

Term 3, 2018

Week 1 (16 July –)

Year 3 – 4

Reading and viewing

At Westgarth, we teach Reading and viewing explicit teaching strategies developed by Dr John Munro called the High Reliability Literacy Teaching Procedures (HRLTPs). These are research driven and designed assist students in making meaning from texts. The HRLTPs are:

- Getting knowledge ready
- Vocabulary
- Reading aloud
- Paraphrasing / visualising
- Saying questions the text answers
- Summarising
- Reviewing the text

For this week's task, students are required to read their home reading text and respond by creating a crossword on the computer comprised of questions that the text answers. This maybe the first time that your child has seen a crossword so you will need to explain how they work. Encourage your child to record questions that require them (and others that complete the crossword) to think deeper about the text.

Visit <http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp> for a nice easy way to develop the crossword. Your child may like to even print it and pop it in the home reading box to challenge other students in their class that read this book!

Writing

You can never write too many stories. It's a great way for children to express their imagination as well as developing their writing skills. Sometimes thinking of an idea is the most difficult part for children. The Scholastic Story Starters website offers a nice way for students to be given random story elements such as themes, characters and settings.

Visit the Scholastic website on

<http://www.scholastic.com/teachers/story-starters/>

to get planning!



Maths

This term your child will be learning about time. This is quite challenging for many students. 60 seconds in a minute? 24 hours in a day? Fraction words to describe the time of day? There are so many reasons that students develop misconceptions.

The Victorian Curriculum Achievement Standard is for all students to tell the time to the nearest minute by the end of level 3. In level 4 there is a focus on converting between units of time. If your child cannot read analogue time to the nearest minute, it would be a good idea to get them a watch to wear. Regular prompts for them to articulate the time of day to you would be beneficial.

Once students have a grasp of this, you can extend their skills even further. The following open-ended questions will assist your child to develop the ability to calculate elapsed time and use such resources as calendars effectively. Be sure to provide them with large sheets of paper for them to express their thinking through drawing.

1. I booked a holiday for the family and we will be leaving in July. We are going to be away for 21 days. On what date might we leave on our holiday and what date might we return?
2. I took a train to the city. I left home and arrived in the city 37 minutes later. When might I have left home and when might I have arrived in the city?

Looking at TV guides and train timetables might even provide you with inspiration to develop your own questions with your child. Remember that all of this information is now online:

<https://www.yourtv.com.au/guide/>

<https://www.ptv.vic.gov.au/timetables>