

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 1 FRIDAY

READING

Learning Intention:

I can use comprehension strategies to deepen my understanding of a text.

Success Criteria:

I have used evidence from the text to track my thinking.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

Track your Thinking and Work on your Goals

1. Today you will work on providing evidence of a range of comprehension strategies as you read (remember to work on your reading goal).
2. Choose a text that is a good fit book, but that will challenge your thinking and provide you with a deeper understanding of the text.
3. Think of a different way in which you could record your tracking in your book.
4. Begin reading and tracking your thinking as you read.

INFERRING

When I read, I can infer, or use clues that the author gives in the text plus my own background knowledge to understand what the text is really saying.

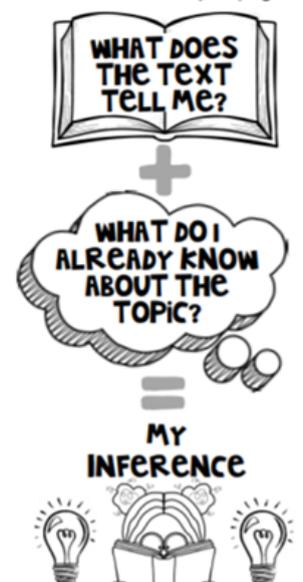
WHAT DOES THE TEXT TELL ME?

+

WHAT DO I ALREADY KNOW ABOUT THE TOPIC?

=

MY INFERENCE



PREDICTING

When I read I can guess, or predict, what might happen next, or what I might learn next based on the author's clues and my own personal knowledge.

BEFORE READING

I use the title and cover illustrations to predict what the story will be about or what I will learn.

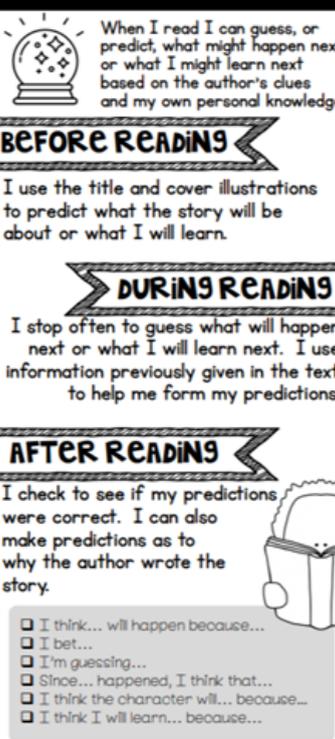
DURING READING

I stop often to guess what will happen next or what I will learn next. I use information previously given in the text to help me form my predictions.

AFTER READING

I check to see if my predictions were correct. I can also make predictions as to why the author wrote the story.

- I think... will happen because...
- I bet...
- I'm guessing...
- Since... happened, I think that...
- I think the character will... because...
- I think I will learn... because...



DETERMINING IMPORTANCE

When I read, I can pick out the important information in the story.

FICTION

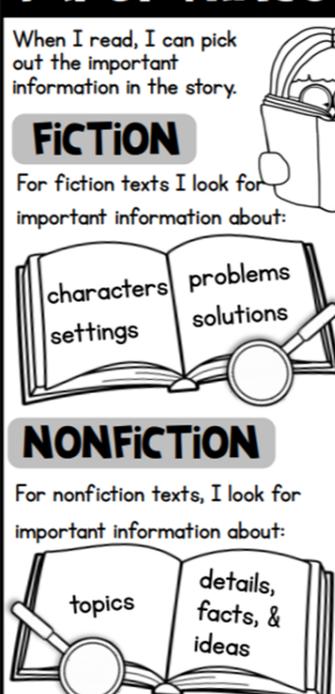
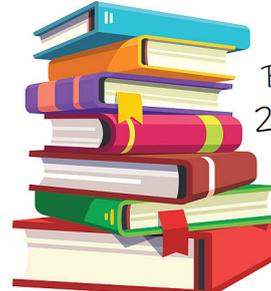
For fiction texts I look for important information about:

characters settings problems solutions

NONFICTION

For nonfiction texts, I look for important information about:

topics details, facts, & ideas

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

Further Work Time:

- Create a book review of a book you have read.
- Go on to Reading Eggs.
- Look up any unknown words you have found in your 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/YWiLyJOP6CQ>

Learning Intention:

I can create a short writing piece.

Success Criteria:

I have considered the writing prompt, and created my piece for the yearbook.

Learning Resources Required:

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

Learning Task:

Yearbook Writing

- Today on Webex we are going to create a short piece of writing for our yearbook pages.
- You will write your entry on Webex and then share it with the group.

YEARBOOK THEMES

3/4O-Who inspires you and why?

3/4S- The top two things on my bucket list are...

3/4L-Words of wisdom and advice from 3/4L.

