

## Grade 3/4 Learning Tasks Term 3 Week 3 THURSDAY

### READING

**Learning Intention:**

I can determine the important ideas, events and details within a text.

**Success Criteria:**

I have identified the solution, words, and events of a text.

**Learning Resources Required:**

Exercise book, pencils and iphone/tablet/computer.

**Learning Task:**

- Today we are analysing the way Phil Cummings solves/resolves a problem, and ties up his endings in his books.
- Notice that the problem doesn't always get resolved immediately on one page, or sometimes it doesn't get resolved at all.
- Look at how he doesn't just end his book after the 'solution', he ties it all up with an ending.
- Today we are going to have a look at the *Phil Cummings text: 'Newspaper Hats'*:  
<https://www.youtube.com/watch?v=c8fhVKOOc9Y>
- Has the problem been resolved/has the character been left satisfied at the end?
- In your workbook, write down what the resolution is in the story and create a brainstorm of words and events that led up to that solution, and the type of ending he includes, **OR** you could create a storyboard of the book and identify the ways in which the author resolves the problem/ends the story.

Reminder of some types of endings: A tie back, look to the future, twist, a quote, close the circle, an inference.

## What are Some Different Types of Story Endings?

- **Explicit:** An explicit ending wraps up all of the loose ends. Typically this ending is happy and satisfying, although it can be unhappy.
- **Implicit:** An implicit ending is open to interpretation. The reader must fill in the blanks about what will happen to the characters.
- **Unresolved:** Unresolved endings are similar to implicit endings. The reader is left wondering what will happen because the main conflict does not wrap up at the end of the story.
- **Twist:** A twist ending is unexpected. The reader cannot anticipate what will happen. It is important to write a twist ending in such a way that the reader is still satisfied and does not feel cheated.
- **Tie-back:** A tie-back ending relates directly to something that happens at the very beginning of the story or uses elements from both the beginning and middle of the story. After you read a tie-back story, identify the elements of the story that come back into play during the ending.

**Further Work Time:** Independent read and write down the solution in your own text. Answer the following questions...

1. (After reading the problem) What do you think the solution will be and why?
2. Was the problem solved? Was the main character left satisfied at the end?
3. Can you connect the solution in this story with another you have read?
4. Can you connect the solution in this story to something that has happened in real life?
5. What type of ending did the author use?

### WRITING

**Learning Intention:**

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

**Success Criteria:**

I have thought about how my problem will be resolved or impact the characters in my story.

**Learning Resources Required:**

Exercise book and coloured textas or pencils.

**Learning Task:**

- Today you are going to be creating a plan for the solution of your narrative. Consider the following when thinking about your ending:
  - Consider how your story is going to end/resolve.
  - Think about how Phil Cummings ends his stories - he normally ends them on a happy note regardless as to whether the problem was solved.

- Remember - your story does not need to end on a happy note or fix the problem, however it does need to acknowledge that the problem has happened and that it impacted the main character.
  - Phil Cummings normally connects his stories to real life events -
    - How does it link to the character and setting?
    - How will you connect your story to real life?
    - Is your ending realistic?
    - Does it connect to the problem/middle of your story?
    - Does it have a moral/lesson/message for the reader to take away?
    - Take into consideration your audience!
    - What impression will it leave on your reader?
    - What type of ending would you like your story to have? A tie back, look to the future, twist, a quote, close the circle, an inference, or something else?

**Further Work Time:** Think of an alternative ending for your story. How else could your story end?

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

### MATHS - APPLIED - 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/YWiLyJ0P6CQ>

**Learning Intention:**

I can count on using fractions to continue a pattern.

**Success Criteria:**

I have continued a fraction pattern.

**Learning Resources Required:**

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

**Learning Task:**

Watch the following video about how to continue fraction patterns:

<https://www.youtube.com/watch?v=38OmHF9T0ko>

Continue the following fraction patterns :

- $1/8, 3/8, 5/8, 7/8, \underline{\quad}, \underline{\quad}, \underline{\quad}, \underline{\quad}$
- $4/10, 8/10, 1\ 2/10, 1\ 6/10, \underline{\quad}, \underline{\quad}, \underline{\quad}, \underline{\quad}$
- $1/5, 4/10, 3/5, 8/10, \underline{\quad}, \underline{\quad}, \underline{\quad}, \underline{\quad}$
- $5/10, 1, 1\ 10/20, 2, \underline{\quad}, \underline{\quad}, \underline{\quad}, \underline{\quad}$
- $1\ 1/3, 2\ 2/3, 4, 5\ 1/3, \underline{\quad}, \underline{\quad}, \underline{\quad}, \underline{\quad}$

**Further Work Time:** Connecting fractions to percentages

The method to change a fraction to a percent is as follows:  
 Divide the numerator by denominator.

