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Year 4, Term 1 Weeks 1-3, MWO

Developmental Phase: Separateness and Problem Solving.

The year 4 child has moved beyond the heedlessness of childhood, feeling a separateness, as they want to know the world intellectually. They become aware of the adults facing problems, and they too, seek to understand how to solve the problems of the world around them.

They become more aware of their own senses, as well as the senses of the adults in their lives.

Providing challenges for the children that can be achieved with careful planning and practise, gives them a sense of pride and confidence in their ability to 'take on the seemingly impossible world.'

The children look to heroes facing challenges, and the Norse myths and legends of the Vikings lend themselves well to this developmental phase.

The grade four child identifies with the archetypes: *the heroes, gods, goddesses, tricksters, healers, explorers, sages, and the innocent.*

Main Lesson Overview	
Weeks 1-3	Norse Mythology 1 (English/HASS)
Weeks 4-6	Problem Solving (Mathematics/STEAM)
Weeks 7-10	The Animal Kingdom (Science)

Materials List (required):

Main Lesson Books

(blank or 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

Books - Levelled to suit the children (for chapter books, they should be able to read 95 percent of a page correctly. Include non-fiction).

Week 1: Post-its (Odds and Evens)

Week 2: Materials to make a game of Hnefatafl

Optional: Light A4 card for printing maths SNAP game (or laminator)

Week 3: A die (dice) for maths

<https://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
Morning Session	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
Middle Session	English and Mathematics	English and Mathematics	English and Mathematics	English and Mathematics	English and Mathematics
Afternoon Session	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 and stories are still used to deliver content in a rich and artistic way. Older children have a little less circle time and more intellectual stimulation. This is a good time to develop some more in depth special interest projects for afternoon sessions.



Blackboard from Newcastle Waldorf School

Week 1 Introduction

The day or night before main lesson begins, discuss what the children know about Vikings. Who do you think they were? Where were they from?

Take some to share the 'Story of the Beginning' in the attachments ([SAMPLE STORY](#))

Composed Viking Inspired music for main lesson

[Ótroðinn](#)

[The Fiechers](#)

Day 1

Main Lesson

Verse: Forge me with Fire (week 1 appendix).

(Stand for verses and songs to bring awareness and alertness to the physical body).

Games: Play a Traditional Game or do an activity from the week 1 appendix.

Questions/Retell/Brainstorm: Who were some of the characters in the Story of the Beginning?

What part of the story stood out to you and why?

Bookwork: Title and Contents Page

Create a title for the main lesson.

Ideas: *Of Gods and Giants, Fire and Ice, Odin's Worlds.*

Contents

Odin's Reward

Ask and Embla of Midgard

The Nine Worlds

Tyr and the Wolf

Hnefatafl

Sif and her Gold Hair

The Dwarf's Hoard and the Curse that it Brought

Viking Art

The Lay of Thrym



(example set out for contents)

Story: Read *Odin's Reward* in the attachments.

Students or teachers can read stories aloud.

Text connections and linking devices are in a different colour. These will be discussed tomorrow.

English: Listening and Speaking

-Discuss the term's task: *A Persuasive Text*, and how it will be presented verbally.

A persuasive text is a piece of opinion writing that aims to persuade someone about your ideas.

The aim will be to persuade others on your point of view about a topic. You will need to be able to use a clear, strong voice. You will also be listening to some questions and responding at the end. This might be persuading someone there should be *no house rules*, or *that books are better than movies!* We will plan, draft and publish the speech over time. First, we will practice some listening and speaking skills.

Listening and Speaking Games

What does it look like when someone is listening?

What does it sound like?

Let's practise these things as we play some games.

End of the word - beginning of the next

The first player says a random word. The second player must think of the last letter of the word and say a new word beginning with that same letter. Eg:

Horse....Ear....Right....Tiger....Rain....No (and so on).

Make it more complex by limiting the categories, for example only naming animals.

Broken Telephone

Player one says a sentence.

