

Please remember, if you have any questions regarding today's learning you can login to our Grade 3/4 Question Time Webex at any time between 11:30am - 12:30pm.

Meeting Link:

<https://eduvic.webex.com/eduvic/j.php?MTID=m709bf9443068b850f13636365b196d73>

Meeting number: 165 527 2260

Password: gembrook

## Grade 3/4 Learning Tasks Term 4 Week 1 TUESDAY

### READING

#### Learning Intention:

I can identify emotion from a memoir.

#### Success Criteria:

I have recorded the emotions the writer wants me to feel, and evidence to support those emotions.

#### Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

#### Learning Task:

### *Emotions in Memoirs*

- Memoirs are different from recounts. A memoir is supposed to be a small memory that was significant to YOU and YOUR LIFE. For example, in a memoir, I wouldn't describe my whole trip to Queensland, I would pick a specific and small memory from that trip and describe that in detail. I might describe a meal I had with my family, and the conversation we had at the dinner table. I might describe the first time I met my best friend, or a specific game of footy or basketball that was my best game ever.
- Memoirs are supposed to provoke lots of emotion. You need to make the reader feel like they were there experiencing it with you, even though they weren't.
- Remember, the emotion does not have to be a positive emotion, memoirs can be sad.
- A good way to add detail to your memoir is to use the 5 senses. what did you...see, touch, feel, taste, and smell.

Your task today is to identify the main emotion that you think the writer was trying to provoke in the paragraphs from memoirs below. Once you have identified the emotion, please explain the evidence you have from the piece (please avoid using happy and sad, be creative, and think deeply).

Memoir 1:

#### The Red Wagon

The gravel crunched under the wheels of my red wagon. My Grandfather had bought it for me, and I'd never used it before. I hadn't wanted to use it, not even today, but I needed something to haul the cookies.

I stopped in front of Mrs. Nelson's house. I could feel her looking at me through the lace curtains, even though I couldn't see her. Now that I wasn't pulling the wagon, everything was silent. There was no wind. Even the birds had stopped their chirping. The curtain in Mrs. Nelson's front window moved a little bit.

Now, I took a deep breath and pulled the wagon up Mrs. Nelson's front walk. The paint was peeling on her railing, and her front door was a dirty white. I knocked, and the sound seemed to echo.

She opened the door a crack and grumbled, "What do you want?"

Memoir 2:

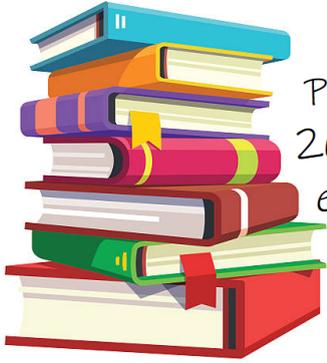
### **Diving In**

Take your mark. Anticipation builds as I crouch and grip the edge of the rough plastic, ready to strike at any second. I finally hear the sound of the electronic starter just a few nanoseconds earlier than my competition. I hit a block of ice, before I dive just below the surface. A few strong kicks and I'm taking my first stroke, and then another as fast as I can. Breathe as little as possible. By the time I'm on the second lap, I'm going nowhere. I am dying to take in gulps of air and rest for only a moment, but I know I can't. Surely this is almost over. My lungs and muscles burn for oxygen as I dig in for the final stretch; the end of the pool could not come soon enough. I look up to find that I have shaved a second off of my time and have achieved last place in my heat, as usual.

- When reading these paragraphs, think about what you feel, but also what the person in the memoir would be feeling.
- Evidence might be emotive language they use, text to self connections you have, or sentences that make you feel that emotion.
- Here are some emotions to help you:



**Further Work Time:**



Please remember to complete 20 minutes of independent reading each day. This will help you to grow as a reader!

**WRITING**

**Learning Intention:**

I can use the five senses to create a seed for a memoir.

**Success Criteria:**

I have brainstormed an event in my life, and described it in detail.

**Learning Resources Required:**

Exercise book and coloured textas or pencils.

