

# Grade 4

## Term 1 Newsletter



February 2020

### Welcome to Term 1

Dear Parents,

Welcome to Year 4. We hope you had a restful and relaxing holiday. The children have started the year with enthusiasm and excitement. This is an important year for your children to develop good organisational skills, as well as independence and responsibility for their learning. This term we are really encouraging students to set achievable and manageable learning goals and will be monitoring these over the course of the term.

### Dates to Remember

Tues 11th - Wed 12th Feb: Teacher meet and greet meetings 2:30pm-6:30pm  
Fri 21st Feb: Fete dress up day  
Tues 25th Feb: Bentleigh District swimming carnival  
Wed 26th Feb: Ash Wednesday  
Mon 4th March: LABOUR DAY HOLIDAY  
Tues 17th March: St Patrick's Day Mass  
Fri 20th March: National Day Against Bullying Fete Dress up Day  
Mon 23rd March: SCHOOL PHOTOS  
Wed 25th March: Last Day of Term 1 2:30pm finish  
Thurs 26th - Fri 27th Staff Conference (School closure days)

### Contact the Teacher

Parents please contact the teachers via email for any questions or concerns you may be having. If it is something urgent, please ensure you call the school as we do not check emails during teaching time. Keeping with school policy, teachers cannot respond to emails between 6pm and 6am weekdays and between 6pm Fridays and 6am Mondays.

#### Emails:

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### 4GM Specialist Times

Monday: Performing Arts + Sport with Mrs Gardiner  
Wednesday: Visual Arts + Phys Ed  
Thursday: ICT, Japanese + Library (fortnightly)

### 4LT Specialist Times

Monday: Performing Arts  
Tuesday: Library (fortnightly)  
Wednesday: Phys Ed + Visual Arts  
Thursday: ICT + Japanese  
Friday: Sport with Mrs Lawrence



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### Curriculum Overview...

#### Literacy

**Reading:** Students will work in focus groups as part of CAFÉ Reading which include: Work on Writing, Word Work, Work with Teacher and Work on Reading. Students are being encouraged to read a variety of texts as this will develop their comprehension skills.

**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 complete spelling activities daily to practise their words as well as completing spelling activities for homework. They will be tested on these words every Friday.

#### RE Inquiry

In this Term 1 unit, students will look at Personal and Social capabilities. They will look at safe and unsafe behaviours. We will focus on positive relationships and link this to our new theme **"Treat others as you would like them to treat you"**. 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.

**Writing:** This term we will be focusing on the genres of: recounts, poetry, biographies and autobiographies. We will be focusing on important skills such as paragraphing and editing. Grammar focus this term will be on learning about nouns and verbs.

#### Numeracy

In Term 1, Year 4 students will focus on counting, place value, addition, subtraction and shapes.

Counting will focus on complex skip counting of three digit numbers.

Place Value will focus on reading, writing and ordering up to five digit numbers.

Addition and Subtraction will look at various strategies on performing these operations, particularly mental strategies.

Our Shapes unit will look at the properties of 2D and 3D shapes.

**Science** This term's science focus will be on Biological Science. Through hands on activities student will explore observable characteristics of living things.



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#### 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.



#### Visual Arts

Level 4 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.

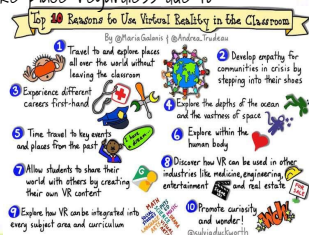
#### P.E.

During Term 1 Phys Ed the children in Grade 4 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 children 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** This term the students will be exploring character, role and improvisation as their focus in performing arts. They will develop skills in working collaboratively with peers as they create and present narrative with small and large groups. The students will be given opportunities to develop their performance skills and confidence as they present work in front of their peers each week.

#### Information + Communications Technology (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 even some 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.





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### General Business

#### STUDENT DIARY

Students are responsible for ensuring that diaries are brought to school each day. They must be **signed by a parent/guardian** weekly. Students are required to read for 15 minutes a night, at least 5 days per week and record this reading in their diary. Students are encouraged to use their diaries to record reminders and school activities. Every Friday, diaries will be checked by the teacher. The students have been given a **'Resilience Project'** diary which they will use to complete a daily reflection with a focus on **Gratitude, Empathy and Mindfulness (G.E.M)**

#### HOMEWORK

Homework will encompass daily reading (15 min per night), mathematics and spelling. At times, it will also include other literacy tasks, inquiry/science and religion. It will be a revision of what is being learnt in class to assist in further developing and reinforcing concepts. Please ensure that homework is signed. Homework will be handed in on a **MONDAY** to be checked by class teacher. Homework tasks will be posted each Monday online on **Google Classroom**.

#### Seesaw App

This year we continue to use Seesaw as our digital portfolio platform. The students will receive their QR code to connect families to their profile. We encourage families to check in to Seesaw to see some of our great learning in Year 4!

**uniform** Full Summer uniform to be worn. No nail polish or jewellery (small studs or sleepers allowed). Hats need to be worn each day during recess and lunch. Hair longer than shoulder length needs to be tied up.

#### STUDENT ABSENCES

Please notify the school by email or phone if your child is going to be absent.

#### BIRTHDAYS

The students are able to bring in a small treat to share with the class. Our School Policy and Anaphylaxis Plan asks that there are no lollipops and that the treat does not contain nuts where possible.

Just a reminder that no party invitations are to be given out at school unless the whole class is being invited. Parents can use the Friendship List to post invitations.





# 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