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[Week 1](#)

[Week 2](#)

[Week 3](#)

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 adult 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				
Middle Session	English and Mathematics				
Afternoon Session	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.

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

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*).

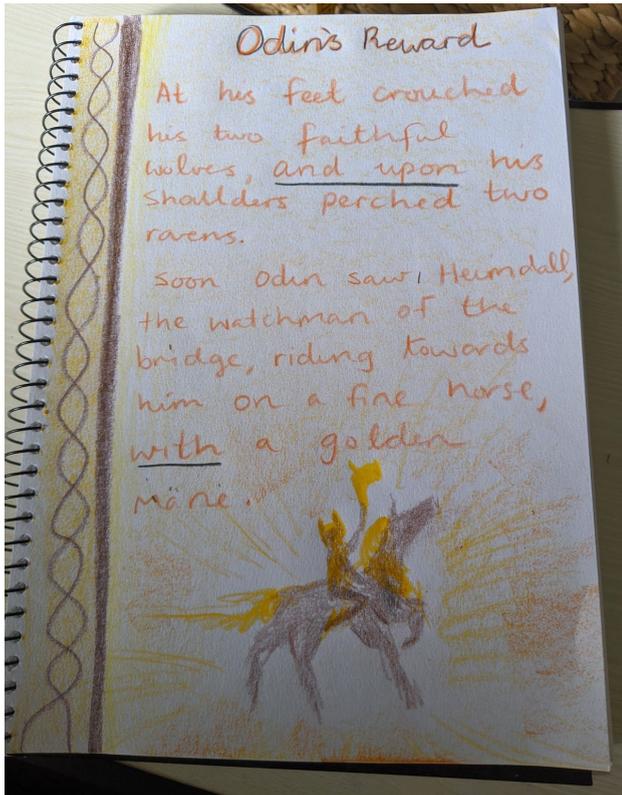
Bookwork: Odin's Reward

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?

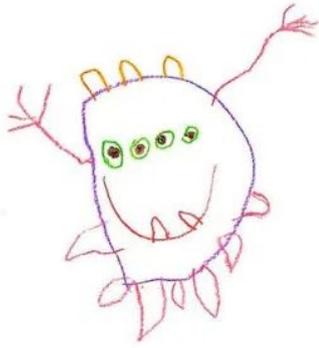
Let's practise these things as we play our game.