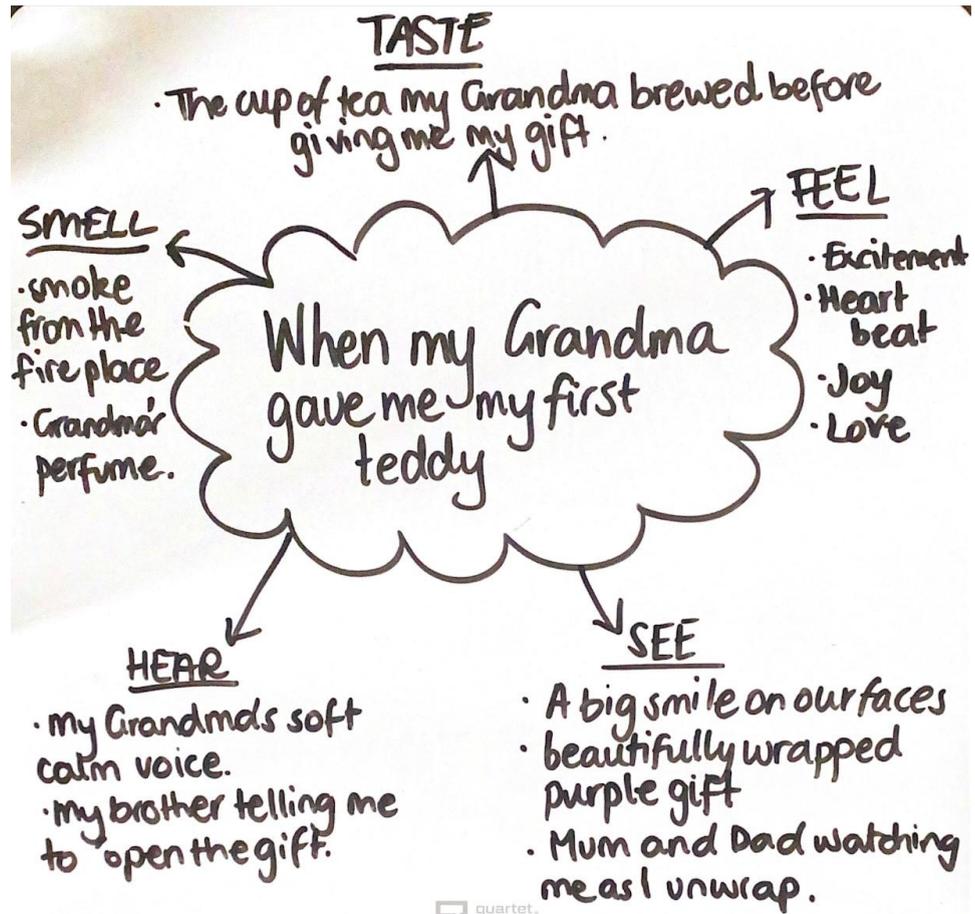
**Learning Task:**

**The Five Senses**



- You are going to use the five senses to help you create some seed ideas for memoir writing.
- First, pick an event in your life, remember not to make it too big, we want small and specific events.
- Then, put that in a cloud on the page. Brainstorm each of the senses and what you saw, smelled, touched, felt (physically and emotionally), and heard during that experience.
- We would like you to come up with five different events/brainstorms today.

Here is an example:



**Further Work Time:** Free choice writing.

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

## MATHS

**Learning Intention:**

I can use division correctly to solve a problem.

**Success Criteria:**

I have made connections between multiplication and division, and used division to find a quotient.

**Learning Resources Required:**

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

**Learning Task:**

# Triple Digit Division

Watch the below video if you need a refresher on how to do triple digit division:

<https://www.youtube.com/watch?v=SLze82Zcc4Y>

Using the instructions from the yesterday's Webex, and the video above, to have a go at the following triple digit division sums:

1.  $7 \overline{)716}$

2.  $8 \overline{)511}$

3.  $7 \overline{)804}$

4.  $4 \overline{)720}$

5.  $4 \overline{)126}$

6.  $5 \overline{)175}$

7.  $8 \overline{)558}$

8.  $7 \overline{)201}$

9.  $4 \overline{)858}$

**Further Work Time:**

<https://www.online-stopwatch.com/chance-games/roll-a-dice/>

Roll a dice to create your own equations. Your first 2 rolls should be the number you divide by (the divisor), and the next 5+ rolls should be the number you divide (the dividend).

\*Note: you can use an online dice roller if you need.