Take the result and multiply by 100 .  
The result is the fraction as a percent.

Convert the following fractions into percentages:

- $\frac{2}{10}$
- $\frac{4}{12}$
- $\frac{25}{100}$
- $\frac{8}{16}$
- $\frac{4}{16}$
- $\frac{9}{27}$

## SPELLING

### Learning Intention:

I can understand the rule of adding a suffix to words ending in a silent e.

### Success Criteria:

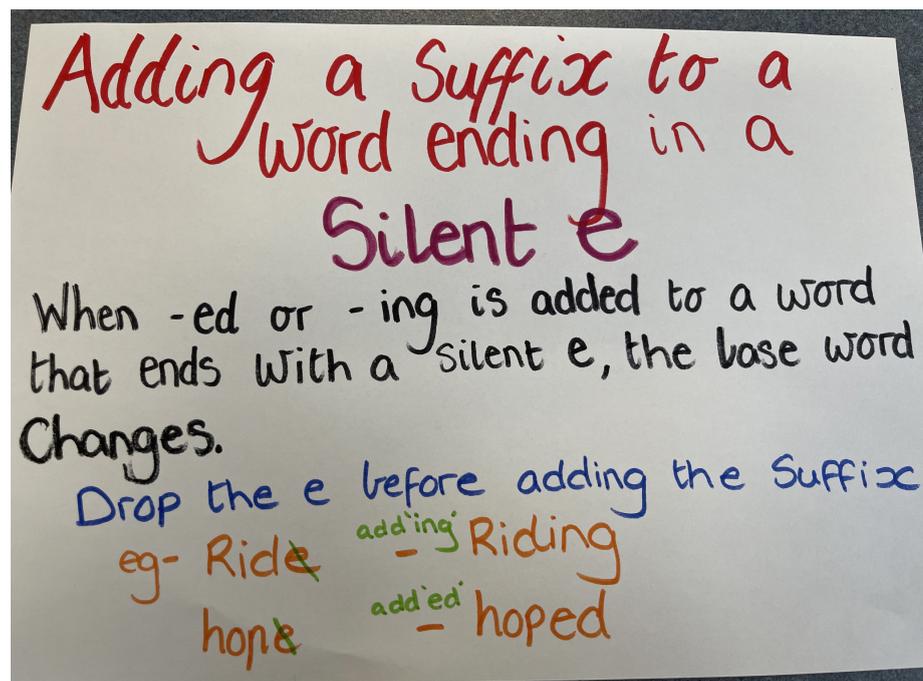
I have added suffixes to base words.

### Learning Resources Required:

Exercise book, pencils, and iphone/tablet/computer

### Learning Task:

- Look at the anchor chart below:



- See if you can follow the rule you have read to add an -ed or -ing suffix to the words below:
  - Save
  - debate
  - dine
  - paste
  - ice
  - code
  - game

**Further Work Time:** Can you think of any more words that end in silent e? Now try to add the -ed or -ing suffix to these words.

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

### SPECIALIST - P.E.

**Learning intention:**

I can create my own personal downball court.

I can use Net/Wall skills individually and against a partner.

**Success Criteria:**

I have been able to keep a volleyball off the ground whilst returning off a wall.

I have been able to rally, serve and return points against a wall individually, and with a partner.

**Learning Resources Required:**

- Chalk
- Wall space
- Tennis ball
- Volleyball/ medium sized bounce ball.

**Learning Task:**

1. 3 minutes- Continuation from last week, using a volleyball or a medium sized ball. See if you can volley a ball off a wall space; see how many hits you can achieve before the ball hits the ground, Reminder: using a flat hand, fist, or setting it using our controlled ball shape push from last week.
  
2. If you can for the next part use a piece of chalk and draw two even sized squares in front of the Wall (similar to downball) or atleast one square if you will not have a partner today.  
Using the same ball if you have a parent or a sibling, work together with them to keep it off the wall as many times as you can in a row (Rally). Not looking for a winner in this activity, looking for teamwork.

Game 1- using only volleys, verse your partner and a point is achieved for each time a player fails to reach the wall. Play first person to 11 points

Game 2- using your squares, have a downball match using the same ball or a small downball or tennis ball. Rules now mean you need to have one bounce on the ground before each return hit. Again play to 11 points.

Game 3- if you have tennis racquets, play a game of wall tennis, using the same downball/tennis like rules. e.g server, one bounce, out of bounds etc.

### PHYSICAL ACTIVITY

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