

Year 4 Remote Learning

Time frame: week beginning: 01.03.21

We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.

- **Your zoom link to all lessons:**

Meeting:

Password:

Class email: y4@wix.wandsworth.sch.uk

- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**



Year 4 Timetable

Wake Up Shake Up 8:30-9:00 am	'Wake Up, Shake Up' - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am. Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!				
Registration 10:00am-10:05 am	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained 				
English 10:05am-10:30 am	<ul style="list-style-type: none"> • Teacher to teach the English concept – up to 20 minutes. • Pupils to complete their work independently. • Some pupils may stay on with teacher to discuss further. 				
Maths 12:00pm-12:30pm	<ul style="list-style-type: none"> • Teacher to teach the maths concept – up to 20 minutes. • Pupils sent off to complete their work independently. • Some pupils may stay on with teacher to discuss further. 				
Curriculum When you have completed Maths and English	<ul style="list-style-type: none"> • Pupils to complete the curriculum work in the home learning document. • Pupils to post their work on Seesaw to be marked by the teacher. • During this time, pupils to have lunch and take some exercise. 				
Afternoon Registration 2:30pm-2:45pm	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day. 				
Links to Days	Monday	Tuesday	Wednesday	Thursday	Friday
Resources	Monday	Tuesday	Wednesday	Thursday	Friday

<p>Maths</p>	<p>Textbook 3B Chapter 11 Lesson 21 Workbook 3B Chapter 11 Lesson 21</p>								
	<p>Support: <u>Learn the strategy:</u> https://vimeo.com/419965750/22fe324141 Then: https://vimeo.com/419968659/fc30253f01 Finally: https://vimeo.com/419974092/e35be4bbb5</p>								
	<p> Deepening: Join each fraction to its correct answer.</p> <table style="width: 100%; text-align: center;"> <tr> <td>$\frac{2}{3}$ of 12</td> <td>$\frac{3}{4}$ of 20</td> <td>$\frac{2}{5}$ of 25</td> <td>$\frac{7}{8}$ of 16</td> </tr> <tr> <td>10</td> <td>8</td> <td>15</td> <td>14</td> </tr> </table>	$\frac{2}{3}$ of 12	$\frac{3}{4}$ of 20	$\frac{2}{5}$ of 25	$\frac{7}{8}$ of 16	10	8	15	14
$\frac{2}{3}$ of 12	$\frac{3}{4}$ of 20	$\frac{2}{5}$ of 25	$\frac{7}{8}$ of 16						
10	8	15	14						
<p>English</p>	<p>LAUNCH/ READ</p> <ul style="list-style-type: none"> • This week, you are going to look at a range of picture books written and/ or illustrated by Christian Robinson. • Read this list of choices for the piece of work you can produce this week. • Watch the trailer for <i>Leo: A Ghost Story</i> by Mac Barnett and Christian Robinson. • Look at this Book Trailer Table for recording your thoughts about book trailers. • Watch this video of a teacher completing the Book Trailer Table for the <i>Leo: A Ghost Story</i> trailer. • Watch this video of a teacher reading <i>Leo: A Ghost Story</i>. • Think – <i>What is your opinion of the story? What did you like about it? Did it surprise you?</i> • Look at this Picture Book Table for recording your thoughts about picture books. Watch this video of a teacher completing the Picture Book Table for <i>Leo: A Ghost Story</i>. • Watch this trailer for <i>Another</i>, a wordless picture book, by Christian Robinson. • Complete this Book Trailer Table for the <i>Another</i> trailer. • Watch this video of a teacher introducing and reading <i>Another</i> by Chris Robinson. • Complete the Picture Book Table for this book. • Think - <i>Were the trailers effective? Why do you think that?</i> 								
<p>Curriculum</p>	<p>How harmful can microbes be? And what can we do about them?</p> <ul style="list-style-type: none"> • Re-watch this video from last lesson. How do microbes spread? • Have a go at the instructions in the resources for session 3 to see how easy it is to spread microbes from person to person • What is the best way of stopping the spread of harmful microbes? • How could your school use these methods to stop the spread of COVID-19? • Watch this video about the exponential growth of harmful bacteria and why it is important to refrigerate things. • Look at the picture in the resources for session 3. Can you spot all the things in the picture that could increase the spread of harmful microbes? • Write an explanation for each thing you have spotted in the picture to explain what the children should be doing and upload to Seesaw. 								
<p>Daily Tasks</p>	<ol style="list-style-type: none"> 1. Practise your weekly spelling words for 20 minutes. Use look, say, cover, write each word and upload to Seesaw. 2. Read for 30 minutes. This could be aloud with an adult or independently. Upload a picture of you reading! 3. Look at the French video for this week and complete the worksheet in the resources for Monday. Record yourself practising your vocabulary in French. 								