Player two repeats the sentence but must change **one word**.

Each player continues to change one word until the whole sentence is different!

Create a Tree Map for Speaking and Listening (1 of 2)

-Use the tree map in the week 1 appendix to discuss the following.

-List 3 important things to do when LISTENING

-List underneath how these things help you to take in the information

Mathematics: Odds and Evens

Rehash odds and evens.

-Write some random numbers on post notes.

-Map out relationships: make a poster similar to the one below.

odd	Even
1 31 71 91	2 12 22 92
3 43 53 73	4 34 74 84
5 15 35 55 65	6 16 46 66
7 27 57 87	8 18 68 98 108

Special Interest Project: Have a look over the Special Interest Project Template (attachments) and brainstorm some ideas for a term project.

Day 2

Main Lesson

Verse: Forge me with Fire

Game: Play a Traditional Game or do an activity from the week 1 appendix.

Questions/Retell/Brainstorm: Look back through the story of Odin's Gift and find the highlighted text connections/linking words. Discuss what they are doing (*linking sentences together; elaborating*).

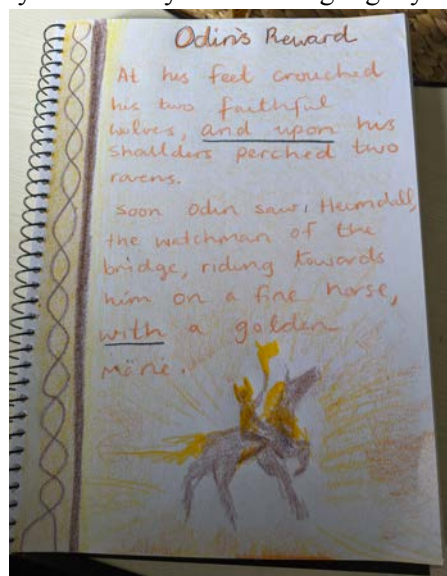
Bookwork: Odin's Reward

Write some sentences from Odin's Reward and highlight the linking words.

Level 1: Copy some sentences from the board from the story and highlight the linking words.

Level 2: Write some sentences of your own from the story and highlight the linking words.

Level 3: Rewrite the ending of the story to make it your own. Highlight your linking words.



Story: Read *Ask and Embla of Midgard* from the story attachments.

English: Listening and Speaking continued

Listening and Speaking Games

What does it look like when someone is listening?

What does it sound like?

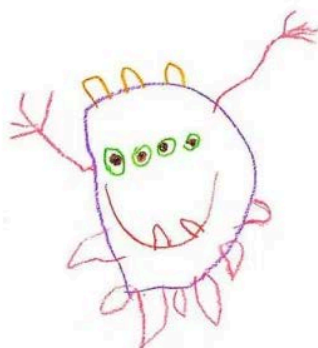
Let's practise these things as we play our game.

Crowdsource the Monster

Player one uses a board or paper - they will draw a monster (or another thing). They start out by asking questions like:

- How many eyes does it have?
- How big is the head?
- How many teeth does it have?

As others call out answers, the one at the board must draw the monster being described, to the best of their ability. Swap artists!



Create a Tree Map for Speaking (2 of 2)

- Use the tree map in the week 1 appendix to discuss the following.
- List 3 important things to do when SPEAKING
- List below how these things help the audience who are listening to take in the information

Mathematics: Odds and Evens

Make some sums to show the following relationships:

