = Odd, Odd + Even = Odd.</p> <p><a href="https://www.youtube.com/watch?v=SyVaABWgGhY&amp;list=PLXeKkJ6RmR9Tqjov6VciyciO7RN8Y5ij">https://www.youtube.com/watch?v=SyVaABWgGhY&amp;list=PLXeKkJ6RmR9Tqjov6VciyciO7RN8Y5ij</a></p> <p><b>Independent Task</b> Work sheet – Odd and Even Numbers using the 4 operations.</p> <p><b>Catch (visual learning) –</b> <a href="https://www.youtube.com/watch?v=E7gpzIQ-9hM">https://www.youtube.com/watch?v=E7gpzIQ-9hM</a></p> <p><b>Game</b> Worksheet - Odd and Even Snakes &amp; Ladders</p>
<b>Spelling Tasks – Spelling Test.</b> Say the word, say it in a sentence, say the word again, so children can hear the word in context before writing it down.		

At home learning