

1/2 Learning Communities Newsletter

Term 2, 2018



HARVEST HOME
PRIMARY SCHOOL

Welcome back to Term 2! We are pleased and proud to say the students have returned from their break happy and ready to learn. Students are continuing to display our school behaviours of *Being Respectful*, *Being Safe* and *Being Your Best*. Our community students are continuing to be rewarded for their display of behaviours with 'Hero Stamps' inside the community and 'Hero Cards' when showing these behaviours outside.

This term we are focusing on:

Reading:

Students will continue working in their groups on their shared and personal reading goals. Student groups may change throughout the term depending on assessment results and the learning needs of your child.

Your child may be working on one or more of the following skills in their reading group:

- Using Fix-It Strategies, such as stretching the sounds in words or 'chunking' familiar parts in words.
- Rereading a sentence when they have made an error or their reading does not make sense
- Asking questions about a text before, during and after reading
- Continuing to build reading stamina during Independent Reading
- Reading with fluency and expression
- Making predictions and inferences using clues from the text
- Finding evidence in the text to assist with answering questions
- Giving a summary of the most important events or details in a text, in their own words using summarising tools such as "Somebody, Wanted, But, So, Then" for a fiction text and "Main Idea, Fact, Fact, Fact" for a non-fiction text.

Summarising
A summary retells the
main events of a text
in a shorter version

Writing:

Our writing genre this term is Procedural Texts. The purpose of a procedural text is to explain how to do something. Examples of procedural texts are *instructions*, *recipes* and *directions*.

Students will learn to identify the purpose and structure of procedural texts and to identify and use the language of procedural texts such as verbs, adverbs and transition words.

Students will write various procedural texts, focusing on correct structure and sequence.

The will also be taking their writing through the different stages of the writing process (planning, composing, editing, publishing).

Procedure

What is it?
A procedure tells how to do something.

Label	Description
Title	Tells what is being explained.
Goal	Tells what the procedure aims to produce.
Needs	Describes or lists what is needed to complete the procedure.
Steps	Describes step-by-step how to complete the procedure.
Check	How to check if the procedure worked.

Making Lemonade

If you follow these steps you will make a jug of lemonade.

To make lemonade you will need:

- a litre jug
- three lemons
- a wooden spoon
- a cup of sugar
- a lemon squeezer
- water

1. Carefully cut the lemons in half and squeeze them on the lemon squeezer.
2. Pour the lemon juice into the jug.
3. Fill the jug with water.
4. Add the sugar.
5. Stir until sugar is mixed completely.

Taste your lemonade. If it is not sweet enough, add more sugar to the jug and stir.

Within their Writing groups, students may be focusing on the following skills:

- Writing letters correctly and ensuring their writing is on the lines
- Ensuring there is adequate spacing between words
- Grammar and punctuation
- Using capital letters correctly
- Vocabulary and sentence structure
- Sound knowledge and spelling
- Using interesting words, such as adjectives and adverbs

Handwriting and Rocket Writing

Students in the 1/2 Communities will continue with a daily handwriting fluency task, focusing on a particular letter each week. The focus will continue to be forming letters correctly, correct size and orientation of letters and ensuring correct starting position and pencil control.

Students who have shown wonderful improvement in letter formation in their daily writing, will focus on their writing stamina during this time through *Rocket Writing*.

Students will also be involved in weekly Fine Motor Skill activities to strengthen their finger and wrist muscles which will support pencil and scissor grip and movement.

Numeracy

Students have been given individual counting goals which they have been working on during number fluency. Students are assessed to see whether they have achieved these goals and can move to the next goal. The counting skills involve counting forwards and backwards by 1 to 100 and beyond and skip counting forwards and backwards by 2, 3, 5 and 10 from 0 as well as various starting points other than 0. Students will be regularly assessed according to their knowledge in the related topics taught.

This term, students will be focusing on various aspects of the following topics within their Numeracy groups:

- **Place Value** –making, recording and ordering 2 and 3 digit numbers as well as being able to place numbers on a number line and problem solving.
- **Measurement** – Measure and compare lengths, masses and capacities of objects using informal units. Compare objects using balancing scales.
- **Data** – Represent data with objects and drawings, describe displays, collect, check and classify data. Display data using lists, tables, pictographs and interpret them.
- **Back to Front Maths Program** – Sessions aimed at correcting misconceptions around quantity and number knowledge.

Challenge-based Learning (CBL)

This term, students will be investigating community, and the cultural diversity within our school community. Students will be immersed in different aspects of cultures around the world such as, dress, dance, food and celebrations. We will be taking part in some cultural activities to support this learning by going on an excursion to CERES. Students will then choose which area of culture they would like to find out more about and do some further investigating. At the end of the unit students will share their learning at a multicultural afternoon.



Grade 1/2 Homework Expectations:

It is recommended that students in Grades 1 and 2 participate in a minimum of **20 minutes** of homework per day. Students are to read either their take home book or a book on Wushka/Reading Eggs on a daily basis. Please record the book read each night in their yellow home reader book.

READING: Please read Our 'Reading at Home' document sent with this Newsletter for some tips on reading at home with your child and an explanation of some of the Fix-it Strategies your child is being taught at school. A reminder that the purpose of home reading is to build fluency, comprehension and word-solving skills at an independent level, therefore the book they are bringing home is a level range below what they are working with at school. Students' levels have been determined by the accuracy of their decoding (reading the words) as well as their ability to answer a variety of questions about the text (comprehension), which is equally as important as the ability to read the words.

ONLINE PROGRAMS: Many students have commented on the exciting progress they are making in the online programs our students are fortunate enough to have access to. If there are any issues with logging in, please see Renee in the Resource Centre. A reminder that students have access to the following online programs aimed at supporting their learning in Literacy and Numeracy:

Reading Eggs- www.readingeggs.com.au

Wushka: www.wushka.com.au

Mathletics- www.mathletics.com.au

Students can also access the program **Spellodrome** www.spellodrome.com.au using their Mathletics password.

PERSONALISED HOME LEARNING TASKS:

OWL WORDS - Students have already received their OWL Reading and Spelling Word Lists to work on at home at the end of last term. The words highlighted are the words that students were able to read or spell correctly at the designated testing time. Students can work on the words not highlighted at home during the term. Students will be tested again on their OWL Reading and Spelling words during Week 8 (beginning of June). An updated list of words will be sent home after that testing has been completed.

In addition to this some students have received other personalised home learning tasks related to counting. These tasks will only be sent home on a needs basis and not applicable to all students in the community. Students may need support or extension at various times throughout the year and home learning tasks will be sent home when this need arises. Ongoing assessment will determine whether your child requires any home learning tasks from community teachers.

ABSENCES: Just a reminder that if for some reason your child is absent from school, you can explain the absence on Compass or make contact with the school on 8468 9000.

If you have any questions, please don't hesitate to email one of your child's community teachers via Compass, or call the office to arrange a time to pop in for a chat.

Kind Regards,

Ashleigh, Christina, Alex, Stephanie Z (Wurun Community)

Kellie, Marina, Stephanie M, Tanyel (Durrong Community)

Bianca, Amali (Balam Community)