

# Literacy Weekly Planner: Term Four Week 6

	Session 1	Session 2	Session 3	Session 4	Session 5
<b>READING</b> Learning Intention	- We are learning the language of constitutions	- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources. - Recognise and identify the different thinking levels that we use to complete tasks.			
<b>READING</b> Whole Class	The Australian Constitution (Pocket version)	ARTICLE – Get Parliament Magazine ( Parliament Education Office ) Levels of Law Making Various Websites related to Local and Global Charities.			Literature Circles
<b>Focus Group</b>	<p><b>Thinking Level - Analyse</b> <b>What Tense are we writing in?</b></p> <p>Students look at the language used and identify the tense. Why would it be written in this tense?</p>	<p><b>Thinking Level – Understand</b> Read the article and then summarise the three levels of government and what each is responsible for. Making Connections – (F&amp;P) What do you already know about this topic? <b>Thinking Level – Evaluate</b> Justify which level of Government you believe to be the most important. Synthesizing – (F&amp;P) How has your understanding of the topic changed? What evidence from the text supports your thinking?</p>	<p><b>Thinking Level – Understand</b> Read the article and then summarise the three levels of government and what each is responsible for. Making Connections – (F&amp;P) What do you already know about this topic? <b>Thinking Level – Evaluate</b> Justify which level of Government you believe to be the most important. Synthesizing – (F&amp;P) How has your understanding of the topic changed? What evidence from the text supports your thinking?</p>	<p><b>Thinking Level – Understand</b> Read the article and then summarise the three levels of government and what each is responsible for. Making Connections – (F&amp;P) What do you already know about this topic? <b>Thinking Level – Evaluate</b> Justify which level of Government you believe to be the most important. Synthesizing – (F&amp;P) How has your understanding of the topic changed? What evidence from the text supports your thinking?</p>	
<b>Activity</b>	Students edit their section of the constitution and share it as a class to create our whole class constitution.	Doorways – Non Fiction reading tasks. See Planner <b>Week 4 / 5 / 6 ( short week 5)</b>			
<b>WRITING</b> Learning Intention	<p><u>Non- Fiction:</u> Deconstruct and make comparisons between a sample of letters to the editor to identify common features. <u>Fiction:</u> Use voice and word choice on our narratives to ‘Show not Tell’ when setting the scene.</p>				
<b>WRITING</b> Whole Class (7-10 min activity)	Narratives Sizzling Starts and Dynamic Dialogue	Notebook: Brainstorm Forms of communication (e.g. email, text, letter) Give examples of formal and informal letters.	Notebook: SO TELL ME WHAT YOU REALLY THINK!! Choose an image (e.g. an animal in a cage, rubbish) Under the image in 20 words sun up your opinion about the subject.	Notebook: Community / Local Issues.	Narratives Sizzling Starts and Dynamic Dialogue
<b>Focus Group</b>	Using Dialogue (Takin out the boring bits)	<ol style="list-style-type: none"> <li>Identifying the features of a letter to the editor. Setting out, paragraphs, language</li> <li>Identify key local issues that children have an opinion about ( use articles ‘No more pencils no more books’ ‘Class wake up call’) Children choose one article to respond to in the form of a letter to the editor.</li> </ol>			
<b>Activity</b>	Students add dialogue to their writing ensuring that it is written correctly with correct	Write a letter to the editor about an issue from the newspaper. Use one of the articles provided or one chn have found on their own. Write a letter to the editor (no more than 200 words). Create a rubric with the class to highlight success criteria.			

Term 4					
Week 7	Monday	Tuesday	Wednesday	Thursday	Friday
8:45am	Meditation & daily admin	Meditation & daily admin	Meditation & daily admin	Meditation & daily admin	Meditation & daily admin
9.00-10.00	<b>Religion</b> Students Complete their Confirmation Artwork	<b>Inquiry</b> Students work with their political Party to work out who the Ministers and positions of Leadership are	<b>Reading</b> Doorways (See Planner)	<b>Reading</b> Doorways (See Planner)	<b>Reading</b> Doorways (See Planner)
10.00-11.00	<b>Mathematics</b> Shapes Unit (See Planner)	<b>Art</b> (Weeks 1,3,5,7,9)	<b>Writing</b> Session Two (See Planner)	<b>Prep Buddies</b>	<b>SQUASH</b> In the hall with an outside Facilitator
11:05-11:45	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>
11.45 – 12.45	<b>Circus Skills Program in the Gym</b>	<b>Library</b> (Library Tilly)	<b>Mathematics</b> Shapes Unit (See Planner)	<b>Writing</b> Session Three (See Planner)	<b>PREP BUDDIES FT. PrepA</b>
12.45-1.45	<b>1.05 - LOTE</b> (Italian Room)	<b>Physical Education</b> (Paul)	<b>Inquiry</b>	<b>Mathematics</b> Shapes Unit (See Planner)	
1.50-2.30	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
2.30-3.10	<b>Writing</b> Students begin typing their Prep Narrative	<b>Reading</b> Doorways Session One (See Planner)			<b>ICT Lab</b> Students work on their Weebly
3:120-3:30	Clean up, pack bags, notices. Afternoon Prayer	Clean up, pack bags, notices. Afternoon Prayer <i>Chairs up</i>	Clean up, pack bags, notices. Afternoon Prayer <i>Chairs up</i>	Clean up, pack bags, notices. Afternoon Prayer	Clean up, pack bags, notices. Afternoon Prayer