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[Week 1](#)

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### **Year 5, Term 1 Lesson Package MWO**

*Developmental Phase: The Height of Childhood*

In Waldorf educational development, year 5 is referred to the apex of childhood, as the student balances between innocence and the vigilant awareness of their surroundings. Identities are emerging, and despite displays of confidence, the year 5 child is sensitive and likes to fit in. They have a good idea of what they can do now. The breath and the heartbeat reach adult proportions, so stamina and endurance are at a high. Memories become vivid, making the child more impressionable. Myths and legends are now merged with actual history and Greek legends are set in real cities. Like each God and Goddess, the year 5 child's personality really shines through, even though they grapple with who they once were, and who they are becoming.

<b>Main Lesson Overview</b>	
<b>Weeks 1-4</b>	Greek Mythology 1 (English/HASS)
<b>Weeks 5-7</b>	Indigenous Games (HPE/Languages)
<b>Weeks 8-10</b>	The Milky Way (Science)

#### **Materials List (required):**

Main Lesson Books with a combination of both lines and blank pages

Lined exercise books for English

Grid exercise books for mathematics

Good quality coloured pencils

Good quality lead pencils

Eraser

Sharpener

Ruler

Calculator

Glue

Art Paper or drawing book

Watercolours/watercolour pencils

Week 1 and onwards: 1-2 examples of a fiction book and 3-4 examples of nonfiction books (textbook/s or information books) from your home or local library.

Books for reading (reading for enjoyment).

Week 2: Dice for game/Day 1

WET FELTING (optional)

- Look at the 'How to Wet Felt a Picture' in the attachments
- Find resources needed for this project
- You may prefer to draw, paint or attempt dry felting

Week 3: Mosaic Squares for artwork - either paper or metallic foam self adhesive. Coloured paper can also be cut into squares.

Week 4: Computer or laptop and access to the internet.

Calculators.

<http://www.mercurius-australia.com/>

<https://www.dragonflytoys.com.au/>

<https://www.teaching.com.au/>

### Recommended Materials (not required):

Felt pens

Charcoal (willow)

Index or System Cards

<https://goo.gl/qeuGJa>

Blackboard and good quality chalk

Butcher's Paper

Acrylic paints and paint brush set

Protractor

Compass

T-Square or Metre Ruler

### Weekly Timetable Suggestion

Times	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Session</b>	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
<b>Middle Session</b>	English and Mathematics	English and Mathematics	English and Mathematics	English and Mathematics	English and Mathematics
<b>Afternoon Session</b>	Hands on activities/real world experiences/physical activities	Hands on activities/real world experiences/physical activities	Hands on activities/real world experiences/physical activities	Hands on activities/real world experiences/physical activities	Hands on activities/real world experiences/physical activities

**Afternoon session ideas:** art (watercolour, acrylic, mixed medium, charcoal) dance, playing an instrument, martial arts, sport, gymnastics, nature walks/hiking, *special interest projects*, sketching, travelling/historical trails.

**Rhythms** - It is important to continue rhythms to maintain a sense of calmness, stability, and expectation. Verses/songs, stories and games are still used to deliver content in a rich and artistic way, however work is now more head focussed within the main lessons. In depth special interest projects are recommended for the afternoon.



**By Meredith from a Waldorf Journey**

**To read and discuss before Main Lesson begins...**

The Ancient Greeks believed that we share our world with divine beings. Greek mythology attempted to clarify this human connection with the divine, and like humans, these Gods and Goddesses had individual personalities that made them unique.

Greek mythology and legends still penetrate our storytelling today, even though these legends were told 40, 000 years ago. Films, poems and graphic novels celebrate these divine deities such as Zeus God of the Sky, Medusa Goddess of Darkness, Gaia Goddess of Earth, and Poseidon God of the Sea.

As the largest form of entertainment in Ancient Greece, storytelling helped myths evolve over time. Bards or travelling storytellers would share these stories to audiences through song or poetry. Many versions of these legends can be found. Our main lesson will explore some of the most famous myths and legends still told today.

**Week 1 Introduction**

**Main Lesson**

**Verse:** The Bell Ringing (week 1 appendix).

*Stand for morning verse to bring awareness to the body. Practise a few deep breaths before reading.*

**Hands on Learning:** Passive versus Active Voice in Stories

*Explanation*

Passive Voice

The passive voice is used when we want to focus attention on the person or thing affected by the action.



