Unit 3
Years 3 & 4
INFORMATION PACK

ASHBURTON PRIMARY SCHOOL

Deb Simpson – 3DS
Cameron Ross – 3CR
Kevin Terrasson – 3KT
Krysten Egan – 3KE
Kerri Hutcheson – 4KH
Dean Worley – 4DW
Elyse Mazza – 4EM
Unit 3 Information Pack 2016

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UNIT 3 OVERVIEW

Students in Unit 3 are expected to become more independent in their learning (by setting their own goals) as well as becoming more responsible citizens (having and expressing their own points of view). Over the two years we provide a range of increasingly complex learning experiences to allow students to continue to develop their literacy and numeracy skills. We encourage students to apply their knowledge in new and challenging ways, through a variety of integrated learning experiences. Co-operative group work is used to engage students in their learning and to promote a range of skills.

Units of Work
Term 1: The First Fleet
This is a history based unit that will explore the settlement of Australia and the effects of this on convicts, white settlers and indigenous Australians. Students will also draw parallels with current world situations.

Term 2: So You Think You’ve Got Style
This is a design and technology unit. Students will investigate the origin of clothing, then follow the design process and alter a piece of clothing to create a new item.

Term 3: The Games: Ready, Set, Go!
In this unit, students will look at the history of the Olympic Games. They will also draw parallels between the qualities shown by Olympic athletes and their own lives and use these to set personal goals.

Term 4: Electricity
This is a science-based unit with a focus on energy. Through hands-on activities students will investigate static and current electricity. They will learn about the many useful applications of electricity in daily life.

NAPLAN
NAPLAN (National Assessment Program – Literacy and Numeracy) is an annual assessment for students in Year 3. The assessments are undertaken nationwide commencing on Tuesday 10th May and ending on Thursday 12th May. NAPLAN is made up of tests in the four areas of: Writing, Language Conventions (spelling, grammar and punctuation), Reading and Numeracy. NAPLAN assesses skills in literacy and numeracy that are developed over time through the school curriculum. Students will be familiarised with the test format and be provided with support and guidance. The best way you can help your child prepare for NAPLAN is to reassure them that NAPLAN tests are just one part of their school program and to urge them to simply do the best they can on the day.

Bike Experience Program
Year 4 students will be participating in Bike Experience in Term 4. The program helps children develop the skills they need to ride safely and independently on roads and paths. The program involves a mix of practical activities conducted off-road (in the school grounds) and on-road (on local roads) together with classroom activities. Now is a great time to practise bike riding to develop confidence before the program commences in Term 4.
Student Wellbeing

ANAPHYLAXIS AWARENESS

Ashburton P S has a number of students who have allergies that may result in an anaphylactic reaction if they come into contact with certain foods. Anaphylaxis can be a life threatening situation and we seek your cooperation in supporting these families.

Please read the Ashburton PS Food usage Guidelines. Talk with your children about not sharing food at school as this can lead to someone eating something they shouldn’t.

Please be mindful when preparing snacks and lunch for your child that we have students with the following allergies:

**NUTS**: peanut, pecan, walnut, cashew, pistachio, hazelnut, brazil and pine nuts

**EGG**: raw, whole and meringue

**SEEDS**: mustard, pepita and sunflower

**FRUIT**: Kiwi fruit, pineapple, coconut

**SEAFOOD**: prawns.

If you are unsure please talk with your class teacher or myself.

SMILE program

2016 will be The Year of Responsibility at Ashburton Primary School.

SMILE sessions occur after assembly on every Monday morning. The focus this year is on understanding self-responsibility. SMILE sessions will be delivered weekly, by class teachers to their own group of students. The content will be the same across the school each week, but will be tailored to the developmental level of each group of students. Parents will receive weekly updates in the newsletter under the SMILE news section.

