

Yr. 3 Galada Community Newsletter: Term 3 2019

Reading

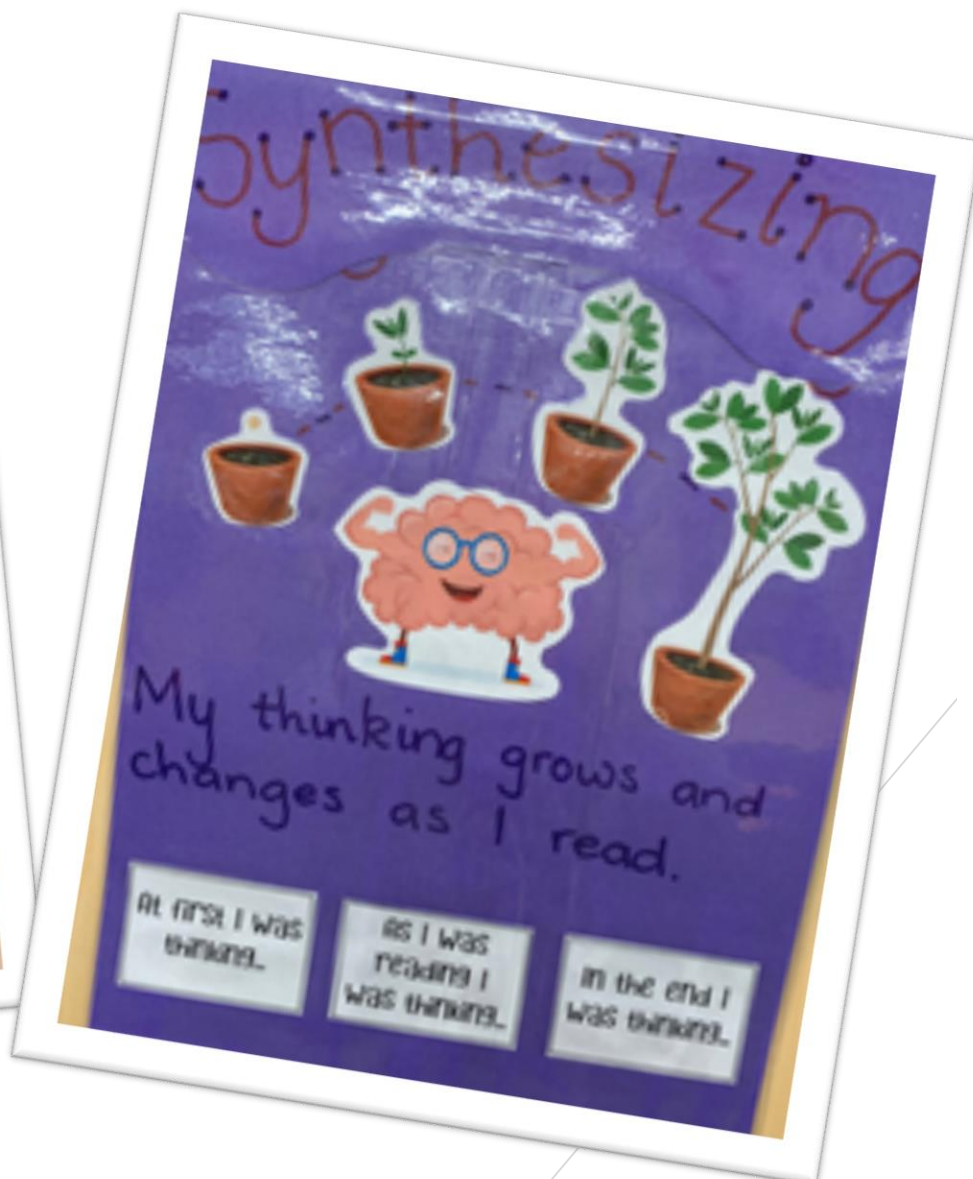
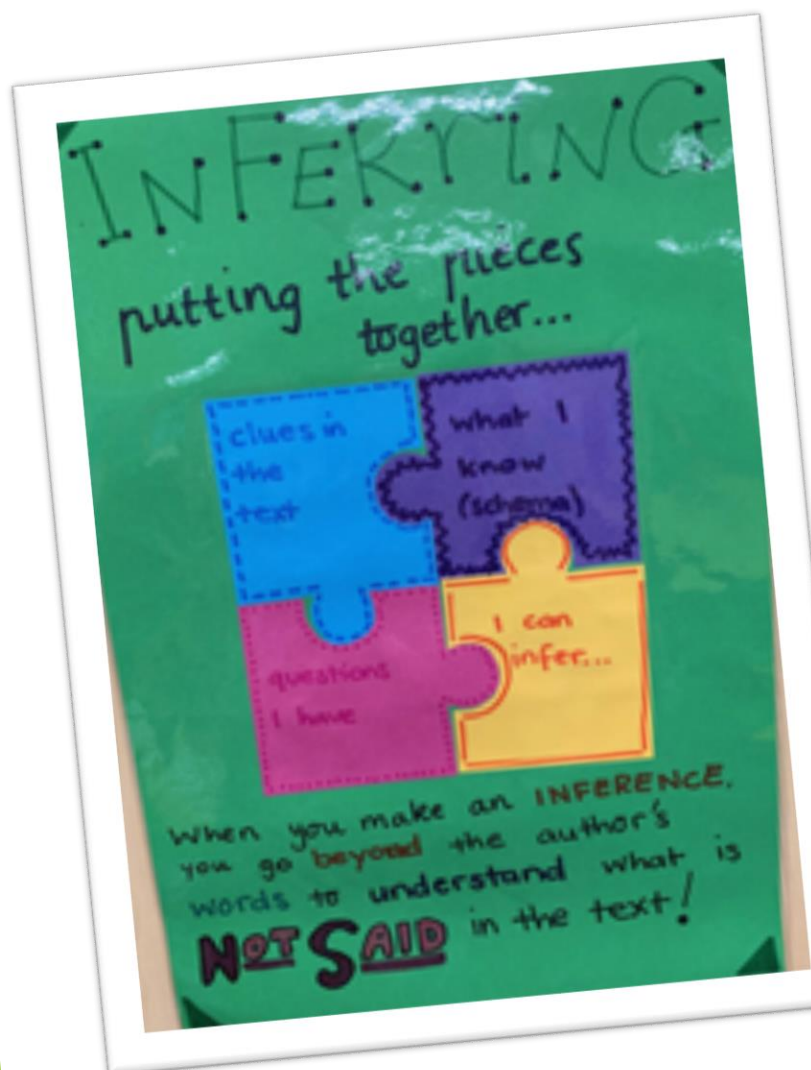
This term in Reading we have been focusing on developing our comprehension skills of Inferring and Synthesising.

