

This week we are asking that you upload ONE learning task response to share with your teacher. Please choose a piece of work that you are most proud of. The learning task will need to be submitted for evaluation and feedback via the Compass Learning Task tab by Thursday 5pm.

Please refer to the link for instructions on how to upload the learning tasks:

<https://youtu.be/YWiLyJ0P6CQ>

If you are unsure of what is required, please contact the school and a message will be sent to your child's teacher: (03) 5968 1313 or gembrook.ps@education.vic.gov.au.

Learning Task:

3/4O and 3/4S students - please upload your student reflection under the Learning Tasks tab on Compass titled 'Week 8, Term 2-Student Reflection'

These are the student reflection questions:

- What are you most proud of improving in this semester?
- What would you like to get better at next semester?
- What have you really enjoyed this semester?
- What are you grateful for this semester?

If you would like to submit ONE piece of work that you are proud of, as well as your student reflection please upload under the Learning Task tab on Compass.

3/4L Students- Please upload a copy of ONE piece of work that you are *most proud* of from this week.

Grade 3/4 Learning Tasks Term 2 Week 8 MONDAY

READING

Learning Intention:

I can identify figurative language within poetry.

Success Criteria:

I have identified metaphors, similes, and hyperboles within a poem.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

Watch the follow video: <https://www.youtube.com/watch?v=NegoYluXoEA>

or read about similes, metaphors and hyperboles below:

Similes: A simile is a figure of speech that compares two unlike things and uses the words "like" or "as".

- The boy was as brave as a lion in the jungle.
- The teacher was as busy as a bee.
- The new teacher is as tall as a giraffe.

Metaphor: A metaphor is a statement that compares two things that are not alike. Unlike similes, metaphors do not use the words “like” or “as.” Metaphors will only make sense when the reader understands the connection between the two things being compared.

- The warrior has a heart of stone.
- You are my sunshine.
- I am drowning in a sea of grief.
- I am going through a rollercoaster of emotions.

Hyperbole: Hyperbole is an exaggeration that is created to emphasize a point or bring out a sense of humor.

- e.g. I have told you a million times to wash the dishes.
- The afternoon is so bright that the sun would have to wear sunglasses.
- The man snores like a freight train.

Find a simile, metaphor or hyperbole in the following poem:

FRIENDSHIP

A friend is like a flower,
A rose to be exact,
Or maybe like a brand new gate
That never comes unlatched.
A friend is like an owl,
Both beautiful and wise,
Or perhaps a friend is like a ghost,
Whose spirit never dies.
A friend is like a heart that goes
Strong until the end.
Where would we be in this
If we didn't have a friend.

Further Work Time:

Create a brainstorm of metaphors, similes and hyperboles.

WRITING

Learning Intention:

I can create an ode poem

Success Criteria:

I have created an ode poem with a focus on emotive language and word choice.

Learning Resources Required:

Exercise book and coloured textas or pencils.

Learning Task:

1. What is an Ode? A poem that praises/celebrates a special occasion, person or object.
Some examples of Odes can be found on the following website:
<https://witshouston.org/notebook/5-amazing-odes-by-kids/>
2. Choose something small that is important to you - make a poetry door (a rectangle

shaped like a door to write in) of ideas/words related to this item.

3. Write an ode dedicated to this particular person, place or thing.

Further Work Time:

Write a second Ode poem about a different item.

BREAK: ensure students have a well-earned break with a snack, rest and a game/physical activity.

MATHS - NUMBER**Learning Intention:**

I can develop strategies for division.

Success Criteria:

I have used strategies for unknown division problems.