ADDITION

Even + Even = Even

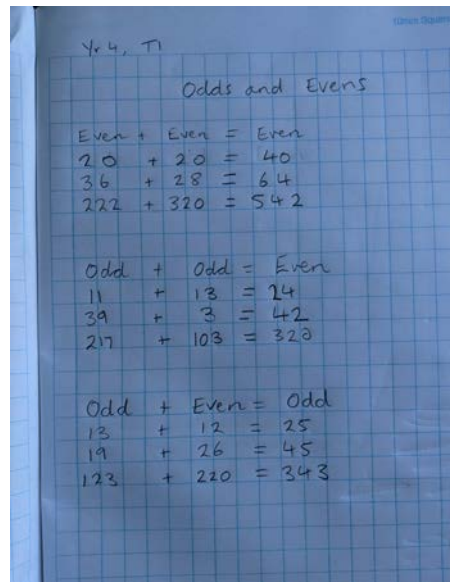
Odd + Odd = Even

Odd + Even = Odd

Level 1: Make 2 sums for each

Level 2: Make 3 sums for each

Level 3: Make 4 sums for each



Day 3

Main Lesson

Verse: Forge me with Fire

Game: Play a Traditional Game or do an activity from the week 1 appendix.

Questions/Retell/Brainstorm: Look back through the story of 'Ask and Embla of Midgard' and find the highlighted text connections/linking words. Discuss what they are doing (*linking sentences together, elaborating*).

Bookwork: Ask and Embla of Midgard

Write some sentences from Ask and Embla of Midgard and highlight the linking words.

Level 1: Copy some sentences from the board from the story and highlight the linking words.

Level 2: Write some sentences of your own from the story and highlight the linking words.

Level 3: Rewrite the story in your own words. Highlight your linking words.

New Topic: Look at the NINE WORLDS image from the attachments and discuss what you see. Read over the information.

English: Reading Task

Bloom's Taxonomy: *Remembering*, Understanding, Applying, Analysing, Evaluating, Creating
Read a chapter or picture book that is the right level for the student and choose an activity from the list:

Remembering Activities

- make a list of the main events of the story
- make a timeline of events
- make a 'fact's chart
- make an acrostic poem based on the story

Mathematics: Make some sums to show the following relationships:

SUBTRACTION

Even - Even = Even

Odd - Odd = Even

Odd - Even = Odd (and vice versa)

Level 1: Make 2 sums for each

Level 2: Make 3 sums for each

Level 3: Make 4 sums for each

Extension Investigation: *What happens when you use multiplication or division?*

Day 4

Main Lesson

Verse: Forge me with Fire

Game: Play a Traditional Game or do an activity from the week 1 appendix.

Questions/Retell/Brainstorm: Do you know about some of the NINE WORLDS in Norse Mythology? Spend some time researching the nine worlds further either online via searches or through the text in the attachments.

Bookwork: The Nine Worlds

Write some sentences from your findings and highlight the linking words.

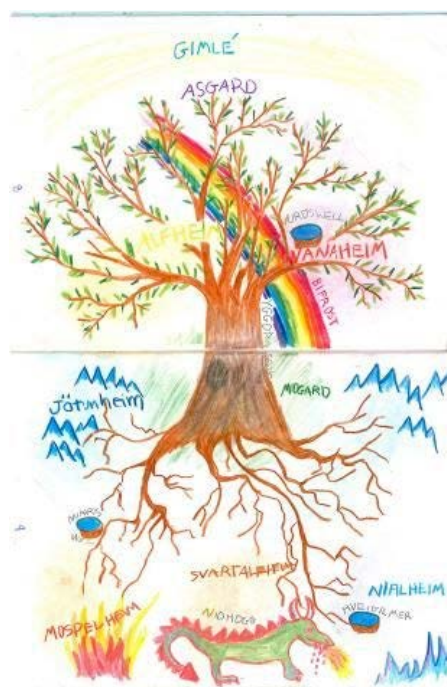
Linking words help us to EXPAND our sentences and add more details.

Create a Nine Worlds artwork.

Level 1: Copy some sentences from the board from the information text and highlight the linking words.

Level 2: Write some sentences of your own from the information text and highlight the linking words.

Level 3: Write a short information report on the nine worlds (or one specific world) and highlight linking words.



Story: Read *Tyr and the Wolf part 1* from the story attachments.

