

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://educic.webex.com/educic/j.php?MTID=m709bf9443068b850f13636365b196d73>

Meeting number: 165 527 2260

Password: gembrook

Grade 3/4 Learning Tasks Term 4 Week 2 WEDNESDAY

READING

Learning Intention:

I can determine the important ideas in a text.

Success Criteria:

I have tracked my thinking and recorded the important ideas from my text.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

Comprehension Strategy: Determining Importance



- Today we are going to be revisiting our 'Determining Importance' comprehension strategy, before we begin to plan our own memoirs.
- Remember, when we are determining importance, we are trying to find the important parts of the story/memoir. We need to identify the aspects of the story/memoir that need to be included for the story to make sense or be complete.
- Once you have found all of the important parts and put them together, we are able to identify what the overall main idea of the story is.
- Read the memoir below, and then create a flow chart of all the important parts, finishing up with the main idea of the piece.

'I Am Malala' (Young Reader's Edition): Excerpt of the Prologue

But the next day had dawned bright and sunny, and so had the next one and the one after that. And now I knew I'd done well on my exam. Whatever cloud had been hanging over my head had begun to clear away. So Moniba and I did what we always did: We had a good gossip. What face cream was she using? Had one of the male teachers gone for a baldness cure? And, now that the first exam was over, how difficult will the next one be?

When our bus was called, we ran down the steps. As usual, Moniba and the other girls covered their heads and faces before we stepped outside the gate and got into the waiting dyna, the white truck that was our Khushal School "bus." And, as usual, our driver was ready with a magic trick to amuse us. That day, he made a pebble disappear. No matter how hard we tried, we couldn't figure out his secret.

We piled inside, twenty girls and two teachers crammed into the three rows of benches stretching down the length of the dyna. It was hot and sticky, and there were no windows, just a yellowed plastic sheet that flapped against the side as we bounced along Mingora's crowded rush-hour streets.

Haji Baba Road was a jumble of brightly colored rickshaws, women in flowing robes, men on scooters, honking and zigzagging through the traffic. We passed a shopkeeper rounding up his chickens. A boy selling ice-cream cones. A billboard for Dr. Humayun's Hair Transplant Institute. Moniba and I were deep in conversation. I had many friends, but she was the friend of my heart, the one with whom I shared everything. That day, when we were talking about who would get the highest marks this term, one of the other girls started a song, and the rest of us joined in.

Just after we passed the Little Giants snack factory and the bend in the road not more than three minutes from my house, the van slowed to a halt. It was oddly quiet outside. "It's so calm today," I said to Moniba. "Where are all the people?"

I don't remember anything after that, but here's the story that's been told to me: Two young men in white robes stepped in front of our truck.

"Is this the Khushal School bus?" one of them asked.

The driver laughed. The name of the school was painted in black letters on the side. The other young man jumped onto the tailboard and leaned into the back, where we were all sitting.

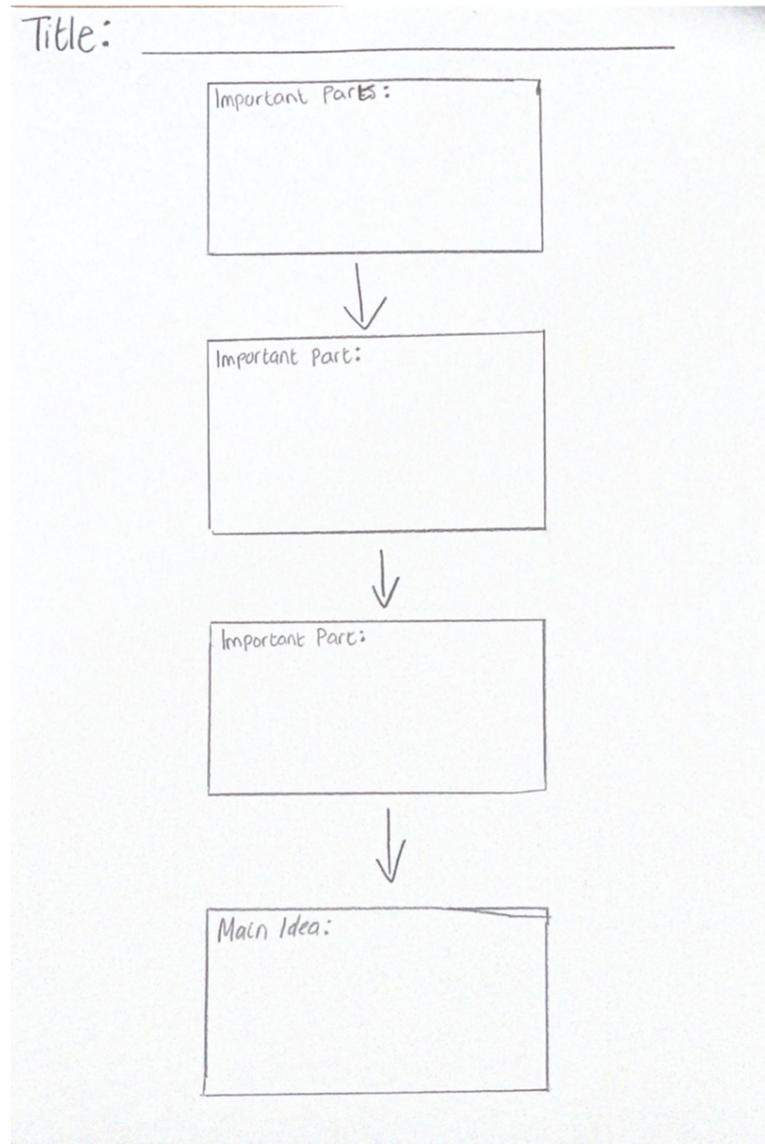
"Who is Malala?" he asked.

