Carbrook State School P-7

Academic Program Term 1, 2014

Class 3/4

Year 3

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**English Program**

In **unit 1**, students listen to, view and read *Fantastic Mr Fox* to explore the use of descriptive language in the construction of character. They also examine and analyse the language features and techniques used by the author, Roald Dahl.

**Assessment item 1: Reading and Viewing**

Students read a previously unstudied chapter of *Fantastic Mr Fox* and respond to questions about language features.

**Assessment item 2: Writing and Shaping**

Students plan and write a new cunning plan for Mr Fox to trick the farmers.

In **unit 2**, students read, view and analyse digital written and spoken persuasive texts. They use their growing knowledge of literature and language to write a persuasive magazine article.

**Assessment item 3: Writing and Shaping**

Students plan, draft and edit a written persuasive article for a magazine, on any topic of their choice.

In addition to these unit-based formative and summative assessment items, students undergo continual monitoring and receive regular feedback on their progress during regular comprehension and writing activities both individually and in small groups as difficulties and misconceptions are addressed.

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

**Unit 1**

http://www.bbc.co.uk/bitesize/ks3/english/reading/sentences/revision/2/ All links can be accessed via our Virtual Classroom

http://www.youtube.com/watch?v=Eqyv1sYcH-c  Audio recording of *Fantastic Mr Fox*

**Unit 2**

http://www.readwritethink.org/classroom-resources/student-interactives/persuasion30034.html

**Other Online Resources**

http://home.bugclub.com.au

http://elearn.eq.edu.au – Collection of hand-picked links and activities, home of our discussion board and blogs, just for our class!

http://studyladder.com.au – Students can do 3 free activities each day without subscribing.

http://spellingcity.com – Customised lists uploaded for each spelling group weekly!


**Reading**

As part of weekly homework, all students are expected to read for at least fifteen minutes each night. There is a home reading log (on blue paper) at the front of your child’s homework book for you to sign each time they read. If daily reading with your child is becoming challenging, try some of the following:

- 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
- using 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 have and have not used when reading. Students have begun to embark on a new journey of comprehension in texts and forms of print with **inferring** (reading between the lines). Students are carrying around an abundance of knowledge that needs refreshing and activating when reading and comprehending all forms of print in able to make inferences and draw conclusions from questions and information that is not directly and literally in front of them. **Encouraging your child after reading or viewing images and advertisements to make an inference is of extreme importance.** We encourage you to expose your children to a variety of multimedia and books to provide them with the knowledge they need to tackle future unknown topics in their reading and real world experiences. We endeavour for children to make and see connections between real life and school and view school as a means for becoming more worldly, not just a place where reading, writing and arithmetic are at the forefront.
When Mrs Jeanette Overeinder, our Learning Support Teacher, works with the other year 3 classes (this term in a writers’ workshop scenario), the year 3 students from 3/4 will join them. The year 3 students from 3/4 also join the year 3 students in 2/3 to study Science and History with Ms Angela Jefferies.

**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:

- The connection between addition & subtraction
- Interpretations and comparisons of data displays
- Addition facts for single digit numbers
- Telling time to the nearest minute
- Chance experiments & possible outcomes
- Simple data investigations

**Assessment:**

The assessment tasks below contribute to the overall understanding each child has gained through their experience during the term. In addition to these, student progress will be monitored with weekly number fact quizzes, problem solving investigations and feedback given both individually and in small group rotations. Data collected during diagnostic assessment is already informing differentiation for students’ differing needs.

- Year 3: Monitoring task – Number detective (students demonstrate their knowledge of place value and properties of numbers)
- Year 3: Monitoring task – Measuring length (students use both formal and informal units to measure length)
- Year 3: Summative task – Conduct a chance experiment (students implement their own hands-on experiment and collect data)
- Year 3: Summative task – Solving addition and subtraction problems (students demonstrate their understanding of the connection between addition and subtraction, including the part-part-whole concept)

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

**Unit 1**
http://www.mathplayground.com/PartPartWhole.html

**Other Online Resources**
http://elearn.eq.edu.au – Collection of hand-picked links and activities to consolidate and extend in-class learning. Go to Online Learning, Maths and start at the top!
http://studyladder.com.au – Students can do 3 free activities each day without subscribing.

