

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 THURSDAY

READING

Learning Intention:

I can identify how an author uses their voice in a text.

Success Criteria:

I have looked at the relationship between an author's voice and their emotions.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

6+1 Trait: VOICE

One of the 6+1 Writing Traits that we regularly look at is 'voice'.

An author's voice consists of the patterns, habits and language they use. When combined, these elements create a style that is unique to that particular author. The use of voice in a memoir is the difference between a list of facts, events, and descriptions, and an engrossing read. Voice in memoir is your distinct personality coming through, whether that's cynical, witty, dry, passionate, opinionated, emotional, or all of the above.

Voice refers to a number of things, including:

- How the manner of the writing shows the writer's engagement and interest in the topic/piece.
- Helps the reader feel connected to the writer through the writer's 'voice'.
- The writer's personality is evident in their writing.
- Memoir writing is honest, appealing, and personal, helping engage the reader.
- The reader's reactions/responses may vary in response to an author's voice.

Words can be used to reveal many different voices. Look at the excerpt of a memoir below, and identify what mood or personality you hear in the 'voice' of the author. Choose some words from the 'emotion word list' below, and write a sentence about why you chose each word to match the memoir.

Happiness	Hope	Arrogance
Excitement	Anxiety	Hunger
Fear	Concern	Relief
Confusion	Loneliness	Satisfaction
Anger	Surprise	Love
Boredom	Shame	Regret
Jealousy	Curiosity	Sadness
Envy	Disappointment	Gratitude
Greed	Shock	Panic
Joy	Exhaustion	Embarrassment
Guilt	Confidence	Empathy
Pride	Disapproval	Sympathy
Compassion	Remorse	

'Soundtrack Of My Life', by Cassie Mounsey

As far as I can remember, my number one enjoyment was dancing. Dancing seemed to be the only thing there for me. Trusting is very hard for me, dancing was a way I could express myself and feel true trust. I also like to play basketball and softball. I enjoy crafting, adventuring, and camping. I have a true calling to help people, no matter how hard I have to try to succeed. I try to look at the positive in everyone. I am adopted. I have four sisters and four brothers. I am the oldest out of them all. I am very social, and outgoing.

My soundtrack is about sadness, happiness, hope, trust and love. My soundtrack has these emotions in it because I have felt like my life has been a roller coaster going up and down. My soundtrack gets to teach you the listener about how one person's life can be chaotic and hard. Although my songs may seem slow and sad, it helps with the pain when I need it most. My soundtrack also explains that everyone has their own story whether it's good or bad. We should be nice to everyone no matter what happens in my life or yours.

Further Work Time:

- Identify the author's voice in your independent reading book.
- Free choice reading, and track your thinking.
- Find a new and creative way to track your thinking using a comprehension strategy.

WRITING

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 create a piece of writing inspired by a prompt.

Success Criteria:

I have narrowed my ideas, and considered word choice and conventions to create a unique piece of writing.

Learning Resources Required:

Exercise book and coloured textas or pencils.

Learning Task:

Cold Write

This lesson will be run over Webex. This Webex will be a 1hr Webex to allow time for you to finish your cold write while we are online together. We ask that everyone comes to this Webex with a writing pencil and some lined paper/workbook. We will give you a prompt over Webex, and you will start and finish your cold write within the Webex session, ready to be uploaded after as a learning task.

If you are unable to attend your Webex session, please come to Friday's Question Time Webex at 11:30am to complete the cold write, or talk to your teacher about alternate times to complete it.

When creating your cold write, remember to include:

- Grammar and punctuation
- Descriptive language
- Full sentences
- Narrow your ideas and choose a unique/interesting topic
- Create a plan
- Consider the time frame (60 minutes total, including your plan and any explanations)

Further Work Time:

- Free choice writing.
- Create a writing piece inspired by an object in your house.
- Create a writing piece inspired by an image.

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

MATHS - APPLIED**Learning Intention:**

I can tell time to the nearest minute.

