

Can you believe we're already into week 6? We can't! A lot has happened in this time.

What We Are Learning

We have continued to unpack our big idea: **Problems can have solutions.**

Since last week, we have started to drill a little deeper by considering how approaching a problem must be done methodically and a solution might require more than one step.

Problems appear in many different ways, from issues with our school toilets, disagreements in the playground, a lack of places to send our recycling or too many cars on the road. Our students are learning that planning is integral to mapping out long-lasting and effective solutions.

Maths

We have finished reviewing place value and have begun utilising our knowledge of it to solve addition problems (and later, subtraction). Whilst many of our learners may know one or two strategies, we want them to develop the confidence to approach a problem in a variety of ways.

Additionally, we want them to be able to explain **what they did, why they did it and how they know** their answer is TRUE!

We have found that many parents are familiar with the vertical addition method and like to teach their child this strategy. This is fine, but it is not the only way to approach a problem. Later in the week, ask your child to teach you a different strategy.

Along with our exploration of addition, we also run a multi-concept Maths investigation. The current task is called *Landscaping*, and requires students to measure the space between the new double-storey portables and art room, draw the space to scale, design an attractive garden, tabulate the materials required and use online resources to calculate the cost.

Writing

Since our last bulletin, we have begun to expand our student's knowledge of different text types, incorporating poetry, persuasive writing and different sentence structures.

Reading

Recently, we read a persuasive letter addressed to school council, explored a poem called *A Stick is an Excellent Thing* and annotated a news article about building a new playground. As always, we also spend time working with small groups of learners to develop their reading skills.

Professional Practice Day

On Friday, the grade 3/4 teachers spent the day developing their professional knowledge and practice. We enhanced our capacity to analyse and use student data, created an assessment schedule, mapped our professional learning goals and identified priorities for student learning.

During our day out of the classroom, an expert teacher, including the wonderful services of Mr. Dow and Jennifer Hemingway, taught each class.

Home Learning

We hope that you have been exploring a variety of texts with your child/ren. A text might have words, words and pictures or just pictures, including: magazines, comics, non-fiction books, stories, online news or information sites, animated videos, newspapers or posters.

On Monday, your child will also bring home an extra piece of learning. Please read it with your child and talk together about what it involves. Although you may not need to work with them the whole time, it is our belief that the more **collaborative** you are, the **better the outcome.**

As this task is predominately reading, it can replace the normal home reading for the week. It is expected that this task should take at least 3 nights if it is divided into the following parts: reading and viewing news articles, posing questions and researching/recording information and presenting the information in an interesting way.

Conversation Starters

Instead of asking, "How was your day?", ask:

1. What makes a strong **persuasive argument**? What do I need to remember when I'm writing a persuasive letter?
2. What **spelling pattern** are you exploring this week? Let's look for it in our reading tonight.
3. Can you show me a **strategy for adding** (insert number) and (insert number). Could you explain how your strategy works? How do you know it's correct?
4. **Read** an online article together. Ask your child what text features they see. (A text feature could be a heading, sub-title, picture, quote etc).
5. **Practise speaking and listening** to each other. Speak to your child for a whole minute about something you did today. They need to listen and not interrupt. At the end of the minute, encourage them to summarise what you said.

**** If your child doesn't know how to answer one of these questions, don't stress. Encourage them to clarify the idea at school and try talking about it again another night.**

Do you have a question?

If you would like something covered in our next bulletin, please email your classroom teacher, or let them know during the parent/teacher meetings.

Thanks for reading,

The 3/4 Team.