

# Parent Overview Term 3 2017

## WEEKS 7&8

Over the next fortnight Monday 28<sup>th</sup> August – Friday 8<sup>th</sup> September, Grade 4 students will be focusing on the following topics:

### MATHS - Division

Below is a list of some of the main learning outcomes for Division. A particular focus is placed on the link between multiplication and division, dividing with remainders and formal algorithm for division (long division). We will also focus on some of the possible strategies used to solve division mentally.

The image shows a digital workspace with several components:

- Multiplication Facts:** A list of multiplication facts:  $6 \times 1 = 6$ ,  $6 \times 2 = 12$ ,  $6 \times 3 = 18$ ,  $6 \times 4 = 24$ , and  $6 \times 5 = 30$ .
- Long Division Grid:** A grid showing the long division of 804 by 3. The quotient is 268. The steps are:  $3 \times 2 = 6$ ,  $8 - 6 = 2$ , bring down 0 to get 20;  $3 \times 6 = 18$ ,  $20 - 18 = 2$ , bring down 4 to get 24;  $3 \times 8 = 24$ ,  $24 - 24 = 0$ .
- Dot Patterns:** Four boxes showing dot patterns for division:
  - Top-left: 18 dots in 3 rows of 6, labeled  $18 \div 3 = 6$ .
  - Top-right: 18 dots in 6 columns of 3, labeled  $3 \times 6 = 18$ .
  - Bottom-left: 18 dots in 6 rows of 3, labeled  $18 \div 6 = 3$ .
  - Bottom-right: 18 dots in 3 columns of 6, labeled  $6 \times 3 = 18$ .
- Pause Button:** A green button with a pause symbol and the word "pause".

The chart compares multiplication and division strategies:

- MULTIPLY:**
  - Symbol:  $\times$
  - Definition: combine equal groups (repeated addition)
  - Example:  $3 \times 5 = 15$  (factor 3, factor 5, product 15)
  - Strip Diagram: A strip of 15 divided into 3 groups of 5.
  - Array: A 3x5 grid of dots, labeled "3 rows of 5".
  - Equal Groups: 3 groups of 5 dots.
  - Repeated Addition:  $5 + 5 + 5 = 15$
  - Number Line: A number line from 0 to 15 with 3 hops of 5.
- DIVIDE:**
  - Symbol:  $\div$
  - Definition: divide into equal groups (share equally)
  - Example:  $15 \div 3 = 5$  (dividend 15, divisor 3, quotient 5)
  - Strip Diagram: A strip of 15 divided into 3 equal parts.
  - Array: A 3x5 grid of dots, labeled "15 split into 3 rows".
  - Equal Groups: 15 dots shared into 3 groups of 5.
  - Repeated Subtraction:  $15 - 5 - 5 - 5 = 0$
  - Number Line: A number line from 15 to 0 with 3 hops back by 5.

## Learning outcomes for division

### Level 3 Division

- Automatic recall of basic division facts - 2, 3, 5 and 10

### Level 4 Division

- Using the **split strategy** (partitioning) to solve division problems

$$369 \div 3 =$$

$$300 \div 3 = 100$$

$$60 \div 3 = 20$$

$$9 \div 3 = 3$$

$$100 + 20 + 3 = 123$$

- **Automatic recall** multiplication facts up to  $10 \times 10$  and related division facts.

- Using '**three for free**' (commutativity) as a strategy for multiplication and division

$$4 \times 3 = 12 \quad 3 \times 4 = 12$$

$$12 \div 3 = 4 \quad 12 \div 4 = 3$$

- Using **halving** to solve division

$$40 \div 2 = 20 \quad 40 \div 20 = 2$$

- Using the **formal algorithm** (long division) to solve division, WITH AND WITHOUT a remainder

### Level 5 Division

- Using the **formal algorithm** to solve division with **decimals**.
- Understanding and using the fact that equivalent division calculations result if both numbers are divided by the same factor.
- Understanding that when dividing a number, there can be remainders when the number cannot be divided evenly.