**Science Program - Is it living?**

Term 1’s unit for science is studied with the other year 3 students from Angela Jefferies’ class. In this biology unit, students 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
- explanation of grouping of non-living things and how the investigation helped answer the question
- creation of a grouping key
- comparison table
- record of investigation (observations and data) and reasons for findings
- creation of an action plan
This assessment provides opportunities to gather evidence of student learning that:

• 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, questions can be identified in familiar contexts which can be investigated scientifically with predictions about what might happen based on prior knowledge.
• Suggesting ways to plan and conduct investigations to find answers to questions.
• Safe use of appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate.
• Comparing results with predictions, suggesting possible reasons for findings.
• Representing and communicating ideas and findings in a variety of ways such as diagrams, physical representations and simple reports.

Websites to visit for prior learning and consolidation

http://www.teachersdomain.org/asset/tdc02_vid_plantsgrow/  How do plants grow? From seed to plant.
http://www.davidattenborough.co.uk/dvds/life_in_cold_blood.php  David Attenborough - life in cold blood.

History - Celebrations and commemorations

As with science, year 3 students from 3/4 will study history alongside the year 3s in 2/3 with Angela Jefferies. In unit 1, students develop understandings 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:
Students undertake three assessment tasks throughout the course of the unit to form a collection of work, including:

• sequencing task: students sequence and annotate provided information across a timeline
• source study: students examine visual sources to observe, respond to and interpret information
• historical narrative: students write a historical narrative about a celebration or commemoration of their personal choice

Websites to visit for prior knowledge and consolidation

https://learningplace.eq.edu.au/cx/resources/items/a70b79af-a20f-1338-ca84-929819b88260/1/viewIMS.jsp - special events interactive calendar: student individual login required (identical to school login, found at front of homework book)

Information Communication Technology (ICT)

This term, students will undergo training in cybersafety (a crucial skill set for safely navigating the web) and develop their skills with accessing, interacting and adding to our Virtual Classroom and Ed Studio. They will continue to improve touch typing by engaging with touch typing software and will begin to use email and blogging as a form of communication with peers and teachers. They will create and locate a folder to save and retrieve information from and publish presentations from the linked key learning area of science to present information and produce assessments.

http://education.qld.gov.au/learningplace/ - access to the learning place for EdStudio
HOMEWORK EXPECTATIONS:

Homework is set each Monday and due each Friday. Students have a paper contract to complete (covering basics including literacy and numeracy) plus an online component (accessed via our Virtual Classroom). Students are also expected to read each night for a minimum of 15 minutes. Monday through Thursday reading sessions must be recorded and signed by an adult. Students will complete their homework in their homework books and the homework is expected to be returned every Friday to be marked over the weekend and returned to students by the following Monday, when their new homework is issued.

Hungry for more? Our Virtual Classroom has activities hand-picked to support/extend learning done in class. There is also an “Oliver Grid” for students seeking extra challenges. Other sites, such as Study Ladder and Spelling City, are found linked in our Virtual Classroom for differentiated practice and extension. All resources will be uploaded onto the Virtual Classroom regularly and students should be able to access them 24/7 and communicate with their peers and teachers whenever they wish.

Please remember homework is not supposed to be a chore or a task that causes problems within a household. However, it is an expectation that families 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. However circumstances such as no internet or computer access will be always be appreciated, understood and accommodated.

Here are some links to visit at home. These online resources are used regularly throughout the school week and are an interactive yet fun and engaging way to learn and develop more positive attitudes towards homework.

DON’T FORGET:


http://home.bugclub.com.au - requires a login which students have been given (it is unchanged from last year).

http://www.classdojo.com – student and parent logins are different so that you can track your child’s behaviour anytime, anywhere. Logins were sent home in week 2 on pink paper. Thank you to those families who have returned the slip to let me know they’re on.

Key days and dates:

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<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>11:45am</td>
<td>Library borrowing</td>
</tr>
<tr>
<td>Monday</td>
<td>2:30pm</td>
<td>Parade</td>
</tr>
<tr>
<td>Tuesday</td>
<td>11:45am</td>
<td>Music &amp; PE</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9:00am</td>
<td>Science &amp; History rotations</td>
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<tr>
<td>Wednesday</td>
<td>12:45pm</td>
<td>ICT in Computer Lab</td>
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<tr>
<td>Thursday</td>
<td>10:00am</td>
<td>AusDance</td>
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<tr>
<td>Friday</td>
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<td>Homework due</td>
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Celebration of Learning (Ausdance presentation) is week 10 (final week)

Parent-teacher interviews are in week 9 and 10

NAPLAN is 13-15th May (3 days across Term 2)
Carbrook State School

Student Expectations

Be a Learner
Be Respectful
Be Responsible
Be Safe

Please feel free to contact me if you have any questions or concerns.

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