

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 3 THURSDAY

READING

Learning Intention:

I can use the 'visualising' comprehension strategy as I read.

Success Criteria:

I have tracked my thinking as I read my text.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

Comprehension Strategy: Visualising

Have a read of the following memoir. Create a comic book strip to help recreate this story as a visualisation. Fill each box of your comic strip with a different drawing/visualisation that you formed from reading the text. It does not have to be a complete visualisation, but rather some key parts from the memoir. Think of it as a summary in a visualisation form.

Below is the memoir sample, and an example of what your comic strip might look like.

'My Name, or Yours?', by 3Pardun

Mikayla was a last minute change in the delivery room. A result of a tired mother in search of a name that began with an "M."

An odd tradition, it seemed, but one that my grandmother, Maxi, had followed, and later, my mother, Michelle. But, Mikayla is...sticky. Confused whether it should be Micheala, the female version of Micheal, or Makayla, the reality tv star. A result of its brisk upbringing, I suppose.

My name is the number 7. A number that seems unlucky, but has an unexpected desire to stand out. It is the convoluted black Sharpie on a coffee cup, a confused Starbucks barista. Mikayla is rough. A jumble of letters in a messy pile, falling above and below the notebook lines

a few too many times.

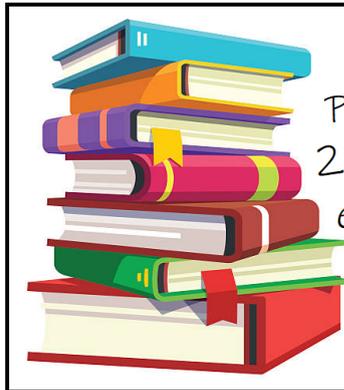
It is the color orange. It doesn't belong to the reds or yellows. It is its own independent self. Mikayla is a tangelo...unsure if it should be a tangerine or an orange. A combination of two things that just don't taste as good. It is the falling leaves of the new season, sandwiched between the sweetness of warmth and the sharp bite of winter.

When I was little, my best friends were named Sara and Emma. The most basic names. Names that they longed to change. Names other than the simple 4-letter words on their birth certificates. Names like Ashley, Allison, or Hayley. A name like mine.

But, some of my friends have said my name is too long, the three syllables difficult to dictate; some would probe for a nickname, something easier to shout from the sidelines of a soccer game. However, names like "Mack" and "Kayla" never belonged to me. These names were so black and white, so decided. My name is the gray area. Not the gray of a cloud shadowing the sadness of a storm, a softer gray. The silvery gray of a grandmother's hair.

Apparently, the Hebrew origin of my name is "who resembles God." I doubt that is what my mother was thinking, lying in a hospital bed, body fatigued and mind racing. Maybe it was the association of my name with power and bravery that was alluring. Maybe her last minute change was a symbol of the immense strength she holds within. The strength that I would also exhibit.

The strength of a young girl, trying to become smarter, faster, tougher, while everyone else slept. Strength that allowed that little girl to put herself ahead and persevere through any challenges she faced. A name of courage, of spirit, of independence. A sticky name. But, sticky like a smiling child's hands after eating a bag of pink cotton candy. Sticky like syrup on Sunday morning pancakes. Sticky like the soothing sweetness of honey in a cup of green tea.



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

Further Work Time:

- Free choice reading
- Create another visualisation from your independent reading book

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 draft an ending to my memoir.

Success Criteria:

I have created an engaging ending for my memoir.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

Memoir writing: Draft-Ending

- Today you are going to be creating an engaging ending for your memoir. Remember to use your plan from last week's writing lesson.

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.

- Think about why/why isn't the above ending an engaging one? How you can make your own memoir leave an impact on your reader.
- End your memoir with honesty and clarity. You may want to leave the readers with optimism and lessons learned, but you also want to be brutally honest and show all of your flaws. If you didn't follow up with your friend after a reunion, or you made friends with someone at a party but never spoke to them again. Tell the truth and the reader can decide how they feel about it.
- Complete your engaging ending for your memoir, considering the positives and areas for improvement you noticed in the example, and using the statement above to help you write.

Further Work Time:

- Edit and revise your writing piece
- 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 make an estimation, and measure items using formal measurements.

Success Criteria:

I have estimated, measured items, and converted formal units of measurement.