Tuesday

	Tuesday
Maths	<p>Textbook 3B Chapter 11 Lesson 22 Workbook 3B Chapter 11 Lesson 22</p> <p>Support: Learn the strategy: https://vimeo.com/419958568/e1003a04ea</p> <p> Deepening:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>6 Which would you rather have? Show your working.</p> <p>$\frac{3}{4}$ of £16 or $\frac{3}{5}$ of £20</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <p style="text-align: right;"></p>
English	<p>READ / EXPLORE: Book trailers</p> <ul style="list-style-type: none"> • Think – <i>What makes people choose to read a particular book?</i> • One of the reasons people might read a book is because someone recommends it to them. • Think - <i>What makes a great book? What makes you recommend a book to someone else?</i> • Look at this list of reasons for recommending a book or watch a teacher read them to you here. • Watch the trailer for <i>Milo Imagines the World</i> by Christian Robinson. • Think – <i>Would the trailer persuade someone to read the book? Why?</i> • Complete this Book Trailer Table for the <i>Milo Imagines the World</i> trailer. • Watch this video of a teacher reading <i>Milo Imagines the World</i> by Christian Robinson. • Complete the Picture Book Table for this book. • Think – <i>What are the features of a book review?</i> • Read this example of a book review and see the planning format here or watch this video of a teacher discussing it. <p>Even if you choose not to write a book review this week, the ideas in it will be relevant to the script of anything you film/ record.</p> <p>Support:</p> <ul style="list-style-type: none"> • <p>Deepening:</p> <ul style="list-style-type: none"> •
Curriculum	<p>Why did the Vikings come to Britain?</p> <ul style="list-style-type: none"> • Think back about where the Anglo-Saxons came from and how they changed Britain (watch this video to help you). Remind yourself about push and pull factors. • Find out who the Vikings were and where they came from using this video to help you. You can find out more by watching this BBC video too. • Answer the key question Why did the Vikings come to Britain? You can do this in writing in your own words or as a voice recording to share with your teacher. • Label a map of the journey the Vikings made to Britain using the picture to help (Session 2 resource). <p>Challenge: Which other parts of the world did Vikings raid, invade and settle in? This resource might help you get started with your research.</p>
Daily Tasks	<ol style="list-style-type: none"> 1. Practise your weekly spelling words for 20 minutes. Use rainbow writing and upload to Seesaw. 2. Read for 30 minutes. This could be aloud with an adult or independently. Upload a picture of you reading!

