

THE GRADE 4 NEWSLETTER

TERM 4 WEEK 9

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Hi Parents and Carers

Welcome to our final Class Newsletter for the year. We would like to take this opportunity to thank you all for your contribution to your child's learning in 2016. We have thoroughly enjoyed working alongside parents to provide a challenging, rich and diverse education. There has been a noticeable increase in all students maturity and independence. We wish all families a safe and happy holiday season.

– Ben McCulloch & Megan Macgregor

Writing

In writing, students have been focusing on applying all of the skills they have learnt this year. Our writing program has largely focused on assisting students to think like a writer and to understand the key elements of quality writing. They have learnt about the writing process - generating ideas, drafting, editing and publishing. Regardless of the form, students know that the criteria of ideas, organisation, sentence fluency, conventions, word choice and voice must be considered when composing a text. Our attention this term has been on conventions (punctuation) and sentence fluency. Students are now more able to add greater meaning to their writing.

Reading

The students have been learning the difference between retelling and summarising. In order to successfully summarise, students need to be able to: identify the main idea/s, use key information – words, facts and phrases and retell a shortened version of the text in their own words. The students have also been developing a deeper understanding of texts when they 'read between the lines', which is the reading strategy of inferring. By using their prior knowledge, students can interpret what they think the author is really trying to say. The students have been using these reading strategy skills during our class novel, *Hatchet* by Gary Paulsen.



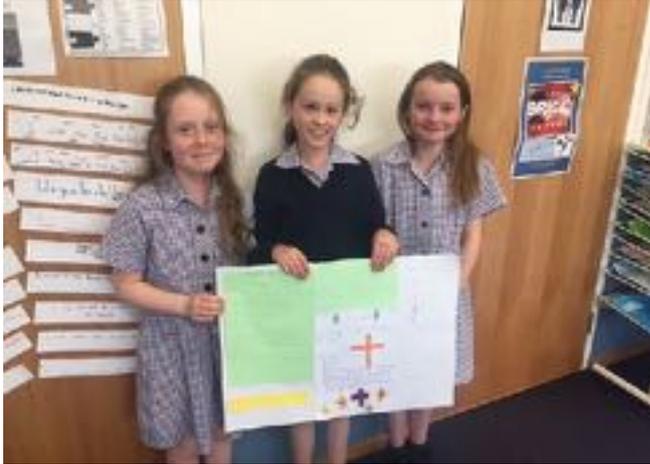
Humanities & Social Science

Students are in the final stage of completing their inquiry. Indicators of success were: posing questions, locating information, sequencing events, identifying points of view and presenting ideas. Identifying different points of view presented as a challenge for many students. As a result we have recently focused on this skill.



Science

The students have been learning about some of the specific push and pull forces that affect all objects on Earth. Students have learnt about and investigated contact forces such as friction and non-contact forces such as gravity. The students have recently conducted two experiments. The first was to collect data on the travelling distance a toy car covers on different surfaces – cement, wooden floor, grass, mud, carpet and laminate. Students discovered that due to the friction from the different surfaces the distance the car travelled was different. The students have also recently been investigating balloon rockets. In these experiments the students are researching how the size of a push force affects the speed of an object.



Religious Education

In Grade 4 we have been learning about the definition of Church as a 'Body of Christ' or 'Community of Faith'. The word Church describes much more than just the physical building. Central to this learning has been developing an understanding of the mission associated with the Church. The Church's mission of going to the marginal bringing good news to the poor, liberty to captives and sight to the blind. We explored the question: How does going to Mass help prepare us for this mission of which we are all a part of?

The Order of Mass consists of four parts: The Introductory Rites, Liturgy of the Word, Liturgy of the Eucharist and Concluding Rites. In groups, students explored the components of each part of Mass and reflected upon how it prepares us for the 'mission'. Students presented their learning in various creative ways.



Mathematics

Students have been learning to describe routes using landmarks and directional language. Success indicators were sequencing steps in order, the use of directional language (e.g. North-East, anti-clockwise) and measurement units (e.g. meters). Students described a route to an object hidden in the school grounds. The class then designed their own map of Camp Green Lake that included a scale, legend (key) and cardinal directions. As a class we have also been reviewing concepts including multiplication, division, perimeter and area. Students have been working towards completing a unit called Lengthy Leaps. In this unit the students have covered topics: place value to tenths, tenths on a number-line, place value to hundredths, hundredths on a number-line, graduated scales and organising data. The investigation requires students to investigate the optimum run-up needed to achieve the longest long jump. Students are gathering data to show if a 5m, 10m, 15m, 20m or 25m run-up produces the best long jump.