

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 WEDNESDAY

READING

Learning Intention:

I can analyse the features of a memoir.

Success Criteria:

I have identified what makes an engaging memoir.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

Analysing Memoirs

- What makes a good memoir?

TRAITS OF A GREAT MEMOIR

- **Drama** – It entertains the reader, and we have to focus on the dramatic parts of the story. Drama helps the reader feel a connection to the story and emotions.
 - **Relevance** – It makes the reader think. Readers of memoirs want to relate to the story. They want to find relevance to the story in their own lives. This does not mean they have gone through the same things you have. It means that they can relate to the emotions.
 - **Authenticity** – It makes you feel. Readers want to feel a connection and this requires an honest account of what happened in your life.
 - **Character Development** – It makes you learn a lesson. Is the person in the memoir the same person at the end of the story? They shouldn't be, they should have learned a lesson or developed as a person. Readers want to see a change in the person in the memoir.
 - **After Effect** – It makes you remember. If readers can remember the theme or the emotions a memoir evoked in them, the memoir has been successful.
- Your task today is to read the following short memoirs and rate them out of 5. Use the traits of a memoir above to help you decide if it is worth a
 - 1-not a great memoir
 - 2-average memoir
 - 3-a good memoir
 - 4-a really good memoir
 - 5-an EXCELLENT memoir.

MEMOIR 1-

BOB

He stood about eight inches tall. He was originally pink, but his colour faded to a dingy beige from the hugs and kisses I gave him and from all the many adventures we had together. The colour of his eyes never faded, though. They were as blue as the sea, and he had a tiny white nose and furry little ears that stood straight up in the air. He was a pink bunny whom I called Bob.

"I love you," I'd say as I held him close to my chest and gave him a big kiss. He would squeak whenever I squeezed his pink belly, which is probably what I remember most about him.

At night he would keep me company and protect me from the Bogey Man. I held him close to me so that nobody would dare take him away from me. He was so warm, cuddly, and soft! He was like a warm, furry puppy, but he smelled like he had been loved on and possibly drooled on a little, too.

We had lots of adventures together on Grandma and Grandpa's swing in the backyard, but the one adventure that I remember most was the time we went to the grocery store with my mom.

We had already left the grocery store and were on our way back home in the car when I realized that Bob was missing. I began screaming and crying, "Bob! Mummy, I can't find Bob!" Mum reassured me that Bob was probably sitting on a shelf in the grocery exactly where I left him, but I was not convinced. Mom knew that she had no choice but to return to the store and try to find Bob.

Mum took me by the hand and led me to the manager's office, where the lost and found was located. There sat Bob, acting as if nothing had happened. "Bob, don't wander away from me again," I scolded. Nowadays Bob lives at my grandmother's house. His belly doesn't squeak anymore -- it sounds like you're squeezing an empty plastic ball when you hug him. His nose is almost worn off at the end. He's no longer pink, and some of his fur is a little sticky on the ends. When I was about five years old, I had many other toys, but Bob will always remain the toy I love the most.

MEMOIR 2-

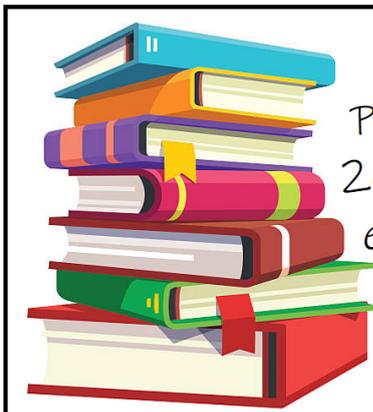
S'mores

Autumn is like eating a hot fudge sundae. "Let's build a campfire and roast marshmallows," I said. The girls agreed. It was a perfect fall evening; the clouds were cottony and the breeze was chilly enough for a sweatshirt. I could hardly wait to get started. "Sorry," Sue replied. "I passed Smoky the Bear today in town and he said that the chance of forest fires is HIGH." I, however, was not discouraged. If we couldn't cook outside, we could always come up with an alternative inside.

Our gas stove would make a marvellous substitute for a campfire.

Out came the marshmallows, Hershey's chocolate bars, and graham crackers. I thought it might be going just a bit far to break out the three-foot metal roasting sticks, so I settled for a fork. I shish-kebabbed a marshmallow and carefully placed it over the wavering flames. It took a few tries before I could lightly brown the marshmallow instead of turning it into a fiery inferno; I hate burnt S'mores. At last, my campfire creation was ready. My mouth began to water. The girls were getting out of their seats and heading to the stove, ready to get their own forks and follow my brilliant example—when, unfortunately, our enthusiasm came to an abrupt halt. I realized that the remains of my marshmallow were beginning to drip off my fork. Since I like things to be neat and tidy—and wouldn't dream of placing a new, perfect marshmallow on a slimy, gooey

