Welcome!
Welcome to Year Three. Our teachers are:
Room A3  Elena Avignone
Room A10  Aleksandra McGregor
Room A9  Cassandra Brodrick

Our team leader is Cassandra Brodrick. We are your first point of call to discuss any cares or concerns. Come and see us with any little problems before they become big problems. We look forward to working with you throughout 2013.

Year 3 Overview
As students develop confidence in using specific skills, their effectiveness as learners increases rapidly. They are encouraged to set short-term goals and achieve these in cooperative and competitive situations. They interpret each other’s work and participate in discussions to share and explore ideas and beliefs. They are encouraged to manage their level of effort, and to take steps to improve by implementing a range of strategies that may include rehearsing, organising, summarising, remembering and understanding. They ‘identify their learning strengths and weaknesses and learning habits that improve learning outcomes.’ (DEECD Stages of Learning P-4)

Parent Helpers
We value the support of a team. As a team we greatly appreciate the support of parent helpers in our classrooms. There are many ways you can assist such as changing books, listening to children read, typing stories, helping run a small literacy or numeracy group and compiling resources.

We require all classroom helpers to participate in our Parent Helpers induction sessions which will run during Term One on Wednesday 20th of February at 9.00am and 7.00pm.

**Please note parents who participated in 2012 induction programs do not need to attend again this year.**

Personal Development

Our School Values
Learning: Getting better at what we do and how we think.
Honesty: Being truthful.
Cooperation: Working with others for the good of everyone.
Responsibility: Making good decisions and setting a good example.
Caring: Looking after yourself and being considerate of others.
Respect: Being polite and taking care of our environment.

Better Buddies
We are all excited about the introduction of the Better Buddies framework at Kismet. The aim of the program is to create a friendly and caring school community that supports students as they move through the school.

We will be holding regular Better Buddies activities throughout the year. Our first key event will be our ‘Better Buddies Welcome’ to be held on Friday 15th of February. If you would like further information about Better Buddies please visit www.betterbuddies.org.au.

You Can Do It!
Central to the development of these 5 Key Foundations is instilling in young people 12 Habits of the Mind, including:

- Accepting Myself
- Taking Risks
- Being Independent
- I Can Do It
- Giving Effort
- Working Tough
- Setting Goals
- Planning My Time
- Being Tolerant of Others
- Thinking First
- Playing by the Rules
- Social Responsibility

English
Speaking & Listening
Children will be provided with opportunities to speak for a range of purposes (e.g. oral reports, responding, readers’ theatre). Voice projection, expression, speaking in full sentences, correct pronunciation and body language will all be addressed.

Listening skills will be enhanced through games and activities.

Reading
Students will read and respond to a range of imaginative and informative texts with some unfamiliar ideas and information. Ability reading groups will cater for individual needs and development and extension of reading strategies. Persuasive texts will be read, discussed and used as models for their own writing.

Examples of persuasive texts include advertisements & family conversations where members convince others of their choice of movie etc.

Writing
In writing, students are being introduced to the structure of persuasive text through explicit instruction, modelling and shared writing before attempting their own pieces.

Sentence structure, punctuation and vocabulary are being emphasised. Students will be revising the correct letter formation, size, space and joining of letters.

Spelling
At this level students will be consolidating their knowledge of phonics (speech sounds), visual information (letters) and word structures including prefixes, suffixes and root words.

Children will be studying word family groupings, (as indicated by our pre-testing) and reviewing incorrect spelling from their own writing.

THRASS, spelling rules, dictionary skills and vocabulary development will be covered through explicit teaching and follow up activities.
Mathematics
Whole class and instructional ability group sessions will support students at their level of need as identified through pre and post testing. During term 1 we are focussing on:

Place Value: Children are working on representing the structure of whole numbers to 3 and 4 digits using MAB, Montessori cards and abaci.

Skip counting by 2’s, 3s, 4s, 5s and 10s up to 100, starting from any number.

Students are refining their strategies for automatic response of number facts (addition & subtraction) to 20, working towards automatic recall.

We will be practising telling the time to the quarter hour using analogue and digital clocks.

Students will be exploring geometry and measurement.

Home School Communication
Please ensure that all communications to school are sent in the red bag.
Diaries should be sent to school daily, with home reading recorded and initialled. Relevant dates are recorded in the diary by the children, so please check them daily.

Inquiry Learning
During Term 1 the students will develop a shared understanding of their rights and responsibilities to promote a safe and happy learning environment.

A focus on the You Can Do It foundation of Organisation will assist students to be ready for learning and foster independence.

Students will be encouraged to listen attentively and respectfully to others and feel safe to express their own thoughts and opinions.

Later in the term we will commence our Inquiry topic ‘Australian’. Our key inquiry questions are:
Who lived here first and how do we know?
How has our community changed?
What is the nature of the contribution made by different groups and individuals in the community?
What features have been lost and what features have been retained?

During our inquiry students will investigate the human and physical characteristics of Sunbury and consider features that have changed over time.

Home Learning Routines
Students should read for a minimum of 15 minutes for a minimum of three nights per week. They should answer a set of questions related to the text on the 4th night. Those questions and answers should be discussed with an adult at home, demonstrating they understand their reading. A Literacy task will also be sent home on Monday nights and is expected back completed by Friday.

Strategies for Helping at Home
*Read to and with your child on a regular basis. Talk about the book your child is reading with him/her to enhance understanding.
* Use homework to help with organisational skills and as a starting point to discuss what’s happening at school.
*Practise using a dictionary at home to find the meaning of interesting or unknown words.
*Practise handwriting through writing lists and greeting cards and diary entries.
*Set up a schedule for weekly routines and write times in analogue and digital format.

Inquirers

Timetables:
Room A10 3M
11:30am Monday PE
12:30am Monday Music
2:15pm Monday Art
9:00am Thursday Sport
2:15pm Thursday Library

Room A9 3B
11:30am Monday Art
12:30am Monday PE
11:30am Tuesday Music
9:00am Thursday Sport
10:00am Friday Library

Room A3 3A
11:30am Monday Music
12:30pm Monday Art
2:15pm Tuesday Music
10.00am Wednesday Library
9:00am Thursday Sport

Dates to Remember
15th February: Better Buddies Welcome
26th/27th February: Parent Teacher Conferences
20th February: Parent Helpers Induction Program
12th March: Curriculum Day (Student free day)
18th March: School Photo Day
22nd March: Australian Fete 3:30– 8:00pm
28th March: End of Term 1