



Year 3 Galada Community Newsletter

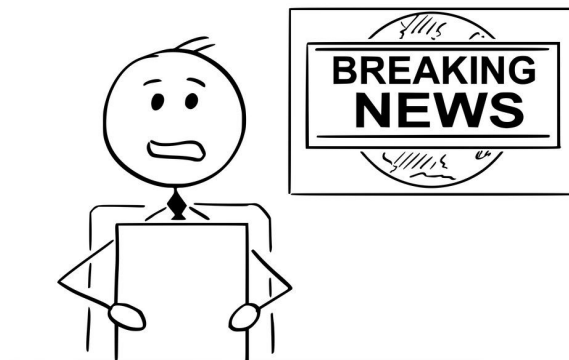
Term 4 2019

Reading

This term in Reading we have been focusing on developing our comprehension skills of *Analysing* and *Critiquing*.

What is analysing and critiquing?

A great way to understand analysing and critiquing is to think about when we read the book review section in the newspaper or watch movie reviews on the entertainment news. A reviewer is noticing elements of an author's craft, and sharing these opinions with others. Readers think analytically about the text, noticing and appreciating elements of the writer's craft, such as language, characteristics, organisation and structure. They share these thoughts, by using evidence from the text to justify their thinking.

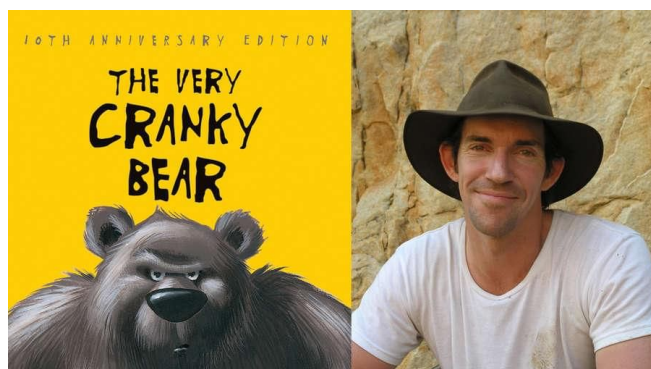


Why learn to analyse and critique?

Reading like a writer helps students notice aspects of craft and promote reading for enjoyment. These comprehension skills also support their own writing, by noticing elements of a text that effective authors use to engage their readers. Readers also think critically about texts, giving their opinions and developing the ability to decide which text they would read for enjoyment and justifying why or why not they would recommend a text. Analysing and critiquing also promotes higher order thinking, extending and challenging our students.

How can you support this at home?

Reading with your child is an ideal time for demonstrating analysing and critiquing, by noticing aspects of an author's craft and justifying your own opinion of a text. In addition, the books you read with your child become a collection of shared texts that can be turned to again and again to notice more about the writer's craft. You can also find movie/book reviews in newspapers and on the news, which show students a variety of methods to critique and analyse.



Students have been involved in multiple author studies, noticing author's craft that are used over a series of text. We noticed that successful author, Nick Bland uses graphics to show perspective.



Writing

This term in writing we will be exploring the texts types:
Information Reports, Explanations and Poetry
Information Reports

Information Reports:

Students created an information report about an animal of their choice. After completing some research students used a spidergram to plan out their information into the different subheadings. Students focused on the structure of an information report including paragraphs, subheadings and technical vocabulary.

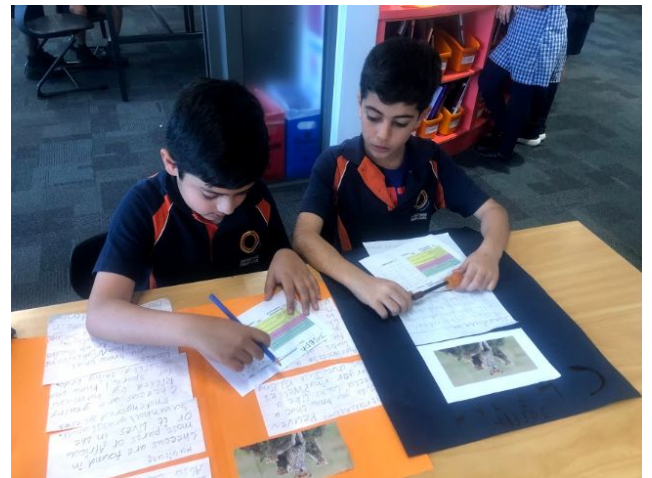


Explanation:

Students will be exploring explanation texts, focusing on how and why things happen. Students will be looking at the cause and effect and using technical vocabulary to develop their own explanation texts.

Poetry:

Students will be exploring a range of different poems and experiment in writing in different styles. Students will explore a range of descriptive language to be used in poetry and create a poem about an Australian animal or place.



