



# 3/4 Team Newsletter

## Term 2 2018

Issue #2 April 2018

### DATES TO REMEMBER

DATE	ACTIVITY
Monday 16 <sup>th</sup> April	Whole School Assembly: SRC Badges & 3/4 Sports Leaders will be presented at assembly.
Tuesday 17 <sup>th</sup> - Friday 27 <sup>th</sup> April	Active April: Weather permitting, students will walk around the school from 8:50 - 9:00am.
Monday 23 <sup>rd</sup> April	Whole School Assembly: ANZAC Day Ceremony Presentation.
Wednesday 25 <sup>th</sup> April	ANZAC Day Public Holiday (NO SCHOOL).
Friday 27 <sup>th</sup> April	Cross Country Trials
Monday 30 <sup>th</sup> April	Whole School Assembly: The new Time Capsule is presented and sealed.
Friday 4 <sup>th</sup> May	A Tribute to Mr. T: 6pm for a 6.30pm sharp, start. Where: Large Hall The evening will conclude by 8pm
Wednesday 9 <sup>th</sup> May	CWCG Mother's Day Stall
Thursday 10 <sup>th</sup> May	
Tuesday 15 <sup>th</sup> May	NAPLAN: Language Conventions and Writing (for Grade 3s)
Wednesday 16 <sup>th</sup> May	NAPLAN: Reading (for Grade 3s)
Thursday 17 <sup>th</sup> May	NAPLAN: Maths (for Grade 3s)
Wednesday 23 <sup>rd</sup> May	National Simultaneous Story Time (more information to come)
Thursday 24 <sup>th</sup> May	District Cross Country Competition (some students to attend)
Friday 1 <sup>st</sup> June	Excursion to Scienceworks
Tuesday 5 <sup>th</sup> June	School Photos
Tuesday 5 <sup>th</sup> June	World Environment day (more information to come)
Wednesday 6 <sup>th</sup> June	CWPS Fun Run (more information to come)
Monday 11 <sup>th</sup> June	Queen's Birthday Public Holiday (NO SCHOOL)
Thursday 28 <sup>th</sup> June	3/4 Inquiry Project Presentations at 2:30pm (more information to come)

## Welcome to Term Two

Hopefully everyone was able to take some time to relax and enjoy the break. As we begin the term, we would like to extend a warm welcome to a new member of our teaching team, Emma Acciarito. Emma has worked hard to get to know all of the students in 3/4P since commencing her role late in Term 1 and we are very pleased to have her working with our team. As you may have noticed by the calendar of coming events, Term two is shaping up to be quite a busy term.

## Mr. T

It is a good time to share with you our thoughts and observations on your children as they tried to manage the loss of Mr. T - very much a favourite teacher of the students.

It was undoubtedly difficult for all. The children tried hard to manage their own confusing emotions, especially as they witnessed the reactions of their teachers, parents, friends and other community members. Some cried openly, others made angry statements or displayed behaviour that was unusual for them. Some students took the opportunity to seek out the help of counsellors who stayed for three or four days to provide support to us. Teachers have also made big efforts to help your children cope.

The students were given a chance to express their feelings through words, art and music and they have achieved some incredible things. Grade 3/4A all drew portraits of Mr. T. These drawings are currently being turned into a book that will be presented to Mr. T's family.

Grade 3/4R wrote a song which was created by four students with Ms Roberts. They have been rehearsing the song in preparation for the 4<sup>th</sup> May, to sing it with the school choir. Other students across the 3/4 unit made beautiful cards, graffiti images and other drawings and statements that reflected their feelings of love and loss. We will always remember Mr. T.

## Active April

'Active April' is an initiative to encourage students, teachers and the school community to take part in shared daily physical activity by walking around the school grounds from 8 50 - 9 00am. Feel free to come and join in.

## NAPLAN

Grade three students will participate in the **NAPLAN testing program** during selected sessions over three consecutive days in Week 5. NAPLAN is designed to contribute to national data about literacy and numeracy skills of Australian students. It is important to remember the tests give a brief snapshot of student responses on the particular day of testing. We simply encourage students to do their best.