[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

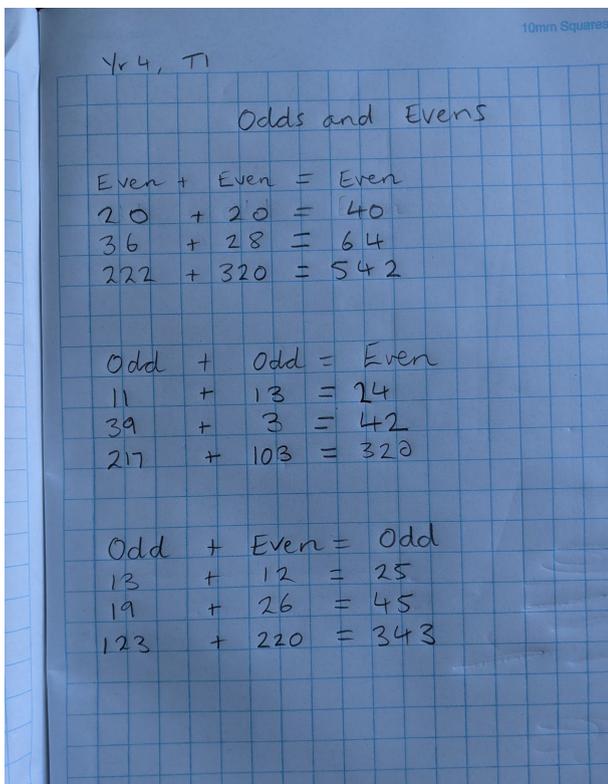
Odd + Odd = Even

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

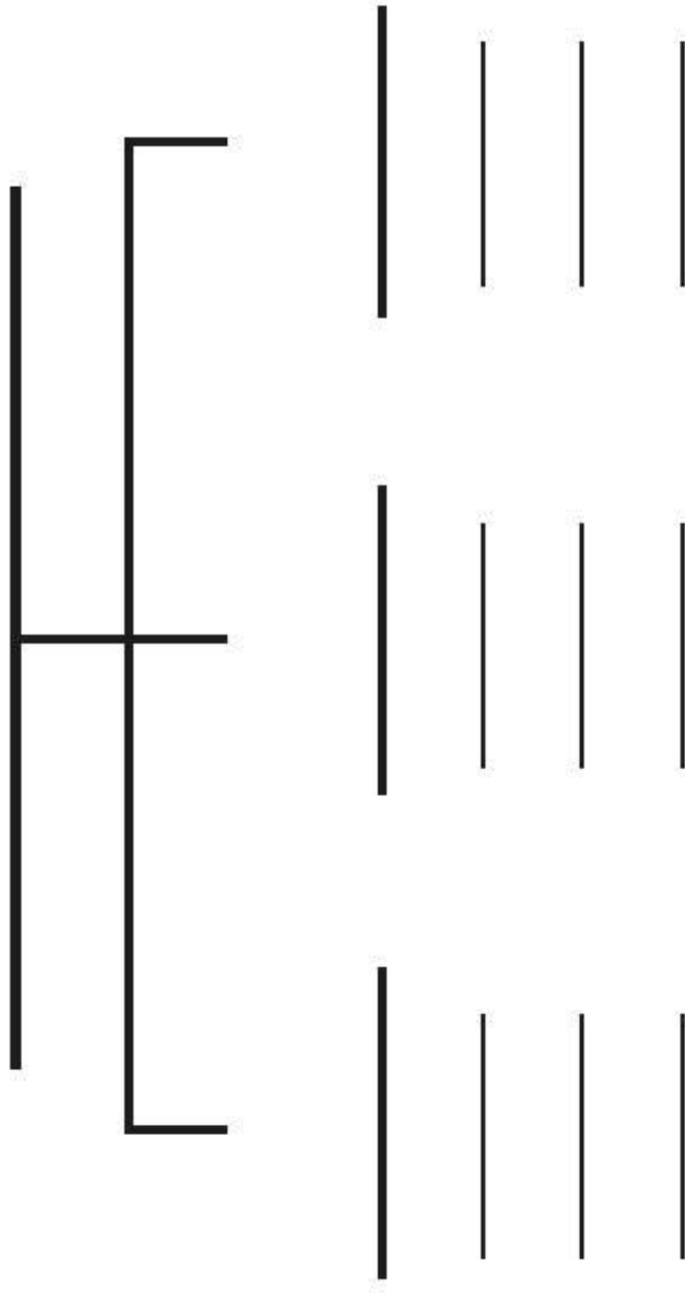
Extension Investigation: *What happens when you use multiplication or division?*

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](#)

Day Four Maths Materials: 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?

Structure of a Persuasive text

1 Introduction

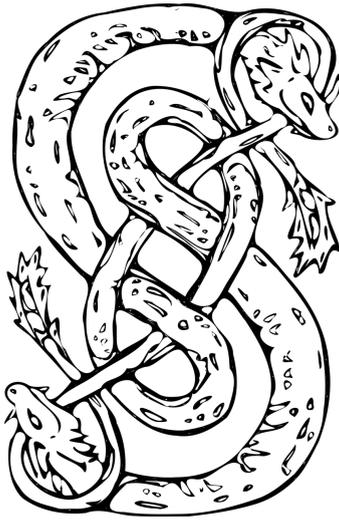
An opening statement is given, presenting the issue or argument and the writer's point of view.

2 Main body of text

A paragraph stating each argument is given. The most important argument is given in the first paragraph. Less important arguments follow in order. Supporting evidence, reasons or facts are given for each argument.

3 Conclusion

The issue is repeated with a short summary of the arguments stated in the main body. A concluding statement is given.



Of Gods and Giants

Norse Myths and Legends

YEAR 4

[Story of the Beginning](#)

[Odin's Reward](#)

[Ask and Embla of Midgard](#)

[The Nine Worlds by Artist Hegal](#)

[The Nine Worlds](#)

***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* (*ayseeeyer*), 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.

Odin's Reward - Foster & Cummings

One night when all was quiet in Asgard and the Æsir had gone to rest, Odin, the Allfather, sat awake on his high throne, troubled with many thoughts. At his feet crouched his two faithful wolves, and upon his shoulders perched the two ravens of thought and memory, who flew far abroad every day, through the nine worlds, as Odin's messengers.

The Allfather had need of great wisdom in ruling the worlds; after thinking a long time on the matters which needed his care, he suddenly started up, and went forth with long strides from his palace of Gladsheim into the night. He soon returned, leading his beautiful, eight-footed steed, Sleipnir, and it was plain that Odin was going on a journey. He quickly mounted Sleipnir, and rode swiftly away toward Bifröst, the rainbow bridge, which reached from Asgard, the city of the gods, down through the air to the lower worlds.

When Sleipnir stepped upon the bridge it trembled, and seemed hardly strong enough to bear the horse and his rider; but they had no fear of its giving way, and Sleipnir galloped swiftly onward.

Soon Odin saw Heimdall, the watchman of the bridge, riding toward him on a fine horse, with a golden mane that reflected light upon the noble face of his rider.

"You must be bound on some important errand, Father Odin, to be riding forth from Asgard so late at night," said Heimdall.