Example of passive voice: The woman was bitten by the snake.

### Active Voice

Active voice is preferable in most writing as it uses less words and it's easier to understand. It makes writing stronger. Active voice brings attention to the ACTION.

Example of active voice: The snake BIT the woman.

-Cut, mix and place the cards in their correct places (week 1 appendix).

**Questions/Retell/Brainstorm:** Who did the Ancient Greeks believe they shared the world with?  
How have we kept Greek myths and legends going over time?

**Bookwork:** Title and Contents Page

-Create a Greek Mythology title and contents page.

### CONTENTS PAGE

1. The Beginning of the Gods
2. Cronus and Zeus
3. Apollo and Cassandra
4. Mount Olympus
5. Athena
6. Medusa
7. Poseidon
8. Pegasus
9. Persephone
10. Helen of Troy

**Story:** Read 'The Beginning of the Gods' in the Greek Mythology attachment.

### **English:** Nonfiction Texts

Introduction: ask students what they know about nonfiction texts/share answers and thoughts.

-Look at your nonfiction and fiction book examples and discuss the similarities and differences between the two.

-Who are the intended audiences/uses of the books?

-What are the purposes of the different books?

-Use the chart in the week 1 appendix to find examples of each in the book/s (if possible).

-Spend some time reading a nonfiction text of choice.

### **Mathematics: Maths Investigation - Let's Go Camping!**

-Start the Maths Investigation Booklet (attachments).

-Choose a level and complete 3 tasks per week (Mon, Tues, Wed).

### **Music Theory Extension:** The Scales

-Research the Greek Music Scales

**Day 2**

**Main Lesson**

**Verse:** The Bell Ringing.

**Hands on Learning:** Passive versus Active Voice

Option 1: Place ACTIVE and PASSIVE signs on each side of the room.

Option 2: Make a ‘buzzer’ to hit, one that says ACTIVE and one that says PASSIVE.

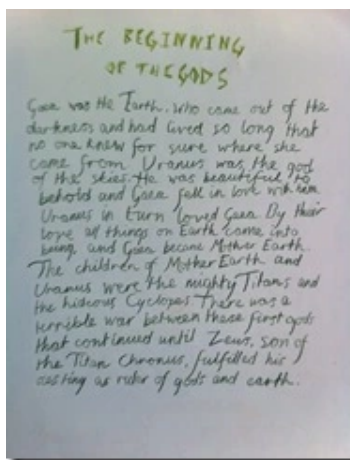
-Read out sentences from Passive versus Active Sentences part 2 (week 1 appendix) and students run to or hit the correct ‘button.’

**Questions:** Who is Gaea/Gaia? What became of Uranus, father of the Titans, and husband of Gaea?

**Retell:** Discuss/summarise the story of ‘The Beginning of the Gods’ in your own words.

**Bookwork:** The Beginning of the Gods

-Write about The Beginning of the Gods (Gaea and Uranus) and illustrate the page.



**Level 1:** Write a paragraph together about the story. Include one passive sentence. Include at least one active sentence. Underline them.

**Level 2:** Write some paragraphs together about the story. Include one or two passive sentences. Include some active sentences. Underline them.

**Level 3:** Write some paragraphs independently about the story. Include one or two passive sentences. Include some active sentences. Underline them.

Extra: give verbal examples of changing your sentences to the other ‘voice.’

**Story:** Read about ‘Cronus and Zeus’ in the story attachments.

**English:** Nonfiction Texts

-Read the two texts ‘Snakes’ and ‘Museum Fire’ in the week 1 appendix.

-Create a VENN Diagram to compare the texts (template supplied)

Level 1: Work with a peer of adult using the Assistant Words below.

Level 2: Work independently and share ideas with others

Level 3: Complete your venn diagram and share ideas with others. Build on your work after discussing ideas from others.

**Assistant Words**  
*Informative*  
*Uses images*  
*Uses tables*  
*A new story/article of events*  
*Facts in a list*  
*Labelled diagrams*  
*Uses questions to engage*

**Mathematics: Maths Investigation - Let's Go Camping!**

-Day 2

**Day 3**

**Main Lesson**

**Verse:** The Bell Ringing.

**Game:** In your shoes - Quick Writes

What does it mean to 'walk a mile in someone's shoes?'

