Term 2

It’s been a busy term. Level 3s completed NAPLAN. The 3/4s have started the swimming program and we are having a great time. We started working on addition and subtraction, writing procedurals and learning about chemical science. The students participated in a persuasive, cold write about girls and boys being in separate classes. For procedurals some classes made play dough, slime and other fun writing topics. In Week 9 we will be moving to informative texts, so it’s a great time to get the kids into reading non-fiction texts at home.

English

CAFÉ Strategy: Use Main Idea and Supporting Details to Determine Importance

The main idea of a passage is often stated in a sentence within the passage. It helps readers understand the most important idea about what is being read. The other sentences of the passage include pieces of information that tell more about the most important idea. These are called the supporting details.

Understanding the general idea of a text can be tricky for beginning, emerging, or even established readers. It can require time, brain power, and hard work to determine the main idea of a passage. Learning how to use the main idea and supporting details is an essential piece to a reader’s success in comprehending text.

How can you help your child with this strategy at home?

1. When reading with your child, stop frequently and ask your child what they think the selection is about. Then, ask your child to give you one detail to support their thought.

2. Remind your child that readers may think differently about what the author’s main point is in the selection. When a reader decides what he/she believes is the main idea, evidence from the text must be given as support. Model this process for your child, thinking aloud as you go and supporting your findings with details from the text. You may wish to use the following terms:
   - **topic** – the subject, what the text is about
   - **main idea** – most important idea about the topic (usually a sentence)
   - **supporting details** – bits of information used to support main idea

3. Give your child an opportunity to practice this strategy. After reading a selection, ask:
   - In a few words, what is this selection about?
   - What do you think is the most important idea about this topic?
   - Did you find the main idea written in the passage or did you infer it?
**Mathematics**

We have been focusing on addition and subtraction. This unit follows up from their knowledge of place value and ability to regroup numbers. We have been working on mental strategies to add, such as partitioning, building to ten, doubles and near doubles. Everyone has been working towards being proficient towards working with larger numbers. This will be a good time to practise adding single and double digit numbers with your kids at home. Partitioning has been one of their go to mental skills for double digit numbers and will be worth reviewing at home.

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\begin{align*}
34 + 62 &= 30 + 60 = 90 \\
4 + 2 &= 6 \\
90 + 6 &= 96,
\end{align*}
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therefore \(34 + 62 = 96\)

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**Play is the Way**

Students from 3/4C have been celebrating what they are good at and thinking about what they need to improve on in order to pursue their personal best. Part of pursuing their personal best is being able to work with others and learning to get the best out of themselves, in preparation for what lies ahead of them in life. Through class discussions, children are able to monitor where they are at in their learning. Having better skills than someone else does not mean you’re a better person than that person. Students are learning that there is a difference between someone’s character and their abilities. Often, making the ‘right decision’ is a test of character.

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