

**Term 2, 2018**

**Weeks 9 and 10 (12 – 25 June)**

**Year 3 – 4**

### **Fiction book reports**

Ask your child to write some general report comments about a character or characters (for the book that he/she is currently reading). Your child could comment on the character/s' academic and personal qualities. He/she can also comment on the character/s' maturity, values, special interest, and any noteworthy talents or qualities. What might be some of the character/s' areas for improvement?

Ask your child where he/she thinks a character (for the book that he/she is currently reading) might most like to go on a vacation. Have child select a destination, describe it, and explain why the character might want to go there. Support your child to research information online on the chosen destination. Ask your child to write a day-by-day itinerary of what the character might do each day and why he/she thinks the character might enjoy these activities.

### **Asking and answering question about a text**

Use the Q-Matrix strips (below) to take turns, with your child, in asking and answering questions about the book that he/she is reading. Focus on 'Choice', 'Reasons' and 'Means' question strips. Watch the YouTube clip to gain an understanding about the types of questions. This clip is available at: <https://www.youtube.com/watch?v=-0zOFyX22so>

### **Spelling / Vocabulary**

Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning. For example, adding 'un' to 'happy' to make 'unhappy'. Ask your child to think of seven (or more) words with that begin with the following prefixes:

- un
- dis
- pre
- multi
- bi
- tri

Have your child select some of the words that he/she has recorded and put them in sentences (either orally or in writing).

### **Mathematics – Basic number facts**

Knowing basic number facts are important because they form the building blocks for higher-level concepts in mathematics. When a student masters his/her basic facts, maths concepts will be significantly easier and the student will be better equipped to solve problems. If a student spends a lot of time working out the basic facts, he/she is more likely have 'cognitive overload' and get 'lost' in his/her calculations. Number fact wheels can assist your child's automaticity with the basic facts. Download the templates and watch the YouTube clip which explains how to make and use the number fact wheels.

- [Addition and subtraction wheel template](#) (PDF)
- [Making and using an addition and subtraction wheel](#) (YouTube clip)
- [Multiplication and division wheel template](#) (PDF)
- [Making and using a multiplication and division wheel](#) (YouTube clip)

### **Problem solving**

- Little boxes: <https://nrich.maths.org/41/index>
- Cereal packets: <https://nrich.maths.org/9>

Q-matrix strips

Event	Situation	Choice	Person	Reasons	Means
1 What is?	2 Where/ When is?	3 Which is?	4 Who is?	5 Why is?	6 How is?
7 What did?	8 Where/ When did?	9 Which did?	10 Who did?	11 Why did?	12 How did?
13 What can?	14 Where/ When can?	15 Which can?	16 Who can?	17 Why can?	18 How can?
19 What would?	20 Where/ When would?	21 Which would?	22 Who would?	23 Why would?	24 How would?
25 What will?	26 Where/ When will?	27 Which will?	28 Who will?	29 Why will?	30 How will?
31 What might?	32 Where/ when might?	33 Which might?	34 Who might?	35 Why might?	36 How might?