-Ask someone the following questions and write a short descriptive paragraph. Write AS IF you are that person.

- What do you do on a Monday morning?
- What is that like for you?

**Example:** *I wake up to the sound of a gentle alarm, and I take a deep breath. I like to lie in bed for 5 minutes and listen to the birds sing. Sometimes when I think of all the jobs I have to do, I get overwhelmed, so I like to start by writing myself a list before breakfast....*

**Questions:** What is Mount Olympus? Who was Rhea's only surviving son? What was Atlas's Punishment?

**Retell/Brainstorm:** Discuss/summarise the story of 'Cronus and Zeus' in your own words.

**Bookwork:** Cronus and Zeus

**Level 1:** Write a paragraph together about the story. Include one passive sentence. Include at least one active sentence. Underline them.

**Level 2:** Write some paragraphs together about the story. Include one or two passive sentences. Include some active sentences. Underline them.

**Level 3:** Write some paragraphs independently about the story. Include one or two passive sentences. Include some active sentences. Underline them.

Extra: give verbal examples of changing your sentences to the other 'voice.'



“Zeus” on blackboard

**Story:** Read about ‘Apollo’ in the story attachments.

**English:** Nonfiction Texts

-Take out your nonfiction books from Day 1 to use in this lesson.

-Use the checklist in the week 1 appendix for your books.

Level 1: Complete a checklist for 1 nonfiction book and show your answers to a peer or adult, pointing out examples in the book.

Level 2: Complete a checklist for 2 nonfiction books and show your answers to a peer or adult, pointing out examples in the book.

Level 3: Complete a checklist for 3 nonfiction books and show your answers to a peer or adult, pointing out examples in the book.

**READING**

Spend some time reading one of your nonfiction texts for enjoyment and/or read some pages aloud and practise fluency.

-Did this book teach you anything new? If so, share your learning with someone.

**Mathematics: Maths Investigation - Let’s Go Camping!**

-Day 3

**Day 4**

**Main Lesson**

**Verse:** The Bell Ringing.

**Game:** In your shoes 2 - Quick Writes

How did you go with writing from the perspective of someone else yesterday?

-Ask another person the following questions and write a short descriptive paragraph. Write AS IF you are that person.

- What do you do on a Friday evening?
- What is that like for you?

**Questions:** Who is Apollo’s father? What is his power?

**Retell/Brainstorm:** Describe how the Oracle of Delphi came about.

**Bookwork:** Apollo and the Oracle of Delphi

-Write a story script between Apollo and Pythia whereby Apollo tells her that he will give her the power of prophecy. OR write a scene between Pythia and her prophecy for the ruling king.

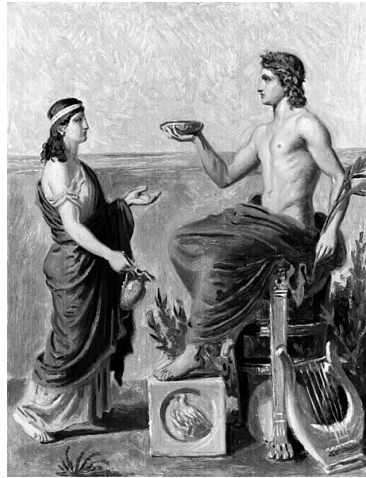
Use quotes, taglines, and action with the correct punctuation.

Level 1: Write the punctuation into the following short script (below) and continue it on.

Level 2: Write the script with some assistance.

Level 3: Write the script independently. Research the story further. Check punctuation with an adult.

Note search suggestions: Apollo and Pythia for children.



Painting of Apollo and Pythia by  
Constantin Hansen (1819-1880)

*Script Example (leave out punctuation for students to put in).*

*Apollo rises from his seat. 'High Priestess, Pythia, I would like to make you a prophet.'*

*'Apollo,' she replies, bowing to the god. 'You are most kind. What will this mean?'*

*Apollo places a hand on her shoulder. 'It means you will have the power to see the future, as I do. I will build you a temple and from there, you will give the people the gift of future sight.'*

*Pythia bows. 'Dear Apollo, I am not worthy of this honour. But I shall strive to serve you and the people well.'*