Wednesday

	Wednesday
Maths	<p>Textbook 3B Chapter 11 Lesson 23 Workbook 3B Chapter 11 Lesson 23</p> <p>Support: Learn the strategy: https://classroom.thenational.academy/lessons/to-find-unit-fractions-of-a-given-quantity-61k34t?step=2&activity=video</p> <p>And: (up to 5 minutes and 20 seconds) https://classroom.thenational.academy/lessons/calcuting-non-unit-fractions-of-quantities-70u3jd?step=2&activity=video</p> <p>Deepening:</p> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"><p style="text-align: center;">3 A slice of cake has 4 candles on it. This is $\frac{1}{8}$ of the total number of candles on the cake. </p><p style="text-align: center;">How many candles are on the whole cake?</p></div>
English	<p>EXPLORE/WRITE: A book review</p> <ul style="list-style-type: none">• Watch the trailer for <i>Last Stop on Market Street</i> by Matt de la Peña and Christian Robinson.• Complete this Book Trailer Table for the <i>Last Stop on Market Street</i> trailer.• Think – <i>Would the trailer persuade someone to read the book? Why?</i>• Watch this video of a teacher reading <i>Last Stop on Market Street</i> by Matt de la Peña and Christian Robinson.• Think – <i>What is your opinion of the story? What did you like about it? Did it surprise you or did the trailer represent the book well?</i>• Think – <i>What is the main message of the book?</i>• Complete the Picture Book Table for this book.• Watch this trailer for <i>You Matter</i> by Christian Robinson, our World Book Day book.• Complete this Book Trailer Table for the <i>You Matter</i> trailer.• Predict – <i>What do you think 'you matter' means? What do you expect the book to be about?</i>
Curriculum	<p>What are useful microbes?</p> <ul style="list-style-type: none">• Watch this video called <i>Misunderstood Microbes</i>. Are all microbes bad and harmful to us?• Some microbes are very useful. They can kill other bacteria in food, help us digestive food and by producing foods that we eat in everyday life.• Can you think of any foods that you eat that are created by growing microbes?• Watch this video of how a microbe known as yeast is used to create bread. You could have a go at this yourself at home.• Look at the table in the resources for session 4. Place each of the microbes into whether they are useful, harmful or both. Upload your table to Seesaw for your teacher to see. <p>Challenge: Research what sort of microbe (Bacteria, Virus or Fungi) yeast, a mushroom, yoghurt and a vaccine are and add the information to your table.</p>
Daily Tasks	<ol style="list-style-type: none">1. Practise your weekly spelling words for 20 minutes. Use pyramid writing and upload to Seesaw.2. Read for 30 minutes. This could be aloud with an adult or independently. Upload a picture of you reading!

Thursday

English

Today is World Book Day! Dress up as one of your favourite characters from a book you have read. There will be an opportunity to see everyone's costumes in the first zoom of the day!

PLAN/ WRITE/ PRESENT: Recommend a book

Watch [this video](#) of a teacher reading You Matter by Christian Robinson, our World Book Day book.

Think – [What does the author mean by 'you matter'?](#)

Watch the author-illustrator reading the book and talking about it [here](#).

Today, you have several choices about the piece of work you are going to produce inspired by this week's lessons. Make sure that you upload your work to Seesaw including the script/writing you produced for anything you filmed/recorded.

Read [these tips](#) about how to advertise a great book.

Watch Ms Green's [video](#) about Christian Robinson and how you can produce artwork in his style.

Look again at the [list of choices](#) for your English Work.

Option 1: Record a piece recommending a book using Zoom:

Watch [this video](#) of a teacher showing you how to record a piece recommending a book using Zoom.

Option 2: Make a book trailer.

If you have access to an iPhone/ iPad, watch [this video](#) of a teacher showing you how to make a book trailer.

Watch some of [these book trailers](#) to give you inspiration.

Read these [helpful tips about making a trailer](#)

Option 3: Write a book review:

Read this [model book review](#) to remind yourself of the features of a review.

Use this [planning format](#) to help you structure your ideas.

Option 4: Make a promotional poster:

Watch [Christian Robinson talking about illustration as communication](#).

Watch [this video](#) of a teacher showing how you can create artwork/ a poster in the style of Christian Robinson's artwork.

Option 5: Write/make your own picture book:

Use this [short story triangle](#) to help you plan if you are writing a narrative/ picture book inspired by this week's work.

If you have access to an ipad (or iphone), watch [this teacher video](#) about using Book Creator to make your own picture book.

If you have access to an iPad (or iPhone), **watch** this teacher [video](#) about using Book Creator to make your own comic (or graphic novel)

If you are using Book Creator, **watch** [this video](#) on layering might help you create backgrounds for your picture book.

Curriculum

Mr Attenborough will post the link to the music recorded lesson in the week to seesaw.

Daily Tasks

1. Practise your weekly spelling words for 20 minutes.
2. Read for 30 minutes. This could be aloud with an adult or independently.
Upload a picture of you reading!
3. Complete the RE task in the further curriculum section.

