



Grade 3/4 Learning Tasks Term 3 Week 3 MONDAY

READING

Learning Intention:

I can discuss the use of adjectives that establish the mood in a text.

Success Criteria:

I have analysed how adjectives are used in a text to help develop an author's writing.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

- Watch the video (below) of Phil Cummings reading his book 'Ride, Ricardo, Ride'. As you are watching, create a list of adjectives that you can hear. Remember, an adjective is a word naming an attribute of a noun, such as sweet, red, or technical.
<https://www.youtube.com/watch?v=fq7tsrDSSsM>
- Once you have recorded adjectives from the text, define the meaning of each adjective (research each adjective and find its meaning). How do these adjectives help/change the mood of the text?
- Independently read (for at least 20 minutes) and track your thinking. As you read, record any interesting adjectives from your text. You may consider adding some of these interesting adjectives to your story board to enhance meaning or spark ideas.

Further Work Time: Find synonyms for each of the adjectives found (words with a similar meaning).

WRITING - LEARNING TASK

This lesson will be taught during our class Webex session today.

Please submit this learning task to Compass for feedback and evaluation by 5pm on Friday.

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

<https://youtu.be/YWilyJOP6CQ>

Learning Intention:

I can write an engaging and interesting setting for my narrative.

Success Criteria:

I have connected my setting to my character.

Learning Resources Required:

Exercise book and coloured textas or pencils.

Learning Task:

Transferring Ideas (Setting):

How does the setting affect your character's mood/the problem/how the character responds?

Today you are moving ideas from your vision board into a plan for your story's setting. Think



about the following questions when planning what setting(s) you will create.

- What does your setting look like?
- Why is this your setting?
- How does your setting connect to your character(s)?
- How will your main character engage with the setting?
- How does your setting enhance your story?
- What descriptive language could you use to paint a picture in the reader's mind?

Do a sketch of your setting(s), and record descriptive language inside it. Then, create a paragraph underneath your setting that explains how your main character connects to the setting.

Further Work Time: Think about other settings in your story as the storyline progresses - what other settings will you have? Sketch some other setting options and brainstorm descriptive language.

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

MATHS - APPLIED

Learning Intention:

I can recognise and use a formula to work out the capacity of objects.

Success Criteria:

I have calculated the capacity of a variety of objects.

Learning Resources Required:

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

Learning Task:

Capacity is the maximum amount that something can contain.

To calculate the capacity of an object, we multiply Length (L) x Width (W) x Height (H) - the same as volume, except that we use the height of the whole object.

Watch the following video, and follow along (answering the questions when prompted to pause):

<https://vimeo.com/434623253>

THE OLYMPICS HAVE STARTED!

- Research the length, width, and depth (height) of an Olympic pool, and calculate the capacity of the pool.
- Research the length and width of an Olympic basketball court. Estimate the capacity of people that might be able to fit on the court.
- Estimate the capacity of items in your kitchen. For example, bowls, saucepans, cups/mugs, pots, and spoons. If you have a measuring jug available, calculate the capacity of each object, **OR** estimate the length, width, and height of 3 dimensional items in your house, and use your estimations to calculate the capacity of each item.

Further Work Time: Make a list of items that could hold the following capacities:



For example: 2L could be a bottle of water. 2L is about as big as a Human Stomach. An Ostrich Egg typically holds 2.25L.

- 1ml
- 5000ml
- 30L
- 600L
- 600ml
- 1.25L

SPELLING

Learning Intention:

I can use the 'tion' suffix correctly.

Success Criteria:

I have listened to hear my suffix.

Learning Resources Required:

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

Learning Task:

- Watch the following video (you only need to watch until the 5 minute mark):
<https://www.youtube.com/watch?v=xpvpJ8EtXOA&t=64s>

When to write '-tion'

If the ending comes after any consonant (all letters other than vowels), apart from -l, -n, or -r, then the ending is spelled –tion.

- Create a T chart with the headings 'tion', and 'stion', and write a list of words under each heading.

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

WELLBEING

Please select an activity to complete from the **WELLBEING GEM GRID** (Resource section on Compass)

PHYSICAL ACTIVITY

Please select an activity to complete from the **PHYSICAL ACTIVITY GRID** (Resource section on Compass)