Inferring:

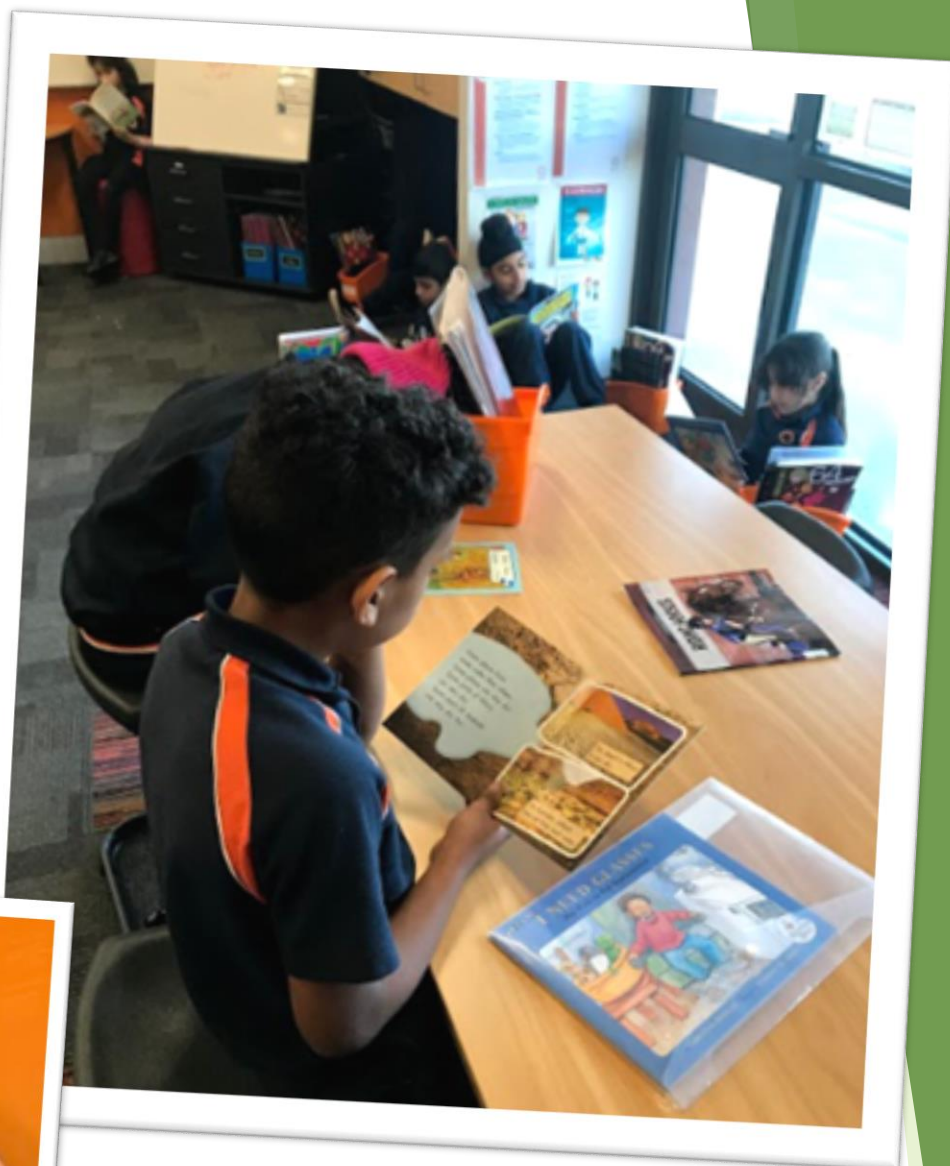
- we use our prior knowledge and text clues to understand what the author has not directly told us.
- helps us to understand the characters feelings and motives through what they say or do
- helps us understand the message or big idea the author is trying to teach us about

Synthesising:

- using our prior knowledge + new information to build new understanding
- explaining how our thinking has changed using evidence to explain why
- at first I thought... Then I read... Now I think



HARVEST HOME
PRIMARY SCHOOL



Writing

This term, students are writing an Autobiography. Students used their iPads to create Inspirational Boards, including photographs of exciting events in their lives. Each week we are focusing on a different stage of our lives, and by the end of the term we will have a completed Autobiography of our life so far. Students have been given the choice of publishing their Autobiographies using Keynote or handwritten pieces. We encourage you to have conversations with your child about their schooling life so far, different teachers/friends that they have had, exciting experiences (travel, day trips, etc), milestones and schools they have attended so that they can come to our writing sessions full of ideas, ready to put our author's hats on!

