Level Three Curriculum:

**Literacy and Numeracy:** In Literacy, level 3 students have been looking closely at a variety of persuasive texts (also known as expositions) to assist them with their writing. We began this unit of work by looking at advertisements and how they persuade people to buy products. We explored many different mediums such as Television, radio and magazine advertisements. We then had loads of fun running debates, before moving on to deconstructing persuasive texts to get a better understanding of how to write one. With careful modeling and shared writing sessions, students have now begun to write their own persuasive texts.

**Reading** sessions in Level Three have focused on looking at prior knowledge before reading, to assist with comprehension as well as investigating unfamiliar words to build their vocabulary. Once this has been explored students are explicitly taught how to answer comprehension questions by following the ‘comprehension process’ which gives children a step by step guide at how to find answers to texts. Students are also taught the difference between literal questions and inferential questions (reading between the lines).

In **numeracy** Level Three students began the term with learning and practising different strategies to add and subtract. The units began with a pre-test so that teachers could determine what students needed to learn and what they already knew. At the end of the units, it was great to see improved understandings from all students in post test results. Students this week are looking at Multiplicative Thinking which includes some fun, hands on activities. Multiplicative Thinking activities brings together, in a hierarchy, all the key ideas, strategies and representations of multiplication and division needed to work flexibly and confidently with whole numbers, fractions, decimals and percent across a wide range of contexts. The next topic to be studied will be division, which is the inverse operation of multiplication.

**Inquiry Topic:** We have begun our inquiry topic of ‘The First Australians’. We have been investigating Aboriginal life in the past and are currently learning about ‘The First Fleet’.

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**Homework in Level 3 - Reading and Spelling** - It is vital that ALL children are practising their spelling words at least 5 times a week and reading most nights. Spelling should be completed using three methods—1. Look, Say, Cover, Write, Check, 2. sound buttons and 3. colour phonemes. All children are expected to complete the Maths homework sheet and hand it in promptly on Monday mornings.

**Before School:** Level three teachers are opening their doors at 8.45 and encouraging all children to participate in activities for 10-15 minutes before the school bell rings. Teachers are providing this time in the hope of improving skills in number or giving children an opportunity to practise spelling or finish off work while their minds are fresh and ready to learn. Please support your child’s teacher by not interrupting the learning environment and allowing students to enter the classroom on their own, and quietly. If you need to speak to the classroom teacher, please do so appropriately, by booking an appointment or writing a short note.

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**Dates to remember:**

- **Education Week** - 21st to 25th May
- **Tri Skills**—30 mins sessions each week of Term 2
- **Grade 4 Camp to Golden Valley Lodge** - 14th to 16th May
- **Grade 3’s**—Friday

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Thank you to the helpers at the last Working Bee who pulled out all the weeds in our school vegetable garden! Grade 4 students this year are taking charge of the garden (planting, maintaining, composting and harvesting) with the help of some terrific parent helpers! A special thanks to Adrian McCarthy for supplying us with soil, seeds, seedlings and fertilizer and Robyn Erwin for supervising gardening activities every Thursday afternoon. Students will keep records and maps of what vegetables are planted in each of the beds and the success of each crop. These records will then be used by future classes to establish crop rotation practices. Where possible permaculture principles will be used to determine placement and variety of plants according to factors such as accessibility and frequency of harvesting, root depth, plant height, and garden benefits (eg insect attracting, soil enhancing).

The program will be supported by the local community including tours of the local Chelsea Heights Earth Carers Community Garden and nearby schools with established garden programs.