"It is indeed a most important errand, and I must hasten on," replied Odin. "It is well for us that we have such a faithful guardian of the 'trembling bridge'; if it were not for you, Heimdall, our enemies might long ago have taken Asgard by storm. You are so watchful, you can hear the grass grow in the fields, and the wool gather on the backs of the sheep, and you need less sleep than a bird. I myself stand in great need of wisdom, in order to take care of such faithful servants, and to drive back such wicked enemies!"

They hurried over the bridge until they came to Heimdall's far-shining castle, at the farther end of it. This was a lofty tower which was placed so as to guard the bridge, and it sent forth into the land of the giant enemies such a wonderful, clear light, that Heimdall could see, even in the darkest night, any one who came toward the bridge. Here Odin stopped a few moments to drink the mead which the good Heimdall offered him.

Then said Odin, "As I am journeying into the land of our enemies, I shall leave my good horse with you; there are not many with whom I would trust him, but I know that you, my faithful Heimdall, will take good care of him. I can best hide myself from the giants by going on as a wanderer."

With these words the Allfather quitted Heimdall's castle, and started off toward the north, through the land of the fierce giants.

During all the first day there was nothing to be seen but ice and snow; several times Odin was nearly crushed as the frost giants hurled huge blocks of ice after him.

The second day he came to mountains and broad rivers. Often when he had just crossed over a stream, the mountain giants would come after him to the other bank, and when they found that Odin had escaped them, they would send forth such a fierce yell, that the echoes sounded from hill to hill.

At the end of the third day, Odin came to a land where trees were green and flowers blooming. Here was one of the three fountains which watered the world tree, Yggdrasil, and near by sat the wise giant, Mimir, guarding the waters of this wonderful fountain, for whoever drank of it would have the gift of great wisdom.

Mimir was a giant in size, but he was not one of the fierce giant enemies of the gods, for he was kind, and wiser than the wisest.

Mimir's well of wisdom was in the midst of a wonderful valley, filled with rare plants and bright flowers, and among the groves of beautiful trees were strange creatures, sleeping dragons, harmless serpents, and lizards, while birds with gay plumage flew and sang

among the branches. Over all this quiet valley shone a lovely soft light, different from sunlight, and in the center grew one of the roots of the great world tree. Here the wise giant Mimir sat gazing down into his well.

Odin greeted the kind old giant, and said, "Oh, Mimir, I have come from far-away Asgard to ask a great boon!"

"Gladly will I help you if it is in my power," said Mimir.

"You know," replied Odin, "that as father of gods and men I need great wisdom, and I have come to beg for one drink of your precious water of knowledge. Trouble threatens us, even from one of the Æsir, for Loki, the fire-god, has lately been visiting the giants, and I fear he has been learning evil ways from them. The frost giants and the storm giants are always at work, trying to overthrow both gods and men; great is my need of wisdom, and even though no one ever before has dared ask so great a gift, I hope that since you know how deep is my trouble, you will grant my request."

Mimir sat silently, thinking for several moments, and then said, "You ask a great thing, indeed, Father Odin; are you ready to pay the price which I must demand?"

"Yes," said Odin, cheerfully, "I will give you all the gold and silver of Asgard, and all the jeweled shields and swords of the Æsir. More than all, I will give up my eight-footed horse Sleipnir, if that is needed to win the reward."

"And do you suppose that these things will buy wisdom?" said Mimir. "That can be gained only by bearing bravely, and giving up to others. Are you willing to give me a part of yourself? Will you give up one of your own eyes?"

At this Odin looked very sad; but after a few moments of deep thought, he looked up with a bright smile, and answered, "Yes, I will even give you one of my eyes, and I will suffer whatever else is asked, in order to gain the wisdom that I need!"

