

# 1/2 Durrong Community Newsletter

## Term 4, 2017



Welcome back to Term 4. We hope you had a relaxing break with your children. Term 4 is proving to be a very exciting term with students preparing to complete their first year at Harvest Home Primary. Students have settled back into school routine and the community teachers are very proud how they have continued to show our school behaviours of Being Respectful, Being Safe and Being their Best.

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:

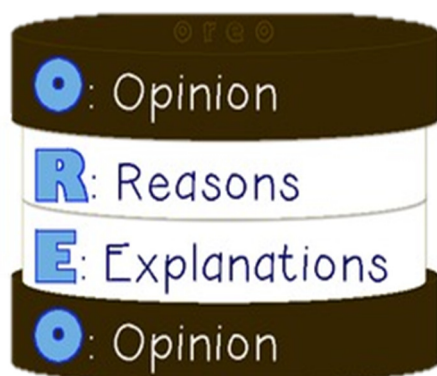
- Using Fix-It Strategies, such as stretching the sounds in words or 'chunking' familiar parts in words.
- Rereading a sentence when they have made an error or their reading does not make sense
- Asking questions about a text before, during and after reading
- Continuing to build reading stamina during 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:

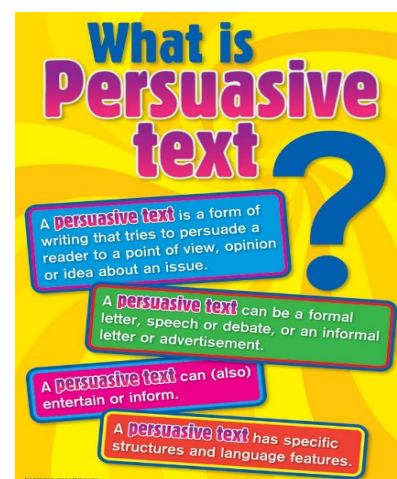
Our writing genres this term are Persuasive Texts and Letter Writing. Students will be learning to present an idea to a selected audience and persuade or convince them to agree with their point of view.

Each week, students will be given a different topic to write about. Students will write reasons for and against each topic before deciding and stating their personal opinion on the topic. Students will then outline their reasons in detail, providing supporting examples and evidence. Students will be following the 'OREO' template (see image) when writing their persuasive texts.



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

- Ensure there is adequate spacing between words
- Using capital letters and full stops correctly
- Using a variety of punctuation
- Word Study (adjectives, verbs, nouns, pronouns)
- Using paragraphs
- Using appropriate vocabulary
- Sound knowledge and spelling
- Use of interesting words
- Use of a variety of sentence starts and beginnings



### Handwriting

Students in the Durrong Community will continue to start their day with a handwriting fluency task, focusing on a particular letter each week. 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*.

### Numeracy

Students will continue to work on their individual goals this term during number fluency. Students are regularly assessed to see whether they have achieved their goal and can move to the next goal.

This term, students will be focusing on various aspects of the following topics:

- **Multiplication** – Understanding the operation of multiplication through the strategies of repeated addition, equal groups and arrays.
- **Shape & Transformation** – Recognising and describing familiar 2D shapes, describing and drawing 2D shapes after one step slides and flips and half and quarter turns.
- **Fractions** – Recognise and describe one half as 1 of 2 equal parts of a whole, model halves, quarters and eighths of shapes and collections.
- **Location** – Give and follow directions to familiar locations, interpret simple maps of familiar locations. Identify the relative positions of key features on a map.
- **Chance** – Knowledge of outcomes of chance events using language such as 'will', 'won't' or 'might' happen. Identify practical activities at everyday events that involve chance. Describe outcomes as 'unlikely', 'likely', 'certain' and 'impossible'.
- Students are also involved in "Back to Front Maths" lessons, where teachers are able to diagnose misconceptions in students' understanding of mathematics, in particular number concepts.

### Challenge-based Learning (CBL)

This term, our Big Idea is "Change". This topic incorporates the Design and Technologies curriculum and has a strong sustainability focus. Students will identify how people create solutions and consider sustainability to meet personal and local community needs. They will explore the characteristics and properties of materials that are used to create designed solutions. Students will explore needs or opportunities around the school for designing solutions, with consideration given to identifying opportunities to reduce, reuse and recycle materials. They will visualise, generate, and communicate design ideas through describing, drawing and modelling. Students will use materials, components, tools, equipment and techniques to produce designed solutions safely. They will evaluate the success of design ideas and solutions and will sequence steps for making designed solutions. Students have already undertaken an incursion by CERES, which focused on identifying opportunities to reduce, reuse and recycle materials.

## 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.

**READING:** 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. Students are also encouraged to visit their local libraries and borrow books. These books can also be read for home reading and recorded in their yellow home reader book. 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:** Teachers are able to view the number of times a student logs into online programs. It has been wonderful to see the level of enthusiasm by some students, who go online regularly to support their learning at home.

If there are any issues with logging in, please see a Community Teacher. 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)

**Please note:** Students can also access the program ***Spellodrome*** [www.spellodrome.com.au](http://www.spellodrome.com.au) using their Mathletics password. Students have been placed in particular groups in this program, with a focus on a particular spelling pattern they have shown to need support with.

**PERSONALISED HOME LEARNING TASKS:** Students who are still working on their OWL reading and spelling words would have received their updated Word Lists to work on at home at the end of last term. These were only sent home on a needs basis and not applicable to all students in the community. 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,  
Bianca, Christina, Di, Leeanne and Kellie  
Grade 1/2 Community Teachers*