## 3/4 Sport:

On Thursday afternoons, weather permitting, all Grade 3/4 students will participate in small team activities. The students have elected Sports Captains who, with the assistance of Miss Franco, will organise and run each session. Students will rotate through two activities during each session. These activities are designed to promote cooperation and respect through teamwork. They also give students a chance to experience the enjoyment of being active, learning some new games and skills whilst getting to know other students in the 3/4 area.

### **Scienceworks Excursion:**

Look out for information about our exciting excursion to Scienceworks on Friday, June 1<sup>st</sup>. The students will participate in fun and informative activities that will complement our Inquiry unit about space, titled 'To Infinity and Beyond'.

### **Grade Four Camp 2018**

This year's camp at Mt Evelyn will take place during the last week of Term 3, from Wednesday 19<sup>th</sup> September to Friday 21<sup>st</sup> September. Although it is many months away, planning and preparations have begun. We will be sending out information about a deposit to confirm student numbers very soon through COMPASS. This deposit will allow us to determine the cost of the camp based on the number of students attending. If you have any concerns about your child attending camp, please see your child's teacher.

## **Term Two English**

### **Reading and Viewing**

Students will continue to learn and practice a range of reading strategies and skills that support their learning. Some areas that we will continue to focus on include exploring vocabulary, making inferences and questioning. The students will do this by exploring a variety of reading materials including guided readers, posters, diagrams, electronic media and complete tasks independently and/or cooperatively. Students will continue to participate in small group reading activities during reading sessions and be involved in either guided reading or reciprocal reading when working with the teacher. Reciprocal Reading is a more independent approach to teaching reading in the classroom. The teacher initially models four explicit comprehension strategies: predicting, clarifying, questioning and summarising. All students are then actively involved in the reading and in applying the four comprehension strategies. The teacher eventually becomes another member of the group who will if necessary pose questions or support and guide students in their journey of reading the text. Each reading lesson will include independent reading.

### **Writing**

During writing sessions the teacher will model different elements of the writing process, depending on the focus of the session and needs of the students. Students will be explicitly taught and experiment with strategies for planning, composing, writing, editing and revising. This term students will initially revisit narratives and then focus on persuasive texts and information reports. Students will also routinely be exposed to different spelling strategies and participate in formal spelling lessons about how words work in the English language. Weekly spelling and grammar investigations will also occur. Each week your child will receive a list of words to learn for homework, these can be found on the Coburg West Website. Each list is based on learning a sound or letter pattern and it is expected that students will use what they learn about spelling when they are writing longer pieces. Students will create pieces of work in both written and electronic form with the purpose of sharing their work with their peers.

## Speaking and Listening

Speaking and listening are necessary for effective communication. Speaking and listening are integrated into all aspects of learning. For example, when writing persuasive pieces, students will present spoken arguments and sequence their points logically, provide supporting evidence for them and use appropriate persuasive language.

Students will also work towards displaying an awareness of purpose and audience in the preparation of their inquiry presentation by choosing specific words and phrases to convey intended meaning. They will be encouraged to ask questions, identify most main ideas (and some supporting details) and communicate these to others in presentations. It is also expected that students will develop their skills in taking turns and listening to others during discussions.

## Term Two Mathematics

### **SUBTRACTION**

During term two in Numeracy we use mental computation strategies to assist calculations and solve addition and subtraction problems. Links will be made to real life problems and worded problems. Students will be extended from their current knowledge, ultimately being able to use an increasingly wider range of numbers.

Students are **strongly encouraged** to have **automatic number facts to 20 in both addition and subtraction**. This is vital as it "frees" up the working memory of the students and allows them to focus on more complicated thinking (e.g. 53 can be renamed into 4 tens and 13 ones) and recording algorithms appropriately. Parents can support this process of learning number facts. Once learnt then children's speed of recall can be developed. Revision sheets are located at the 34 stairwell base or by using curriculum tab on the CWPS website, under the Maths Learning Page. Print some sheets and see how many you can answer in 1 minute or see if you can improve over time. Googling "addition/ subtraction facts to 20" can provide more revision.