**Story:** Read 'Apollo and Cassandra' in the story attachments.

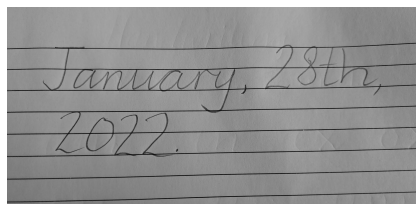
**English:** Handwriting - Cursive

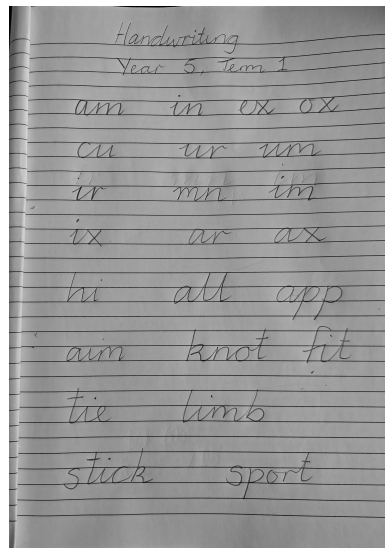
-Complete the following handwriting practise into lined books.

Level 1: Copy from the board.

Level 2: Copy from the board and include full date.

Level 3: Copy from the board and include full date. Add one extra line of words, using any of the joins shown today, or write some sentences.





***am, in, ex, ox, cu, ur, um, ir, mn, im, ir, mn, im, ix, ar, ax, hi, all, app, aim, knot, fit, tie, limb, stick, sport***

**Reading:** Spend 15-30 minutes reading for enjoyment (fiction or nonfiction).

**Mathematics:** Rounding to Estimate

-Complete the following sums using rounding and estimate (example below).

-Work in books, on a blackboard, whiteboard, with chalk outside, or however you like!

Example

$$441 + 232 = 400 + 200 \text{ and } 40 + 30 = \text{approximately } 670$$

Level 1

$551 + 323 =$

$434 + 562 =$

$462 + 102 =$

$224 + 291 =$

$293 + 590 =$

$521 + 373 =$

$502 + 121 =$

Level 2 (round up *or* down)

$551 + 323 =$

$434 + 569 =$

$462 + 102 =$

$209 + 291 =$

$293 + 590 =$

$528 + 379 =$

$502 + 129 =$

Level 3 (round up *or* down)

$551 + 323 =$

$434 + 569 =$

462 + 102 =  
209 + 291 =  
293 + 590 =  
528 + 379 =  
502 + 129 =  
765 + 765 =  
4532 + 9644 =  
6759 + 9769 =  
8553 + 664 =  
757 + 9775 =

## Day 5

### Main Lesson

**Verse:** The Bell Ringing.

**Game:** In your shoes 3 - Quick Writes

How did you go with writing from the perspective of someone else yesterday?

-Ask another person the following questions and write a short descriptive paragraph. Write AS IF you are that person.

- What did you do on your last holiday?
- What is that like for you?
- What did you hear, smell, see, taste and touch?

**Questions:** Why did Apollo bless Cassandra with the gift of prophecy? Why did he then curse her?

**Retell/Brainstorm:** Discuss what they might say to each other in a particular part of the story.

**Bookwork:** Apollo and Cassandra

-Write a story script between Apollo and Cassandra whereby Apollo is outraged by Cassandra's prophecy and he curses her 'visions'.

Use quotes, taglines, and action with the correct punctuation.

Level 1: Write the punctuation into the following short script (below) and continue it on.

Level 2: Write the script with some assistance.

Level 3: Write the script independently. Research the story further. Check punctuation with an adult.

Note search suggestions: Apollo and Cassandra for children.



Cassandra and Apollo. (Pitture d'Ercolano, vol. ii. tav. 17.)  
www.maicar.com

*Script Example (leave out punctuation)*

*Apollo stands with a furious look upon his face. 'Cassandra, I have given you the gift of prophecy, and you*







**Bell Ringing Verse**

*To wonder at beauty  
Stand guard over truth  
Look up to the noble  
Resolve on the good  
This leadeth us truly  
To purpose in living  
To right in our doing  
To peace in our Feeling  
To light in our Thinking  
And teaches us trust  
In workings of God  
In all that there is  
In the widths of the World  
In the depths of the Soul*

*-Rudolf Steiner*

## Active Versus Passive Voice 1

*Cut out for game 1*

<b>ACTIVE</b>	<b>PASSIVE</b>
---------------	----------------

At dinner, six shrimp were eaten by Harry.

Harry ate six shrimp at dinner.