No one said a word, but a few girls looked in my direction.

He raised his arm and pointed at me. Some of the girls screamed, and I squeezed Moniba's hand.

Who is Malala? I am Malala, and this is my story.

Here is an example of the template you should use for your flow chart (you can add more boxes depending on how many 'important parts' you think are in the memoir):



Further Work Time:

- Free choice reading.
- Track your thinking using a different comprehension strategy.
- Make a flow chart about your independent reading book.

WRITING

Learning Intention:

I can narrow my topic to make it more specific and engaging.

Success Criteria:

I have refined my topic to be purposeful and detailed.

Learning Resources Required:

Exercise book and coloured textas or pencils.

Learning Task:

Narrowing Ideas

Today you will use your planning and ideas for memoir topics to select a final topic. When narrowing down your topic, you need to be sure that you have focused on a very specific idea. Do not choose a broad topic, such as 'my favourite holiday', instead, focus on a moment on that holiday. For example, when you went to the beach and found a shell that let you hear the ocean. Think about which topic will be the best for you to write about, considering:

- Is your topic engaging?
- Does your topic hold purpose and value?
- Will you be able to include enough detail in your writing?

Some of the best themes are impersonal and universal, meaning they connect your unique story to your reader's own experience. Think about how a reader will be able to connect with your story, and what you want to leave the reader feeling.

Once you have narrowed down your ideas and chosen your final topic, respond to the following questions, and begin to plan your memoir.

- Who were you before the experience?
- What happened during the experience?
- How were you different after the experience?

To plan your memoir, consider the following:

1. Lay out the Events You Might Cover in Chronological Order.

This does not mean that your final memoir structure will be chronological. Nonetheless, it's helpful to know the order in which everything really happened. You can play with your memoir's chronology later.

2. Begin Crafting a Story Arc.

This is where you rearrange your chronological events to fit a compelling story arc. Perhaps you really will follow the exact chronology from start to finish (many authors opt for this approach in their first book.) Or perhaps you will start in the middle of the chronology, and use certain events as backstory to the primary narrative of your memoir.

3. Think About How You Want the Story to End.

Yes, it's true that you don't have a beginning or a middle yet, but a good book builds toward its conclusion at all times. Therefore, ponder what kind of takeaway or conclusion you want your reader to depart with when they're done with your memoir. Begin crafting a story structure that will logically lead them to that point.

4. Center the Narrative Around Yourself.

In the case of a memoir, your main character is you. So, make sure that your presence and first-person point of view are evenly represented at all junctures of your memoir. This is even true for informative memoirs, such as personal cookbooks or travel memoirs. Your personal story is what prevents the book from being dry.

5. Settle on a Final Story Arc for Your Memoir.

Your arc might follow a traditional narrative structure with three acts building toward a climax. Or perhaps your memoir, which documents real life and not a fantasy, doesn't naturally lend itself toward inciting action, rising action, and climax. However you choose to organise your book, use the outline as a roadmap that will give you guidance at every stage of your story.

Further Work Time:

- Free choice writing.
- Create a writing piece inspired by someone who inspires you.
- Create a story about one of your favourite book characters' lives.