Further Work Time:

Free choice writing. Some options could include:

- Narrative
- Persuasive
- Comic
- Poem
- Song/rap
- Letter
- Informative
- Biography

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

MATHS

Learning Intention:

I can use strategies to solve maths problems.

Success Criteria:

I have had my best go at using strategies to solve maths problems.

Learning Resources Required:

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

Learning Task:

Problem Solving

Have a look at the below problem, and try to solve it. Think about what strategy is going to be the best to solve it. We may not always get the answer to some of these problems (they can be quite tough), but your teachers are really looking for the strategies you choose to use, and to see the process behind your answers. So please show all workings, and have your best go!

Four Squares

3	2	7
6	5	4
9	8	1

Nine different digits are in the square above.

The number in the second row is twice that in the first row. ($327 \times 2 = 654$)

The number in the bottom row is three times that in the top row. ($327 \times 3 = 981$)

Challenge:

Find three other ways of arranging the digits to produce the same result.

1,2,3,4,5,6,7,8,9

1,2,3,4,5,6,7,8,9

1,2,3,4,5,6,7,8,9

Further Work Time:

Log into Essential Assessment and practice multiplication and division on Sunset maths.

<https://www.essentialassessment.com.au/student/>

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 use strategies to edit my spelling.

Success Criteria:

I have selected words that I misspell and used strategies to correct my spelling.

Learning Resources Required:

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

Learning Task:

Editing your Spelling

- Go back to any writing you have done this week. Start by underlining three words that you think are spelled incorrectly.
- Use strategies that we use in class to try and correct the word. You will edit your writing, by writing the correct spelling above the misspelled word. Then, identify if it is a noun, verb, adverb, or adjective.
- If you can't find any misspelled words, revise your work by improving your word choice. You can either find adjectives and change them, or add another adjective to make them more effective.

eg-

- The cup of tea was **big** and **hot**.
- The **large** cup was **steaming**, as he poured the **boiling** water over the teabag.
- He poured the **boiling** water over the **green tea leaves**, and into the **ceramic teacup**, before placing it back on the matching saucer with a **loud clunk**.

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

POSITIVE BEHAVIOURS FOR LEARNING-PBL

Learning Intention:

I can engage in all tasks to the best of my ability.

Success Criteria:

I have considered how I could improve the quality of my work.

Learning Resources Required:

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



Positive Behaviours for Learning

AT ALL TIMES

RESPECT

- I use positive language in a calm voice, when I speak.
- I follow instructions the first time.
- I treat all belongings with care.
- I keep my hands and feet to myself.
- I listen to what others have to say, and wait for my turn.



HIGH EXPECTATIONS

- I have a growth mindset.
- I care for resources.
- I engage in all tasks to the best of my ability.
- I look after my peers.
- I walk quietly and calmly in roll order when moving between classes.



HIGH EXPECTATIONS: I engage in all tasks to the best of my ability.

- Today we are focusing on the next statement of our 'At all Times' matrix - 'I engage in all tasks to the best of my ability'.
- It is important to try your best at all times, so that you can continue to grow, and develop as a learner.
- Consider a time, it could be this week, that you feel like you could have tried harder with a piece of your work.
- Create a rubric for this piece of work, consider things such as effort, organisation, presentation. If it is writing, you may consider word choice and ideas. For maths, you may consider strategies, and the importance of checking your answer.
- When creating your rubric, consider what you personally have done. What steps could you take to improve a little bit? What steps could you take to excel in that task?

You may choose to use the template below, or create your own:

My Grade 3/4 Rubric

	Amazing!	Good Work	Average	Need Improving
	<ul style="list-style-type: none"> I have I have 	<ul style="list-style-type: none"> I have I have 	<ul style="list-style-type: none"> I have I have 	<ul style="list-style-type: none"> I have/have not I have/ have not
	<ul style="list-style-type: none"> I have I have 	<ul style="list-style-type: none"> I have I have 	<ul style="list-style-type: none"> I have 	<ul style="list-style-type: none"> I did not
	<ul style="list-style-type: none"> My audience is <u>clear</u> and all my words are appropriate from that audience. I have engaged them the entire time. 	<ul style="list-style-type: none"> I know my <u>audience</u> but I have used words that they may not understand 	<ul style="list-style-type: none"> The words are not suited to my audience, I need to edit my writing. 	<ul style="list-style-type: none"> I have not selected an audience for my piece.
	<ul style="list-style-type: none"> I have 	<ul style="list-style-type: none"> I have 	<ul style="list-style-type: none"> I only. 	<ul style="list-style-type: none"> I have no
	<ul style="list-style-type: none"> I 	<ul style="list-style-type: none"> I I I 	<ul style="list-style-type: none"> I I 	<ul style="list-style-type: none"> My I was not

- Write 2-4 sentences about how you will endeavour to always try your best in your learning in the future.

PHYSICAL ACTIVITY

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