

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 3 WEDNESDAY

READING

Learning Intention:

I can identify how an author's word choice impacts the way that their story is told.

Success Criteria:

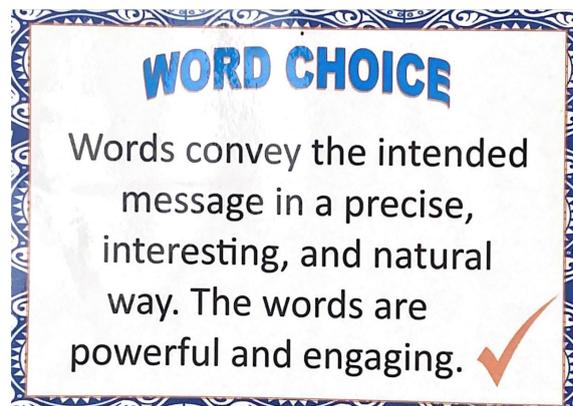
I have tracked my thinking as I read my text.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

Word Choice



- **Why is word choice important?** *When it's time to write, you have to carefully choose words that can clearly express the idea, and then decide how you will rearrange those words into phrases, sentences, and even paragraphs. A strong word choice makes it easier for readers to understand the concept. It clarifies, explains, and expands ideas.*
- In memoirs, we can use informal language to make our writing sound like us. But we still need to include descriptive adjectives to help the reader visualise, and imagine they were there with you.
- Read the memoir below. Some words are highlighted, these are the words that could be revised to improve the word choice. If you see a red star (★), this means that you need to add an interesting adjective to make the sentence more exciting.
- You can also add in some of your own sentences, to add a little more detail (This isn't our memoir, but we can pretend!)

“Beep, beep, beep.”

My alarm sounded with three long ★ buzzes at approximately 6:17 a.m. I slowly got out of bed, grabbed my purple and white jerseys, and dressed myself. I had packed the night before because I knew what it would be like on a Saturday morning. It was now 6:33 a.m. and time to go. I walked down the stairs, still half-way asleep and dragged my ★ backpack with me. My mum was patiently waiting there for me and we made our way to the car and were off to St. Louis for a long weekend of soccer. After the exhausting car ride, we grabbed our luggage and checked into the hotel, spotting some of my other teammates waiting for the late arrivals.

Our anxious team met in the lobby, talked for a brief moment, and then was off to the Sport Port Complex for a tough game ahead of us. We knew what we were up against, playing in St. Louis, but we all had confidence and knew we had a good shot at the championships. Our first game was over and we ended up beating a team called Norco by two points. It turned out to be fairly easy, but none of us were going to underestimate any of our next opponents.

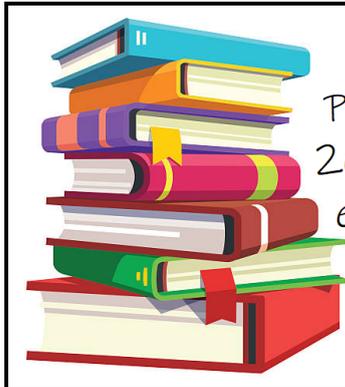
There was a big break before our second game and we were all hot and sweaty, so we decided to find a cool refuge which turned out to be ‘Dairy Queen’. Chicken strips and a milkshake never tasted so good knowing what the weather was like outside. ★. I grabbed my water bottle and brought it into the restaurant to fill up with cool ice and water. We left the restaurant and got in the car to head back to the fields for our next game.

Prepared for even hotter and ★ weather than in the morning, our team was all suited up and ready for the beginning whistle to play. Shortly, eighty minutes of intense, non-stop action was over and the final whistle blew three times. I felt great but exhausted! We walked off the field with another victory in our hands and our heads held high knowing that we had just made the championships. It was now time to head back to our hotel, shower, and get ready to go to Olive Garden where our coach was treating us to ★ dinner. After an exciting evening and a great time, we headed back to our rooms on full ★ stomachs.

There was a pool and a hot tub just down the hall from where all of our rooms were. There were also some younger boys in there from Columbia, so we decided we would have a little fun. Everyone put their swimsuits on and made their way towards the pool. We had planned a surprise attack and out of nowhere all jumped in at the same time, creating a big scene. The boys ended up leaving, so we decided it was time for bed because we had a big day tomorrow.

“Beep, beep, beep.”

My alarm clock annoyingly buzzed at 6:17 a.m. and I quickly pushed it off. I slowly crept out of bed and got dressed, knowing that there was a new day ahead of me.



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

Further Work Time:

Revise the word choice of your own memoir.

WRITING

Learning Intention:

I can incorporate new and engaging words in my memoir.

Success Criteria:

I have focused on upscaling adjectives in my memoir.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

Memoir writing: Drafting

Today you will be continuing your body paragraphs and creating the next paragraph in your memoir, focusing on your word choice.

To focus on your word choice, consider the following:

1. The words are specific to where the reader understands what the writer means.
2. Words and phrases are used to maintain the readers' attention. The reader is excited to read on.
3. The selection of words should include new words, words that show action or movement, words that describe, words that go beyond your usual vocabulary, words that help the reader see, feel, hear, taste, or understand.

To help inspire you, pick 3 adjectives to 'upscale' once you have written your paragraph. To upscale means to make it even better. So, when you choose to 'upscale' your words, think of exchanging your 3 adjectives for even more interesting adjectives.

Then, re-read your draft so far, and consider if there are any other words that need upscaling. Try to use interesting descriptive language, and be brave - explore some words you may not normally use in your writing!