Success Criteria:

I have read the time on an analogue clock, and recorded the digital time to the nearest minute.

Learning Resources Required:

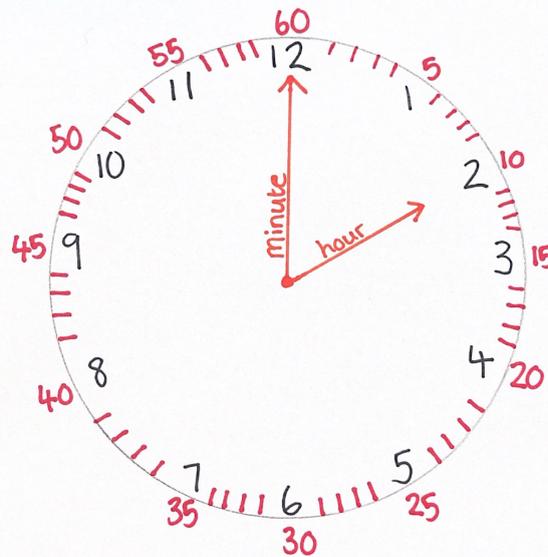
Exercise book, pencils, and iphone/tablet/computer.

Learning Task:

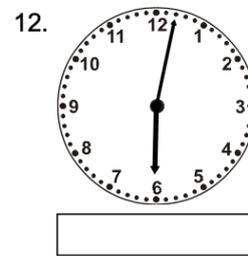
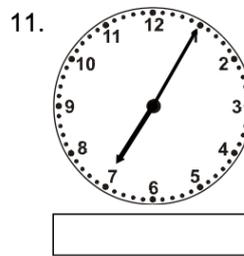
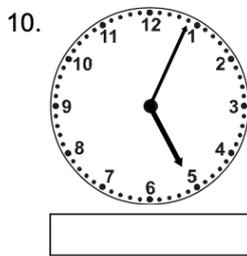
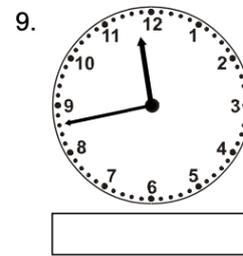
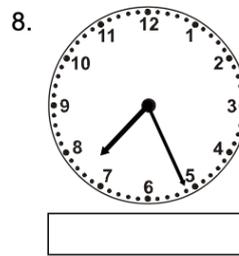
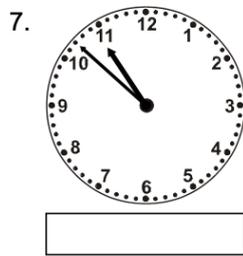
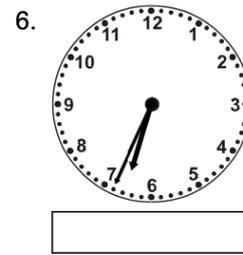
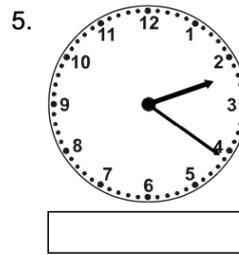
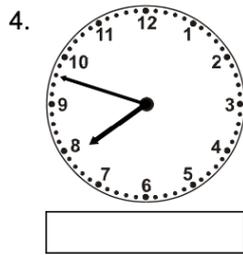
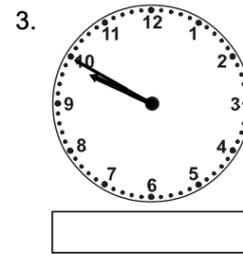
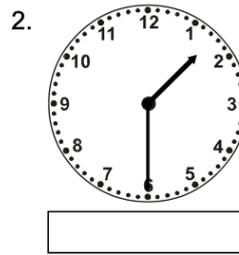
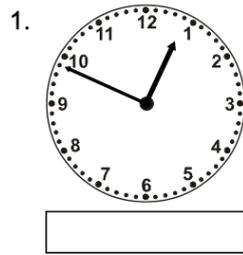
Time to the Nearest Minute

- Today you are going to be revising your knowledge of telling the time to the nearest minute.
- Watch this video: <https://www.youtube.com/watch?v=3eBIDlvDgg0>
- Remember:
 - The big hand is the minute hand. The small hand is the hour hand.
 - Each number on the clock represents another 5 minutes past the hour, 1 = 5 minutes, 2 = 10 minutes ect..

