

# Grade 3 Term 1 Newsletter

February 2020

## Welcome to Year 3 Parents & Families

Dear Year 3 parents,

We hope you are all feeling refreshed and positive, ready to embark on a new year with your children. Students have been busy getting accustomed to their new classrooms and playground areas.

Within this newsletter you will find an overview of the units that students will participate in and also some information regarding homework and reading expectations.

Kind Regards,

Eve Asmar, Jeanette Wilson and  
Thalia Kurzel

**Eve Asmar**

[easmar@spbentleigh.catholic.edu.au](mailto:easmar@spbentleigh.catholic.edu.au)

**Jeanette Wilson**

[jwilson@spbentleigh.catholic.edu.au](mailto:jwilson@spbentleigh.catholic.edu.au)

**Thalia Kurzel**

[tkurzel@spbentleigh.catholic.edu.au](mailto:tkurzel@spbentleigh.catholic.edu.au)

### SPELLING - SMART SPELLING

Students will continue to participate in the spelling program developed by Michelle Hutchison called 'SMART Spelling.' Students will choose their spelling words every Monday and upload these words to SeeSaw. It is recommended that students practice their spelling words at home. They will be tested on these words every Friday.

<https://www.smartspelling.com.au/>

### LITERACY

In **Reading and Viewing**, we will be learning to locate information within a text to assist in answering literal comprehension questions. Students will develop personal reading goals which they will practise and monitor throughout our Daily 5 and Sustained Reading sessions. They will practise choosing a 'good-fit' book when visiting the school library. Please read the 'Parent Pipeline' at the bottom of the newsletter to find out how you can help develop this strategy with your child at home.

In **Writing**, we will be learning to understand the purpose, structure and features of an exposition text. Students will write exposition texts of their own using persuasive techniques such as modal verbs and rhetorical questions.

In **Speaking and Listening**, we will be learning to develop our communication skills when working within a group setting. Students will learn the qualities of an effective group member including patience, empathy, communication, respect for others, compromise and tolerance.

### NUMERACY

In **Number and Algebra**, we will be learning to read, model, write and order numbers to 10,000. Students will solve problems using efficient strategies for addition and subtraction and recognise the connection between addition and subtraction.

In **Measurement and Geometry**, we will be learning to tell the time to the nearest hour and half hour using an analogue and digital clock. We will be learning to identify and describe 2D shapes, simple angles and transformation.

In **Statistics and Probability**, students will carry out simple investigations. They will interpret and compare their data.



### INQUIRY - FEATHERS, FUR OR LEAVES?

This unit provides opportunities for students to explore the features of living things and ways that they can be grouped together. Through hands-on activities, students will explore how living things can be grouped on their observable features and can be distinguished from non-living things. Students will use this knowledge to investigate the animal groups found in the leaf litter at the local park. Students will learn that living things have different life cycles and depend on each other and the environment to survive. They will identify actions that they can adopt to minimise their impact on the environment.

## RELIGION

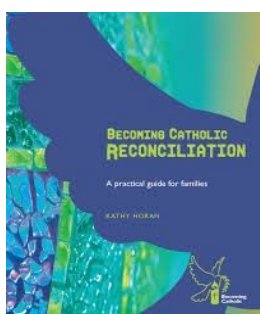
In Religious Education, students will explain Jesus' commandment to love one another. Students will identify ways to maintain personal relationships in light of Jesus' commandment. As we commence our journey into the Sacrament of Reconciliation, students will reflect on their choices in light of the Catholic understanding of right relationship.

### INQUIRY - RELATIONSHIPS AND BELONGING

Students will participate in the Friendology program which will teach students how to put a voice to their feelings, create healthy friendships and build a solid foundation for future relationships.

### RECONCILIATION BOOK

The 'Becoming Catholic Reconciliation' book will be sent home with your child **this Thursday (Week 3)**. Each week in class, we will be completing the 'Sharing the Christian Story' section which will focus on the Scriptures, as well as 'Activity 1.' We ask that you complete the 'Family Reflection Time' section and 'Activity 2' in addition to the weekly homework. We ask that these books be brought to school every Thursday for sharing.



## HOMEWORK

Students will receive their homework rubric this **Thursday (Week 3)**. Students will be required to complete **1 activity per week** in addition to the 'Family Reflection Time' section and 'Activity 2' of the Reconciliation book. The activities in the homework rubric have been chosen to complement the learning in the classroom. Homework is due **every Thursday** for correction.

### NIGHTLY READERS

In Grade 3, students can borrow books from the library during our weekly visit or use books they already have at home when completing their nightly reading. Our reading focus this term will be on teaching students how to choose a 'good-fit' book. It is important for students to continue to read out loud to an adult and discuss what they have read as this will assist students with their fluency, phrasing, expression and comprehension. A 'Check for Understanding' bookmark will be sent home to assist with this.

### SCHOOL DIARIES

Students are responsible for ensuring that their diaries are brought to school **every Thursday** to be checked by the teacher. Students in 3AW are required to bring their diary to school **everyday**. They are to use their diaries to record reminders and school activities. The school expectations require students to read for **15 minutes a night, at least 5 days per week**. They must record what they have read in their diary and have it signed by a parent.

### LABELLING PROPERTY

Students are responsible for looking after their hats, jumpers and food containers. To assist with this, please ensure that all items are clearly labelled with your child's name.

