



LEVEL THREE, TERM THREE NEWSLETTER, 2018

Dear Parents and Guardians,

Welcome to Term Three and another wonderful term of learning at Glen Waverley Primary School. What an incredible Term Two we had, with many highlights that brought commitment and challenges to our learning! Some of these highlights consisted of:

- the interesting Inquiry topic of 'Plants in Action' with the many associated discoveries that took place.
- the informative excursion to The Royal Botanical Gardens.
- the National Assessment of Literacy and Numeracy (NAPLAN).
- the beginning of ICAS tests for many of our students.
- Student Led Conferences.

We congratulate all our learners on the comprehensive portfolios they presented during these conferences and the confidence and poise displayed, throughout their presentations.

Term Three brings many more focal points for our Year Three learners such as Book Week, the beginning of a new SMART8 program, Mathematics and English ICAS tests, the Year Three Sleepover, which will take place in week eight and our Inquiry unit for this term, 'Sustainability- How do our actions impact the world?' The sleepover will provide a great experience to set the learners up for success when moving into Year Four and attending their first school camp.

Our Term Three Inquiry of, 'How actions impact on the world,' will relate to the global issue of Sustainability. We are exploring the impact of this topic on Australia and different parts of the world and one of our foci will relate to how humans demonstrate Sustainability, by using the four R's; Reduce, Reuse, Recycle and Rethink. This inquiry will be supported in the classroom with a number of exciting learning experiences, including what we can do, to make a change in our communities and on a global level. We will also visit CERES (Centre for Education and Research in Environmental Strategies) in East Brunswick towards the end of the term.

We are certainly all looking forward to a very productive, rigorous and exciting term of learning,

Debbie Hunter, Wageesha Silva, Ashley Jacobs, Christine Marotti, Bianca Liburti and Lindy Tran.



GETTING TO KNOW OUR LEVEL THREE TEACHERS:

THIS TERM: BIANCA LIBURTI (3E)

I caught the travel bug early and have been fortunate enough to visit over twenty beautiful countries around the world, the standouts being Switzerland for the snow, and Italy for the delicious food. I enjoy going to the gym every morning to prepare me for the wonderful day of learning. I have two gorgeous border collies, Kelsie (right) and Toby (left), and they adore their daily walks and games of soccer or basketball.



IMPORTANT DATES:

Thursday August 9th – Australian Mathematics Comp.

Tuesday August 14th – ICAS Exam – Mathematics

Monday August 20th to Friday August 24th – Book Week

Week ending Friday August 31st - Fathers Day Stall

Friday September 7th – Grade 3 Sleepover

Monday September 17th – Proposed CERES excursion

Friday September 21st – Last day of Term Three. Early dismissal at 2.30.

Monday October 8th – First day back of Term Four



ENGLISH:

READING AND VIEWING:

The Reading and Viewing curriculum during this term, has been structured to further develop students' understanding and learning experiences. They will revise and be exposed to a variety of CAFÉ reading strategies to assist in the accurate reading and comprehension of various kinds of Poetry. These strategies will include comparing and contrasting, identifying the main idea, retelling the text in order, summarising the text, inferring and identifying key information and reading with accuracy, fluency and expression.

It is important to remember that a Reading lesson may consist of students viewing a visual text such as a video clip, listening to an audio clip, listening to and watching a story on an Ipad or simply

the Look, Say, Cover, Write, Check approach. The students may bring home the same words several times. This will occur if they have not fully mastered the ability to spell them independently. They need to continue to practise the word until they can spell it four times independently when tested, without any errors. After completing an Inquiry about a specific letter pattern a list of words will be formulated which both follow this pattern and are exceptions to the rule. Students will choose words from this list that are 'good fit' words for them. These are words that they may use in their writing in the future so would like to learn how to spell and words that are appropriate to their current level of learning.

SPEAKING AND LISTENING:

Every opportunity will continue to be provided for this term to encourage the students to further develop their speaking and listening skills. This should occur through presentations of their learning, group discussions, circle time and also through oral presentations of Home Learning and other topics with which the students need to prepare a talk to present to the class. Active listening will be expected with the audience being encouraged to question the presenter, following their sharing. We encourage confident, clear speaking and active listening at all times. Respect for others thoughts and taking turns continue to be paramount to any speaking and listening learning tasks implemented in the class. The students will be encouraged to continue to use 'Talk Moves' to show their understanding and interaction with topics being discussed.



MATHEMATICS:

Throughout Term Three, Level Three learners will be completing learning experiences covering a variety of topics in the field of Mathematics. Areas to be focused on include:

Money.

Learning tasks will focus on a range of skills related to money and finances including equivalent money, calculating change, recognition of Australian currency and real life problem solving. Some classroom tasks will be closely linked to the upcoming Level Three Sleepover, such as calculating the cost of pizza and breakfast.

Fractions and Decimals.

The learners will explore a range of skills linked to the calculation and application of decimals and fractions. This will include equivalent fractions, adding and subtracting with fractions; and the relationship between decimals and fractions. Students will also learn about place value of decimals.

