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| **WEEK 4** | **Monday** | **Tuesday** | **Wednesday** | | **Thursday** | **Friday** |
| **Before School** | Photocopy homework task sheets and figurative language sheets. | Photocopy maths group activities | Meeting  Maths relay challenge questions  Photocopy prime numbers activity  Controversial issues of the Olympics sheets | | Meeting  Readers Theatre Scripts  Organise equipment for 4 base cricket | OLYMPATHON |
| **9:00 – 9:55am** | Spelling (25 minutes)  Introduce ‘Spell like a Star’ activity sheet.  Students pick two activities off the grid to complete in their workbooks.  \*Hand out Olympathon notes and homework!  Serial reading (15 minutes)  James and the Giant Peach  Olympic Games Catch Up  Access London 2012 Olympics website and discuss events and results that occurred over the weekend | Spelling  Spelling relay  Split class into 3 teams. Each team forms a line. The first player each team goes to the board. Word is called and each player writes it as fast as possible. The team to write the word correctly first gets one point. The team with the most points at the end of the relay is the winner  Scripture | RFF | | Serial Reading (15 minutes)  James and the Giant Peach  Spelling  Spell like a Star activity sheet. Students pick 2 activities to do in their workbooks.  Game of BUZZ | RFF |
| **10:00 – 10:05am** | Reading Groups  10 minutes silent reading – assess 3-4 students reading aloud (Anecdotal notes)  ***Group 1:***Guided reading (Anamalia: Graeme Base) Analyse the use of alliteration in the text. Students use alliteration to write an acrostic poem of their name.  ***Group 2:*** Figurative language worksheet | Reading Groups  10 minutes silent reading – assess 3-4 students reading aloud (Anecdotal notes)  ***Group 2:***Guided reading (Anamalia: Graeme Base) Analyse the use of alliteration in the text. Students use alliteration to write an acrostic poem of their name.  ***Group 1:*** Figurative language worksheet | Reading Groups  10 minutes silent reading  Exploring metalanguage, similes and imagery. See figurative language unit sequence 4.  Split class into 3 groups ready for readers theatre organisation. | | Reading Groups  10 minutes of silent reading.  Distribute readers theatre scripts to each group. Explain the purpose of readers theatre – Watch YouTube video.  Take students outside to practice. |  |
| **LUNCH** | | | | | |  |
| **12:00 – 1:00pm** | NO MATHS GROUPS  Writing: (45 mins)  Continue research for independent writing of information report. Students at their desks with books. 5 6 students at computers.  For those ready to start draft writing, provide with template. | Maths Groups   1. Speedy Maths 2. Fibonacci, Triangular and Square Numbers group activities.   - Students will be numbered 1-3. Each group will rotate around each activity, completing a worksheet at each. (If there is not enough time for each group to do all 3 activities they will complete activities next lesson) | Maths Groups   1. Maths Relay Challenge 2. Finish of rotational activities. 3. Prime numbers! | NO MATHS GROUPS? | | OLYMPATHON |
| **1:00 – 1:25pm** | Comparing the Ancient and Modern Olympics – (45 minutes)  Split class into 2 groups, half research ancient Olympics, others research modern Olympics (Worksheets). Focus on skimming/scanning for important information. | Controversies in the Olympics  Begin discussion about controversies that have occurred in the modern Olympic games over time.  Video....? | Writing  Students to begin/continue drafting of independent writing sample. Ensure they are using the template | Controversies of the Olympics  Students begin/continue writing their personal opinion about their chosen controversial issue.  Begin videoing those that have completed their written part. | |  |
| **RECESS** | | | | | |  |
| **2:00 – 3:00pm** | Comparing the Ancient and Modern Olympics Cont. (30 minutes)  Groups 1 & 2 swap and read/research ancient/modern Olympics.  ASSEMBLY | LIBRARY | Controversies of the Olympics  Students pick a controversial issue from the following:   1. Women and the Olympics 2. Cathy Freeman (Aboriginal participation) 3. Drug and steroid use   Research and read information about their chosen topic.  Students will develop a short statement or speech that explains their opinions about the issue which will be video recorded and compiled as a class video. | Four Base Cricket | |  |