Some skills we will be focusing on are:

- Writing in first person
- Key events of our life and sequencing these in chronological order
- Including circumstance of time to show a sequence of events
- Creating a timeline with photos/artifacts, including captions for these
- Topic sentences
- Supporting details
- Editing/Upleveling
- Publishing a final piece using a slide show/video



Numeracy

This term in Numeracy we will be exploring a range of curriculum areas, including:

- Length and Area

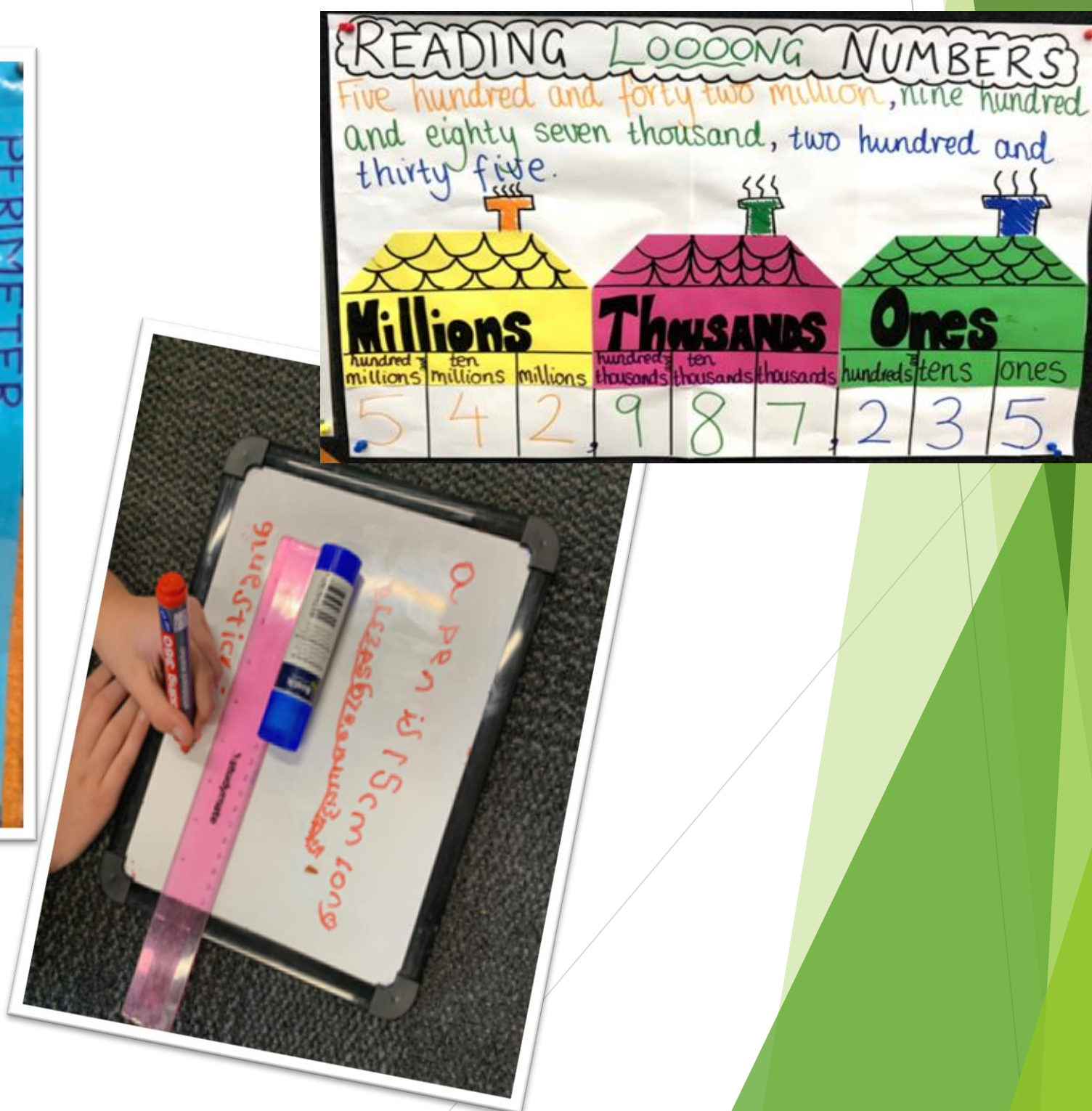
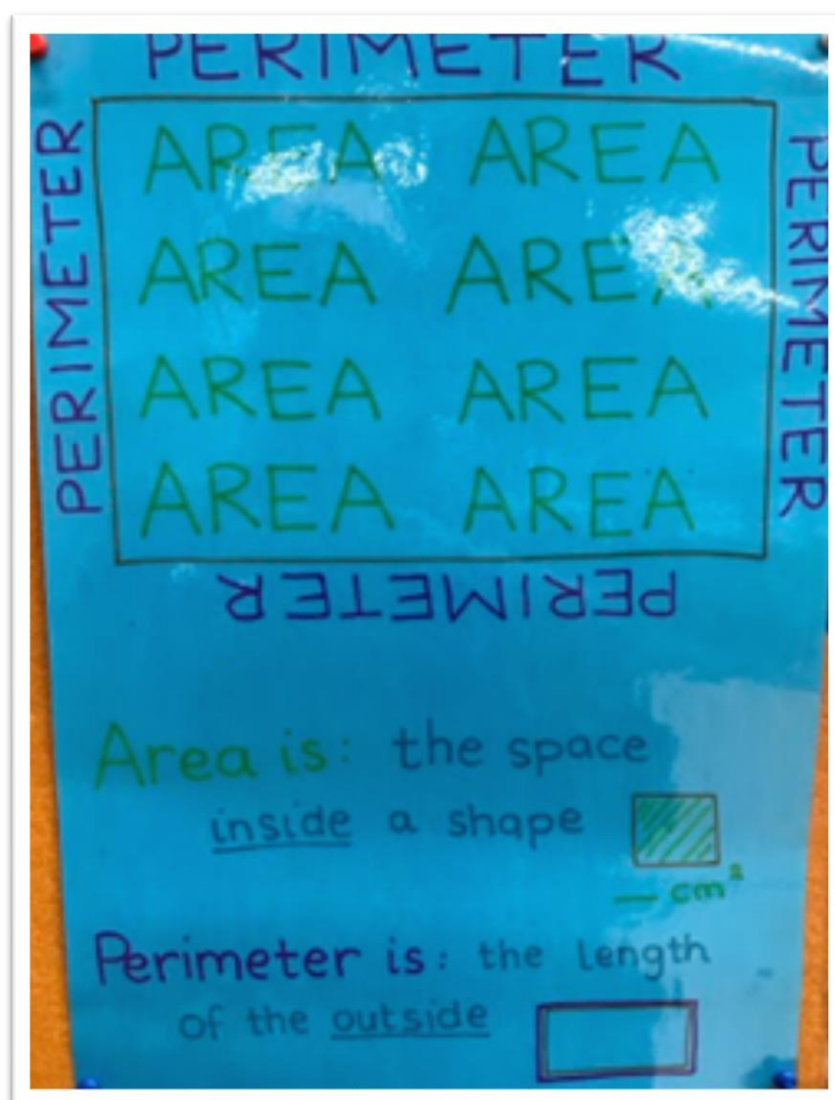
Students have used a range of formal and informal units of measurement to order and compare objects. We have been using our rulers to measure items to the nearest centimeter.