## SEESAW

This term, students will be using 'Seesaw' to document their learning. To access your child's learning, download the 'Seesaw Family' app and scan your child's QR code.



### IMPORTANT DATES

Tuesday 11th & Wednesday 12th February	Teacher Meet and Greet 2:30 - 6:30
Wednesday 26th March	Ash Wednesday
Monday 2nd March	Reconciliation Reflection Day @ St. Peter's
Monday 9th March	Labour Day
Wednesday 18th March	Reconciliation Family Workshop @ St. Catherine's
Monday 23rd March	School Photos
Wednesday 25th March	Last day of Term 1 2:30 finish



## SPECIALIST TIMETABLE

### 3AW TIMETABLE

<b>Monday</b>	Performing Arts
<b>Tuesday</b>	
<b>Wednesday</b>	P.E and Art
<b>Thursday</b>	P.E, Japanese & Library
<b>Friday</b>	Computer Lab

### 3K TIMETABLE

<b>Monday</b>	Performing Arts
<b>Tuesday</b>	Library
<b>Wednesday</b>	P.E and Art
<b>Thursday</b>	P.E and Japanese
<b>Friday</b>	Computer Lab

## PHYSICAL EDUCATION

Students will focus on the areas of Movement, Ball Handling and Games. The Fundamental Motor Skills that will be further developed will include catch, kick, run, overhand throw, ball bounce and dodge. The students will also participate in games that focus on dodging, passing and shooting and will continue to develop their skills of communication, cooperation, body awareness and teamwork.

## PERFORMING ARTS

The focus of the Performing Arts program for Term 1 will be on developing character and presenting work to peers. Students will explore a range of different roles, situations and improvisation techniques, whilst developing skills in collaboration, teamwork and communication. Students will be encouraged to work with a range of peers in their group to establish a broad range of ideas and develop perspective.

## VISUAL ARTS

This term, students will extend drawing skills with a focus on creating realistic shape and details. They will create art to enhance skills and techniques in painting, exploring warm and cool colour contrasts, creating collage with a focus on shape and contrast. They will develop reflection skills, having multiple opportunities with their peers, to describe how their ideas are expressed in art. Students will develop visual art practices, language and emotional literacy with a focus on 'Summer Holidays', 'Favourite Things About Me', Nature and Animal themes, using different mediums.

## JAPANESE

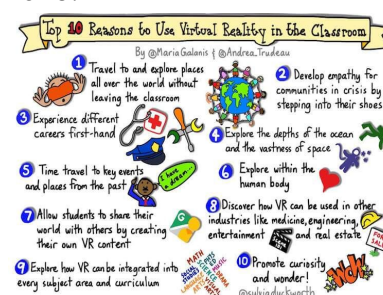
Welcome back to another great year ahead in 2020! Our Japanese lessons will continue to be 40 minutes per week, every Thursday. Our focus are:

- Following teacher instructions and directions
- Using word lists and pictures to translate simple familiar words

## ICT/DIGITAL TECHNOLOGIES

Thanks to the P&F, last year I was able to purchase a Virtual Reality kit. It has finally arrived and we are all very excited about its prospects.

This term all students will be immersed in new learning using the Virtual Reality headsets and an app called Google Expeditions. Imagine a class full of children taking an immersive, guided tour through some of the cultural gems and natural marvels of our world (and evensome off planet!). The idea that we could access 360, immersive imagery was like science fiction a few years ago, until Google combined the power of VR headsets with gigapixel quality imagery and the Expeditions software which provides detailed background notes in each scene. The possibilities are endless and now we are able to take the whole class on a virtual field trip. Where possible, all VR experiences will be linked to classroom learning, however I think learning will take place regardless due to the experiences the students will have.







# Parent Pipeline



## **CAFÉ Strategy: Read Appropriate Level Texts That Are a Good Fit**

Have you ever spoken with a doctor, auto mechanic, or computer support person that has given you advice or directions in a language that was difficult to understand? This is comparable to reading a book that is too difficult. For readers to have high success in reading, they must spend time reading material they can read with 99 – 100 percent accuracy. We encourage students to select books that are a good fit so that they are successful and enjoy reading. Working on the strategy of reading appropriate level texts that are a good fit will help your child read smoothly, engaging in texts they can read without difficulty.

### **How can you help your child with this strategy at home?**

1. When your child goes to read a text, have him or her use the I-Pick method to explain why that specific text was chosen. Ask your child, "Is that a good-fit book for you? Show me how you know that." The I-Pick method is described below:
  - I – I pick a book
  - P – Purpose (What is my purpose for choosing this book?)
  - I – Interest (Am I interested in this book?)
  - C – Comprehend (Do I understand what I just read?)
  - K – Know (Do I know most of the words?)
2. Model the I-Pick method for your child. Take a book you are reading and go through I-Pick to set an example for what it looks like and sounds like to review reading selection choices.
3. Help your child recognize when a text is too difficult. They are taught to ask:
  - Are there five or more words on a page that I don't know?
  - Is this book hard to understand?
  - When I read it does it sound choppy and slow?

**Thank you for your continued support at home!**

- Written by: Allison Behne © [www.thedailycafe.com](http://www.thedailycafe.com)
- Ideas and strategies are taken from: The CAFÉ Book, written by Gail Boushey & Joan Moser