

Welcome to **Yiaga**

Yiaga means 'Discovery'



Yiaga Community Newsletter Term 4

Welcome back to Term 4. It is exciting to see our Yiaga learners are eager to challenge themselves in their learning as they continue to achieve their goals. Our learners have made a smooth transition from remote learning, back to working onsite with their friends.

As we come to the end of 2021 we are so excited to celebrate all of our Yiaga student's achievements from this year.

As this is our final newsletter for the year we would also like to wish all our Yiaga families the best for the end of 2021. We would like to thank you for your continued support of our learners during remote learning and also with their transition back to school.

Kind regards,

Kind Regards, Jessica Hattie, Malinda Bogdanovski, Robert Pain and Alex Harriman





Reading in Y1aga:

Term 4 has been a busy and exciting term for Reading. Together we have explored both fiction and non fiction texts in a variety of ways. Our learners have been busy identifying the author's purpose, exploring how an author keeps us interested in a text and summarising a text.

Identifying the author's purpose for writing a text has been a big focus in the past few weeks. Learners have explored the 4 main purposes including entertaining, persuading, informing and expressing. We have also made connections between Reading and Writing understanding that we are all authors ourselves.

Learners have been delving into both nonfiction and fiction texts to identify different ways an author keeps us interested. We have had so much fun and made a lot of progress learning about techniques and strategies used to keep a reader interested such as figurative and descriptive language, facts, and text features.

We have continued to work on summarising texts within the community to show that we understand what we have read. Learners have explored reading skills and tools to help with summarizing such as note taking, finding key words, unpacking information in text features and identifying the text's structure.

What you can do at home to support your child:

- Continue to read texts you have at home daily. These could include any types of texts such as letters and newspapers etc.
 - Ask comprehension questions after reading a text

Some examples could be:

 - Can you please tell me the key events or information in the text.
 - How did the author keep you interested in the text?
 - Why did the author write this book?
- Use Reading apps when possible to promote reading for enjoyment.

We are amazed with how our learners have engaged in our Reading during Term 4. It has been a fantastic year and we look forward to completing it as awesome readers.

Writing in Yiaga

Term 4 has been a very exciting time for writing. We have been working on our ability to research, note take and paraphrase a topic to write information reports.

Learners have worked on firstly researching a topic of interest for their reports, using technology and books now that we are back in the classroom. When researching, learners have then taken notes on their chosen topic, paraphrasing important pieces of information, rewording sentences in their own words. Some examples of topics that interested our learners included; Volcanoes, Earthquakes, Climate Change, Endangered Animals.

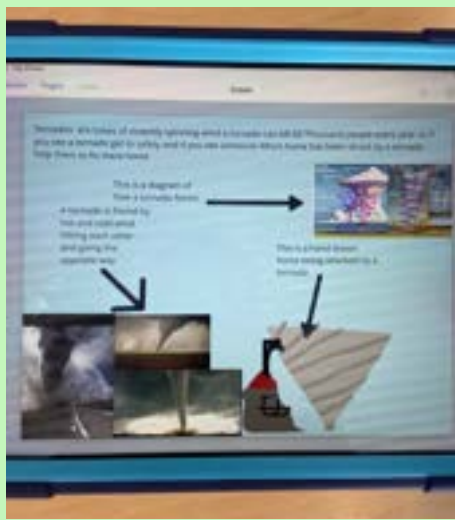
The second part of this writing process has involved planning for the information report. Learners have worked on developing a plan of ideas for their information report by using their research to plan subheading paragraphs with an introduction and fun fact or conclusion. We have followed the TEEL structure for planning (Topic sentence, Evidence, Evidence, Link) to further enhance our ideas in our subheading paragraphs.

The third part of the writing process has involved writing a draft information report. Learners have used their detailed plans to write a variety of paragraphs, showing their understanding of using their paraphrased research with their plan to complete their writing. It was fantastic to see a range of information reports on different animals and natural disasters, showing that Yiaga learners certainly have a wealth of knowledge that they can write about.

