Carbrook State School

Student Expectations

Be a Learner
Be Respectful
Be Responsible
Be Safe

Carbrook State School

P-7

2014

Academic Program for Term 1

Year 3A
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**English Program**

**Unit 1 - Analysing and creating persuasive texts**

In **unit 1**, students read, view and analyse persuasive texts. Students will explore persuasive language such as modal verbs, adverbs and evaluative language. They will identify how these language devices are used by authors to construct a point of view. Students will apply what they know by creating a persuasive text using those language devices.

**Assessment item 1: Monitoring Task- Writing persuasive texts**

This task will collect information about students' ability to use:
- paragraphs with one main idea
- topic sentences and supporting details
- evaluative language
- modal verbs and adverbs
- persuasive devices.

In **unit 2** students listen to, view, read and explore short narratives to explore the use of descriptive language in the construction of character. Students will read an extract from a novel and build literal and inferred meaning from the text. They will express a point of view about the thoughts, feelings and actions of the main characters in a novel.

**Assessment item 1: Monitoring Task- Expressing a point of view**

This task will gather information about how students:
- use evaluative language and how language can be used to express feelings and opinions on topics
- identify how authors use language devices to portray characters, events and settings
- identify point of view
- identify literal and implied meaning; connect ideas in different parts of a text; and evaluate texts

**Assessment item 2: Monitoring Task- Close reading of an extract**

This task will gather information about how students:
- Understand how different types of texts vary in use of language choices, depending on their purpose and context
- Understand that verbs represent different processes (doing, thinking, saying and relating)
- Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons
- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features

There will be multiple times where students are incidentally and informally assessed throughout both units during the term. These include regular reading and comprehension activities, small group/one-to-one teacher-student conferencing and feedback opportunities where misconceptions and difficulties are addressed.

**Websites to visit for prior and continued learning**

http://www.kn.att.com/wired/fil/pages/listpersuasid.html - Persuasive writing tips
http://www.youtube.com/watch?v=vbeSiIN1RM - ‘Green eggs and ham’ YouTube
http://www.youtube.com/watch?v=ethKslAQvo4 – ‘I wanna Iguana’ YouTube

**Set text:**

Unit 1- Kaufman Orloff, K 2004, ‘I Wanna Iguana’ Penguin, USA.
Unit 2- Fensham, E 2010, ‘Matty Forever’ University of Queensland Press, St Lucia, QLD

**English-related resources**

http://www.bbc.co.uk/schools/spellits/index.shtml
http://www.bbc.co.uk/schools/typing/
http://primarygamesarena.com/Dance-Mat-Typing2012 - touch typing skills
Reading

It is an expectation that students are reading each night as part of their homework. On the homework sheet there are tasks to complete each week, 1 specifies reading time. If getting your child to read to you is proving difficult, try

- You reading to them and giving you feedback on your reading
- They record themselves on an iPad/iPod and play back to listen to themselves read and critique
- Use Bug Club which is a colourful, interactive and versatile reading tool that accommodates any child’s reading mood or behaviour. They can choose to have a book read to them or read the book themselves. A series of questions follow each book.

Students will continue to build their reading stamina (independent reading time) across the term and reflect on the strategies they use when reading.

Students comprehension goals this term are;

Identify
- Text form (narrative/persuasive/information/procedure)
- Grammar and punctuation (adjectivals, adverbials, prepositional phrases, noun groups)
- Main idea (what is important) /point of view

Locate
- Sequence
- Key words – subject/topic specific vocabulary

Infer
- Locate evidence
- Use prior knowledge
- Make assumptions

Students have an abundance of knowledge that needs refreshing and activating when reading and comprehending all forms of print in order to make inferences and draw conclusions from questions and information that is not directly and literally in front of them.

Mathematics Program

In Unit 1 students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Students have opportunities to develop understandings of:

- Number and place value - counting to 1000 and beyond, investigating the 2s, 3s, 5s and 10s number sequences, identifying odd and even numbers, representing 3-digit numbers, comparing and ordering 3-digit numbers, partitioning numbers (standard and non-standard), matching number representations, adding and subtracting 2-digit and 3-digit numbers
- Using units of measurement - interpreting and using a calendar, telling time to 5 minute intervals, measuring length with non-standard units, representing a metre, measuring with metres.