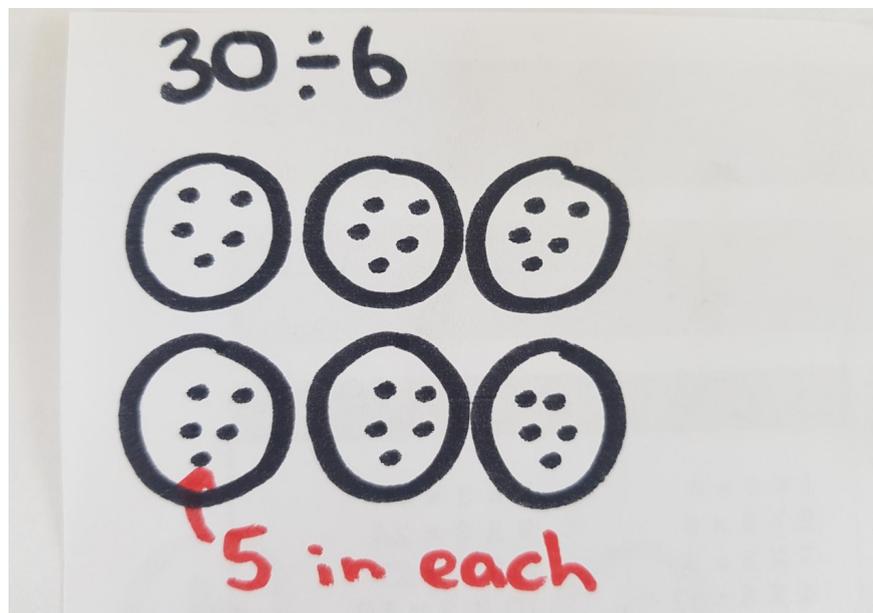
Learning Resources Required:

Exercise book, pencils, and iphone/tablet/computer.

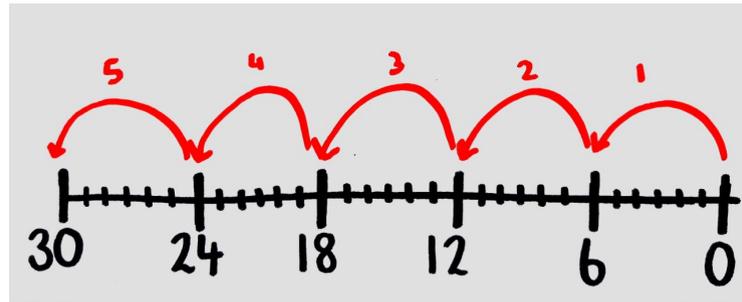
Learning Task:

Use the following strategies to solve some division sums:

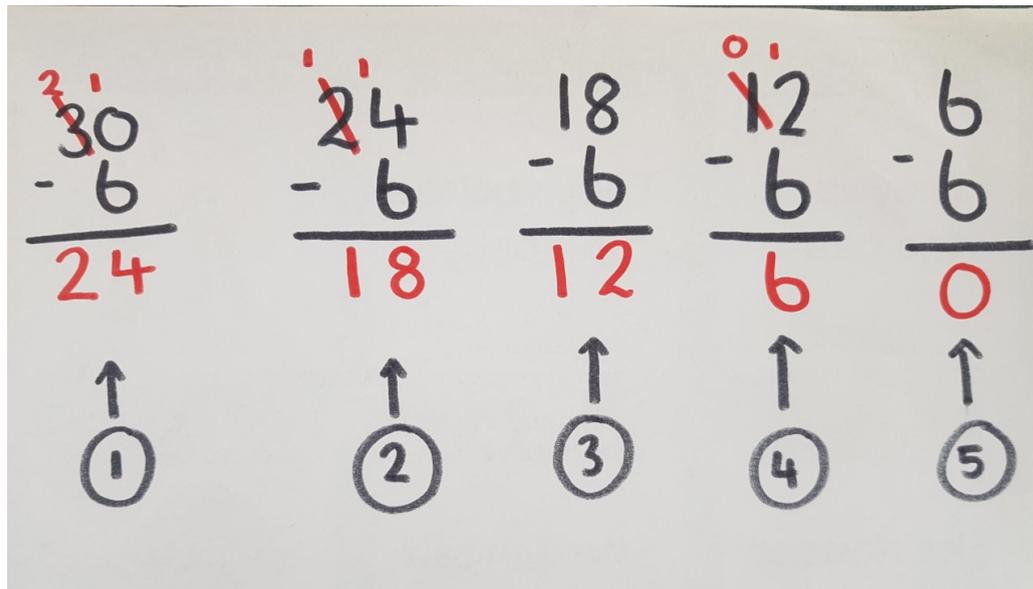
- Equal groups (draw the amount of groups being shared into, and put a tally mark in each, counting up until you reach the larger number. For example, 30 divided by 6 → drawing 6 circles, and putting a tally mark in each circle until you reach 30)



- Skip counting in reverse (count backwards, starting with the larger/total number and counting backwards by the number being divided by. For example, 30 divided by 6 → starting at 30, and skip counting backwards by 6 until you reach 0, and then counting the amount of skips taken.