English: Handwriting

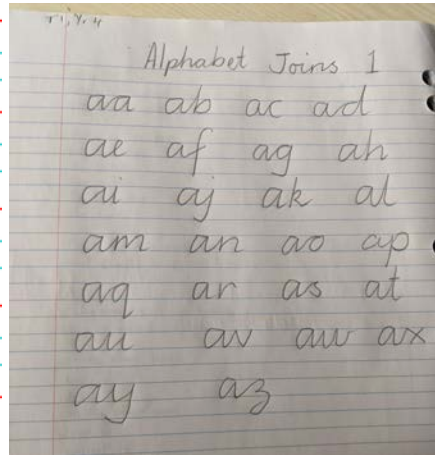
Alphabet Joins 1

Practise cursive joins.

Level 1: Use books with red lines as shown on the left. (These can be drawn with a red pencil and ruler). Practise some 'a' combinations.

Level 2: Use blue lined books (as shown on the right). Practise all 'a' combinations.

Level 3: Use blue lined books (as shown on the right). Practise all 'a' combinations. Include some words with capitals.



Mathematics: Working with a Calculator

-Complete a levelled worksheet from the week 1 appendix. There are 3 levels of difficulty to choose from.

Day 5

Main Lesson

Verse: Forge me with Fire

Game: Play a Traditional Game or do an activity from the week 1 appendix.

Questions/Retell/Brainstorm: What was Odin's problem? What did they do to try to catch the wolf? Did it work?

Take some time to look at the highlighted sentences in the story. Many of the sentences are expanded with lots of information - these are COMPLEX sentences.

Bookwork: Tyr and the Wolf

Level 1: Highlight more complex sentences in the text with different colours.

Level 2: Highlight more complex sentences in the text and write some into books.

Level 3: Rewrite some of the text and use complex sentences.

Story: Read *Tyr and the Wolf part 2* from the story attachments.

English: Spelling - Tense Endings

-Choose a levelled list

-Change the *tense* of the words from your list by adding ed.

-Discuss how the tense/meaning changes.

List 1	List 2 (double)	List 3
Walk - walked (example) Talk - Dance - Close - Mind - Share - Bake - Fake - Age - Sail -	Hop - hopped (example) Clip - Dip - Rip - Nip - Chip - Flip - Grip - Trip - Step - Clap - Nap -	Answer - answered (example) Appear - Arrive - Believe - Breathe - Circle - Describe - Guard - Learn - Question - Surprise - Straighten -

Mathematics: Numbers to 100, 000

Create a Place Value chart for the wall that shows the numbers as follows:

Level 1: Ones, tens, hundreds, thousands, ten thousands. Write number examples.

Level 2: Ones, tens, hundreds, thousands, ten thousands, hundred thousands. Write number examples.