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

MATHS - PROBLEM SOLVING

Learning Intention:

I can use addition to solve math puzzles.

Success Criteria:

I have used addition to find the missing digits on the maths puzzle.

Learning Resources Required:

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

Learning Task:

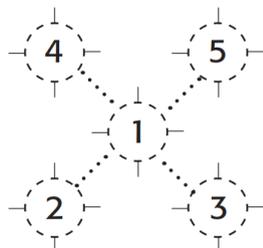
Problem Solving

- Use the problem solving strategy, guess and check, and test all possible outcomes for each of the questions below.
- You will be given the numbers you can use, and a total for each question. Your job is to try and get each diagonal line to add up to the total provided, without using a number more than once.

For example, the below picture allows us to use the digits 1-5, and wants us to create a total of 8. Therefore, the answers are as shown in the diagram because:

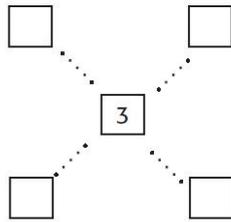
$$4+1+3 = 8$$

$$5+1+2 = 8$$

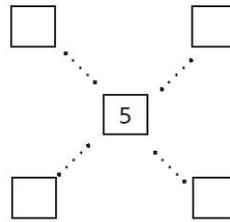


Now attempt the questions below. Remember to read the instructions for each question carefully, and test all possible outcomes.

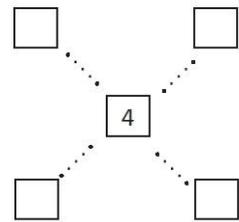
1. Digits 1–5, total 9



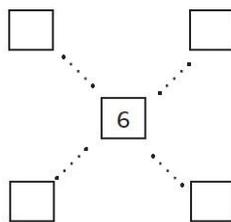
2. Digits 1–5, total 10



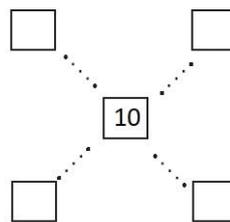
3. Digits 2–6, total 12



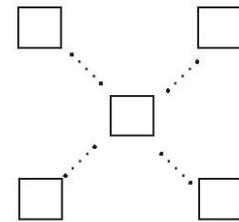
4. Digits 2–6, total 13



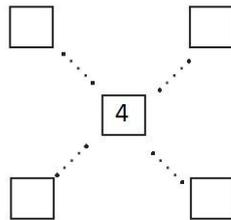
5. Digits 1–9, total 18



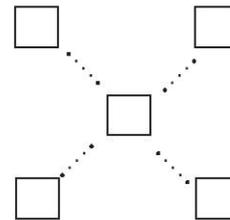
6. Any Digits, total 24



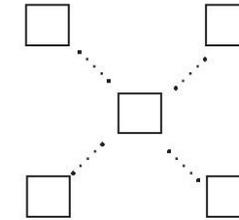
7. Any digits, total 52



8. Digits 5–15, total 38



19. Digits 5–20, total 26



Further Work Time:

Challenge yourself by choosing some digits, and a total of your own, and then try to solve your own problem with strategies that you used for the above questions.

SPECIALIST - ITALIAN

Cantiamo i numeri! Let's count numbers and exercise!

Learning Intention:

I can learn the numbers up to 100 with exercise.

Success Criteria:

I have listened to the videos, sang and followed the exercise program, and completed the written task.

Learning tasks:

1. Watch the video: <https://www.youtube.com/watch?v=42HEN95xY3o>, and say the numbers while doing the exercises.
2. Write the numbers in Italian 1-20 using symbols and Italian words, like the example below. What patterns do you notice with the spelling?
3. Now count by 10s to 100 in Italian, and write the symbols and Italian words . What do you notice about many of the endings of the 'tens' numbers?

1	uno	11	undici
2	due	12	dodici
3	tre	13	tredici
4	quattro	14	quattordici
5	cinque	15	quindici
6	sei	16	sedici
7	sette	17	diciassette
8	otto	18	dicotto
9	nove	19	dicannove
10	dieci	20	venti

10	dieci	60	sessanta
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20	venti	70	settanta
30	trenta	80	ottanta
40	quaranta	90	novanta
50	cinquanta	100	cento

EXTENSION:

If you have downloaded the (free) 'Languages Online app',  (ipad, iphones and macs), click on Italian language, then 'i numeri', and work your way through the activities.

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

SPELLING**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:

- fried
- preoccupied
- embodied

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)