Assessment: Teachers will use group time for observation of and consultation with students either individually or in small groups to gauge understandings on a regular basis. The assessment tasks below contribute to the overall understanding each child has gained through their experience during the term.

Assessment 1: Monitoring task- Telling time

This task monitors students’ ability to tell time (to 5 minute intervals) on analogue and digital clocks. Students:
- Represent time (5 minute intervals) on analogue and digital clocks
- Match time representations on analogue and digital clocks
- Tell time to 5 minute intervals, including 'minutes past' the hour and 'minutes to the hour'

Assessment 2: Monitoring task- Adding and subtracting 2-digit and 3-digit numbers

This task monitors students' ability to partition numbers flexibly for the purpose of mental addition and subtraction. Students:
- Recall addition facts for single-digit numbers (and related subtraction facts)
- Partition 2-digit numbers into standard place value parts
- Partition 3-digit numbers into non-standard place value parts
- Apply efficient mental strategies to add and subtract 2-digit and 3-digit numbers.

In Unit 2 students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations and have opportunities to develop understandings of:
- **Number and place value** - recalling multiplication number facts and related division facts, representing multiplication and division, doubling 2-digit numbers, solving simple multiplication and division problems, recalling addition number facts and related subtraction facts, adding and subtracting 2-digit and 3-digit numbers
- **Data representation and interpretation** - collecting data (by observing events, asking questions, conducting experiments), recording data in lists and tables, displaying data as a picture or simple column graph, describing outcomes of data investigations
- **Chance** - identifying every day events that involve chance, conducting chance experiments, describing the outcomes of chance experiments, identifying variations in the results of chance experiments
- **Measurement** - identifying the need for standard units, representing one metre, measuring in metres

**Assessment:** *Conduct a chance experiment*

Teachers will continue to use group time for observation of and consultation with students either individually or in small groups to gauge understandings on a regular basis. Samples of work from this unit will gathered throughout the unit to inform teaching requirements.

Throughout these units, students will require and receive ready access to ICTs at a whole-class, small group and individual level. In addition to the focus understandings above, teachers will provide regular opportunities for students to build fluency with ongoing mathematical concepts and provide opportunities to increase the level of challenge according to student need.

**Websites to visit for prior and continued learning**

- [www.mathisfun.com](http://www.mathisfun.com)
- [http://www.bbc.co.uk/bitesize/ks1/maths/](http://www.bbc.co.uk/bitesize/ks1/maths/)
- [http://www.beaconlearningcenter.com/WebLessons/TooMuchInformation/default.htm](http://www.beaconlearningcenter.com/WebLessons/TooMuchInformation/default.htm) - Is there too much information in the maths problem?
- [http://www.mathplayground.com/wordproblems.html](http://www.mathplayground.com/wordproblems.html) - word problems with more than 1 part

**The links below will require students’ unique usernames and passwords (used for logging into the Learning Place)**

- [https://learningplace.eq.edu.au/cx/resources/file/e1ae4822-5a75-c605-1ad6-dd97d888e8c3/1/index.html](https://learningplace.eq.edu.au/cx/resources/file/e1ae4822-5a75-c605-1ad6-dd97d888e8c3/1/index.html) Chance tool kit – a series of games that involve chance situations
- [https://learningplace.eq.edu.au/cx/resources/items/10cc63b0-15aa-1488-a200-f91cc9f9d8d3/1/ViewIMS.jsp](https://learningplace.eq.edu.au/cx/resources/items/10cc63b0-15aa-1488-a200-f91cc9f9d8d3/1/ViewIMS.jsp) Graph maker

- [https://learningplace.eq.edu.au/cx/resources/items/4cd3b02c-1347-f143-a27e-272fc8ad968d/1/ViewIMS.jsp?hb=true](https://learningplace.eq.edu.au/cx/resources/items/4cd3b02c-1347-f143-a27e-272fc8ad968d/1/ViewIMS.jsp?hb=true) (Time- Analogue and Digital Clocks)
- [https://learningplace.eq.edu.au/cx/resources/items/cc4d12fc-71a8-7f27-cc7a-319d9008372d/3/ViewIMS.jsp](https://learningplace.eq.edu.au/cx/resources/items/cc4d12fc-71a8-7f27-cc7a-319d9008372d/3/ViewIMS.jsp) (Function Machine- Algebra and number patterns)

**Science Program** - Is it living?

In this term’s unit students will justify groupings of living and non-living things according to observable features and recognise once-living things. Students will investigate the living and non-living things in their local environment and recognise the use of this science knowledge in their lives.