The Prep to Year 6 multiage grouping will meet three times a year to complete an activity based on what they have learnt. For example, the students will learn about bucket filling in their class groups for and then meet with their multiage SMILE group to make an origami bucket. This will allow us to tailor content in a more meaningful and authentic manner, but also continue to build relationships across year levels to promote a sense of community.
Dear Parents/Guardians,

This program is focused on fostering a love of reading and on individual students receiving exactly what they need to improve as readers. Cafe Reading is an acronym for:

- Comprehension – I understand what I read
- Accuracy – I can read the words
- Fluency – I can read accurately, with expression, and understand what I read
- Expand Vocabulary – I know, find, and use interesting words

The Cafe Reading Program includes:

- goal-setting with students (students will be focusing on developing ONE or TWO strategies at a time)
- conferences with students where goals are determined and students are coached towards achieving their target one on one with the teacher
- independent reading by students, where they work on their reading goals (both at school and home)
- developing small group instruction based on clusters of students with similar needs
- focusing whole class instruction on students’ needs

Integral to this approach is the concept of Good Fit books. We know that the best way to grow as a reader is to spend lots of time reading, and the majority of that time needs to be with a Good Fit book. Each student will choose a Good Fit book which is just right for them. It is important that students can read and comprehend, however we must not overlook the importance of children’s interest in books. This is especially true if we are to get them read the volume of material that will help them move from being a “survival” reader to a lifelong reader who chooses to read for knowledge and pleasure. Students have been taught to look for a Good Fit book in five ways using the acronym I PICK.

1. I choose a book
2. Purpose – Why do I want to read it?
3. Interest – Does it interest me?
4. Comprehend – Do I understand what I am reading?
5. Know – I know most of the words. (Use the five finger strategy for this – place your hand on the book, if you can read the five sentences/words where your fingers are it should be a good fit.)
So how can you help............

This year students will not be taking levelled readers as part of a home reading program. Instead they will be expected to choose their own Good Fit book which they will read at both school and home. We want students to be lifelong readers who choose to read for knowledge and pleasure the same book at school and home. (Think about it...... you don’t read multiple books at the same time and have books you can only read in some places, why should our students?) This Good Fit book will be kept in their Cafe Reading Folder and taken to and from school each day. Students will be able to choose their Good Fit books from the class library, the school library, the local library or from home.

Inside your child’s Cafe Reading Folder you will find:
  • a Cafe Reading Journal
  • a Cafe Menu – your child will highlight the strategy that they are focusing on. (This is glued to the inside cover of the Cafe Reading Journal)
  • a Reading Log – your child will be expected to record the books they have read using this. (This is glued to the back cover of the Cafe Reading Journal)
  • an I PICK poster – please encourage your child to use the I PICK strategy to choose Good Fit books
  • an Independent Reader poster – we are using this to assist students to read during class time. You may find it useful at home!
  • a Parent Pipeline – this will explain the strategy that your child is focusing on and will provide you with tips to help your child with this at home
  • a Good Fit book

We ask for your help and support in the implementation of the Cafe Reading Program by:
  • ensuring your child brings their Cafe Reading Folder to and from school EVERY DAY. Remember reading at both school and home is integral to the success of the Cafe Reading Program!
  • supporting your child to select Good Fit books using the I PICK strategy
  • encouraging your child to read their Good Fit book daily at home. Challenge them to build their reading stamina!
  • assisting and encouraging your child to use the strategy they are focusing on at home (use the Parent Pipeline to help with this).

We thank you for your continued support with the implementation of the Cafe Reading Program. Please see your classroom teacher if you have any questions.

Thanks

The Level Three Teachers

Kerri Hutcheson     Dean Worlley     Elyse Mazza
Deb Simpson        Cameron Ross     Kevin Terrasson     Krysten Egan
Appendix C
Victorian Modern Cursive
Unjoined including capitals for right-handers on dotted thirds

abcdefghijklmnopqrstuvwxyz
0123456789
ABCDEFGHIJKLMNOPQRSTUVWXYZ

The Teaching of Handwriting
Appendix D
Victorian Modern Cursive
Unjoined including capitals for left-handers on dotted thirds

abcdefghijklmnopqrstuvwxyz
0123456789
ABCDEFGHIJKLMNOPQRSTUVWXYZ
JKLMNOPQRSTUVWXYZ
Appendix E
Victorian Modern Cursive

Joined

abcdefghijklmn
opqrstuvwxyz
fox burst little
effort knee quits
job away
ABCDEF
GHJKLMNPQR
STUVWXYZ
Spelling

Spelling is a component of becoming a successful writer. The learning of spelling is valuable since it...

- helps children to write more fluently, dedicating more of their energies towards creative writing (rather than the mechanical process of spelling)
- teaches students to examine words to discover the regularities, patterns, and conventions of the English language
- gives learners strategies to attempt to encounter unfamiliar words, enriching their vocabulary
- gives children opportunity to investigate and understand the true meaning of words
- develops confident writers
- develops confident readers

Recent brain research shows that brains detect patterns in learning; therefore it is more effective to teach spelling pattern by pattern, not word by word.