Learning Resources Required:

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

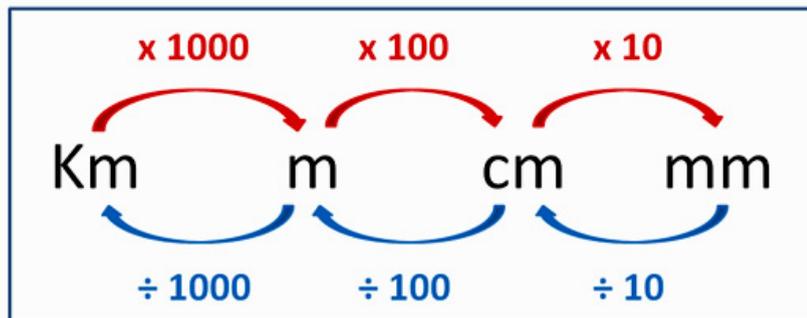
Learning Task:

Length

- Today we are going to be looking at using formal measurements of length to measure items in our household.

Converting LENGTH Units

It is easiest to use a conversion look-up diagram like the one below.



5km = ? m **Need to x 1000**

$5 \times 1000 = 5000\text{m}$ ✓

120cm = ? m **Need to ÷ 100**

$120 \div 100 = 1.2\text{m}$ ✓

- We want you to work on converting units, and making estimations.

An estimation is an educated guess on what a possible answer could be to the problem.

- Pick some items from around your house, and estimate their length in two different units of measurement. Then use a ruler, tape measure, or any other measuring device you have at home to work out the correct answer.
- Lastly, work out the difference between your estimation, and the actual length.

Here is an example of what your table should look like:

Item	Estimation (in two different units of measurement)	Actual Measurement	Difference

Further Work Time:

Guess how far some of your favourite places are away from school/your home (Km). You can use google maps to work out how close your estimation is to the correct answer.

PE

Learning intention:

- I can identify and complete different fitness exercises
- I can build my knowledge on health related fitness.

Success criteria:

I have understood the components of health-related fitness, and have interpreted the relationship between exercise and positive health.

We do: Class health and fitness challenge

JUST FOR FUN

Today's health knowledge terms

EMOTION: A natural feeling that happens because of a specific situation or in a specific environment.

Happiness is a good emotion that everyone wants to feel.

Warm Up

- Get a family member to secretly pick an exercise, physical activity, or healthy food. Ask 20 yes/no questions to gain clues and guess what the exercise, activity, or food is.
- You must do 5 reps of a chosen exercise to earn a question.

Card Cardio Challenge

- Get a deck of cards or a card phone app.
- Pull a card from a shuffled deck. Then do the exercise that matches the card pulled.
- Finish the exercise, then pull another card.

Ace : 1 Jumping Jack

2: 2 Burpee

3: 3 Squats

4: Touch 4 walls

5: 5 Push-ups

6: 6 Lunges

7: 7 High-knees

8: 8 Hops (on each foot)

9: 9 Mountain climbers

10: 10 Sit-ups

Jack: 15-second plank

Queen: 15-second down dog

King: 15-second child's pose

Extension:

Create your own set of rules/exercises for each of the types of card above if you draw one.

SPELLING

<p>Rainbow Chalk Writing</p> <p>Use different coloured chalk to write your spelling words</p>	<p>Clap and Spell</p> <p>Clap once for each letter as you spell the words out loud.</p>	<p>Stone Spelling</p> <p>Use stones or pebbles to spell each letter of each words on the ground.</p>	<p>Bunny Hop Spelling</p> <p>Hop like a bunny once for each letter as you spell the words out loud.</p>
<p>Skip and Spell</p> <p>Use skipping ropes. Each time you jump spell the next letter in the word. Keep jumping to spell the word in full.</p>	<p>Walk the Words</p> <p>Write your words o the ground in chalk – then walk carefully over each letter to spell out each word.</p>	<p>Move and Spell</p> <p>Use the Spelling Exercise chart to spell out your words using actions and exercises! Each letter has it's own action.</p>	<p>Hopscotch Spelling</p> <p>Draw a hopscotch grid and add your words. Throw a bean bag or stone onto a word. Spell that word as you hop up the grid.</p>
<p>Alphabet Rocks</p> <p>Write letters on pebbles. Use the letter stones to spell out each word.</p>	<p>Disco spelling</p> <p>Point your finger up and down as you spell each letter out loud. Spin around when you say the word!</p>	<p>Leaf Spelling</p> <p>Use the leaves on the ground to spell out your words.</p>	<p>Letter Jump</p> <p>Lay letter flashcards out on the ground. Jump to each letter to spell the word.</p>
<p>Nature Spelling</p> <p>Use natural materials from the outdoor space to write each letter and spell the word.</p>	<p>Hula Hoop Spelling</p> <p>Spell each letter of the words out loud as you swing the hula hoop round your waist (or arm)</p>	<p>Hidden Treasure Letters</p> <p>Dig in the sand to find the letters you need to spell your words!</p>	<p>Water Writing</p> <p>Use water and a paint brush to spell your words on the ground.</p>

PHYSICAL ACTIVITY

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