The final part of the writing process involved publishing, preparing and completing a presentation on their information reports. Learners used their completed information reports to create a presentation to share with their classmates. It was fantastic to see our learners presenting their information reports with enthusiasm and a high level of knowledge about their chosen topic. This was certainly a big highlight of the writing process!

What you can do at home to support your learner:

- Ask them to keep a journal. Write about the amazing adventures they go on with their family.
- Create a writer's notebook. This is a fantastic opportunity for learners to write about anything that interests them or catches their imagination.

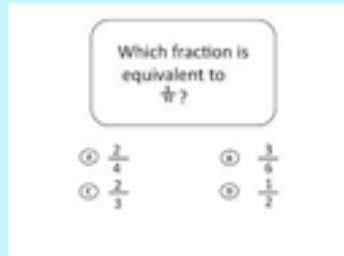


Numeracy in Yiaga

What a busy term it has been in Numeracy! We started the term off consolidating our understanding of data during remote learning. We explored which data sets are best presented in different graphs. For example, if you are tracking your speed of running 100m each week, a line graph would display this data the best.

Extending our fractions knowledge to equivalent fractions was next. Learners explored fractions of the same value and made connections between multiplication and division to help them solve related problems.

Test out your equivalent fractions knowledge. How did you work it out?



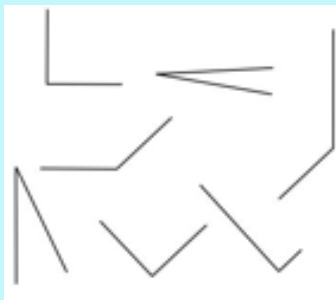
With our new knowledge of fractions, many of us then started making links to decimals, involving tenths and hundredths. We applied our knowledge of fractions to create our own decimats (seen below) to represent the size of different decimal and fraction amounts and worked on converting between the two. For example, $\frac{5}{10}$ is the same as 0.5 and $\frac{24}{100}$ is the same as 0.24.

This week's focus has been on reading a range of scales to measure capacity, mass and temperature. Learners have developed excellent skills that they now apply in everyday life, maybe even lending a hand in the kitchen. See if you can match the quantity being measured to the units we use to measure below:

Capacity	Length	Temperature	Mass
g	cm	km	°C
ml	L	kg	m

Our final topic for the year is angles. We know that angles are measures of turn and we see them all around us! In Week 9 and 10 we will be comparing angles of different sizes and classify them as equal to greater than or less than right angles.

Can you identify whether the below angles are equal to, greater than or less than a right angle?



At Home Learning Modules

With many periods of remote learning this year, unfortunately our At Home Learning Modules have been disrupted. The two modules Time and Location are now in the Google Classroom and learners can move through them at their own pace.

Reminders:

- Counting Goals are the key to success in Numeracy. Keep working hard on them at home and remember to let your teacher know when you are ready for them to be checked!
- Learners can still access Mathletics while at home if they are looking for some extra practise!

Personal and Social Learning

In term 4, our Personal Social focus has been based around reconnecting with our friends at school, positive relationships in and out of the community and conflict resolution during collaborative times. We have been working on some role plays, developing a bank of resolution strategies, defining what a good learner is and demonstrating how to be our best, respectful and safe.

A great reference to discuss at home is 'Roads and Roundabouts.' Learners have learnt that we often talk about a problem and go round and round in circles trying to find a solution (the Roundabout). They have been working on coming up with more than one strategy for a problem, which represents the 'Roads' coming off the roundabout. It is exciting to see learners collaborating and coming up with great ways to resolve common problems they may be faced with.

Year 4 Home Learning Expectations

In year 4, it is recommended that learners read for a minimum of 30 minutes per day. Learners are expected to read their take home book on a daily basis (or a Just Right Book agreed upon with their teacher) and return it when finished in their HHPS Reading Satchel. Learners will also be bringing home their reading diaries which they will need to record how long they have read for and how many pages they have read. Parents must also sign this each night.