Friday

Maths

Textbook 4A Chapter 7 Lesson 1
Workbook 4A Chapter 7 Lesson 1

Support:

Learn the strategy:

<https://classroom.thenational.academy/lessons/reading-writing-and-converting-time-between-12-hour-and-24-hour-clocks-6hj66t?step=1&activity=video>

Deepening:

- On a digital 24 hour clock, at certain times, all the digits are consecutive (in counting order). You can count forwards or backwards.
For example, 1:23 or 5:43.

How many times like this are there between midnight and 7:00?

How many are there between 7:00 and midday?

How many are there between midday and midnight?

Maths

Textbook 4A Chapter 7 Lesson 2
Workbook 4A Chapter 7 Lesson 2

Textbook 4A Chapter 7 Lesson 3

- Workbook 4A Chapter 7 Lesson 3

Support:

Learn the strategy:

- <https://classroom.thenational.academy/lessons/converting-between-hours-minutes-and-seconds-6djket?step=2&activity=video>

Deepening:



2 The table shows some athletics world records. Convert the times into a different unit of measurement.

Event	World record	Convert to
Men's 800 m	100 seconds	<input type="text"/> minutes <input type="text"/> seconds
Women's 1,500 m	230 seconds	<input type="text"/> minutes <input type="text"/> seconds
Men's 3,000 m	440 seconds	<input type="text"/> minutes <input type="text"/> seconds

Curriculum

Mr Attenborough will post the link to the PE recorded lesson in the week to seesaw.

Daily Tasks

1. Practise your weekly spelling words for 20 minutes. Use rainbow writing and upload to Seesaw.
2. Read for 30 minutes. This could be aloud with an adult or independently. Upload a picture of you reading!
3. Complete the PSHE task in the further curriculum section.

Reading

Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.

Grammar and Spelling

Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Practice these for 15 minutes each day. Your spellings to learn are:

ordinary particular peculiar position possible potatoes

tail tale through threw

Wider Curriculum

RE	This half term we are going to consolidate our understanding on Sikhism. <u>Who were the 10 Gurus?</u> Watch the lesson here and upload your work to Seesaw. This could be through an explanation, voice note or video.
PSHE	Why are there so many adverts on the internet? <ul style="list-style-type: none">• Think – What are adverts? What different types of adverts have you seen on the internet?• Watch the video and try to count the different adverts that are shown.• Watch the video about some of the different ways people advertise online and their motives. Think about answers to questions in the quiz at the end of the video.
French	Please watch the video link below and complete the worksheet that has been uploaded to Seeaw. Make sure to upload your French work to Seesaw so Ms Mieville can see the brilliant work that you are doing in French! Lesson video- https://vimeo.com/512226955/8cc343ac4c

Mr Attenborough and Ms Mieville

Resources

Monday Resources

English-

List of Choices for your English Work this Week

For World Book Day 2021, we would like you to produce a piece of work that recommends/ promotes a book. It could be one of the books by Christian Robinson (as writer and/ or illustrator) or your own choice. The purpose of the work you produce should be to persuade others to read it.

You could choose one of the following ways to recommend your chosen book:

- A **promotional poster**, featuring a paragraph or two explaining why children should read the book. You could include artwork inspired by the book you choose (for example, in the style of Christian Robinson)
- A **book trailer** inspired by the ones you will watch this week.
- A **piece to camera** recorded on Zoom, giving your opinions of the book and recommending it to others.
- You could write/ make your own **picture book**, inspired by the images in *Another* or by the words of *You Matter*. Alternatively, your picture book could be based entirely on your own idea. You might wish to use the [short story triangle](#) to help plan your story.
- You could write a **book review**. It might help you to look at the book review model [here](#).
- If you would like to respond to *You Matter* in writing in some other way, please check your idea with your class teacher.

*If you choose to film your work, please also upload the script for your trailer or piece to camera.

Click [here](#) to return to **Lesson 1**.

Book Trailer Table

Book	What do you think the book is about?	How did the trailer try to persuade people to buy the book? What did you like about the trailer?	[Complete after reading the book.] Was the trailer successful? Did it represent/ summarise the book well?

