

Year 3 Learning Snapshot

Reading

Students have finished off learning about activating their prior knowledge. They have refined their skills using evidence from the text to make connections to themselves and other texts they have read. Students have chosen a 'just right' book that they have read and reflected on how they have used their prior knowledge to understand the text better making connections. Moving forward, students have begun making predictions about the text FOX. They are learning about using clues from the text and illustrations to make predictions about what will happen next. As they continue to read the text, they have been reflecting, revising and editing their predictions based on new information found in the text.

Writing

In week 4 students continued working in their writer's notebook. Some students started new writing seeds, other students started a comic or planning a narrative story. In week 5 students finished their persuasive texts on the topic animals in cages. They were also introduced to procedural texts using a chocolate chip cookie recipe as an example. Students deconstructed the text looking for the appropriate structural and language features of a procedural text. Students have also been introduced to the use of paragraphs and when to start a new paragraph in a narrative. They practiced this skill by identifying where paragraphs should be placed in a short narrative.

Numeracy

In Maths, students were introduced to the compensation strategy for addition and subtraction. Compensation is changing the numbers to make calculations easier. For example,

Addition	Subtraction
$43 + 28 =$	$53 - 9 =$
$43^{-2} + 28^{+2}$	$53^{+1} - 9^{+1} =$
$41 + 30 = 71$	$54 - 10 = 44$

Students also played a number of games to assist with building their number fact fluency. These were a nice relief during the NAPLAN week!

They also interpreted worded problems to decide if the operation required addition or subtraction. Looking at key language, such as 'more', 'altogether', 'gave/went away' and 'what is left', supported this. Special attention was needed for some trickier problems, such as noticing if the word 'more' involved addition or subtraction calculations. For example, Mr. Smith had some cookies. Suzy gave him 23 more cookies. Then, he had 69 cookies. How many cookies did Mr. Smith start with? Students worked out that this problem needed them to find the difference, so the equation to solve was $69 - 23 = ?$, or $23 + ? = 69$. Students drew on the range of strategies taught over the last few weeks to solve the worded problems.

Big Question

In Big Question, we have continued our inquiry into 'How Does Heat Energy Create Change' by examining the way that heat is transferred by radiation. Students observed how colours absorb or reflect radiant heat by measuring and comparing changes in temperature when materials of different colours were placed in the sun. Working in groups, they used their observations to plan an experiment to melt butter using radiant heat. They worked on the hypothesis that certain colours were more effective at absorbing radiant heat and so should be more effective at melting butter. Although the hypothesis was good, and we had a beautiful sunny day on which to conduct our experiments, the intensity of the radiant heat at this time of year meant that we did not quite get the expected results. All part of working and thinking as scientists.

For the next couple of weeks, students will work with a partner to conduct their own research into a wondering which they have developed as a result of our inquiry so far.

Spanish: In Spanish, we have been learning about hobbies. Target vocabulary includes music, singing, reading, dancing, soccer, footy, watching movies, video games, walking and running. Students are designing characters for their comics. In the coming weeks, students will create comics with dialogue around hobbies.

Music: In Music, students were introduced to the ukulele. They learned the important parts of it and the names of all four strings. They played simple tunes using thumb plucking techniques. They progressed from open strings to learning how to press a string on to a fret.

Physical Education: In P.E we are practising all our footy skills such as handballing, marking and kicking and combining them with a game of AFL Recreational Football. Students are using football terminology and exploring the different positions on a football field such as forwards, mid fielders and backs.

Art: In Art, the Year 3s have continued their investigation into artist Kimmy Cantrell, by taking their 2D designs for their final “mask-erpiece” into 3D construction replicas, to practise layering their designs before practising them in clay.