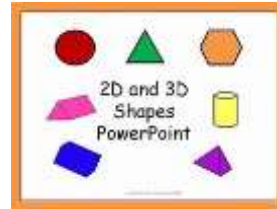
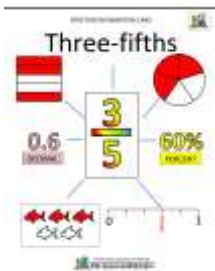
Chance

Learning tasks will include, independently conducting experiments and then recording this information in tabular form. The learners will transfer this data into several pictorial representations and will interpret the data to make conclusions about the likelihood of events occurring.



✚ **Shape**

Learners will compare and identify the key features of two and three dimensional shapes. Using concrete materials they will create and combine shapes to calculate area. Students will learn about the properties of both regular and irregular shapes.



Before preparing for each topic, the teachers across the level will conduct a formative assessment which will allow us to teach each student to their point of need based upon where they are and where they need to progress to next to in their learning. Research shows that children best learn mathematics through real life, concrete experiences, so if you wish to help you child in the area of mathematics the following tasks at home may be beneficial.

- ✚ **Money** — Encourage your child to handle and use money in real life situations. When shopping ask them to calculate total cost of items and change. Expose your child to the realities of money like value for money, limited funds and budgeting. When organising meals, ask your child to work out the cost using online websites or receipts.
- ✚ **Chance** — A great way to support your child with learning to understand chance is simply by asking them questions which can answered in terms of likely, unlikely or impossible. When driving or walking to school discuss the chance of weather or the chance of a goal being kicked when watching sport. Board games are particularly beneficial, especially those involving dice.
- ✚ **Fractions and Decimals** – Encourage your child to explore the practical applications of fractions. This could include dividing food into equal parts, recognising the use of fractions in recipes or instructions or playing games involving equal parts of a whole.
- ✚ **Shape** – There are many applications of area and shape in the real world. A great way to develop your child’s knowledge of shape is by asking them to identify two and three dimensional shapes that they see in everyday life and their features. Ask your child to calculate the area of geometric shapes such as place mats, tables or tiles.

In Mathematics, the students will continue to extend their thinking by applying the four proficiencies (SURF – Problem Solving, Understanding, Reasoning, Fluency). This will ensure that as well as understanding and applying a particular concept with speed and accuracy, students will develop problem solving and reasoning mathematical thinking. This is building their ability to apply mathematical understandings to situations outside of the classroom. In all topics, students will be given real life problems to solve to ensure they are able to apply the skills and concepts.

In Mathematics, the learners have set individual personalised goals that they work on when completing learning tasks in the classroom. In Maths they will be based around these four proficiencies. They also have



personalised goals that were set during teacher conferencing in Reading, Writing and Personal Development.

3 Foci:

This year, the Level Three learners have unpacked and focused on the implementation of the very important 3 Foci, introduced to the school and community by Mr Catalano at the beginning of the year. Throughout Term Three both teachers and students will continue to implement:

- **Academic Rigour** – the effort we place in teaching and learning, which ensures that all learners are challenged and working towards success in their learning.
- **Orderliness** – the importance of ensuring everything is in order, organised, neat, tidy, etc., including the students learning experiences.
- **Educating the Whole Child** – academic education is one element of raising happy, healthy children, however it is important that we also focus on concepts, values or skills such as persistence.

The Level Three teachers will continue to provide targeted learning experiences to ensure these foci are demonstrated rigorously. Learning tasks will also include continual review and how we can best apply the school values and the 'You Can Do It' Keys to Success. (Persistence, Organisation, Getting Along, Respect and Resilience). The Year Three Sleepover will provide the perfect opportunity to implement these foci and school values in a more social setting. 'Education of the Whole Child' will be a key focus.



YEAR THREE SLEEPOVER:

In Term Three, as part of the school Outdoor Education program, the learners will have the opportunity to sleep over at Glen Waverley Primary School in the Early Learning Centre on Friday 7th of September.

This night is a great chance to build their resilience, organisation and independence. They will participate in:

- Duty groups – learners will be responsible for the distribution of food or tidying up of dishes.
- Games – prior to dinner students will be offered a range of engaging tasks to participate in.
- Movies – Learners will be able to choose between two movies to view after dinner.

- Pizza, popcorn, afternoon tea and breakfast – All meals will be catered for and any dietary requirements taken into account.



The Year Three Sleepover will be fully staffed by teachers and employees of Glen Waverley Primary School but parents are more than welcome to stay the night if they wish.

REMINDERS:



Just a couple more reminders for you:

- **Home Learning** – Home learning will be distributed on Friday and will be due the following Friday. It is expected that it will be fully completed and to a high standard. Presentation should be neat with legible handwriting and should include colourful supportive illustrations where applicable
- **Home Reading** – It is important that the students read for at least fifteen minutes each evening. **Please sign their diaries after they have read** and encourage them to read a wide variety of material at home. The students may choose their take home books from the classroom, library or home. To ensure they choose 'good fit' books encourage them to apply the 'five finger test'.

As always, if you have any other queries or matters you would like to discuss with your teachers please don't hesitate to organise a meeting. Your students well being is always at the centre of our thoughts and actions.

Thanking you for your ongoing support and assistance and looking forward to a productive Term Three,

Kind Regards,

Debbie Hunter, Wageesha Silva, Ashley Jacobs, Christine Marotti, Bianca Liburti and Lindy Tran