English spelling is tied to meaning, not sound, e.g. sign comes from signal. Therefore the ‘g’ stays when we write sign even though we don’t say it. To take the g out would change the derivation of the word meaning. This is the strength in English spelling- it helps us to spell.

There are five types of strategies we can use to teach spelling

<table>
<thead>
<tr>
<th>By sound</th>
<th>Words we can sound out- using sound to letter knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>(phonemic strategies)</td>
<td></td>
</tr>
<tr>
<td>By look</td>
<td>Words we remember by seeing them and using them a lot</td>
</tr>
<tr>
<td>(visual strategies)</td>
<td></td>
</tr>
<tr>
<td>By meaning</td>
<td>Words where we know the units of meaning and can combine them</td>
</tr>
<tr>
<td>(morphemic strategies)</td>
<td></td>
</tr>
<tr>
<td>By connections</td>
<td>Using existing knowledge about a word to figure out a new word</td>
</tr>
<tr>
<td>(linking strategies)</td>
<td></td>
</tr>
<tr>
<td>By inquiry</td>
<td>Using reference materials to learn more about words (dictionaries, lists etc)</td>
</tr>
<tr>
<td>(research strategies)</td>
<td></td>
</tr>
</tbody>
</table>
Maths

Our major Number focus is consolidating place value concepts and using these to develop mental and written strategies for addition, subtraction, multiplication and division. These processes are explored using hands on activities and applied to real life situations.

Students also apply their understanding of place value through the measurement of length, mass and capacity with metric units. Other areas in the Unit Three Maths program include fractions, mapping, angles, telling the time and collecting and interpreting data.

Based on pretests, children are grouped according to like needs for each area of Maths, so they can receive explicit small group instruction. There is a focus on estimation, problem-solving strategies and open-ended activities so that all children can work to the best of their ability.

Students will develop mental strategies to assist in the automatic response of addition, subtraction and multiplication facts. This develops mathematical fluency and enables students to make calculations more efficiently.

Mathletics is an online learning resource, which helps students enjoy Maths and develop skills. It includes a range of resources and activities relevant to our curriculum. Mathletics activities are set for homework. Once logging on, your child will not have access to other and activities until the given homework activities have been completed.

Students in Year 4 will develop problem-solving skills through the use of Mathematics Task Centre Boxes. Maths Task Boxes invite students to work like a mathematician.
Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. It should take into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits. The Unit 3 Homework Grid is based on Ian Lillico’s model that promotes learning through a variety of experiences and takes into account the need for students to have a balanced lifestyle.

Each term, a new Homework Grid is sent home which lasts the whole term. Homework is set on Monday and is expected to be returned the following Friday week. Each night students are expected to read their Good Fit Books and practice the CAFÉ reading strategy they are working on. The remaining tasks are free choice. Students are expected to complete at least two activities (dot points) per fortnight.

Students are expected to read each night.

**Year 3 Home Learning Grid – Term 1, 2016**

1. Read your Good Fit Book.
3. The rest of the activities are free choice. Please complete at least two activities per fortnight. Highlight and date the tasks as you complete them.

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**Reading**
Read your Good Fit Book for 15 - 20 minutes on ten nights
Use the IPICK strategy to help you select your book.

**Cultural/Music Practice**
- Lots of explorers navigated by the stars. Research some famous constellations and draw them in your homework book.
- Learn a sea chanty and record the lyrics in your homework book.

**Puzzles/Games**
- Research and learn a game that was popular in the 1800s (for example, marbles).
- Create a jigsaw or put one together.
- Create a crossword using words related to the First Fleet topic.

**Home Help**
- Unpack and repack the dishwasher each night for a week.
- Fold your washing and put it all away where it belongs.
- Vacuum or sweep the floor in the main areas of your house.
- Pack your own healthy lunch.

**Art and Craft/Hobbies**
- Make a model of a ship like the Endeavour. Can you label the main parts?
- Paint or draw a portrait of someone in your family in an old style. Think about the clothes that people would have worn in the 1800s.

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**Teacher Time**
- Visit Captain Cook’s cottage in the city with your family.
- Research your family history. See if you have any ancestors from the First Fleet.

**Relaxation**
- Lie under a tree and read your Good Fit book.
- Find an ocean sounds track and imagine you are in a boat out at sea. Draw a picture of the view from your window.
- Take your pet outside for a play.
- Practice belly breathing.