Further Work Time:

- Edit and revise your piece
- Free choice writing

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

MATHS

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.
Feedback for this learning task will be provided within the following week.
Please refer to the link for instructions on how to upload the learning tasks.
<https://youtu.be/YWilyJ0P6CQ>

Learning Intention:

I can measure the area and perimeter of shapes using familiar metric units.

Success Criteria:

I have measured the area and perimeter of squares and rectangles.

Learning Resources Required:

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

Learning Task:

Area and Perimeter

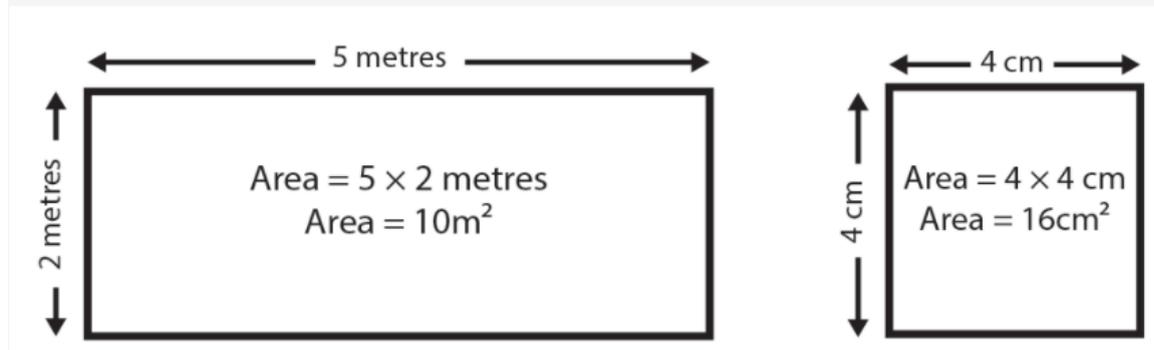
To find the area of a rectangle or square:
To find the area, we multiply length x width.

To find the area of a rectangle, multiply its height by its width.

Area of a rectangle = height \times width

For a square you only need to find the length of one of the sides (as each side is the same length) and then multiply this by itself to find the area. This is the same as saying length² or length squared.

It is good practice to check that a shape is actually a square by measuring two sides. For example, the wall of a room may look like a square but when you measure it you find it is actually a rectangle.



To find the perimeter of a rectangle or square:

To find the perimeter, we add all sides together.

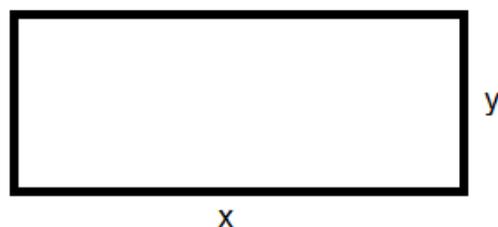
The perimeter is the length of the outline of a shape. To find the perimeter of a rectangle or square you have to add the lengths of all the four sides. x is in this case the length of the rectangle while y is the width of the rectangle.

The perimeter, P , is:

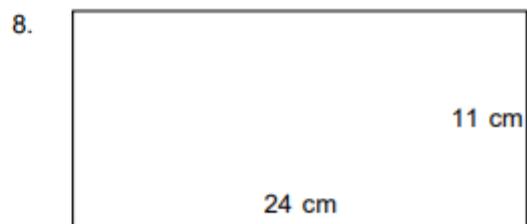
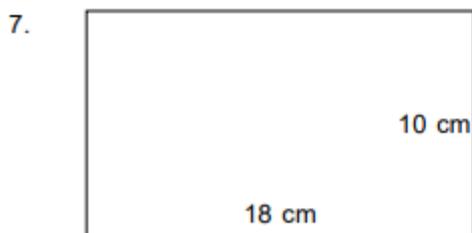
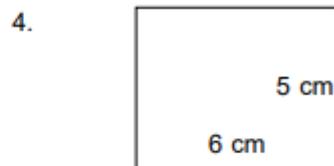
$$P = x + x + y + y$$

$$P = 2x + 2y$$

$$P = 2(x + y)$$



Have a go at finding the area and perimeter of the following shapes. Remember, when writing the area, we need to write in metres squared (m^2)



Further Work Time:

Calculate the area and perimeter of items around your house.

ITALIAN

Pronomi- pronouns

Learning Intention:

I can learn the Italian subject pronouns.

Success Criteria:

I have watched the presentation, practised the language and completed the set tasks.

Learning tasks:

Task 1. Using the link below click 'open with google slide'.

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/191QKtgS3SWXhDHQ34AZF98BuFhZL5MWKZNBwS2gURnM/edit?usp=sharing>

Task 2: Draw up the table below with the heading ' **Pronomi.**' Put in the English translation and if they are singular, plural or polite. **Go back to the link to check that you are correct.**

io - I	noi - we
tu -	voi -
lei -	loro -
lui -	Lei

Task 3: Can you work out which Italian pronouns they are?

Unscramble the spelling and write the correct Italian and the English.

<u>Pronouns????</u>	<u>Italian</u>	<u>English</u>
oin	noi	we
rool		
eil		
oi		
ut		
oiv		

iul		
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In Italy, if you don't know the person (adult), or they are older and in a position of respect, you use 'Lei' (you) instead of 'tu' (you), even if they are a man!

Lei - you (polite: male or female)

TASK 4: Extension

Which of these people would you use 'Lei'(you) with instead of 'tu' (you)?

1. Your friend
2. The principle
3. The President of Italy
4. Your girlfriend
5. An adult you just met

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:

- famous
- courageous
- spontaneous

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)