- Repeated subtraction. (Use vertical subtraction. For example, 30 divided by 6 \rightarrow $30-6 = 24$, $24-6 = 18$, $18-6 = 12$, $12-6 = 6$, $6-6 = 0 \rightarrow$ the amount of subtraction steps taken is 5).

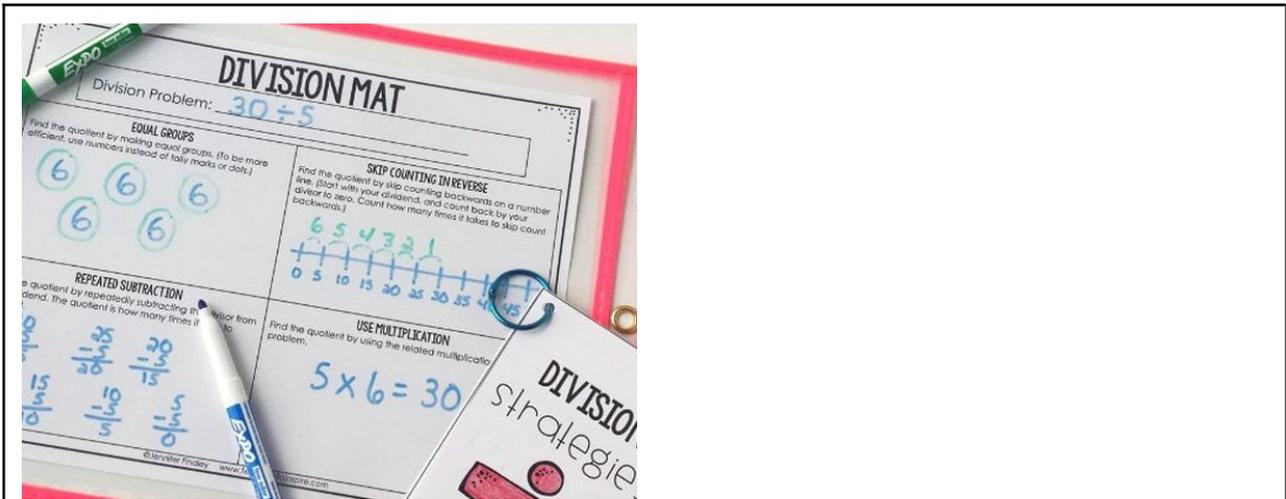


- Multiplication (Practice reversing sums to link multiplication and division. For example: 30 divided by 6 = ? can be turned into $6 \times ? = 30$)

Students have a go at solving equations by ruling this grid (below).

Some of the division problems they can attempt include:

- 80 divided by 10
- 30 divided by 5
- 57 divided by 3
- 14 divided by 7
- 12 divided by 4
- 18 divided by 6
- 10 divided by 5
- 10 divided by 2



Further Work Time:

Think of an additional strategy for solving division sums, and solve some division sums using that strategy.

OPTIONAL: PHYSICAL ACTIVITY

Choose an activity from the Physical Activity Grid.