When appropriate, your child's numeracy teacher may also send home resource sheets for practising counting goals and/or consolidate learning from that week.

There are also a number of online platforms that our learners can continue their learning at home on. These include:

- Sunshine Online
- Reading Eggs
 - Mathletics
 - Readwriter

The passwords for these have already been sent out via email, please contact your child's home group teacher if you need help finding these. Below are the links to access these platforms.

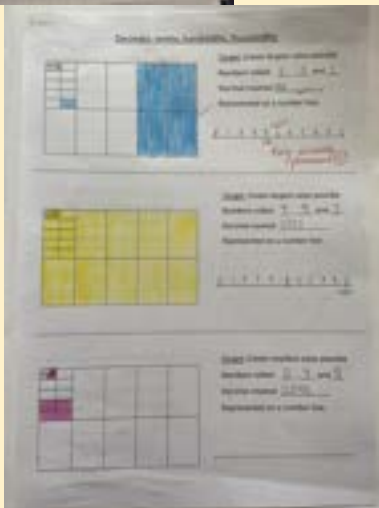
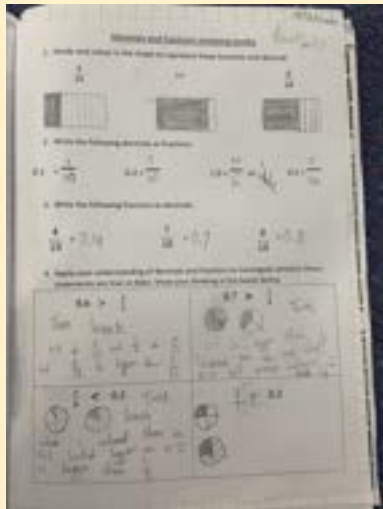
Reading Eggs- www.readingeggs.com.au

Sunshine Online- <https://www.sunshineonline.com.au>

Mathletics- www.mathletics.com.au

Readwriter- <https://login.readwriter.com/>

Some more awesome learning...



Reminders

Remote Learning Timetable

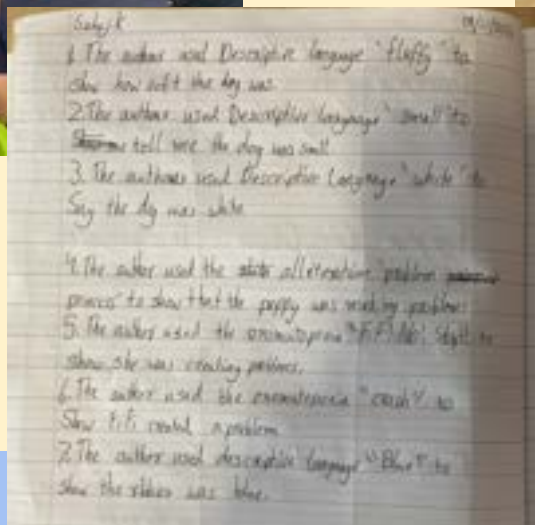
Students are provided with a remote learning timetable within their Literacy classrooms. This gives students information for the week



Compass Updates

Please ensure to regularly check compass for updates, progressive reporting, reminders and much more.

If you have any questions or concerns, please don't hesitate to contact a Community Teacher via Compass.



If you have any questions please email your child's teachers or call the office to make an appointment to speak with a teacher.

Thank you, Jess, Rob, Malinda and Alex

DULAP COMMUNITY

TERM 4 NEWSLETTER

KEY DATES

**6th December –
8th December**
Year 3 & 4 Camp



17TH December
Last day of Term 4

Hello, Year 4 Dulap Families,

We hope you are all safe and well. This Term, students have been showing great resilience and determination with their learning both remotely and onsite. Students presented role plays at the beginning of the Term to demonstrate our school values of 'Being your Best', 'Being Safe' and 'Being Respectful' both outside and inside the community. They also used 'The Wheel of Choice' to share solutions that can be used to solve minor problems they may encounter. Dulap have made use of the wonderful weather as well and have enjoyed some learning outside!

