GRADE 4: Thursday 8ᵗʰ October

READING	WRITING	MATHS	INQUIRY/OTHER
Learning intention	*Learning intention*	*Learning intention*	*Learning intention*
We are learning to understand what we read.	We are learning about emotive language.	We are learning to make purchasing choices.	We are making choices about our learning.
Success Criteria	*Success Criteria*	*Success Criteria*	*Success Criteria*
I can use various reading strategies to answer a series of questions. I can reread a text to clarify the meaning.	I can identify emotive language. I can re write sentence with emotive language included.	I can compare prices of items and make a shopping list for my purchases.	I can select a social wellbeing activity to complete and reflect on.
Task	*Task*	*Task*	*Task*
ACTIVITY: Log in to the Reading Eggspress website and complete the assigned task. Carefully read the text and answer the questions to the best of your ability. **Please make sure you complete all the tasks of the assignment.**	**ACTIVITY:** **Click** on the link to understand with is emotive language. Complete the questions found in the slide above. *An alternative copy can be found below called WRITING: EMOTIVE LANGUAGE*	Today you are going to plan a breakfast for your family. **ACTIVITY:** 1. Look through the **Coles, Woolworths and Aldi catalogue pages** LINK: https://drive.google.com/file/d/1PFi6CKlV6Fibvs0SHC7-aY5Ga0A75F_0/view?usp=sharing and decide which foods and drinks you would like to buy for your family for breakfast. 2. **Compare the prices** of these items to find the cheapest ones. You will need to look at the size of the packet/container to work out which price is the best value. 3. Make a shopping list using the template below and add up the cost of your purchases.	Today we are focusing on SOCIAL WELLBEING. **ACTIVITY:** 1. Select **one** task to complete from the Inquiry choice board below. 2. After completing the task, write a reflection using the reflection template. Upload this to your files. 3. Upload your completed **activity** and reflection to your files.
Too hard?	*Too hard?*	*Too hard?*	*Too hard?*
Assignments have been differentiated for your reading level. Try your best!	N/A	Pick 5 things from one of the catalogues that you would buy to make breakfast for your family. Record the items you picked and add up the cost.	N/A
Too easy?	*Too easy?*	*Too easy?*	*Too easy?*
Assignments have been differentiated for your reading level. Remember to reread to clarify any unknown words.	Write a paragraph using emotive language about adopting a puppy and saving them from ending up in an animal shelter.	If you had $60 to spend on your breakfast items, calculate the change you would receive after purchasing the items.	N/A

Don't have a computer?	**_Don't have _____?_**	**_Don't have a printer for the template?_**	**_Don't have _____?_**
Read for 20 minutes and write a summary about what you have read.	N/A	Draw your own version of the table on paper or make one in Word.	N/A

Name of the item (food or drink)	Shop	Price	Quantity (how many you need)	Total cost
Example: *Big M chocolate milk 2L*	*Coles*	*$4.30*	*2*	*$8.60*
Total cost of shopping items:				

Emotive Language

Emotive language is used to make the reader feel certain emotions, such as sadness, excitement or happiness.

1. Underline the emotive language in these sentences.

   Write the emotion you feel in the box provided.

a) Think of the poor defenceless animals that are suffering because of our rubbish.	
b) The puppy pounced and jumped joyfully when a lady took him home from the pound.	
c) Think about the exhausted children who must suffer through the horrible task of homework.	
d) We must not allow children's precious skin to be ruined because they are not wearing a hat.	

2. Rewrite these sentences, adding in some emotive words.

a) The boy ran away from the dog.

_____

_____

b) The chickens are stuck in small cages their whole lives.

_____

_____

Which task did you choose?
Why did you select that task?
How did it feel to complete that task?
What did you learn or discover from that task?

SOCIAL WELLBEING

Write a letter or make a phone call to a friend or family member.	Write a note to your neighbour introducing yourself and offering to help them in some way (with your parent's permission)	Cook a healthy meal or a special treat and share it with your family.	Write a letter to children of the future explaining what life was like during COVID-19.
Do something to help a family member (cook a meal, bring the washing in, tidy up).	Be part of a community project: put a rainbow, teddy bear or picture in your window to make people smile, or make a 'spoon person' for a local Spoonville.	Ask your parents or grandparents to tell you a story about what life was like when they were your age. Write or draw a representation of that.	Design and make a new card or board game for you and your family to play.
Play a board game or a card game with a family member.	Write down something that you appreciate about each of your friends and family members, and tell them what it is.	Do a Sudoku, crossword puzzle or jigsaw puzzle with a family member.	Design some greeting cards with nice messages inside and beautiful decorations. They could be birthday cards, Christmas cards, thank you cards or whatever you choose. Keep them somewhere safe for the next occasion you need a card (instead of buying one).