Level 1: Ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions. Write number examples.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
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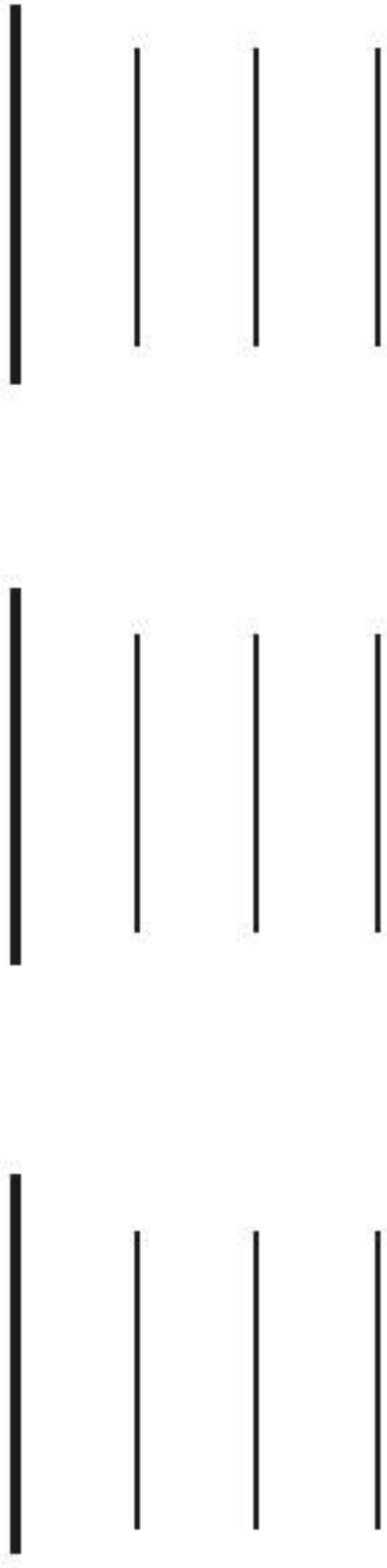
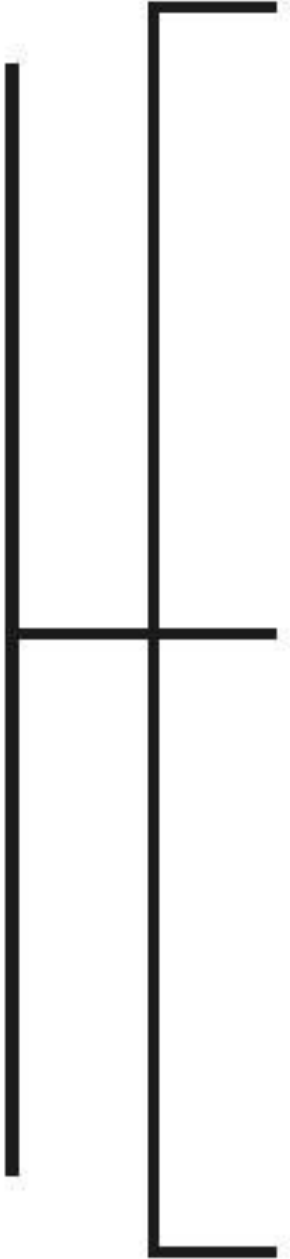
Extension Investigation: What comes after millions?

Forge me with Fire



*Forge me with Fire,
a sword for my smiting.
Fright to my foes,
and flames for my fighting!
Shape me a shield,
forceful and fierce.
Stalwart and shapely
to fend against fears.
Strike me a spear
of speed as a shaft,
Fearless to fly
as a shoot to the star.
Staunch be my front
against fury assailed,
Strong be my soul,
where the feeble have failed.*

Tree Map
(Listening and Speaking)



Traditional Vikings Games and Activities

Knattleikr

ball game, minimum 2 players

Teams are divided into 2.

You will need a good stick and a hard ball (this can be made or found).

The game is played like hockey: use the stick to hit the ball into a set of goals (could be between two trees).

Knattleikr was likely played like ice hockey.

Weight Lifting

Grettir Ásmundarson was an Icelandic hero who was said to be able to lift giant stones!

Natural objects around the area were used for weight lifting competitions. Can you get better with practise?

Hornaskinnleikr

ball game, minimum 3 players.

This game is similar to ‘Piggy in the Middle.’ A rolled up bearskin was used. Players threw the ‘ball’ around (indoors or outdoors) as the person who was ‘it’ had to get the ball from them.

Wood Carving and Creating

Always wear safety gloves and use safety procedures

Always get help from adults

[Whittling](#)

[Relief Carving](#)

[Little Boats](#)

[Clay Runes](#)

Ball Felting

Children used wool fibres and water to make [felt balls](#) to play with.

Ice Skating

The vikings made ice skates from animal bones. They used wood and iron to build polls to push them along the ice.

You can visit a local ice skating rink, or wrap baking paper to the feet and ‘ice skate’ on the carpet at home!

