

# 1/2 Learning Communities Newsletter

## Term 3, 2018



Welcome back to Term 3! We hope you all had a relaxing break.

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, using punctuation cues
- Making predictions before and during reading
- 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
- Our focus comprehension skill this term is **Inferring**. Inferring is figuring out something that the author doesn't actually say in the words in the text. It's sometimes called "*Reading between the lines*". Students use clues that are in the text and their prior knowledge to make inferences.



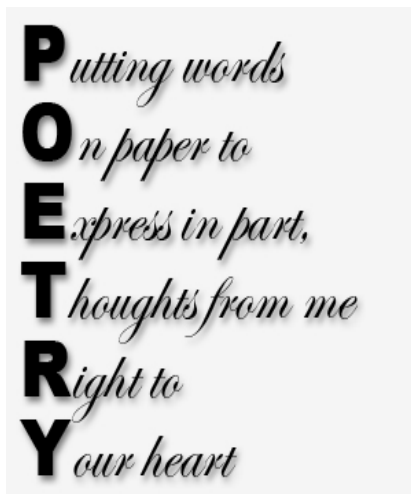
To **infer** is to think beyond the **words** and the **pictures**.



## Inferring

Inferring is like being a detective!  
Use what you **see** plus what you know to figure out what the author is trying to tell you.





### Writing:

There will be two writing genres this term. The first genre explored will be *Poetry*. Students will investigate a range of poetry such as acrostic poems, couplets, quatrains and diamante poems. As part of this, students will examine rhyming words, focusing on identifying and generating rhyming words to use in their poetry.

Later in the term, students will explore *Transactional* Texts, in particular letter writing. They will identify the purpose and structure of letters and recognise and use the language of transactional texts.

As part of writing session, students will be moving through the different stages of the writing process (planning, composing, editing and publishing).



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

- Forming 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

### Literacy Block Mini Lessons

After reading, students in the 1/2 Communities will have targeted mini lessons which focus on other aspects of literacy, in particularly handwriting, phonics, spelling and word study.

**Handwriting** lessons focus on correct pencil grip, pencil control and fine motor skills, forming letters correctly, correct size and orientation of letters and ensuring correct starting position.

**Phonics** lessons focus on learning the 44 sounds (phonemes) in the English language and the ability to articulate, hear, identify and blend these sounds.

**Spelling** lessons focus on the relationship between sounds and the spelling patterns and letters that represent those sounds.



Phonics  
ee ur ow  
wh y au

### Numeracy

Students will continue to work on their individual counting goals during number fluency.

For all units, students will be 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:

- **Addition and Subtraction** - Students will explore various addition and subtraction strategies including counting on, counting back, fact families and mental strategies. Students will also explore the relationship between addition and subtraction through hands on partitioning activities.
- **Time** – Students will learn to tell time to the half-hour (Level 1) and to the quarter-hour (Level 2), using the language of 'past' and 'to' on an analogue and digital clock. Additionally, students will use a calendar daily to identify the date and determine the number of days in each month.
- **Money** – Students will learn to recognise, describe and order Australian coins according to their value. Additionally, students will count and order small collections of coins and notes.
- **Back to Front Maths Program** – Sessions are aimed at correcting misconceptions around quantity, partitioning numbers and relative size of numbers.

### **Challenge-based Learning (CBL)**

This term, students will be investigating *Power*, and using their voice to make the right choice. Students will be exploring different choices, with a focus on knowing when we have made the right choice, as well as the impact our choices can have. Going further students will be looking at 'good and bad' rules and why we have rules in place. Students will also get the opportunity to attend an incursion run by *Alphashows*, which will be an interactive play based on the fairy tale 'Sleeping Beauty', focusing on making choices. Students will then focus on an area that they would like to improve within the school and use their voice to promote the right choice, and try and make a difference at Harvest Home.



## **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 as we celebrate reading nights in all 1/2 communities.***

**READING:** A reminder that the purpose of home reading is to build fluency, comprehension and word-solving skills at an independent level, therefore the book students will bring home will be at 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 are making wonderful progress in the online programs they 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](http://www.readingeggs.com.au)

**Wushka:** [www.wushka.com.au](http://www.wushka.com.au)

**Mathletics-** [www.mathletics.com.au](http://www.mathletics.com.au)

Students can also access the spelling program ***Spellodrome*** [www.spellodrome.com.au](http://www.spellodrome.com.au) using their Mathletics password.

### **PERSONALISED HOME LEARNING TASKS:**

**OWL WORDS** - Students would have received their updated 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 September). An updated list of words will be sent home after these assessments have been completed.

In addition to this some students may receive other personalised home learning tasks related to specific areas of need. 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.

**PROGRESSIVE LEARNING GOALS** – A friendly reminder to regularly check Compass to view your child's current learning goals. This is a great opportunity to work on these goals at home and reinforce the learning your child is doing at school.

**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 meeting time.

*Kind Regards,*

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

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

Bianca, Amali (Balam Community)