### Level 6 Division

- **Divide fractions** and decimals using efficient written strategies.
- **Divide decimals** by powers of 10.
- Understanding that if a number is divisible by a composite number then it is also divisible by the prime factors of that number (for example 216 is divisible by 8 because the number represented by the last three digits is divisible by 8, and hence 216 is also divisible by 2).

# WRITING

## GENRE- REALISTIC FICTION

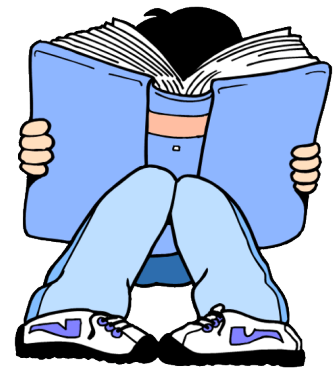
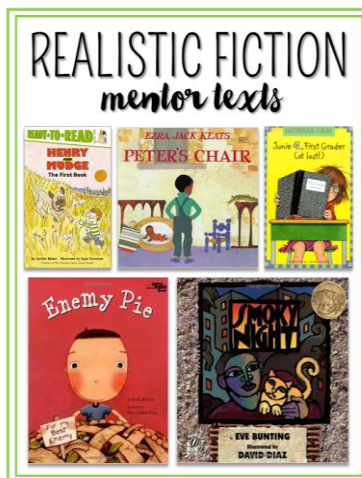
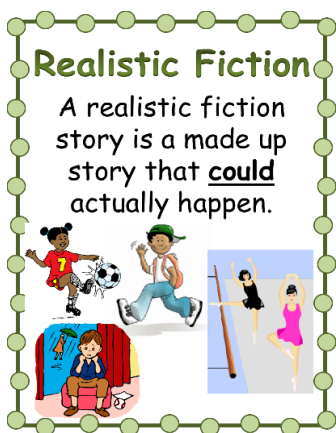
### What is realistic fiction?

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".



### Writing skills focus

As a cohort we have been focusing on various skills to improve the structure and language in our writing. One of these skills is descriptive language such as figurative language and the skill of show don't tell.

Below is some examples of what we have been working on.

<b>Term</b>	<b>Definition</b>	<b>Example</b>
<b>Alliteration</b>	The repetition of beginning consonant sounds in two or more neighboring words or syllables.	The wild and woolly walrus waits and wonders when we'll walk by.
<b>Assonance</b>	The repetition of vowel sounds in words or syllables.	Fleet feet sweep by sleeping geese
<b>Hyperbole</b>	Big exaggeration, usually with humor	mile-high ice-cream cones
<b>Idiom</b>	An expression of 2 or more words that means something other than the actual meaning of its words.	She sings at the top of her lungs. or Hold your horses – I am coming!
<b>Metaphor</b>	Comparing two things that are not alike to suggest that they actually have something in common	Her hair was silk.
<b>Onomatopoeia</b>	Naming a thing or an action by imitating the sound associated with it	buzz, hiss, roar, woof
<b>Personification</b>	Giving something actual human qualities	The stuffed bear smiled as the little boy hugged him close.
<b>Simile</b>	A figure of speech comparing two unlike things, using the words "like" or "as"	The sun is like a yellow ball of fire in the sky.

### Show don't tell - basic description vs detailed description

#### **Basic Description**

It was late when I went to the shops. The shop was too small for the shoppers. The shelves and the things for sale were old. I couldn't find what I wanted and I wasn't sure why this place even existed. Even the old lady behind the counter looked too bored to be there.

#### **Detailed Description**

It was dusk when we entered the tiny grocery store on the edge of the deserted road. The smell reminded me of our laundry when mum forgot to hang it out. The store was lit by a single bulb hanging near the entrance emitting a low buzzing sound that made me think of a mosquito on a hot, muggy, summer evening. The aisles in the store were narrow allowing only one shopper at a time. My anxiety levels rose as my shoulders scraped against the ancient wooden shelves lining the aisles, giving me splinters. These were cluttered with dust-covered cans and boxes. Yellowed labels on the cans held the secret of the store. Much to my disappointment, the item I came in specifically for, wasn't there. I looked towards the counter and sitting there, eyelids drooping, was Pearl the shop assistant. Engrossed in her knitting project, her hair as grey as a stormy afternoon. She didn't look up and I didn't bother her.