Picture Book Table

Book Title / Author / Illustrator	Summary of book	Main message / theme of the book	What did you like about the book?

Back to lesson [here](#)

Curriculum-

Method for how microbes spread

1. Put a drop of lotion on your hands and rub them together to spread the lotion out evenly.
2. With your hands over newspaper, ask your partner to put a pinch of eco-friendly glitter in the palm of one of your hands.
3. With your hands still over the newspaper, make a fist with the hand that has eco-friendly glitter on it, then spread your fingers out. What do you see?
4. Now press the palms of your hands together and pull them apart. What do you notice about your hands?
5. Touch your partner's hand. Now do you see anything on it?
6. Get a paper towel and use it to wipe your hands clean of all the eco-friendly glitter. Is it working?
7. After using the paper towel, try using soap and water to wash your hands. Did the eco-friendly glitter come off?



Return to lesson [here](#).

Tuesday Resources

English-

Reasons to Recommend a Book

- Once you started reading it, you couldn't put it down.
- The characters in the book are well described, interesting and entertaining.
- The problem faced by the main character in the story is exciting and unpredictable (i.e. there are lots of twists and turns in the plot).
- The world that the author describes is really engaging and vivid (/easy to picture)
- The book is part of a series or by a favourite author, and you want to get your friends interested in the series/ author.
- If the book has illustrations, these are beautiful, unique or memorable.
- The story is highly amusing and makes you laugh while you are reading.
- The story has a strong theme/ teaches you a lesson that you think other students should learn, too.

Persuasive Writing Techniques

- Emotive language [e.g. incredible/ remarkable/ beautiful/ intriguing]
- Rhetorical questions [e.g. a question that doesn't need an answer]
- Direct address [e.g. Do you.../ Are you.../ ...will leave you wanting more.../ ...it will inspire you...]
- Tripling (three points to support an argument) [e.g. This book is XXX, XXX and XXX!]
- Opinion presented as fact [e.g. you should read *The Lost Thing*/ This remarkable book is creative, challenging and will leave you thinking about it long after you have finished reading it.]

***The Lost Thing* Book Review**

Do you love books with incredible illustrations? Do you love thought-provoking stories? If the answer to these questions is "Yes", then you should read *The Lost Thing* by Shaun Tan. This remarkable book is creative, challenging and will leave you thinking about it long after you have finished reading it.

Plot Summary

At the start of this intriguing book, Shaun is having an ordinary day at the beach collecting bottle tops when something remarkable happens. He meets the Lost Thing, a strange, metallic, red creature with octopus-like tentacles. When no-one comes to collect the Lost Thing, Shaun decides to find out where it belongs. However, this is not easy as his friend Pete (who usually knows everything) cannot help him and most people seem to ignore the Lost Thing. Will Shaun help the Lost Thing find his way back to where it belongs? Read this gripping book to find out.

Themes

On the front cover of the book, it says, 'A tale for those who have more important things to pay attention to'. This is a brilliant book that will make you wonder what people do not notice because they are too busy doing other things. It will inspire you to pay more attention to the world around you. How many other books do that?

Book Review Planning Format

Who are you writing for? (Audience)	Someone who wants to read a book
Why are you writing? (Purpose)	To persuade someone to read the book I'm recommending
Introduction	Question: Question: Statement: Statement:
Plot	<ul style="list-style-type: none"> • • • • •
Themes Challenge	1) 2)
Recommendation	Fans of _____ will love this book because..... OR If you enjoyed _____ you will love this book because

You could also use this planning format/ structure for a 'script' for a recorded piece to camera recommending a book.

Back to lesson [here](#)

Curriculum- Resources – History

Where did the Vikings settle in Britain?

Vikings travelled from **Scandinavia** (now Norway, Sweden, Denmark) to Britain.

They mostly settled in the **Danelaw**, to the north and east of England.

Some Norwegian Vikings or 'Norse' sailed to **Scotland**.

They made settlements in the north, and on the **Shetland** and **Orkney Islands**.