Here is a drawing of a clock to help you:



- Use your knowledge of telling the time to the nearest minute to write the digital time for the analogue clocks below.



Further Work Time:

<https://www.iknowit.com/lessons/d-time-nearest-minute.html>

Click on the link and attempt to answer the questions, and tell the time to the nearest minute.

SPECIALIST - P.E

Learning intention:

I can create a throwable object to use in targeted events, and change/guide my object's path.

Success Criteria

I have applied throwing skills to propel an object accurately towards a targeted area.

I have used my surroundings to change an object's motion path.

Learning Resources Required: 6x sock balls, 1 washing basket, 6x bowls(plastic preferable), pen and paper.

'Gembrook Remote Learning Event Carnival'

Today we will be completing our first two at home Events, which focus on our throwing and target skills. Last week we focused on our striking skills, this week we will be focussing on our throwing accuracy. This is super important in cricket, baseball, softball, T ball, and is a skill that is vital in larger ball sports such as basketball, netball, American football etc.

Event 1: Backboard Bank it

BACKBOARD BANK IT

Equipment needed: 5 Large Sock Balls, Laundry Basket or Bucket, A Wall.

Set up:

- Roll up the socks to make sock-balls.
- Place the basket or bucket against the wall. Mark a distance approximately 5-6 metres from the basket.

How it works:

- This event is called 'Backboard Bank It'.
- The objective of this game is to score as many points as you can in 1 minute.
- Do that by tossing the sock balls off of the wall and into the basket. You **MUST** use the wall as your backboard, and bank it into the basket.
- Score a point for every sock that is banked into the basket.
- Write your score down on a piece of paper for this event, so we can compare results with our peers when we return to school.
- Give this 2-3 attempts to try and get your best score.

Event 2: Bowl it

Equipment needed: 6 Bowls, 1 Sock Ball, Paper & Pencil to Tally Score

Set up:

- Set the bowls on the floor in a triangle pattern 3-4 inches apart.
- Put a piece of paper with the point total in the bottom of each bowl.
- Mark a throwing line approximately 5m away.
- Hint: Big bowls are easier than small bowls!

How it works:

- The object of the game is to see how many points you can score in 1-minute.
- You do this by tossing the sock ball into the bowls, and scoring points based upon where they land.
- After each throw, retrieve the sock ball, and go back to throw again.
- If the sock lands in a bowl, use a pencil and paper to tally the points for that bowl.
- After 1-minute, calculate your tally and write down your score, so we can compare with our peers when we return to school.
- Give this 2-3 tries to see if you can improve your score.

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

SPELLING

Learning Intention:

I can use a variety of strategies to practice my spelling words.

Success Criteria:

SPELLING MENU

<p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p>6. Pyramid Words</p> <p>s sp spe spel spell spelli spelling spelling spelling spelling</p> <p>(or make them boat shaped, star, smiley face, etc.)</p>	<p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p>9. Scrambled Words</p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p>10. Silly Sentences</p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p>11. Prefixes and Suffixes</p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happi<u>ness</u></p>	<p>12. Word Search</p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p>13. Flashcards</p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p>14. Picture & a Story</p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p>15. Words without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p>	<p>16. Train Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbackstop</p>
<p>17. Write a Story, Poem or Song with Words</p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p>18. Bubble Letters</p> <p>Write your spelling words out in bubble writing.</p> 	<p>19. Words Within Words</p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p>20. Picture words</p> <p>Draw a picture and hide your spelling words in the picture.</p>

PHYSICAL ACTIVITY

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