

# 1/2 Learning Communities Newsletter

## Term 4, 2018



Welcome back to Term 4! We hope you all had a relaxing break.

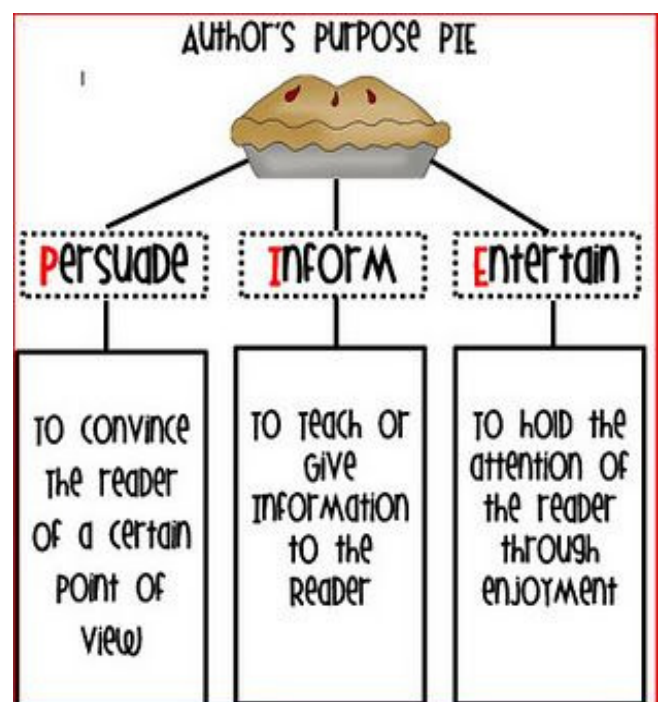
This term we are focusing on:

### Reading:

In Reading for Term 4, students have enjoyed getting back into their groups and reading new books. They have continued working on their personal and shared reading goals.

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 and Buddy Reading
- Reading with fluency and expression, using punctuation as a prompt
- Making predictions and inferences before, during and after reading
- Identifying evidence in the text to justify their answers to questions
- Using their own words to summarise fiction and non-fiction texts.
- Our comprehension focus skill for the term is **Analysing** and **Critiquing**. When analysing a text, students notice different text features and the author's purpose for writing the book. When critiquing a text, students give their opinions, justify their reasoning and begin to think more critically about the text.





### Writing:

This term the writing focus will be **Persuasive Writing**. A persuasive text is where the main purpose is to present a point of view (an opinion) and seek to persuade a reader about a topic. Students will investigate the purpose of a persuasive text, the structure of a persuasive text using the OREO model (see picture), how to use powerful language and how to identify the difference between a fact and an opinion.

The OREO model assists students to plan each part of their persuasive writing. These parts included the expression of a personal opinion, outlining reasons that support your opinion, further explanations and evidence to support reasons and a final statement reaffirming your opinion.

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
- Correct grammar and use of a variety of punctuation, including full stops, exclamation marks and talking marks
- Using capital letters correctly, such as at the beginning of people's names, places and movie and game titles
- Use of interesting and relevant vocabulary
- Sound knowledge and spelling
- Using resources, such as Useful Word Books and Word Walls to support their spelling

### Literacy Block Mini Lessons

Students will continue to have targeted mini lessons which focus on other aspects of literacy, in particularly handwriting and fine motor skills, phonics, spelling and word study.

**Handwriting** lessons focus on correct pencil grip, pencil control and fine motor skills, forming letters correctly, correct and consistent 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.



### 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.

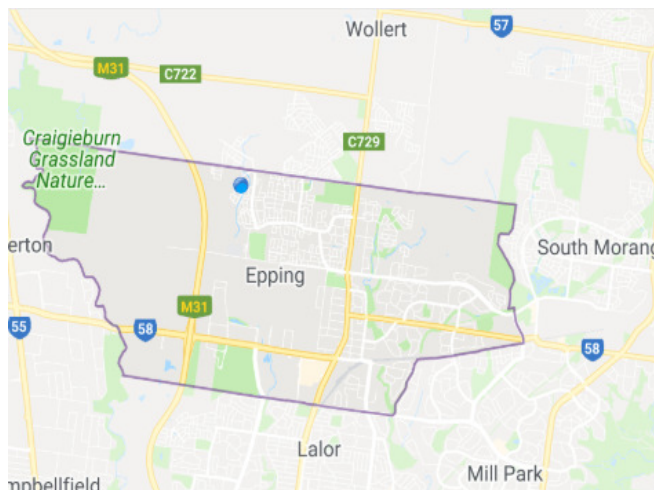
This term, students will be focusing on various aspects of the following topics within their Numeracy groups:

- **Division and Multiplication** - Students will explore various division and multiplication strategies, these include: sharing into equal groups, repeated addition and using arrays to solve simple problems.
- **Chance** – Students will learn to identify, classify and describe everyday events that involve chance, using the appropriate terminology, such as will happen, might happen, won't happen, likely, unlikely and impossible.
- **Location** – Students will engage in activities that involve giving and following directions, whilst also interpreting simple maps.
- **Back to Front Maths Program** – Students will continue to participate in sessions aimed at correcting misconceptions around quantity, partitioning numbers and relative size of numbers.

### Challenge-based Learning (CBL)

This term, students will be focusing on **Discovery** and thinking of ways to make our local community a better place. Students will be exploring what is in the local community, based on our community walk, as well as what students access and experience outside of school hours e.g. on the weekend.

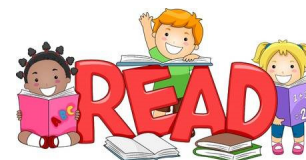
Students will then be asked to identify a special place that they can identify in their community and look at why that place is special and what it offers the community. Students will then work in teams to look at ways in which we can look after that special place. Stay tuned for more information about our end of term showcase.



## 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:

At the end of last term, each student received a black take home learning folder. This contains learning support material such as OWL reading and spelling lists, comprehension questions, counting charts and Jolly Phonic charts.

**OWL WORDS** - The words highlighted are the words that students were able to read or spell correctly at the designated testing time during Term 3. Students should work on the words not highlighted at home during this term. Students will be tested again on their OWL Reading and Spelling words later this term.

**PROGRESSIVE LEARNING GOALS** – A friendly reminder to frequently check Compass to view your child's current learning goals. These are updated regularly and reflect your child's current learning goals that they are working on within their community. Regularly checking your child's goals via Compass is a great opportunity to reinforce what your child is doing at school, at home.

**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, Tamara, Stephanie Z (Wurun Community)

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

Rebecca, Amali (Balam Community)