**Maths and Mapping**
- Find a map of Australia and label it with the cities, states and territories and any other places of significance.
- Play a place value maths game with someone in your family.
- Play five Mathematics to practise your quick facts.

**Organisation**
- Write down your weekly timetable and schedule in any lessons you do after school. Write down when you will be completing your homework each week.
- Organises your schoolbag the night before. Remember to make your lunch and pack notices and Cafe Reading folder.

Students are to select two dot points to complete per fortnight. Please highlight and date when completed.
Homework – Year Four

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. It should take into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits. The Year 4 Homework Grid is based on Ian Lillico’s model that promotes learning through a variety of experiences and takes into account the need for students to have a balanced lifestyle.

Each term, a new Homework Grid is sent home which lasts the whole term. Homework is set on Monday and is expected to be returned the following Friday week. Each fortnight students are expected to complete the tasks above the top line shaded in grey. These tasks include nightly reading, a teacher set task (English and maths) and physical activities. The remaining tasks are free choice. Students are expected to complete at least two activities (dot points) per fortnight.

Students are expected to complete all four tasks each fortnight. These tasks will be set by the teacher each fortnight.

<table>
<thead>
<tr>
<th>Year 4 Home Learning Grid – Term 1, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>Read your Good Fit Book.</td>
</tr>
<tr>
<td>Use the IPACK strategy to help you select your book.</td>
</tr>
<tr>
<td><strong>English Set Task</strong></td>
</tr>
<tr>
<td>Complete the attached English set task each fortnight.</td>
</tr>
<tr>
<td><strong>Maths Set Task</strong></td>
</tr>
<tr>
<td>Complete the attached Maths set task each fortnight.</td>
</tr>
<tr>
<td>The Maths set task will often be Mathematics.</td>
</tr>
<tr>
<td><strong>Cultural/Music Practice</strong></td>
</tr>
<tr>
<td>Lots of explorers navigated by the stars. Research some famous constellations and draw them in your homework book.</td>
</tr>
<tr>
<td>Learn a sea shanty and record the lyrics in your homework book.</td>
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<td><strong>Puzzles/Games</strong></td>
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<td>Create a jigsaw or put one together.</td>
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<td>Create a crossword using words related to the First Fleet topic.</td>
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<td><strong>Home Help</strong></td>
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<td>Unpack and repack the dishwasher each night for a week.</td>
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<td>Fold your washing and put it all away where it belongs.</td>
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<td>Vacuum or sweep the floor in the main areas of your house.</td>
</tr>
<tr>
<td>Pack your own healthy lunch.</td>
</tr>
<tr>
<td><strong>Physical</strong></td>
</tr>
<tr>
<td>Attend your usual sport lessons/teams.</td>
</tr>
<tr>
<td>Go for a walk with your family.</td>
</tr>
<tr>
<td><strong>Art and Craft/Hobbies</strong></td>
</tr>
<tr>
<td>Make a model of a ship like the Enterprise. Can you label the main parts?</td>
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<tr>
<td>Paint or draw a portrait of someone in your family in an old style. Think about the clothes that people would have worn in the 1800s.</td>
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<td><strong>Teacher Time</strong></td>
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<tr>
<td>Take your pet outside for a play.</td>
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<tr>
<td>Practise belly breathing.</td>
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<td>Organise your school bag the night before. Remember to make your lunch and pack notices and Cafe Reading folder.</td>
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</table>

Students are to select two dot points to complete per fortnight. Please highlight and date when completed.
## Unit 3 Specialist Timetable

### Semester One

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>3DS</td>
<td>Japanese P.E</td>
<td>Art P.E</td>
<td>Performing Arts</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>3CR</td>
<td>Japanese P.E</td>
<td>Art P.E</td>
<td>Performing Arts</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>3KT</td>
<td>Art P.E</td>
<td>Japanese P.E</td>
<td>Library</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>3KE</td>
<td>Art P.E</td>
<td>Japanese P.E</td>
<td>Library</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>4KH</td>
<td>Art P.E</td>
<td>Japanese P.E</td>
<td>Library</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>4DW</td>
<td>Art P.E</td>
<td>Japanese P.E</td>
<td>Library</td>
<td>Library</td>
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<td>Performing Arts</td>
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<td></td>
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</table>

**Things to remember:**
- **P.E.:** Students need to bring runners to change into for their P.E. session