### **Takeaway Concept:**

Most students find subtraction much more complex than addition. In subtraction, we teach the concept of take away firstly. Then we revise the subtraction strategies learnt previously and make direct links to addition. Students use appropriate strategies such as counting on 1, 2, 3, 0, tens facts, doubles and near double facts and bridging back over the ten, for example  $13 - 4$  is thought as  $13 - 3$  to get back to 10 and subtract one more is 9. Place value knowledge is used to complete formal written algorithms. In subtraction, we are find the part left when a part is taken from the whole. In addition we join two parts to make a whole.

### **Missing part:**

We then teach students the concept of the 'missing part' and the concept of 'difference' I need \$85 to buy everything I want from Smiggle but I have only saved \$29. How much more do I need?

## Difference:

I am 128cm tall but you big sister is 158cm. What's the difference between our heights?

Both of these questions are answered by using subtraction and will be explored in class.

Subtraction is very complex and parents can support by revising facts to 20. This supports teachers who will then extend students to be able to record written computation and associated problem solving.

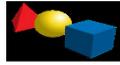
## MULTIPLICATION

Towards the end of the term all students will be working on multiplication. Work is based on understanding the concept and developing arrays (placing items formally in rows and columns). Once the basic addition and subtraction facts are automatic, then multiplication fact tables can be learnt in strategies. Only after they are learnt can random facts be developed to increase speed. We will be teaching various strategies to learning their multiplication facts and revision at home is essential. This allows students to work with more complex multiplicative thinking concepts in class if students are working on smaller numbers at home. It is vital multiplication facts are learnt as future division and fraction work extend from this knowledge.

For those that are ready for the basic facts, below are some examples of the mathematical thinking and language that your child will be exposed to at school. The facts are taught in the order below with links made between strategies, such as 2, 4 and 8 facts are all based on doubles.

Example	Strategy	Mathematical Thinking
4x10	Groups of ten	I know 4 tens is 40 (place value)
2x4	Doubles	I know 2 groups is doubling
3x4	Doubles and 1 more lot	I know 3 groups is double the number four and then one more group of four
1x5	1 group of	I know 1 group of 5 is 5
5x1	Groups of 1	I know 5 groups of 1 is 1
3 x 0	Groups of zero	I had 3 money boxes without coins in any of them. I had no money.
0x3	Zero groups	The musical trio didn't arrive, so there were no musicians.
4 x 6	Double Double	4 groups is double and double again. Double 6 is 12 and double 12 is 24.
4 x 5	Half of 10 times	5, 10, 15, 20
6 x 3	5 times plus one more lot	5 groups of 3 is 15 + 3 is 18
9 x 7	10 times - 1 more row	10 times 7 is 70 - 7 is 63
8 x 6	Double double double	Double 6 is 12, double 12 is 24, double 24 is 48
7 x 3	5 times + 2 rows	5 groups of 3 is 15 +3, +3 is 21

## GEOMETRY AND MEASUREMENT



Students compare areas of regular and irregular shapes, using informal and formal units such as  $\text{cm}^2$ . They are to use mathematical names and terms for shapes, including vertices, edges, faces and surface areas.

Students use scaled instruments to measure length, angle, area, mass, capacity of shapes and objects. They convert between units of measurement, for example  $\text{cm}$  to  $\text{m}$  and  $\text{g}$  to  $\text{kg}$ .

Students create symmetrical simple and composite shapes and patterns, with and without the use of digital technology.

## Term Two Inquiry

During our Inquiry unit, *To Infinity and Beyond*, the students will investigate topics related to Earth and outer space. Some of the areas to be researched and explored include: Earth's rotation and how this causes regular changes (e.g., day and night); the Earth Sun and Moon; the solar system and planets and space exploration. At the conclusion of our unit, students will use some of the information gathered during their research to construct and present a diorama explaining their understanding of a particular aspect of this unit of study.

## Wellbeing / Values

In Wellbeing this term we are learning about Self-Awareness and Self-Management, which coincides with the school value of Respect. Self-Awareness is about identifying our emotions and Self-Management looks at how to manage these through learning about the catastrophe scale and the zones of regulation. We also look at growth mindset compared with fixed mindset and how having a growth mindset helps with managing ourselves as well as helping maximise our learning potential.

**\*\*\*Please continue to check the 3/4 Learning space on the School website for homework tasks and information**