Source: [Hurstwic](#)

Working with a Calculator

Complete the sums and problems using a calculator

Check the reasonableness of answers

$21 + 460 =$	$360 - 420 =$
$32 + 56 =$	$39 \div 3 =$
$300 - 90 =$	$560 + 20 + 34 =$
$5 \times 29 =$	$341 - 1 + 29 =$
$34 + 290 =$	$42 \times 4 =$
$4 \times 72 =$	$36 - 3 + 80 =$
$240 \div 10 =$	$3 \times 49 =$

Working with a Calculator

Complete the sums and problems using a calculator

Check the reasonableness of answers

$231 + 460 =$	$360 - 4220 =$
$312 + 56 =$	$390 \div 3 =$
$300 - 190 =$	$560 + 210 + 34 =$
$15 \times 29 =$	$341 - 12 + 219 =$
$134 + 290 =$	$42 \times 41 =$
$14 \times 72 =$	$36 - 13 + 820 =$
$240 \div 100 =$	$13 \times 49 =$
Abbie had 17 cartons with 5 apples in each. How many apples did she have altogether?	Nick had \$7890 to spend on furniture. He bought a couch for \$253 and a dining suite for \$1229. 99. How much did he have left to spend?

Working with a Calculator

Complete the sums and problems using a calculator

Check the reasonableness of answers

$231 + 460 =$	$360 - 4220 + 234 =$
$312 + 56 =$	$390 \div 3 \times 9 =$
$300 - 190 =$	$560 + 210 + 34 =$
$15 \times 29 =$	$341 - 12 + 219 =$
$134 + 290 =$	$42 \times 41 - 49 =$
$14 \times 72 =$	$36 - 13 + 820 =$
$240 \div 100 =$	$13 \times 49 + 436 =$
$1000 \times 26 =$	$10,000 \div 40 =$
Abbie had 175 cartons with 5 apples in each. How many apples did she have altogether?	Nick had \$17,890 to spend on furniture. He bought a couch for \$253, a dining suite for \$1229.99, and a coffee table for \$424. How much did he have left to spend?

SAMPLE STORY

The Story of the Beginning - Foster & Cummings



The people who lived long ago, in the far-off lands of the north, watched the wonderful things that happened out of doors every day, just as we do; but they did not know about the one loving God, who is the Father of all, who made them and the world, and rules it by his wise laws; so they thought there must be a great many unseen powers, living in the clouds, in the wind, in the storms, and the sunshine, and doing all those wonders that no man could do.

And so those northern people, who were our own forefathers, came to believe in many gods—one for the sun, another for the thunder, another for the flowers, and so on.

In the long, dark winters, when the bright sun had gone away from them, these northmen had time to think many thoughts about the powers of frost, and wind, and storms, which they called giants, and they used to tell stories and sing songs about the short, bright summer, the thawing out of the streams and lakes, the coming of the birds and flowers.

With great joy the people saw the bright sun-god, Baldur, come back to them in the spring, after the long darkness, and knew that they owed their lives to his friendly warmth and light.

As we read the stories, or myths, told by those people long ago, we can see that they were meant to tell about the world around us. At first the stories were told and sung from father to son, and mother to daughter—that is, from one generation to another; but later, when

people learned how to write, these myths were written down, and kept with great love and care.

This is the story they told of the Beginning.

At first, before living creatures were in the world, it was all rough and without order. Far to the north it was very cold, for ice and snow were everywhere. Toward the south there was fire, and from the meeting of the fire and the cold a thick vapor was formed, from which sprang a huge giant. On looking about for some food, he saw a cow, who was also searching for something to eat. The ice tasted salt, and when the cow began to lick it, a head appeared, and at last the whole figure of a god stood before her.

From these two, the giant and the god, came the two great races of giants and gods, who were always enemies to each other. The giants were constantly trying to break into Asgard, the home of the gods, in the sky; the gods, on the other hand, watched and planned to keep out the giants, and to drive them back to their own stronghold, Utgard. Our world, where men and women lived, was between Utgard and Asgard; it was called Midgard, and around this Midgard world, under the ocean, was coiled a monstrous serpent, who grew so long that his tail grew down his throat. He was called the Midgard serpent.

