



# 3/4 Team Newsletter

## Term Two 2021

### DATES TO REMEMBER

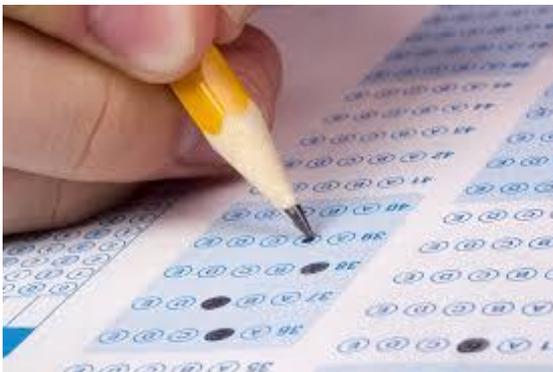
DATE	ACTIVITY
Wednesday 19 <sup>th</sup> May 10 -11am	National Simultaneous Story Time – Give Me Some Space! By Philip Bunting.
Wednesday 19 <sup>th</sup> May	District Cross Country Competition (some students to attend)
Monday 14 <sup>th</sup> June	Queen’s Birthday Public Holiday (No school)
Monday 21st June	Reports go home to parents
Tuesday 22 <sup>nd</sup> June	Parent Expo of Inquiry ship building projects: 2.30 – 3.20
Wednesday 23rd June	Parent/Teacher/Child interviews: 1pm – 7pm
Friday 25 <sup>th</sup> June	Last day of Term Two – early dismissal

## Welcome to Term Two

Hello to the grade 3/4 parents. We hope everyone was able to take time to relax and enjoy the holiday break. As we settle into the term, we would like to extend a warm welcome to a new member of our teaching team – Mr Corey Robinson. Corey has replaced Ms Vanessa Spyrou and is working hard to get to know the students since commencing his role at the beginning of term.

## NAPLAN

Grade three students participated in the NAPLAN testing program during selected sessions over three consecutive days, in week four. 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. Congratulations to the students on their efforts.



### 3/4 SPORT

On Monday afternoons, weather permitting, all Grade 3/4 students participate in small team activities. The students have elected sports leaders who, with the assistance of Mrs Rigby and Mr Robinson, organise and run each session. Students rotate through two activities during each weekly session. These activities are designed to promote cooperation and respect through teamwork. They also give students a chance to experience the enjoyment and fun of being active and learning new games and skills.



## Term Two English

### Reading and Viewing

This term will see the Reader's Notebook flourish as students gain further knowledge and understanding of how it is a part of the reading hour. The notebook will contain a reading log of texts that the students have chosen and read from the classroom library. It will also include reading resources, reading goals and strategies for how the goals are being achieved along with reading responses. The reading responses will be introduced gradually, providing students with ample opportunity to practise.

Students continue to participate in small group reading activities in either guided reading or reciprocal reading sessions, that allow them to work through a text that is a little more difficult than they can read independently. With teacher guidance, students complete literacy activities related to the text to enhance their understanding.

Students continue to learn and practise 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, reorganising information and questioning. The students achieve this by exploring a variety of reading materials including guided reading texts, posters, diagrams, and electronic media. They also complete tasks both independently and cooperatively.

## Writing

During writing sessions, the teacher models different elements of the writing process, depending on the focus of the session and needs of the students. Students are explicitly taught and experiment with, strategies for planning, composing, writing, editing and revising. This term students are learning to write persuasive texts and will then focus on information report writing.

This term we have introduced a new learning approach to building and understanding vocabulary, through what is called Structured Word Inquiry. This is simply looking at how words work through knowing their history, meaning and structure. Students are learning this by adding prefixes and suffixes to the base word, so as to build word families. Here is an example:

as de re	<b>sign</b> "mark, signal"	post	
		al ed ing	
		ate	ion
		ure	s
i	fy		

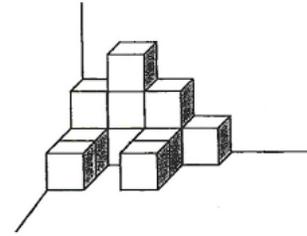
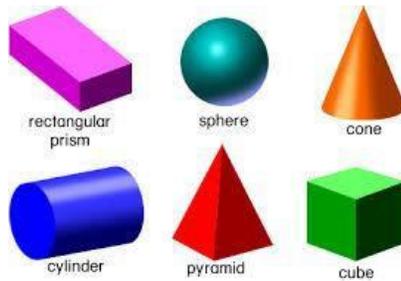
structured word inquiry matrix ...

## Speaking and Listening

Speaking and listening are necessary for effective communication. They 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 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 the 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 Maths 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 to complete subtraction algorithms.

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 to download are located in the curriculum tab on the CWPS website, under the Maths Home Learning Page.

### Takeaway Concept

Most students find subtraction much more complex than addition. In subtraction, we teach the concept of take away first. 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 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'. For example, 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 my 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 complex and parents can support their child by revising facts to 20. This supports teachers, who will then extend students to be able to record written computation and problem-solving challenges.

## Multiplication

Towards the end of the term, we hope 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, 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 that 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 will recognise 2D shapes and 3D objects. They are to use mathematical names for shapes and discuss features, including vertices, edges and faces. Students will learn

to transform shapes that involve flips, slides and turns. They will investigate symmetry of shapes and location features on a map, such as grid references, following directions, interpreting scales and finding locations.

Finally, the students will use informal units and scaled instruments to measure length, area and perimeter. They will be exposed to conversion between units of measurement, for example centimetres to metres and grams to kilograms.

## Term Two Inquiry

Our essential question for Inquiry learning this term is - How has the colonisation of Australia affected indigenous and non-indigenous people? We are looking at the stories of the First Fleet including – life on the convict ships, settlement and the causes and reasons for the journey. The students will also gain an understanding of the effects on our First Nations people of the colonisation of Australia, such as – introduced species and diseases and some significant indigenous warriors and elders of the time. We will look at famous explorers and world navigators from that era along with the nature of contact between them and other societies. A parent expo will take place at the end of term.



## **Term Two Wellbeing**

In Term 2, the 3/4 unit will continue their work on developing respectful relationships within the classroom and school. Students participate in activities which help them to recognise strong emotions, the personal strengths they possess, the emotional challenges they face and the coping skills they would like to develop.

Studying the value of respect, students explore the diverse range of people in their classroom and school and practise describing factors that contribute to positive relationships with peers, other people at school and in the community. Students will work on activities which promote conflict resolution strategies in order to negotiate positive outcomes to problems.

Students are involved in activities which support working cooperatively and applying rules fairly.

They explore and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community.

Thank you for reading.

From the grade 3/4 team.

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