# READING - Evaluative Questioning.

Your child will be revising one or more of the goals below based on their current needs. Please discuss your child's goal with them and allow them to practice it during their home reading.

**Literal Questions:** The answer is right there in the text. All you have to do is LOOK!



**Inference Questions:** "Seek and find" the answer by using the text and your own knowledge.



**Evaluative Questions:** Form a judgement based on your own opinion and use evidence from the text as support.



Making an opinion about something in the text using your prior knowledge

Use literal facts or examples from the text that support your opinion

Give your opinion about a character's action in the text.

Identify how a character could have behaved differently and why.

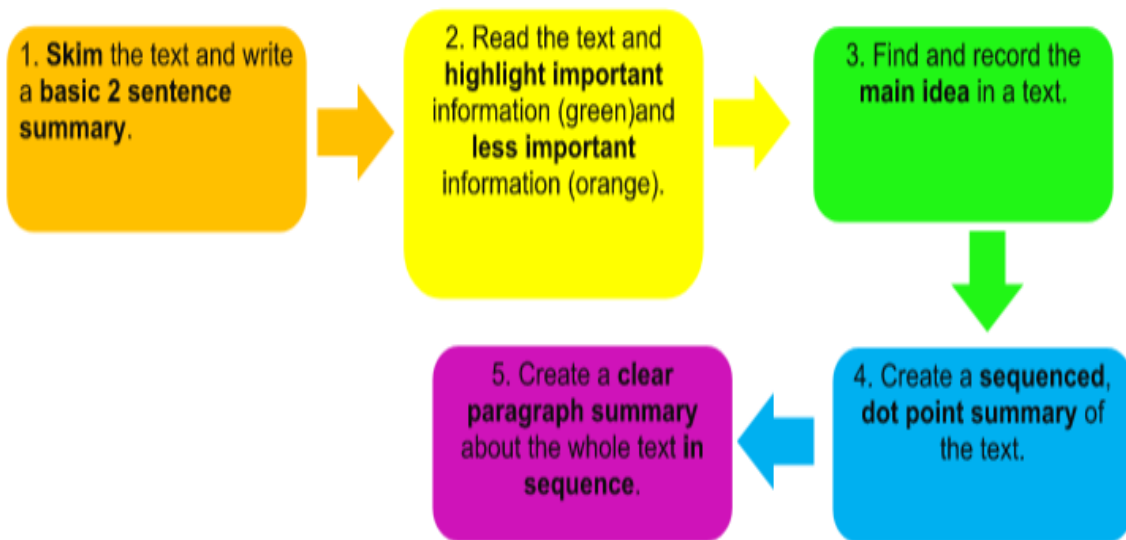
Provide an alternative ending to the plot, justify your ideas.

# The Week 8 Reading focus is Summarising

Your child will be focusing on one of the goals below based on their current needs. Please discuss your child's goal with them and allow them to practice it during their home reading.

## Steps to Success - Summarising

Being able to summarise a text so that your version is visually shorter in length and only reflects the important parts of the text summarised.





# SPELLING

We are continuing to focus on ambiguous vowel blends. The next spelling focuses are 'oi/oy' and 'er/ir/ur'.

## Phonic sounds

sh shoe wash	ch chimp pinch	th that bath	ff fluff <small>sounds like f in full</small>	ll full <small>sounds like l in lot</small>	ck tick <small>sounds like c in cat</small>
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a e i o u vowels	c-a-t cat	p-e-t pet	h-i-t hit	p-o-t pot	f-u-n fun
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[ai] rain pain train stain	[ee] tree beef seed bleed	[ie] tie pie tried fried	[oa] boat coat goat croak	[oo] boot moon soon soot
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words with the same vowel sounds... but different spellings!

oy play	ea sea seat seal feast	igh night y cry try	oe toe ow snow	_u_e tune ew flew ue blue
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ou ow house mouth cow brown	oi oy oil soil boy toy	ir er ur first skirt flower fur	ar car farm scarf shark	or for cord lord sport
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ear air ere are bear hair there scare	oor aw au ore floor claw caught more	oo u good book pull up	ea head bread tread thread	ear fear hear near clear
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