**SPECIALIST - ART**

**Learning Intention:**

I can describe how artwork that I make and view can be displayed to express and enhance meaning.

**Success Criteria:**

I have described how the artwork that I have made has expressed and enhanced meaning.

**Focus Artwork**



- White A4 sheets of paper
- Coloured (brown/black /white)
- Grey lead pencil
- Black marker
- Coloured pencils or texters
- Glue stick
- Pair of scissors



### Learning Task: Recreate a Famous Artwork

#### Steps

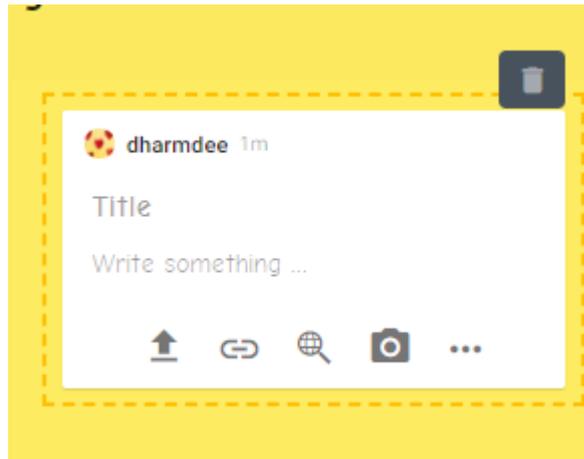
- Search for famous artists' work by typing 'Famous Artworks' on Google.
- Choose one that you would like to recreate.
- Find the necessary props and objects that you need to recreate the artwork.
- It could be you in the artwork, or you can use other props to make the artwork.
- You may ask a family member to help you.
- Organise someone to take a photo of your artwork when it is ready
- Be creative and enjoy!

***Remember to take photos of your artwork. Here is the Padlet link to upload the photo of your artwork. That way we all can enjoy each other's work.***

[https://padlet.com/dharmdee/GEM\\_LD\\_art2021](https://padlet.com/dharmdee/GEM_LD_art2021)

**Instructions to upload your work onto Padlet (From last week)**

- o Click on the link
  - [https://padlet.com/dharmdee/GEM\\_LD\\_art2021](https://padlet.com/dharmdee/GEM_LD_art2021)
- o **To add your artwork**, click on the pink plus button on the bottom right hand corner of the screen.  
It will open up another small screen as below.



- Type in your name and a title.
- Describe your artwork and what inspired you to do this.
- To attach the photo, use the bottom links (the arrow) and follow the



prompts.

- Your work will be automatically saved.
- To edit, click the pencil mark on the right-hand side of the new small screen. It'll pop up when you hover your mouse over the screen.

***Please make sure you adhere to appropriate school rules and protocols on the 'responsible use of online media and technology'***

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

**SPELLING - SWST (LEARNING TASK)**

This week we will be running small group Webex's to complete SWST test assessments, you will be provided with your day in a timetable from your teacher. You will need to upload your test onto Compass after completion.

**If you are not having your SWST testing Webex today then you can complete the following task instead:**

**Learning Intention:**

I can use spelling strategies to edit a piece of writing, and improve the use of adjectives.

**Success Criteria:**

I have improved the choice of adjectives in a piece of writing, and made attempts to spell them correctly.

**Learning Resources Required:**

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

**Learning Task:**

- Today you are going to work on improving the word choice in a piece of writing, and make sure your improvements are spelled correctly.
- Read the piece of writing below:

**One hot, clear evening, I was looking at the stars. I saw something flying in the sky. It fell and landed in my back garden! I ran down the stairs, through the kitchen and out into the garden. I saw a green object on the floor. What is it? I wondered. I was scared and didn't want to walk up to it. Then it started to light up. Woah! Is that what I think it is? It can't be.**
- It could do with some work to make the story more interesting. How could we improve the adjectives to increase the quality of the story?
- Now that you have improved the adjectives, check the spelling of the words that you have added. Think about the strategies we use in the classroom to help you.

Some of the strategies include:

- Write the word down three different ways
- Chunk it
- Stretch it
- Use rhyming words/words with a similar sound
- Ask a friend
- Use a dictionary

**Further Work Time:**

Have a go at finishing the story, focusing on your use of adjectives, and your spelling.

**PHYSICAL ACTIVITY**

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