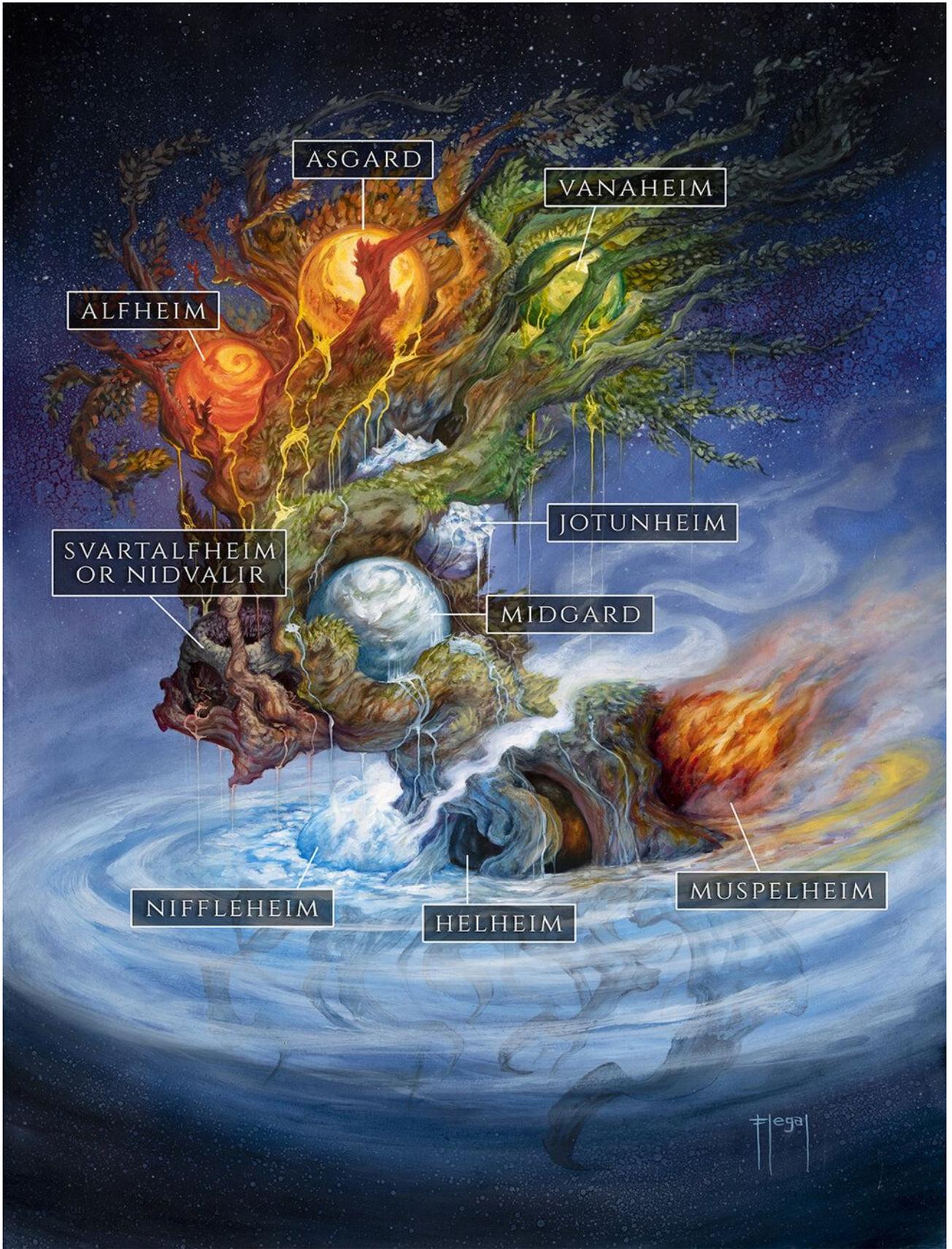
We cannot know all that Odin bravely suffered in that strange, bright valley, before he was rewarded with a drink from that wonderful fountain; but we may be quite sure that never once was the good Allfather sorry for anything he had given up, or any suffering he had borne, for the sake of others.

Ask and Embla of Midgard

Odin walked next to a great body of water with his brothers, Vili and Ve. The three deities found two tree trunks, pieces of driftwood, lying on the beach. They were shaped like a man and a woman, but they were lifeless and powerless, so the three gods decided to give them what they lacked and make them true humans.

Odin blew into them the breath of life, while his two companions imparted inspired mental activity, a healthy complexion, and the ability to speak, hear, and see. They dressed them in suitable clothes and named the man "Ask" and the woman "Embla." Ask and Embla were then given Midgard, the world of human civilization, for their dwelling-place. They became the father and mother of the entire human species.

Midgard was in the middle of the 9 worlds, and as a result, the Gods and Goddesses could watch over them from above in Asgard. Midgard is situated halfway between Niflheim on the north, the land of ice, and Muspelheim to the south, the region of fire. Midgard is joined with Asgard, the abode of the deities, by Bifrost, the rainbow bridge.



The Nine Worlds

According to **Norse mythology**, there are nine realms, and all of them are nestled in the Tree of Life, Yggdrasil.

In Norse cosmology Asgard is the home of the Aesir gods, who were the most important gods in Norse mythology. The realm was ruled over by Odin, king of the Aesir gods. In addition, his viking sons Thor and Loki (the Princes of Asgard) are well-known, even in stories today.

Here are the three levels of the nine worlds that indeed rested in the Ash tree, Yggdrasil.

The first level

- Asgard, world of the Aesir GODS
- Vanaheim, land of the Vanir the sorcerers and lesser Gods
- Alfheim, land of the light elves.

The second level

- Midgard, Land of humans (middle world/garden)
- Nidavellir, Land of the dwarfs
- Jotunheim, Land of the giants (Jotuns)
- Svartalfheim, Land of the dark elves.

The third level

- Hel, Realm of the dead
- Niflheim, World of the dead.

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