Vikings also settled on the **Isle of Man** and often raided Wales, but few made homes there.

In Ireland, the Vikings founded the city of **Dublin**.



Map of Viking Homelands and Settlements

Key



1. Find and label these countries on your map:
 - England
 - Scotland
 - Wales
 - Ireland
 - Denmark
 - Sweden
 - Norway
2. Colour the Viking homelands in yellow.
3. Colour the Viking settlements in red.
4. Draw arrows on your map to show the routes of the Vikings to the different Viking settlements.
5. Make a key on your map to show the Viking settlements and homelands

Return to lesson [here](#).

Wednesday Resources

English-

Back to lesson [here](#)

Return to lesson [here](#).

Curriculum- Session 4

yeast	yoghurt	mould	mushrooms	germs	plankton
bacteria	virus	fungi	antibiotics	penicillin	vaccinations

Helpful	Both	Harmful

Return to lesson [here](#).

Thursday Resources

English-

Links to Book Trailers

If you decide that you want to produce a book trailer this week, watching these trailers may help you to come up with some ideas.

- [Another](#) by Christian Robinson
- [Last Stop on Market Street](#) by Matt de la Peña and Christian Robinson
- [Milo Imagines the World](#) by Matt de la Peña and Christian Robinson
- [Leo : A Ghost Story](#) by Mac Barnett and Christian Robinson
- [I Want My Hat Back](#) by Jon Klassen
- [It's a Book](#) by Lane Smith
- [The Day You Begin](#) by Jacqueline Woodson (Y2 book)
- [What We'll Build](#) by Oliver Jeffers
- [Sam and Dave Dig a Hole](#) by Mac Barnett and Jon Klassen
- [Just Because](#) by Mac Barnett and Isabelle Arsenault

Back to lesson [here](#)

Resource 4.1: Tips for Making a Book Trailer

1. Write a script

Be clear and concise in your voiceover and make sure what you say fits with what appears on screen.

Writing a script will enable you to make your recommendation/ advertisement more effective.

2. Grab the viewers' attention straight away

Start with something engaging. A rhetorical question or quote from the book can be effective.

3. Keep your camera steady

4. Don't make your trailer too complicated

Using too many different elements can make a book trailer confusing and hard to watch. Try to think about the strongest themes/ images of the book and base your trailer on those.

5. Don't just summarise the plot

hints to the story and remember DON'T spoil the ending of the book. Your viewers won't want to go and read the book if you do.

Resource 4.2: How to Advertise a GREAT Book

1. **Purpose:** To get readers excited about a book, author, series, or genre

2. **Getting Ready:**

- Make sure you've read the entire book
- Choose a book or series you think your classmates will enjoy
- Think about what makes your book interesting
- Think about how you will capture the interest of the other readers in your class (describe it in an exciting way)
- Write a script for your advertisement
- Write down page numbers or mark pages you plan to show the class with a sticky note before you present
-
- Practise your advertisement before recording it

3. **During the Advertisement:**

Show the cover of the book to the class

Start with a good lead (Sometimes a question gets the audience interested.

Have you ever wanted to eat chocolate for breakfast? If so, this book is for you!)

Tell the author, title, genre, library location, series, etc.

Explain why you chose to share the book

Tell a little about the book, but don't give away the secrets

If possible, mention other books by the same author or other books in the same series

4. **Tips:**

Look at your classmates

Speak loud and clearly

Show your enthusiasm

Keep it short!

Click [here](#) to return to **Lesson 4**.

Resource 4.3: You Matter *(text only)*

The small stuff too small to see.
Those who swim with the tide/ and those who don't
The first to go and the last./ You matter.
When everyone thinks you're a pest.
When something is just out of reach.
When everyone is too busy to help. You matter.
If you fall down.
If you have to start all over again.
Even if you are really gassy./ You matter.
Sometimes home is far away.
/ Sometimes someone you love says goodbye.
Sometimes you feel lost and alone./ But you matter.
Old and young.
/ The first to go and the last.
The small stuff too small to see.
/ You matter.