**Assessment:** will be in the form of a collection of work in students’ Science journals. Students will observe and group living and non-living things and the collection of work includes:

- observations on the field walk
- observations of experiment and answer to the investigation question
- explain grouping of non-living things and how the investigation helped answer the question
- create a grouping key
- comparison table
- record of investigation (observations and data) and reasons for findings
- create an action plan

This assessment provides opportunities to gather evidence of student learning in:

- Living things can be grouped on the basis of observable features and can be distinguished from non-living things.
• Science knowledge helps people to understand the effect of their actions
• With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge.
• Suggest ways to plan and conduct investigations to find answers to questions
• Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate.
• Compare results with predictions, suggesting possible reasons for findings.
• Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports.

Websites to visit for prior and consolidation

http://www.teachersdomain.org/asset/tdc02_vid_plantsgrow/ - how do plants grow? From seed to plant
https://learningplace.eq.edu.au/cx/resources/items/7225f1d3-8bd9-15f9-3d12-c3a30ead06db/4/viewIMS.jsp - student individual log in required
http://www.davidattenborough.co.uk/dvds/life_in_cold_blood.php - David Attenborough - life in cold blood

History and Geography will be taught on a semester basis. Students will study one unit across terms 1 and 2 and the second unit across terms 2 and 3.

Investigating celebrations, commemorations and community diversity

In this unit students will investigate the following questions:
• How and why do people choose to remember significant events of the past?
• What is the nature of the contribution made by different groups and individuals in the community?

Students will develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world. They will examine the historical origins of celebrations and commemorations and explore a range of perspectives on the historical events that we remember when we celebrate or commemorate.

Students will explore the contribution made by different cultural groups to the development and character of the local community and understand the value of learning about the cultures, languages and beliefs of others.

Assessment - Collection of work
Students undertake three assessment tasks through the course of the unit to form a collection of work, including; sequencing and locating information, and developing a historical narrative. Students sequence and annotate information across a timeline, locate, interpret and record information from provided sources and write a historical narrative about a celebration or commemoration. Sources used in the assessment are selected by the teacher from those used throughout the unit.

Visit some of the links below to find out the origins of Queensland celebrations and how we celebrate or commemorate as a nation.
http://www.qld.gov.au/about/about-queensland/history/
Geography

Exploring similarities and differences in places near and far

In this unit, students will draw on studies at the local scale, including representations of Australia and the location of Australia’s neighbouring countries, understand the different climate types and their influence on the characteristics of places and review unit inquiry questions. They will recognise that a ‘place’ is a form of bounded space with each place having a location on the surface of the Earth and that places are important to Aboriginal peoples and Torres Strait peoples and how they are represented. Students will also record data and information to identify similarities and differences between the climates of different places.

Further to this, students will identify the environmental and human characteristics of places in Australia and Australia’s neighbouring countries using sources such as photographs, stories and maps. They will interpret representations of places, for example, a globe, wall or atlas map, or digital application, and recognise their purpose and information provided. Students will use cartographic conventions to represent the location of places and their characteristics. Maps will include legend, title and north point and identify and describe similarities and differences in characteristics of places within Australia, and between Australia and its neighbouring countries.

Assessment - Collection of Work providing opportunities for students to demonstrate geographical knowledge and understanding and geographical inquiry skills.

Investigate your local and national location on Google Earth. Type in different locations and take a virtual tour of the world! http://www.google.com/earth/

Have fun with geography with these interactive educational games – open the world to your child with the National Geographic kids site.

Technology

Certificate Design

In this unit students will design and create two separate items. Firstly, they will investigate the variety of designs and purposes for which bookmarks are made, for example, encouraging children to read or conveying inspirational messages. Students will select materials to make a bookmark according to specific criteria using simple techniques and tools to manipulate and process resources.

All students enjoy receiving awards and certificates. Participation, attendance, effort and performance in school activities, e.g. physical activity, bookwork, behaviour, healthy lunch box, teddy bears' picnic, are some of the contexts to motivate, reward and encourage students. To this end students will design and make a certificate that meets a selected purpose. Students will make decisions about the layout of their certificate including; choice of fonts, colours and images. They will use software to produce their certificate. After completion of their products they will reflect on their learning and justify any changes or improvements to their design for future application.

