Year 3 – 4

**Reading and viewing – researching Australia's first peoples**

This term your child will be completing a unit of inquiry focussed on investigating the diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives.

Visit the website https://australianmuseum.net.au/indigenous-australia with your child. Emphasise the need to source reliable sources of information online and how we can interpret the information on the Australian Museum website as trusted.

You will see that the website is broken down into many parts. Begin with the introduction and then encourage your child to read topics of interest in the order that they prefer. Ask your child to record ideas on a piece of paper or in a journal as they read.

Note-taking is a skill that is new to most year 3 and 4 students. Although they may have some experience with this when watching *Behind the News* (BTN), they will require support in taking notes of the information that they read. Encourage them to focus on key words and information and not scribe every supporting detail.
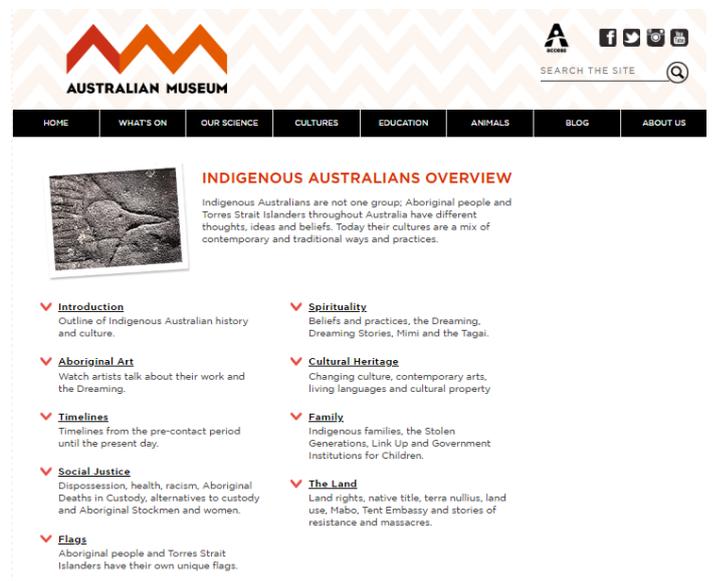
Extension task:

Ask your child to share their learning with you and other family members. This could be done electronically via PowerPoint or Keynote, as a poster or even as an audio recording (podcast or song). Encourage them to be creative!

Writing - quotation marks

By the end of Level 4 it is recommended that students are able to recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech. Sit with your child and search various fiction texts that you have in the home for quotation marks. Discuss how they are used and how they change the meaning of the text.

Now it's time for your child to apply this understanding in their writing. Ask them to write a conversation between two or more characters. Support them to use paragraphing to demonstrate

which character is speaking. Once this is complete, provide feedback to your child. What did they do well? What needs improving?

Extension task:

Design a comic book page that captures the conversation between characters. The Strip Designer app for iPad is a great way to make comics look professional.

https://itunes.apple.com/au/app/strip-designer/id314780738?mt=8

Mathematics – addition and subtraction

The purpose of this activity is to give meaning to number sentences by linking with one or more visual models and with one or more stories. This activity can be done with any number sentence.

Step 1:   Start with a number sentence e.g. 45 + 25 = 70

Step 2:   Your child suggests story problems that relate to this number sentence. For example:

an apple costs 45 cents, and a mandarin costs 25 cents. Together they cost 70 cents.
or
A girl weighing 45 kg held a 25kg bag on some scales. The total weight was 70 kg.

Step 3:   Discuss the different story problems that your child suggests. Especially point out how stories differ in logical structure, not just context. See More About Construction of Number Sentences for extra help!

Step 4:   Encourage your child to suggest visual models (abstract drawings or concrete materials) to illustrate the number sentence. For example; draw 45 dots (4 rows of 10 & 5 more) and 25 dots (2 rows of 10 & 5 more) and note there are 70 altogether.

Step 5:   Discuss the different models and how addition is represented (e.g. by combining altogether).

Step 6:   Choose some more number sentences appropriate to your child's abilities. For each number sentence, support your child to write one or more story problems, and draw or show a visual model. See the example (right) for the problem 20 – 11 = 9. There is opportunity for creativity here, but make sure that the focus stays on the mathematical structure, rather than on elaborate and complicated stories or drawings.

20 – 11 = 9

"I put out 20 counters and then I took away 11. That left 9."

"We have 20 people in our class, and one day 11 went to swimming. So there were only 9 people here."

20 – 11 = 9

"I drew a number line and went up 20 and down 11, which got me to 9."

"My brother and I have lived for 20 years altogether. He is 11, so how old am I?"

"In 11 years time, Mick will be 20 years old. How old is Mick now?"