The savannah is roamed by beautiful giraffes.

Beautiful giraffes roam the savannah.

Sue changed the flat tire.

The flat tire was changed by Sue.

We are going to watch a movie tonight.

A movie is going to be watched by us tonight.

CHARACTERISTICS OF NONFICTION TEXT by Scholastic, Australia

<p><b>How does nonfiction text look different from fiction?</b></p>	<ul style="list-style-type: none"><li>● There may be chapter titles and section headers that preview information.</li><li>● Each page has words in a variety of fonts and type sizes.</li><li>● Bold or <i>italic</i> fonts may be used to signal important words or phrases.</li><li>● Diacritical marks may be used to guide pronunciation.</li></ul>
<p><b>How are graphic aids used?</b></p>	<ul style="list-style-type: none"><li>● Maps, charts, diagrams, photographs are usually included to illustrate or summarize information.</li><li>● Captions or labels must be examined carefully for relevant information.</li></ul>
<p><b>How is the vocabulary different?</b></p>	<ul style="list-style-type: none"><li>● There may be more words that are unfamiliar. Look for multi-syllabic words like "photosynthesis" that may be difficult to pronounce.</li></ul>
<p><b>What do we know about nonfiction?</b></p>	<ul style="list-style-type: none"><li>● There is a great deal of information to be understood and remembered.</li></ul>

## Active Versus Passive Voice 2

<b>ACTIVE</b>	<b>PASSIVE</b>
---------------	----------------

I ran the obstacle course in record time.
The students' questions are always answered by the teacher.
The crew paved the entire stretch of highway.
Mum read the novel in one day.
Tom painted the entire house.
The obstacle course was run by me in record time.
The teacher always answers the students' questions.
The house will be cleaned by me every Saturday.
The entire stretch of highway was paved by the crew.
The entire house was painted by Tom.
The novel was read by Mum in one day.
I will clean the house every Saturday.

# Snakes

AMAZING



People have always been fascinated by snakes. Some people fear them, or are repelled by them; many others admire them as a wonder of nature. These differences of opinion mean that there are many conflicting ideas about snakes. Many of these myths are inaccurate or totally untrue. Some myths and facts about snakes are set out below.



The python kills its prey by squeezing it to death. It is strong enough to kill an animal as big as a leopard. The python can eat its catch whole. It may not then eat another meal for a year.

### Myths

All snakes have fangs that make them poisonous.

All snakes kill by using poison.

Snakes are boneless.

Snakes are cold and slimy.

Snakes use their eyes to hypnotise their enemies.

Snakes are land creatures.

All snakes are deadly and aggressive.

### Facts

Only about 400 out of 2700 species are poisonous.

Some do, but giant snakes, like anaconda and python, kill by crushing prey in their coils and then eat their prey whole.

All snakes have a backbone made of tiny bones which fit together like a chain; they could not move without it.

Snakes have dry, scaly skins. They feel warm and dry. Watertight scales keep moisture in so the snake won't dry out in heat. Snakes are cold-blooded. This means they adapt the temperature of their bodies to the air temperature around them.

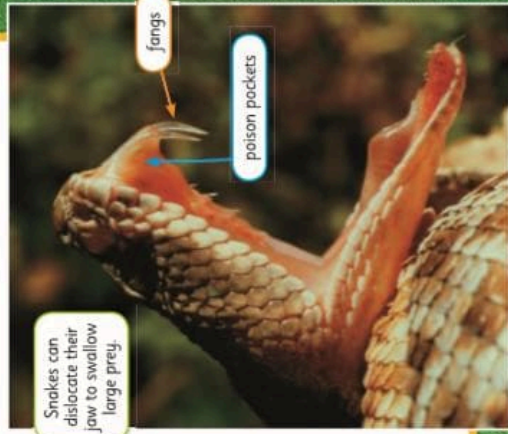
No snakes use their eyes to hypnotise prey; snakes have no eyelids and cannot blink, so they have a staring look.

There are more than forty kinds of sea snake. Some live at sea all the time, diving and coming up for air. The anaconda lives in South American rivers.

Most snakes are harmless and will avoid humans if possible. Some, like thread snakes, are so tiny they threaten only insects.

