

Parent Overview Term 3 2017

WEEKS 3&4

Over the next fortnight Monday 31st July – Friday 11th August, Grade 4 students will be focusing on the following topics:

MATHS – Mapping and Location



Level 3

- Create and interpret simple grid maps to show position
- Create and interpret simple grid maps to show pathways and directions

Level 4

- Read and use simple scales to identify real life distances
- Use legends to interpret information contained in basic maps
- Create your own legend on your map using appropriate symbols
- Follow/give simple directions when referring to locations on a map
- Using directions including left and right to find features on a map
- Compass coordinates

Level 5

- Use a grid reference system to describe locations on a map
- Describe routes using landmarks and directional language
- Create your own scale and ensure map features are true to scale

Level 6

- Use the Cartesian coordinate system using all quadrants

WRITING

GENRE- REALISTIC FICTION

What is realistic fiction?

How can "fiction" be "real"? What does this term mean?

The word "fiction" in regards to literature -- generally means a narration which is not-true, real or factual. And "Realistic" means real, real-like or having the nature of "reality".

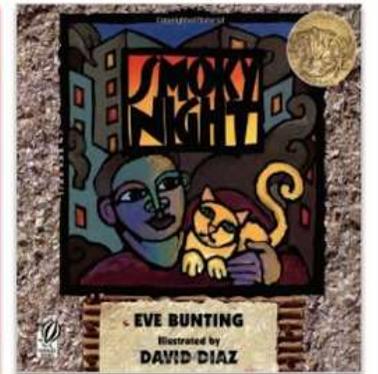
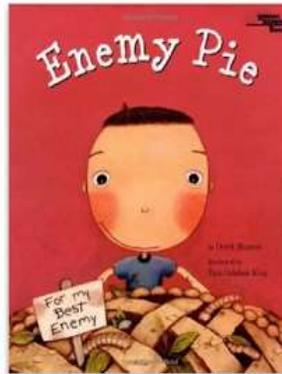
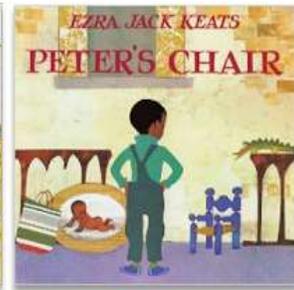
Therefore, "realistic fiction" means fiction that is realistic or lifelike. Fiction that is lifelike is fiction that seems real and believable; as though it "could happen".

Realistic Fiction

A realistic fiction story is a made up story that could actually happen.



REALISTIC FICTION mentor texts

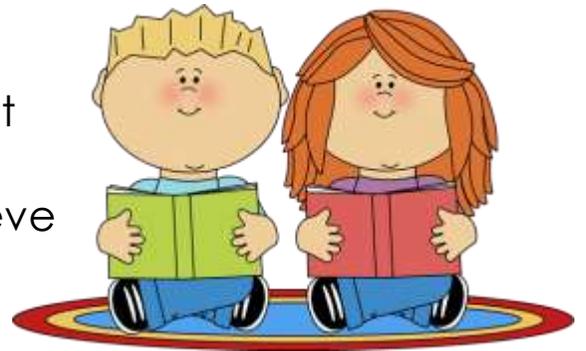


Narrative Story Map

Characters	Beginning	
	Middle #1	Middle #2
Setting	Ending	

READING - Making Connections

Your child will be revisiting the goals they set last term while learning about making connections. They will select their next goal and continue to achieve this independently during class time. Your child will be focusing on one or more of the following goals. Please discuss your child's goal with them and allow them to practise their reading goal during their home reading.



1. Make **simple text-to-self** connections about something that has **happened to you**.

2. Make **text-to-self** connections about **feelings** when placed in a similar situation.

3. Make **text-to-text** connections about **similar characters**.

6. Make **text-to-world** connections about **your prior knowledge** on a topic.

5. Make **text-to-text** connections about **similar storylines**.

4. Make **text-to-text** connections about **similar problems or issues**.

7. Make **text-to-world** connections about **things you've heard on the news**.

SPELLING

Ambiguous vowel sound investigations such as:

rain baby
snake a
a_e 8 eigh eight tray
lail sound

tree peas
story y ee ea
field ie ey key me
leel sound

moon June
u_e
ou soup ue glue ew screw
lool sound

tube stew
u_e ew
u emu ue barbecue
luel sound

pie five
light ie i_e
igh lion y sky
hel sound

boat hose
oa o_e
o ocean ow bow
loal sound