We have been including a writing experience program where students have been immersed in a language experience to facilitate their writing and give them ideas to write about

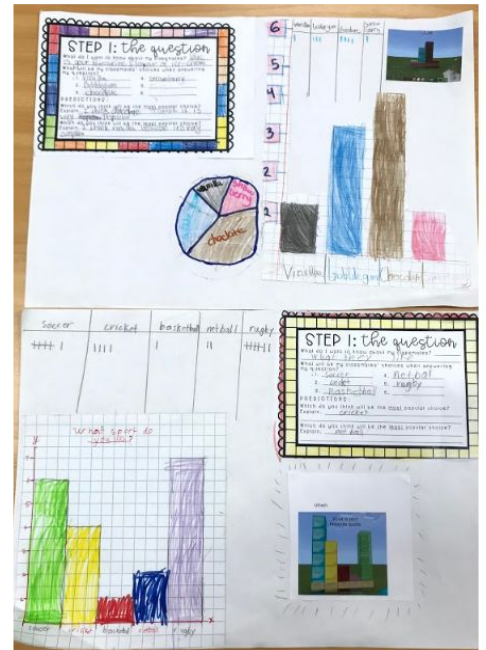
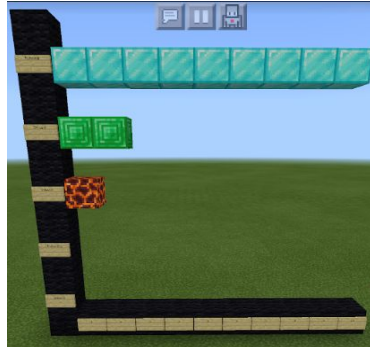


Numeracy

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

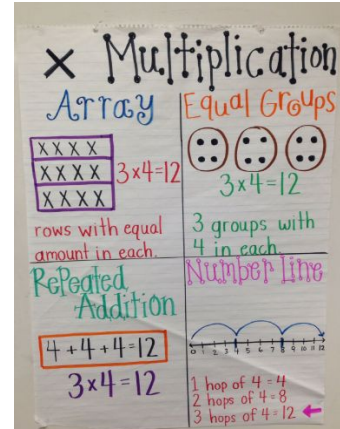
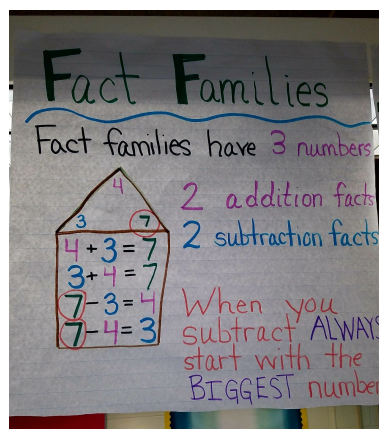
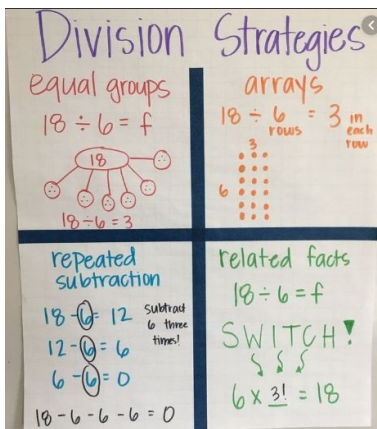
- *Chance and Data*

Students completed a data project where they had to design a question, collect the data and represent the data in multiple ways. Here are some of the amazing graphs from Minecraft education:



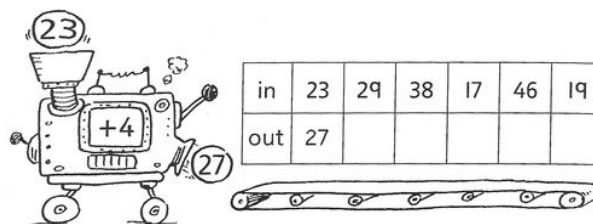
- *Multiplication and Division*

Students have been learning about efficient ways to solve multiplication and division problems. Learning about multiplication and division simultaneously has helped us to learn about the important role of Fact Families!



- *Patterns*

Students will be exploring number patterns by describing, continuing and creating number patterns resulting from addition or subtraction. Here is an example to get your brain stretching:



- *Mass and Capacity*

Students will be measuring, ordering and comparing objects using metric units of mass and capacity. We will be using the following mass and capacity vocabulary: measure, empty, full, litres, and milliliters.

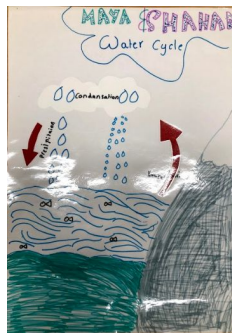
School Wide Positive Behaviour Support (SWPBS)

This term, SWPBS has focused on linking our school values of Being Safe, Being Respectful, and Being my Best to the Respectful Relationships and the 'Bravehearts' program. These programs focus on how we care and respect each other and ourselves. Students are excited to see the friendly face of 'Ditto'. Ditto teaches students about important topics such as "Secrets", "Yes and No Feelings", and "Who To Tell".



Challenge Based Learning

This term in CBL the Galada community is focusing on water conservation. We have learnt about things such as the water cycle, completed a water audit on both Harvest Home PS and our own houses. We had Will Tait from Yarra Valley Water come out to our school and talk to us about where we get our water from and what we can do to reduce the amount of water we use. Our next phase of CBL will be looking at creating a change in our school community to save water.



Specialist Timetable for Term 4:

Monday	Tuesday	Wednesday	Thursday	Friday
	3A - Performing Arts 3B - Spanish 3C- Science 3D - PE	3A - Spanish 3B - Science 3C- PE 3D - Performing Arts		3A - PE 3B - Performing Arts 3C- Spanish 3D - Science
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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.

Hats in the playground: A friendly reminder that during term 4 all students must be wearing a school hat outside in the playground during recess and lunch time. If students do not have a hat outside then they will need to sit in the shade.

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.