READING

This Term during Reading we have had a strong focus on nonfiction texts. When reading, we focused on the following:

- Identifying text features and how they support our understanding
- Exploring word meaning
- Identifying the main idea and supporting details to summarise
- Making inferences
- Recognising the author's message and what it means to us
- Explaining how the author keeps us interested with specific strategies used throughout a text

Students have also been exploring a 'Summarising Bump it Up Wall'. This has given the students an opportunity to see three different types of summaries and how we can up level (bump up) our summary, to create a well sequenced summary that includes a main idea with supporting details. When using the Bump it Up Wall, students self-evaluated themselves on a Rubric. They then completed this self-evaluation once again, after practising the skill to compare and identify how they have improved.



'I improved by adding more detail to my summary' - Yasmin





WRITING



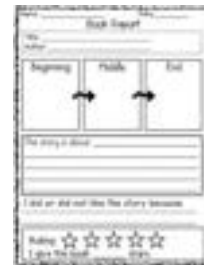
During Term 4, students have learnt about Information Reports. Through writing these reports, students have had the opportunity to:

- Explore different topics, e.g. countries, animals, places
- Research and paraphrase important information
- Use topic specific vocabulary within their writing
- Add various graphics to support their information
- Create a presentation that was shared to the community.



Dulap are currently creating incredible book reports. Students are designing and drafting templates, as well as identifying specific elements that should be included, such as:

- Characters and setting
- Problem/Solution
- Genre
- Rating



NUMERACY

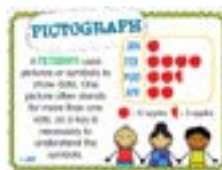


Throughout Numeracy, students are building new knowledge and skills through a variety of topics and areas, such as:

Statistics & Probability

Data

- Analysing tables and graphs
- Collecting data
- Creating graphs using collected data, e.g. bar graph



Measurement & Geometry

Time

- Converting between units of time
- Using AM and PM to solve time problems

Mass, Capacity & Temperature

- Use formal units of measurement to measure and compare

Angles

- Compare and classify angles



Number & Algebra

Fractions and decimals

- Identifying equivalent fractions
- Exploring the connection between fractions and decimals
- Placing fractions and decimals on a number line
- Ordering decimals



HOME LEARNING

This Term we have continued our Home Learning Modules on Time, Location and Symmetry. These are accessible to students via their Numeracy Google Classroom and can be worked on at their own pace.

Reading is very important. We encourage students to read 30 minutes per day and record this in their orange diary, teachers will check these once a week.

There are many opportunities for students to explore and practise writing at home. Some of the ways that writing can be encouraged daily include:

- Writing letters to family or friends
- Writing a grocery list
- Recording a daily journal
- Creating schedules for activities at home
- Creating movie or book reviews as a family.

The logo for Readiwriter, featuring the word "Readiwriter" in white text on a teal, rounded rectangular background.

Students can still access the online platforms to support their learning at home. These include:

- Sunshine Online- <https://www.sunshineonline.com.au>
- Reading Eggs - www.readingeggs.com.au
- Mathletics- <https://login.mathletics.com/>
- Readiwriter- <https://login.readiwriter.com/>



REMINDERS

Sun Smart: Hats must now be worn for the duration of Term 4

Compass: Please ensure to regularly check compass for updates, progressive reporting, reminders and much more. If you have any questions or concerns, please don't hesitate to contact a Community Teacher via Compass.

Absence: If your child is absent from school, or you are taking an extended holiday, you can explain the absence on Compass or call the office on 8468 9000.

THANK YOU,

TANYEL, BELLA AND RENATA (DULAP COMMUNITY TEACHERS)

LIGHTS, CAMERA, ACTION!★



**HARVEST HOME
PRIMARY SCHOOL**

