Welcome back to term 3. Our camp was the first event for this term and we are pleased to report that the weather was kind to us. We had bouts of sunshine and very little drizzle, allowing us to participate in all of the scheduled activities. The camp food was tasty, delicious and plentiful. Our movie night was a hit. We are always very proud of how the Parkdale students conduct themselves when out of the school and this camp was no exception. Camp staff commented on the wonderful manners and behaviour of our students. A big thank you also to the parents who gave their time and attended camp with us. Much appreciated.

Literacy

Reading

This term in literacy we will continue our Accelerated Reader program. All children are expected to read a minimum of 5 days per week to give them the best opportunity to develop skills covered in class. Please provide time at home for daily reading and support your child in achieving this goal.

To allow students to rehearse oral reading, we will continue with the R.O.A.R. program on Tuesday mornings between 9:00 – 9:30. You do not have to put your name down to be a part of this parent reading program. Simply turn up on a Tuesdays and you will be most welcome to join in. It is lovely to see the parents and children enjoying literature together. Thanks to those of you who have been able to assist us to date.

In CAFÉ reading, our mini-lessons will focus on providing students with strategies to improve comprehension and fluency. Ask your children what skill they are learning each week and support them at home.

Writing

Our Writer’s Workshops will target a range of genre this term to link with both our inquiry topic and the Olympics study. The genre include: information reports, imaginative recounts, explanations, narratives and poetry.

We are continuing our handwriting sessions to teach children to correctly join cursive letters. Grade 4 students are working towards gaining their pen licences this year.

Spelling and grammar

Children will once again have a weekly spelling word list based on the sounds we are learning each week. The purpose of these lists is to extend the children’s abilities to link sounds and blends that they know in more familiar words to more difficult vocabulary that they encounter in reading and for use in writing.

We will also target the following grammar skills during our spelling sessions: synonyms, apostrophes, contractions, direct and indirect speech and general punctuation.

Inquiry

Our inquiry topic this term, “Living and Non-living Things” links to the Science Ausvels; specifically biological sciences. The key understandings are that Living things can be grouped on the basis of observable features and...
can be distinguished from non-living things and that Living things have life cycles. Students will research, make predictions and learn how to record information in a scientific format through this topic.

During our study, the children will learn about the life-cycle of chickens and have the wonderful experience of observing the hatching of chickens and the post-cuddling that will occur. We hope to have 12 chickens hatching. If you would like to adopt a chicken at the end of the fortnight, (July 29th), pop in and see Nerida in 4M. You will of course need a safe home environment to house your chicken(s) if you do wish to adopt.

We are also studying the Olympic Games this term to link with the Rio games. Students will learn about the historical significance of the games and will also study a range of participating countries’ customs.

Maths

Number and Algebra

We will be studying the following topics this term in number,

- **Division**: using tables and diagrams to divide, relating division and multiplication, dividing 2 and 3 digit numbers with remainders and solving worded problems.
- **Fractions and Decimals**: modelling and representing unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole and investigating equivalent fractions.

Measurement and Geometry

- **Location and Transformation**: understanding compass points and directions, scale drawings, symmetry and tessellating shapes.

Problem Solving

The following specific strategies will be our learning focus in problem solving this term: drawing a diagram, looking for a pattern, constructing a table, and finding all possibilities.

Homework

On average, a maths task sheet will be sent home fortnightly. The purpose of these homework tasks is to give students an opportunity to revise concepts covered in recent months. The tasks are not meant to be difficult and students should be able to solve them independently. The exception to this is the problem solving section. Solving worded problems often trips students up because the tasks are multifaceted. Students need to determine: what information is given, what is **needed** and what operation is required to solve the task. If your child is experiencing difficulty understanding any of the tasks, support them by giving them strategies to work it out and then let your class teacher know so that we can follow-up at school. Remember, there are many different ways that tasks can be solved: any way that reaches the correct answer is valid.

Mathletics is a regular homework task set by the teachers across the grade 3 and 4 areas. As children complete tasks, the teacher will set more. [www.mathletics.com.au](http://www.mathletics.com.au). We also continue to highly recommend rote learning of times tables.

As well as weekly reading, spelling and maths, a homework grid will be sent home over the next weeks to allow children to extend their skills through a range of tasks.

Nerida, Casey and Dillon