



3/4 TEAM NEWSLETTER

TERM 3 2019 / ISSUE #3 AUGUST

WELCOME TO TERM 3

MONDAY 20TH JULY • TO • FRIDAY 18TH SEPTEMBER

Welcome to Term 3! We thank you for your support and feedback regarding Remote and Flexible Learning and as a result of your feedback you will see below the following changes to learning in Term 3.

We hope you had a safe and restful holiday under the current circumstances. While this term is going to look a little bit different yet again, please be reassured that we are working very hard to make sure that your children will be supported through this time.

On Friday afternoon we will send you a Compass email with the weekly outline including required resources. Each day's learning will be posted on the previous afternoon before 4pm. Each day will consist of three core learning tasks, one specialist and a student choice session. During this student choice session students can either use this time to finish off any of the core learning tasks from that day, do some physical activity or complete one of the challenge tasks. These challenge activities are on blue paper in the back of your student pack. This will be further discussed with your child in a WebEx session.

This Term when work is submitted, it is to be sent to the teacher through the personal message function instead of in the comment section. An instructional video will be posted on how to do this. Please ensure pictures taken of work is clear and easy to see.

At 9:00am each morning, the 3/4 teachers will post a Good Morning message or a check in message, this will help us to monitor which students are online. We ask that each student responds to our post by either liking the post, writing a comment on the post or answering the specific question asked by the teacher. If your child is needing to be absent it is important that you mark this on Compass and provide the reason as you would normally.

There will be a daily WebEx session at 9.15am on Monday, Tuesday, Thursday and Friday. These sessions will be an opportunity to explain the learning tasks for the day and for students to share and interact with their class. This term there may be times where teachers ask specific students to stay on the WebEx sessions for small group focus work to target specific learning areas. It is expected all students are online for these sessions unless specified by parents to the teacher.

A reminder that each of the days specialist activities can be found on the specific specialist page on Edmodo. Please send any questions that may arise to the school email at coburg.west.ps@education.vic.gov.au and your email will be forwarded to us.

Kind Regards,
The 3/4 Team

TERM 3 ENGLISH

READING

Students will continue to learn and practice a range of reading strategies and skills to support their learning. Students will do this by exploring a variety of reading materials including posters, diagrams, newspaper articles, electronic media and independent reading material. Some areas that we will continue to focus on include exploring vocabulary, paraphrasing, summarising and questioning. Students will continue to read independently to enable new knowledge and put reading strategies into practice and set learning goals.

WRITING

This term there will be a teaching focus on imaginative writing, in particular, fractured fairy tales. A fractured fairy tale takes a classic fairy tale or children's story and adds a twist, changes characters, or makes it more modern. Students will be following the writing process to plan, compose, record, revise, edit and publish their own fractured fairy tale. We will also explore grammar, looking particularly at tenses, conjunctions and plurals.

SPEAKING AND LISTENING

Through daily WebEx Sessions students will continue to practise formal and informal speaking and listening opportunities such as class discussions, sharing time and presentations. Students are learning about speaking clearly and the importance of listening carefully to instructions.

TERM 3 MATHEMATICS

MULTIPLICATION AND DIVISION

During term three in Mathematics mental computation strategies will be used to assist calculations and solve problems involving multiplication and later division. Students will further develop multiplication concepts. Work is based on understanding the concept and developing arrays (placing items formally in rows and columns). Once basic addition and subtraction facts to 20 are automatic, then multiplication fact tables can be learnt in strategies. Only after multiplication facts are learnt can random facts be given to increase speed. Various strategies will be taught to assist students to learn their multiplication facts. **Revision at home is essential.** Knowing multiplication facts allows students to work with more complex multiplicative thinking concepts in class. It is vital multiplication facts are learnt as future division and fraction work extend from this knowledge.

Students are **strongly encouraged** to have **automatic facts to 100 in multiplication and later division (10 X 10 facts are expected by the end of Grade 4)**. This "frees" up the working memory of the students and allows them to focus on more complicated thinking of renaming and recording algorithms. Parents can support this process of learning number facts in multiplication strategies. Once multiplication facts are learnt then children's speed of recall can be developed within the strategy learnt, such as 4 X strategy and then by revising all the number facts currently learnt. Revision sheets are located at the bottom of the 34 stairwell or by using "google" to print out some revision sheets.

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
10×4	Groups of ten	I know 4 tens is 40 (place value/ concept)
2×4	Doubles	I know 2 groups is doubling, 2 fours are 8
3×4	Doubles and 1 more lot	I know 3 groups is double the number four and then one more group of four so 12
1×5	1 group of anything is the number itself	I know 1 group of 5 is 5, the number itself
0×3	Zero groups of anything is 0	The musical trio didn't arrive, so there were no musicians.
4×6	Double Double	4 groups is double and double again. Double 6 is 12 and double 12 is 24.
5×4	Half of 10 times	10 times 4 is 40 and half of 40 is 20.
6×3	5 times plus one more lot	I know 5 groups of 3 is 15 + one more lot of 3 is 18
9×7	Multiply by 10 times less one lot	I know 10 times 7 is 70 so I need one lot less of 7 so $70-7$ is 63
8×6	Double double double	Double 6 is 12, double 12 is 24, double 24 is 48
7×3	5 times + 2 rows	I know 5 groups of 3 is 15 and 2 more lots are +3, +3 so $15 + 6$ is 21

DIVISION

At first the concepts of sharing (partition) and how many groups of a particular amount (quotition) are revised. Students will then make links to multiplication to show division is the inverse operation of multiplication. They will use their knowledge of the multiplication facts to make these links, for example, 7 what are 56 ?..... I know 7 eights are 56 so 56 divided by 7 is 8. Students will be formally taught the division algorithm and develop the skill of recording the division process, if ready. **Again, it is VITAL multiplication facts are learnt to support division understanding.**

GEOMETRY AND MEASUREMENT

Length and area will be revised and linked to multiplication and area arrays. Students will classify angles in relation to a right angle, acute and obtuse angles. If ready they will measure angles. Mass and formal units will be introduced or revised as necessary. Student will compare, order and measure using scaled instruments. They will then use mass to solve problems. Links will made using scaled instruments to find volume and capacity. Students if ready will then be extended into converting measurement units or problem solving using applied concepts.

TERM 3 INQUIRY

In Term 3 Inquiry, we are focusing on a range of Forces such as push and pull, friction, air resistance, gravity and buoyancy. A large part of the work will involve students conducting different experiments where they will test a hypothesis and evaluate their results. Towards the end of the unit students will write their own scientific report about an experiment they have completed.