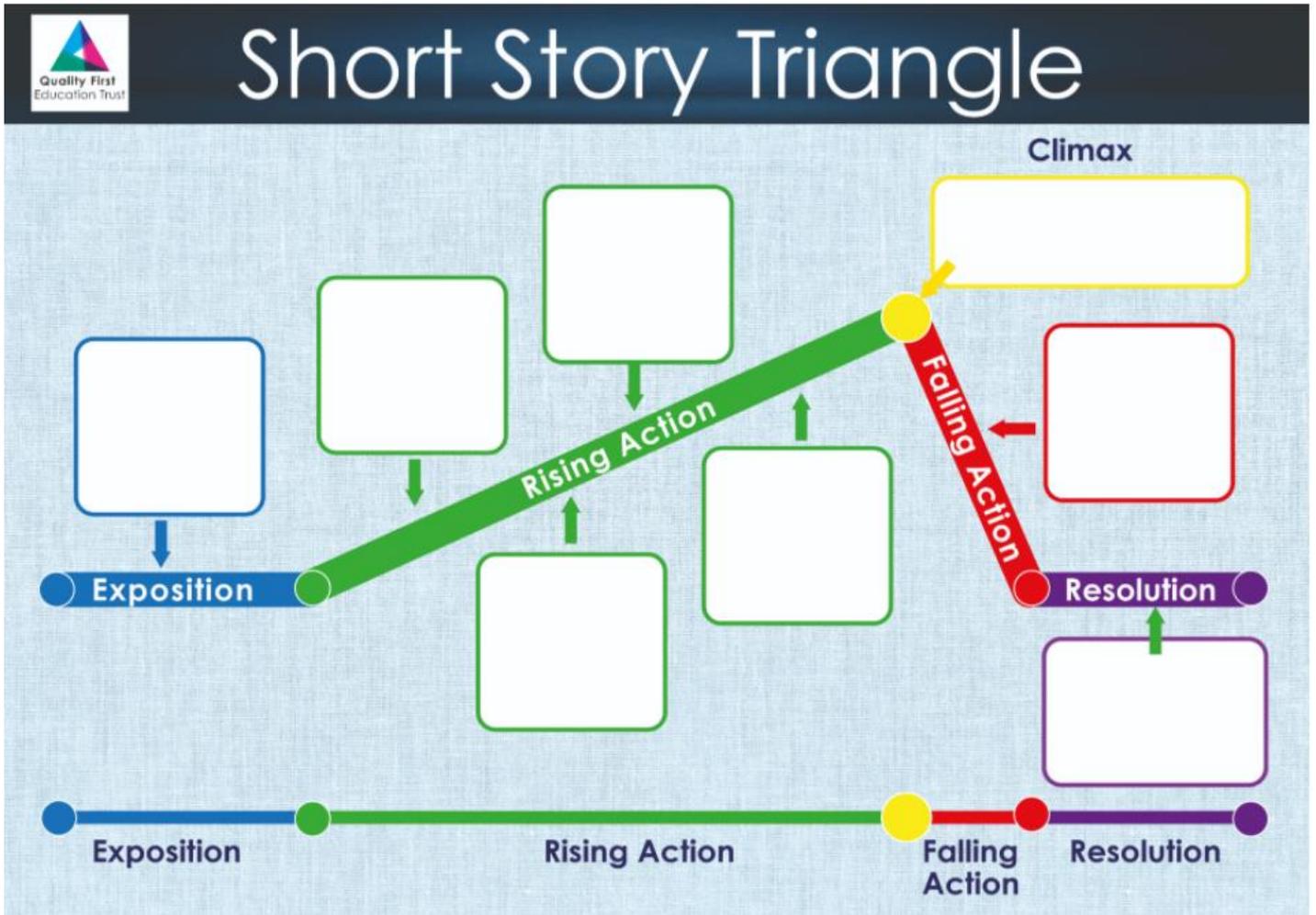
you matter



christian robinson

Resource 4.5: Short Story Triangle

If you are planning to write a picture book or a narrative inspired by this week's work, you can use the short story triangle to help you plan it.



Back to lesson [here](#)