We also learnt about Area and Perimeter and began learning some simple formulas to help our calculations.

- Place Value

Students are learning to recognise, read and represent numbers to 10,000! We have made some “Place Value Houses” to assist us with reading larger numbers. We will also be using MAB blocks to build numbers.

We have been focusing on using number lines to order and compare numbers.



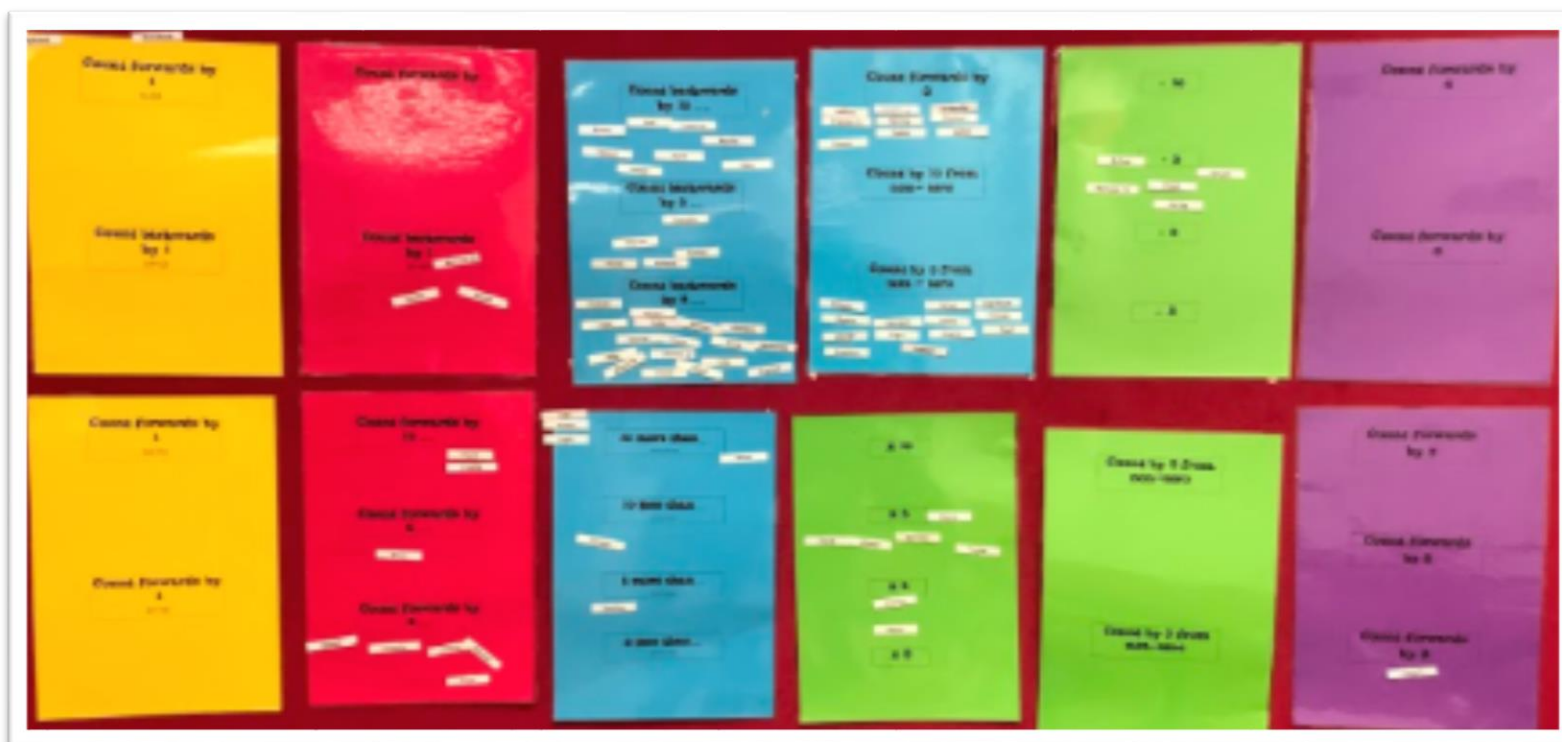
- Fractions

Students will be learning to model and represent fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole

- Angles

Students will be identifying angles as measure of turn and compare angle sizes in everyday situations

As always, students are continuing to practise their counting goals. It has been fantastic to see students progressing as the year goes by. If you require a counting chart at home to practise your counting goal please ask a community teacher.



SWPBS

In SWPBS we have been looking at a range of positive coping and problem solving strategies. We are identifying and understanding strong emotions and the different reasons that may cause us to feel them. We have discussed and practised a range of strategies that can be used to identify and solve problems.