### Question time

- Why do snakes look as if they are staring?
- What do we mean if we say a creature is 'cold-blooded'?
- Why do you think so many people have a terrible fear of snakes?
- Why do you think some people consider snakes to be beautiful?
- Once people thought it very fashionable and smart to wear shoes and carry bags made out of snakeskin. Why do most people now disagree with this?
- Some people feed their pet snakes with live mice. What are your feelings about this?







14th July 1865

# The New York Times

## Museum Fire

### A lifetime of work goes up in smoke

Yesterday, American entertainer, P.T. Barnum, was left devastated when his beloved museum burnt to the ground.

The fire was first noticed by museumgoers, who were visiting the second floor of the famous American Museum. It is possible that the fire started near to Old Bet, a stuffed elephant which had been displayed in the museum since its opening. Within minutes, the draperies on the first floor were ravaged by the fire, followed by the main staircase.

As Barnum was absent from the museum yesterday, the situation was managed by Mr Samuel Herd (the museum's treasurer and Barnum's son in law). Herd responded quickly to the unexpected events, initially instructing the four hundred visitors to leave before ordering the water tank on the top floor to be opened. As Herd left the burning building, the safe was emptied and the cash was saved. This is something which will surely please Barnum.

As the building burnt, the street outside became chaotic. Thousands of spectators gathered to watch the firemen set up their ladders, break windows and begin spraying water on the flames.

The final acts to escape the fire were the museum's fat lady, Isaac Sprague (the living skeleton) and Anna Swan (the giantess). It has been suggested that Anna had been too big to fit through the available exits and her fellow performers had needed to rescue her.



Fire destroyed the famous American Museum yesterday

Once all of the people were safely out of the museum, the animals became the focus of the firemen's attention. The birds, who had probably had their cages opened by an employee or visitor, were the luckiest. Escape was achieved by many of them, as well as the snakes, who slithered on the pavements outside. Ned (the seal) was also rescued by firemen. However, the other animals, including the monkeys, zebras, lions, polar bears and whale, sadly perished in the fire.

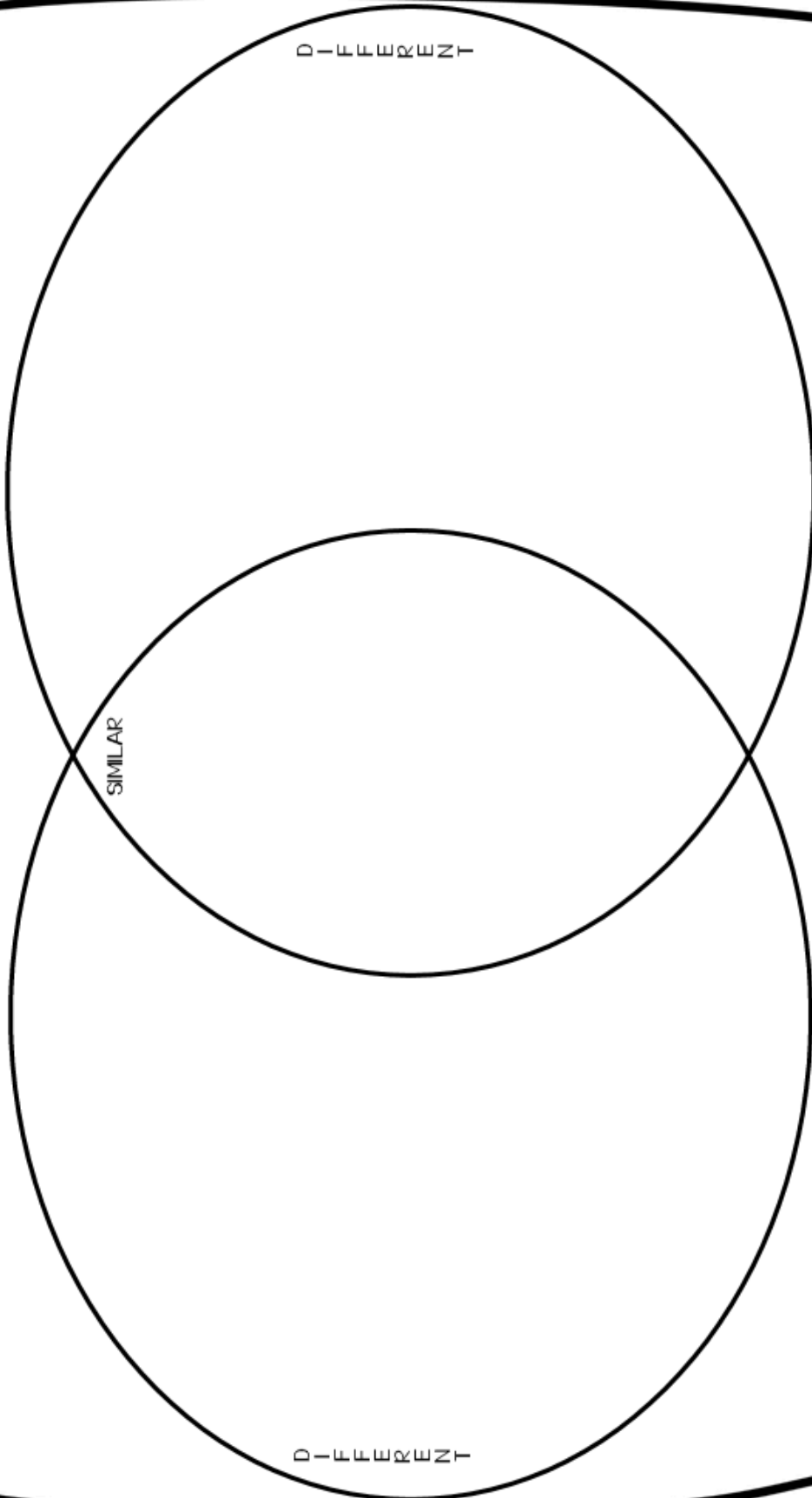
Within two hours of the fire starting, the outer walls caved in. Everything left inside was now certainly lost.