Gembrook Primary School Physical Activity Grid Years 3-6

<p>Skip 200 Jumps You will need a skipping rope. If you don't have a rope pretend to skip (two foot jumps on the spot).</p>	<p>Throwing Into the Target Have a soft throwing ball and create a space for it to land (with a hula hoop/ a washing basket/ an empty rubbish bin, etc.). If you throw it in the target, make the target one step further away. <i>Have drink breaks regularly.</i></p>	<p>Tennis Racquet or Balloon Juggling If you have a racquet and ball available, see how many hits you can do in a row. If the ball hits the ground, reset your score to zero. If you have a balloon, try to keep it up as many times as possible, using your hands; if hands are too easy, then keep it up with your feet or head.</p>
<p>100 Total Catches Using a tennis ball or another small ball, throw the ball against an outside wall and catch it (seek permission from a parent).</p>	<p>OBSTACLE COURSE Create an obstacle course around your house Using a safe space, create parts of the course that require jumping, landing, rolling, crawling, balancing, and twisting.</p>	<p>Frisbee Throwing</p> <ul style="list-style-type: none"> Count how many you can get in a row. Keep track of your record Make sure you're running to get the Frisbee, it's not just a short toss. Use an old plastic plate, if you do not have a Frisbee. <p><i>Have drink breaks regularly.</i></p>
<p>Partnered Hand Clapping Games https://www.youtube.com/watch?v=yvQeF714wbko Keep practising!</p>	<p>Walk/Ride/Skate with your family</p>	<p>Football Kicking Count until you get 30 marks between your partner and you (your partner can be any family member).</p>
<p>Just Dance (mixture of dances) https://www.youtube.com/watch?v=yvQeF714wbko or type "Just Dance Workout 1". Practise until you know all the songs!</p>	<p>Basketball Dribbling</p> <ul style="list-style-type: none"> 100 bounces (left hand) 100 bounces (right hand) For those experienced, 200 bounces with crossovers. 	<p>Kids Bop Dance Exercise https://www.youtube.com/watch?v=1H2s_say5Q or type "34 minutes of Kids Bop activities" on YouTube.</p>
<p>Fitness Circuit Create 5 stations, go in a clockwise direction and do these exercises at a different station;</p> <ul style="list-style-type: none"> Station 1: 10 push-ups Station 2: 20 star jumps Station 3: 10 sit-ups Station 4: hold the plank/bridge for as long as you can Station 5: 50 hops, 25 on each leg. <p>Do each station 2 times, then you're done! <i>Have drink breaks regularly.</i></p>	<p>BALANCE ACTIVITY AND WORKOUT https://www.youtube.com/watch?v=-VNg8BV2GE or type "Kids Ninja Balance Workout" into your SEARCH.</p> <p>Focus on improving your balance and core strength with these easy to follow videos. <i>Have drink breaks regularly.</i></p>	<p>Yoga https://www.youtube.com/watch?v=F1d6wqjZ0Y or type "Holiday Special- Kids Yoga Class 9-12".</p>

BREAK: ensure students have a well-earned break with lunch, rest and a game/physical activity.

OPTIONAL: SPELLING

Learning Intention:

I can identify the rule for adding a suffix to a root word that contains a silent 'e'.

Success Criteria:

I have used my knowledge of spelling rules to add a suffix to a word.

Learning Resources Required:

Exercise book, pencils, and iphone/tablet/computer/dictionary.

Learning Task:

1. Today we are going to look at when to use the silent 'e' and specifically when to drop the 'e' to add a suffix

- The 'e' indicates that the vowel before the 'e' is a long vowel (or in some cases says its name) e.g. name, late, compose, fame
- Never end a word in 'z' add an 'e'
- We drop the 'e' on the end of the word when adding a suffix that starts with a vowel. eg - fame -famous, make-making
- Keep the 'e' when adding a suffix that starts with a consonant e.g.- move - movement, late - later.

home + <u>ly</u>	manage + <u>ment</u>	quote + <u>ation</u>
hope + <u>ful</u>	chose + <u>en</u>	circle + <u>ing</u>
skate + <u>ing</u>	spice + <u>y</u>	bake + <u>ing</u>
arrange + <u>ment</u>	replace + <u>ment</u>	complete + <u>ly</u>
froze + <u>en</u>	pure + <u>est</u>	hope + <u>ing</u>
hike + <u>ing</u>	close + <u>er</u>	close + <u>ly</u>
nice + <u>ly</u>	lone + <u>ly</u>	shake + <u>er</u>
bake + <u>ing</u>	make + <u>ing</u>	love + <u>ly</u>
forgive + <u>ness</u>	bake + <u>er</u>	waste + <u>ful</u>
peace + <u>ful</u>	taste + <u>ful</u>	taste + <u>ed</u>
name + <u>ed</u>	smile + <u>ed</u>	improve + <u>ment</u>

Word	Keep the 'e'	Drop the 'e'

Write the word as shown above in the first column, then add the suffix to the word and place it in the correct column depending on whether they keep or drop the 'e'.