fork—something had to be done. I did not stop to consider the scientific fact that if one places a marshmallow on a fork, holds it over an open flame, browns the outside of the marshmallow—which one eats—but is left with the goo in the middle, which appears uncooked—the fork will still be hot. Yes. I shoved the fork into my mouth, clamped down with my lips, and expected to finish off the remains of the marshmallow. Suddenly, everyone was gaping at me—eyes wide, jaws dropped. I felt nothing but heard a sickening, sizzling sound echo in my ears. In a daze, I separated my lips and removed the fork from my mouth—along with quite a bit of skin. I almost laughed, but then the nerve endings that hadn’t been signed recovered from their initial shock. Frantically screaming, jumping, and waving my arms in a cooling motion, I ran towards the freezer to get ice, to be met with empty trays; I settled for a wet paper towel. When I was finally able to stand calmly in one place, Sue inspected my wound and informed me, “Well, Bec, the inside of your mouth looks like the belly of a dead fish.” With those words of comfort, she and the girls traipsed off to youth group—without a single S’more. I was left to my own devices. I tried to ingest some antibiotic cream to lessen the pain, even though the label said “FOR EXTERNAL USE ONLY.” I don’t think it worked, but the ice cubes that my neighbour donated did. I don’t eat S’mores anymore. And that is not the only thing that has changed. Now, when the cool winds begin to blow and fall is in the air, I taste fresh juice, glazed donuts and antibiotic cream.



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

Further Work Time:

Track your thinking while reading your independent reading book. Focus on your goal or a comprehension strategy that you know you need to work on.

WRITING

Learning Intention:

I can use figurative language to add detail to my writing.

Success Criteria:

I have changed a sentence into a simile, metaphor, or to include personification.

Learning Resources Required:

Exercise book and coloured textas or pencils.

Learning Task:

Figurative language in Memoirs

- What is Figurative language? *Figurative language is language used to create an effect. It is a description that creates vivid pictures in the minds of the reader. The most common types of figurative language are similes, metaphors, and personification.*
- We have looked at figurative language when writing poems. We can also use this language to make our memoirs more engaging.

Examples:

Similes are used to compare two different things using “like” or “as.”

Example: The metal edge of the chair was as sharp as a razor’s blade.

Metaphors compare unlike things without the use of comparison words.

Example: The road was a ribbon winding through the maze of trees and hills.

Personification is a form of figurative language that gives objects or animals human characteristics.

Example: The wind reached down and plucked the leaves from the lawn.

- Your task today is to take these “plain” descriptions and make them more powerful through the use of imagery and figurative language. Rewrite the sentences as a simile, metaphor or using personification

Description 1- My dog Jasper ate too much and got fat.

Description 2- The rain was falling.

Description 3- Our car engine made a loud noise but wouldn’t start.

Description 4- I felt sad.

Further Work Time:

Go back to one of your seed ideas or memoir brainstorm. Pick something from your brainstorm and write a sentence that includes figurative language.

If you would like to write more, complete some 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 known strategies to solve maths problems.

Success Criteria:

I have completed the Mass, Volume and Capacity post test to the best of my ability.

Learning Resources Required:

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

Learning Task:

Mass, Volume & Capacity - Post Test

Independently have a go at the Mass Pre Test, and the Volume & Capacity Pre Test on Essential Assessment. Remember to have your best go - it is a pre test to see what you already know about these topics, and to inform your future learning.

**If you need your login details, please log on to the Question Time Webex and ask for them.*



Further Work Time:

Explore some online maths games such as:

- mathletics
- ixl.com
- maths playground
- Multiplication games on timestables.com

SPECIALIST - ITALIAN

I Saluti- Greetings



Learning Intention:

I can learn the greetings for different relationships, settings, and times of the day.

Success Criteria:

I have listened to, practised the greetings, and completed the table.

1. Using the link below click 'open with google slide'
2. In the slide, click the 'present' button on the top right hand corner. Click to move to the next slide, and 'esc' on the keyboard to get back to the top.

Click the link:

https://docs.google.com/presentation/d/1D8_HVO-ZVfcjF1f6sz2nQ78VjSt6syTDvlhjQAapl4/edit?usp=sharing

3. Listen to the spoken Italian, and practise saying them until you feel confident.' (If you click on the speaker icon the voice will play again.)
4. Draw up the table below, and fill in the columns, "What it means' and 'When do we use it? Once you have drawn up the table, re- open the google slide and refer to that.

I saluti (greetings)	What does it mean?	When do we use it?
Buongiorno		
Ciao		
Salve		
A presto		
Buona sera		
Buona notte		
Arrivederci		

Fun Extension: If you have downloaded the (free) 'Languages Online app ,  (ipad, iphones and macs) Click on Italian language, then' Greeting's (Saluti) and work your way through the activities.

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 complete a word study of an unfamiliar word.

Success Criteria:

I have found and recorded the meaning and origin of an unfamiliar word.

Learning Resources Required:

Exercise book, pencils, and iphone/tablet/computer

Learning Task:

Word Study

Today, you will research an interesting/unknown word from your independent reading. If you don't have a word in mind, try the following:

- Gallery
- Destroy
- Cheer

You will need to find:

- definition
- synonyms
- antonyms
- origins
- part of speech (nouns, verbs, adjective or adverb)
- words within words
- letter jumble - create new words using the letters
- create a sentence (7 up sentence)
- any other interesting findings

Further Work Time:

Complete another word study using a different word.

PHYSICAL ACTIVITY

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