The terrible news was received by Barnum while he had been addressing the Connecticut Legislature in Hartford. The famous entertainer, who must have been devastated, commented that this must be, 'God's will.' His intentions regarding whether he will rebuild the museum or not are still unknown. However, those who know him well say he will definitely bounce back.

# COMPARE & CONTRAST

A \_\_\_\_\_

B \_\_\_\_\_



## Nonfiction Checklist

<i>Nonfiction Text Features</i>	<i>Tick if your book shows this feature</i>	<i>Page number of the example</i>
Contents/Index Page		
Real photos		
Captions		
Labels		
Glossary		
Headings		
Subheadings		
Diagrams		
Cutaway (something 'cut' to show the inside angle)		
Map		
Fun Facts		
Bold and/or italic text to highlight key words		
Appendix		
Graph		



# Spelling Words

Unaccented Syllables

## Keys

el, al, il, le

## Read the words

model

cattle

level

April

cancel

special

vowel

travel

saddle

signal

couple

## Get 50 points however you like!

Write the words - this can include with chalk on pavement etc. 10 pts

Underline the key letters model = 10 pts

Put the words into sentences. 20pt

Draw an image to go with the word. 20 pts

Create a word find. 20 pts

Make the words from playdough or plasticine. 20 pts

Practise look, cover, say, write check. 20 pts

Write/find more words with these unaccented endings  
20pts

Negotiate another activity that you might like to do.

# Spelling Words

Unaccented Syllables

## Keys

el, al, il, le

## Read the words

model	saddle
cattle	signal
level	couple
april	tassel
cancel	entangle
special	vessel
vowel	accidental
travel	parallel
fragile	sentinel

## Get 50 points however you like!

Write the words - this can include with chalk on pavement etc. 10 pts

Underline the key letters model = 10 pts

Put the words into sentences. 20pt

Draw an image to go with the word. 20 pts

Create a word find. 20 pts

Make the words from playdough or plasticine. 20 pts

Practise look, cover, say, write check. 20 pts

Write/find more words with these unaccented endings 20pts

Negotiate another activity that you might like to do.

# Spelling Words

Unaccented Syllables

## Keys

el, al, il, le

## Read the words

model cattle level april cancel special vowel travel fragile saddle signal couple	tassel entangle vessel accidental parallel sentinel personal personnel detassel insurmountable glockenspiel
--	---

**Get 50 points however you like!**

Write the words - this can include with chalk on pavement etc. 10 pts

Underline the key letters model = 10 pts

Put the words into sentences. 20pt

Draw an image to go with the word. 20 pts

Create a word find. 20 pts

Make the words from playdough or plasticine. 20 pts

Practise look, cover, say, write check. 20 pts

Write/find more words with these unaccented endings 20pts

Negotiate another activity that you might like to do.

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