Assessment of the items will be based on student application of their knowledge and understanding of tools and techniques, investigation and generation of ideas, production process and evaluation of finished product.

Practice making some bookmarks at home – loads of ideas and themes!
http://www.dltk-kids.com/type/printable_bookmarks.htm

Fun certificates to make at home, free!
http://www.certificatemagic.com/
Arts – Dance

The AusDance for Schools program for 2014 consists of traditional and modern cultural dances that are fun, motivating and energetic. Each lesson will include a 10 minute warm-up, challenging students’ fitness and coordination skills. Student will then build upon a hip hop or cultural style dance learnt the previous week, developing skills in relation to balance, flexibility, confidence, teamwork, special awareness, short and long term memory skills. Your child’s participation and achievement in this valuable arts opportunity will be assessed and reported on at the end of Semester 1. Your child’s involvement is greatly encouraged.

Information Communication Technology

This term students will engage in cybersafety lessons to build awareness of how to operate safely whilst working in online applications. Students will use the internet to locate information and images for design tasks. They will use word processing, publishing and presentation software to convey messages and meanings for specific audiences through text and images. They will use editing features of software such as spelling and grammar tools to improve writing for publication. They will use consistent text and image formatting and page designs in digital products.

Health

Develop a healthy lifestyle plan

An active and healthy lifestyle is essential in promoting personal health and well-being. This unit is designed to focus on exploring how physical activity, food and rest behaviours can influence the dimensions of health. Students will discuss and understand what healthy looks like with four key facets; physically, emotionally, socially and cognitively.

Along with developing an understanding of improving health in these areas, students will learn the importance of rest behaviours as a means of regenerating and repairing their bodies.

Assessment: Healthy lifestyle plan

Students are required to apply their knowledge of healthy lifestyles and develop a plan that reflects their lives. They can present this plan as a poster or a power point presentation. Students will identify aspects of their current lives which are healthy, as well as make suggestions on ways that their health in the four key areas could be improved, and how.

Fun games to consolidate learning

http://www.nutritionexplorations.org/kids.php
http://pbskids.org/games/healthy-habits/

Quality Habits

Students will continue to build the quality habits of excellence over the shoulder, including building working stamina, organisational skills and social etiquette as they continue to practice the four ‘B’s; Be Responsible, Be Respectful, Be Safe and Be a Learner. We will work on the skills of ‘staying In our own business’, problem solving in and out of the classroom and caring for others in word and deed. A particular focus as we enter semester 1 will be ‘taking control of my learning’. This will involve discussions and role-plays around how we look after our own learning, how we are responsible for the tools/resources for our learning and how to be a pro-active learner – seeking help when needed and being persistent in our efforts.

HOMEWORK

The homework format this term will be paper based. Students will receive a personalised homework sheet reflective of their spelling stage. The sheet is set out in a daily schedule with check boxes to encourage a systematic approach to completing tasks. A reading record will also be provided to record and respond to home reading. Maths homework will be practice of number facts and problem solving. Students will have access to Studdyladder tasks that will complement their classroom work.
Students are required to complete all tasks in their homework book, to be handed in on Friday morning. In the event that a student has been unable to complete homework for any reason, please contact Mrs Cohn either via a note or email (rcohn1@eq.edu.au). It is an expectation that parents/carers support and enforce Carbrook’s homework policy. Homework completion lays the foundations for positive and lifelong attitudes towards students’ studies and education and fosters the necessary skills children require to fully participate and succeed in the world beyond the classroom door. Parents are welcome to contact me with any concerns or questions regarding homework or student related issues.

**Edstudio Parent Page**

The Parent Page within the 3A Edstudio (Learning Place) will be available to parents and will contain messages and details of class work for your information. Throughout the term resources will be posted for your student to access, these resources will relate directly to subject specific work and may be in the form of live links, reading material or tutorial and information videos. Please encourage your student to access these items at home. All information and resources posted for your student will be demonstrated and explained in the classroom prior to any home based work.

**Key days and dates:**
- **Parade** is every Monday at 2:30pm
- **AusDance** every Thursday
- **H.P.E** is Wednesday EVEN weeks only.
- **Music** is Wednesday EVEN weeks only
- **Celebration of learning** Thursday 3rd April
- **Cross country** is Tuesday 18th March