A wonderful tree, named "Yggdrasil," connected all the worlds. This great ash tree had its roots in Utgard, and the tops of its branches reached up so high as to overshadow Asgard. Its three main roots were watered by three fountains, and near one of them sat the wise giant Mimir, of whom we shall hear later. The Norns, three sisters, also lived at the roots of Yggdrasil, and were careful to see that it was watered every day.

A little gray squirrel was always running up and down the tree, jerking his tail and hurrying to tell the news to every one along the way. He was so anxious to be the first one to carry the news, that many times he brought trouble to himself and to others, because he was not always careful to tell a story just as he had heard it, and often every one would have been happier if the squirrel had kept the story quite to himself.

The gods and goddesses, all together, were called the Æsir (*ayseeyer*), and the chief and father of them all was Odin. His lofty throne rose high in the midst of Asgard, the sacred city, which the gods had built for their beautiful home.

From Asgard, arching over and down to the lower world, was a rainbow bridge, called Bifröst—"the trembling bridge"; upon this the dwellers in Asgard could travel every day, all except the mighty Thor. His thunder chariot was too heavy for "the trembling bridge," so he had to go around a longer way.

After the gods had made men and women, and had taught them to dwell on the earth, in the world of Midgard, Odin looked forth one morning from his heavenly seat, to see what further work was waiting for his helping hand.

He noticed, far away below him, a race of small beings, some of them busy, doing mischievous deeds, while others sat idle, doing nothing. Odin sent for all these little people to come to him, and when they had reached Asgard, and were admitted to his palace of Gladsheim, they entered the great judgment hall, where they found all the Æsir sitting, with Father Odin at their head.

The little people waited in a crowd near the door, wondering what was going to happen to them, while Hermod, the messenger of the gods, ran to his master to say that they had come.

Then the Allfather spoke to the little dwarfs about their evil deeds among men, and he told the naughtiest ones that they must go and live down underground, and look after the great furnace fire in the middle of the earth, to keep it always burning. Some must get coal to feed the fire, and others still were to have charge of the gold, and silver, and precious stones, under the rocks. Not one of these busy dwarfs must ever appear during the day; only by night might they venture to leave their tasks.

"And now," said Odin, turning to the idle ones, "what have you been doing?"

"We were doing nothing at all, so we could not have harmed anyone, and we pray you to spare us!" cried they.

“Do you not know that those who sit idle when they should be doing good deserve punishment, too?” said Odin. “I shall put you in charge of all the trees and flowers, and shall send one of the Æsir to teach you, so that you may be doing some good in the world.”

Then the little elves went to work among the flowers, and Frey, the bright god of summer and sunshine, was a kind master to them. He taught them how to open the folded buds in the sunshine, to fill the honey cups, and lead the bees along the flower passages to find their food, to hatch the birds’ eggs, and teach the little ones their songs, and then each night to fetch the water for dewdrops, to be hung on every leaf and blade of grass.

When their work was finished, and the moon had risen, these busy elves and fairies enjoyed many a happy evening, dancing and frisking on the green by moonlight. And so our world of Midgard was filled with busy work and play.

Even now, in our time, the people in the lands of the north, and in Germany, have many old sayings and stories that have come down to them from the days long ago. There is a beautiful white flower in the north, which is called Baldur’s Brow, because it is so pure and bright, like the face of the dear sun-god, Baldur; and in some places, when the farmers gather in their harvest of grain, they leave a little bunch of it standing in the field, for Father Odin’s horse.

We have some English names to remind us of those old tales of our forefathers, for we have Tuesday named for Tyr, or Tiu, the brave god who gave his right hand to save his friends; Wednesday, or Wodensday, named for Odin; Thursday, for Thor, the thunder-god; and Friday, for either the goddess Frigga, or Freyja, or for Frey, the god of summer, who ruled the fairies.