Over the past two terms students have accumulated so many hero points and badges and we can't wait to see how many more students will collect!



Challenge Based Learning (CBL)

In Term 3 our CBL topic is all about Australian History. The CBL cycle has 3 stages; Engage, Investigate and Act.

To engage our students in the topic, they learnt about four important moments in Australia's history. The topics included the First Australian People, European Settlement, Gold Rush and World War 1.

Our students were shown a challenge video describing important aspects of Australian History. The challenge for students is to create a documentary highlighting an important part of Australia's History. The purpose of the documentary is to inform other people about the important moments in Australia's history. Students have begun forming their challenge groups, writing their essential questions and wonderings. Once they have enough information, they then use all the information to create their documentary.



WW1 WONDERINGS

- 1-how many Australians fought in World War 1?
- 2-How Many Australians went to World War 1?
- 3-why did the war start in the first place?
- 4-how many Australians survived World War One?
- 5-what were the different roles that people had during world war?
- 6-how many Australians soldiers sacrificed their lives?
- 7-how many people wanted to enter World War One?
- 8- When did the ANZAC group of Australian and New Zealanders begin?
- 9-how many Australians earned a medal for bravery (Victorian cross)?
- 10- what were the different vehicles in WW1?

Chelsea Sandall Jordyn Cameron

Gold Rush Group 2

1. What was the biggest gold nugget?Welcome stranger
2. Who found it?John Deason
3. Where in Victoria was the most gold found during the gold rush?
4. Who are some of the most famous gold miners in Australia from the Gold Rush?
5. How old were they when they mined the gold?
6. We're they young or old when they mined the gold?
7. Did all of them get rich or poor?rich
8. Was it in the newspaper?Yes
9. Why did everyone want gold?yes
10. What was the first gold found?
11. Who was the first person to discover gold in Australia?

Year 3 Home Learning Expectations

It is a requirement that all students in Year 3 have a reading satchel to complete their minimum of 30 minutes of homework per day. Students are expected to read their take home book on a daily basis and record the book read each night in their diary.

Students are expected to borrow a book on Monday, swap and receive a new book on Wednesday, and return that book on Friday. Students are encouraged to engage in "Wushka Weekends!"

After reading, parents are encouraged to discuss the meaning of the text with their child to develop a deeper, richer understanding of what has been read.

Asking students to make some inferences on the text, to accompany our learning focus for the term would also be very beneficial.

Being a 21st century learning school we have school and home access to some exciting online programs to support the curriculum. In your child's orange home reader book you will find the login details to the following websites:

Reading Eggs- www.readingeggs.com.au

Wushka: www.wushka.com.au

Mathletics- www.mathletics.com.au

Spellodrome www.spellodrome.com.au

There may be certain instances where unfinished class work will be sent home to be completed.

Projects or oral presentations may need to be worked on at home but we will provide more information if this is the case.



Reminders

- ▶ Absences: If for some reason your child is absent from school, you can explain the absence on Compass or make contact with the school on 8468 9000.
- ▶ iPads: Please ensure your child brings their iPad to school each day, fully charged. These are used on a daily basis to further support learning across the curriculum.
- ▶ Community Library: Community Library borrowing has commenced for students who have returned their Library agreement form. Borrowing occurs on Wednesdays every fortnight. If students wish to bring their book back prior to the Wednesday allocated for returning, there will be a returns box available for students to place their book in.
- ▶ Fruit Snack: A reminder to provide your child with a healthy fruit snack each day. Due to an extended morning session, students are given a short brain break to eat their fruit or vegetables. We have seen some amazing varieties of healthy foods in our student's lunch boxes since we have been exploring healthy food options during CBL.
- ▶ If you have any questions, please don't hesitate to email your child's teacher, or call the office to arrange a meeting.

Thanks from the Galada teachers,
Rob , Rachel, Rebecca and Elana

