Dulma Unit Term 4, 2016 Overview

Personalised Learning in Dulma

Students have the opportunity to learn from their peers and to verbalise their understandings in both small group and whole class discussions by working in groups based on their needs and abilities. Students in 3/4 work in groups for writing, reading/spelling and mathematics that cater to their needs and personal learning styles. They also have the opportunity to engage collaboratively with Chromebooks and support each other using digital technologies.

Important Dates to Remember in Dulma

Library:
Friday: All of 3/4

Cooking/Gardening:
Wednesday: 3/4S

Japanese:
Wednesday 3/4 S
Thursday: 3/4C, 3/4L, 3/4 P

Fundamental Movement Skills:
Monday, Tuesday & Wednesday: 3/4C & 3/4L
Monday & Tuesday: 3/4P & 3/4SG

Camp:
Thursday 10th & Friday 11th October

Move-Up Day: Friday, 25th November (Week 7)

Reports:
Friday, 9th October (Week 9)

Literacy

Speaking & Listening
Students will have opportunities to listen to others’ views and respond appropriately using interaction skills. Students will listen and contribute to class and group discussions, asking questions and sharing key points. They will receive feedback from their peers and teachers.

Reading
In reading, students will participate in reader’s workshop or guided reading. Students will be exposed to a range of reading strategies including inferences, characterisation point of view, summarising & identifying the main idea of texts. In guided reading, students will complete rotations based on appropriate books of interest. They will focus on phonics and word knowledge to fluently read more complex words. In reader’s workshop, students will read independently, complete comprehension activities and engage in reflective discussion with their peers. Students will also be given the opportunity to use online programs to listen to and respond to different texts.

Writing
Students will focus on writing and analysing poetry. They will understand how to use language features and vocabulary to construct and write different types of poetry. Students will focus on:
- Planning, drafting and publishing poetry that includes a range of language features
- Re-reading and editing for meaning

Students will be discussing and writing poetry, including how it engages us emotionally. Students will be exposed to figurative language including similes, metaphors, alliteration and onomatopoeia. Students will be encouraged to focus on specific word choices to enhance their writing and engage the audience.

Spelling
Students will consolidate their understanding of the spelling strategies. We will continue to focus on visual, sound, connecting, meaning and checking strategies. Students will identify words from their writing and have these as focus words for the week. Students will complete activities with these words and add them to a list of known words.

Parental Engagement
Reading with your child is a great way to support your child’s literacy development. Discussing the important aspects and main idea can assist in further developing their understanding of the text. Asking questions related to the story or characters after reading is beneficial to assist inferential knowledge and understanding.