TERM ONE — WEEKS ONE TO FOUR

Our start to Year Three has been wonderful! We have spent our first few weeks settling in with our peers and getting down to learning!
ODD AND EVEN NUMBERS

We started the term learning about odd and even numbers.

Some of the activities we completed were:

- Grouping collections of objects in twos to help identify odd and even numbers.
- Skip counting by twos to identify odd and even numbers.

We discovered

**EVEN NUMBERS END IN EITHER 0, 2, 4, 6 OR 8 AND CAN BE EVENLY DIVIDED BY 2.**

**ODD NUMBERS END IN EITHER 1, 3, 5, 7 OR 9 AND CAN NOT BE EVENLY DIVIDED BY 2.**
We are currently focusing on place value during our Maths lessons. We started by learning how to read and write numbers up to 10,000.

The iPad app ‘Base Ten’ was used to represent numbers up to four digits.

We used number lines and played card games to practise ordering numbers up to 10,000.

At the moment we are learning how to expand numbers. For example:

\[ 9675 = 9000 + 600 + 70 + 5 \quad \text{AND} \quad 8016 = 8000 + 10 + 6 \]
We have been learning about the reading comprehension strategy ‘fact or opinion’. A fact is something that is true. It can be verified by referring to other information. In other words, it can be checked and shown to be correct. An opinion is something that someone believes to be true, but which can not be verified. In other words, it is something that someone thinks rather than knows is true.

Students must be able to distinguish between facts and opinions in order to become critical readers. They have to engage and interact with text and read with a questioning attitude. They can then look for relationships and critically judge and evaluate what they read, identifying facts and opinions.

Critical readers become more discriminating consumers of the news media and advertising; an important life skill.
In writing, we have been learning how to structure a paragraph. We have learned that a paragraph is a group of sentences that all tell about one thing. What they tell about is called the 'main idea' of the paragraph. We used a hamburger to help us plan a paragraph. We practised writing paragraphs using the topic 'My favourite day of the week.'

We have also been learning about persuasive writing. We have been taught to think of the structure of a persuasive piece of writing as a hand. Our thumb is the introduction, our three fingers are the three argument paragraphs and our little finger is the conclusion. So far we have learned how to write a persuasive introduction.

In spelling, we have been learning about contractions. A contraction is two words joined together with one or more letters replaced by an apostrophe ('). One of the activities we completed was matching the two words to their contraction.
GLOSSARY TASK

As part of our community unit of work titled, ‘Indigenous Inspirations’ we were given the opportunity to explore a glossary of words that relate to the unit.

We were placed into groups of five and each group was given a list of words and their meanings. Our first task was to read through the words and their meanings and then we had to place the words in alphabetical order. Next, we had to work collaboratively in our group to write a paragraph using our allocated words.

Australia’s indigenous people are the Aboriginals. They have a very old culture that we have learned about through stories and pictures drawn in caves. In the past there were many events and characters that helped shape the way our country is today. Kids today can use many sources of information to find out about Aboriginal people. The Aboriginal people made mistakes in the bush and through trial and error learned from them.

By Olivia, Sienna, Ethan B, Ava P and Lyana

In Australia we have a diverse community. The Aboriginal traditions and celebrations are a big part of our history. Through persistence, the Aboriginal people have made sure their culture has not been lost. The Aboriginal people follow a sequence of clues from nature when they hunt.

By Ava C, Tanaya, Billy, Brodie and Maureen
In Australia we have a democracy. Our cultural heritage is from the Aboriginal people. They passed on their history through narratives. We have seen lots of changes in our community. As a nation, we have needed to problem-solve difficulties encountered.

By Aaliyah, Antonio, Ethan, Jack and Indiana

We live in a democratic community. Throughout time a group of historians have persisted and found many artefacts that helped to tell the story of the Aboriginal community. Also, on some of the artefacts there were lots of symbols painted on them to help tell a story.

By Ione, Anthony, William, Ava S and Blaide

We found this task thought provoking and really enjoyed the challenge of trying to use as many words as we could from the glossary.
We viewed caricatures of famous people and discussed how certain features are accented while others are minimised. We then discussed our own prominent facial features with a partner and talked about which of our features we might exaggerate and those we would minimise. The aim of a caricature is not to draw a realistic portrait but rather to capture the main features of a person and emphasise them. We were then guided through the process of drawing our caricature.