

Kirrip A Community Newsletter: Term 3 2019

Welcome back to Term 3!



Dear Kirrip A Families,

We can't believe it is Term 3 already! We absolutely love this time of year because not only are the students well and truly settled into school life but they are showing more and more growth every day with their learning and we thank you for your continued support at home. We hope you look forward to this edition of our Kirrip A community newsletter.

Reading in Kirrip A:

In Term 3 we regrouped and are working with new Reading Groups. Your child may or may not have a different teacher for Reading this Term. During the Term we will be continuing to practise different strategies for reading and comprehension development.

Examples of reading strategies that we practise are:

- Get our mouth ready for the first sound of the word
- stretching and blending sounds to read unfamiliar words
- pointing to each word while reading
- look at the picture for clues
- re-read to self-correct



Examples of comprehension strategies are:

- make a prediction before reading about the story
- summarise events that happened in the story
- identifying the differences between fiction and non-fiction texts
- making text to self and text to text connections, e.g. this book reminds me of when I went to the zoo.
- making inferences when reading by using clues in the picture or text and using prior knowledge to make an inference about something in the text/picture
- synthesising ideas while reading by talking about what we already know and how our thinking changes as we read.

As per Term 2, students are continuing to complete 2 purposeful reading rotations per day following the Big Book focus.

Supporting Reading at home:

We encourage you to:

- continue to read daily with your child for 10 minutes
- discuss the book after reading, e.g. ask what happened in the book and ask your child what they liked or disliked about the book.
- model how to stretch out the sounds in unfamiliar words
- practise OWL words daily

Please remember to fill in the Yellow Log Book after reading their take home reader and their OWL words. Happy Reading!!

Writing in Kirrip A:

This term the preps have been involved in a range of oral language experiences to build their vocabulary and assist them in writing recounts. When writing recounts the preps have been exploring the 5w's What, When, Where, Who and Why. We have been focusing on strategies students should be using in their writing such as:

- Leaving appropriate space between each word
- Recording initial or dominant sounds they can hear in words
- Where to begin on the page
- Using their picture and experience as a plan for their writing

- Recording OWL words in their writing
- Reading back our writing to listen to if it makes sense.

Some of the experiences we have participated in so far are holidays, cooking, sports, art and science.

Here are some of our recount experiences this term:



Making Rainbow Toast



Making Pizza



Parachute Games



Making Structures

Supporting Writing at home:

We encourage you to:

- Practise writing your prep's name in the correct letter case e.g. uppercase letter for the first letter and lowercase letters for remaining letters
- Practise spelling known OWL words
- Ask your prep to write about things they have done over the weekend or during the week.
- Encourage your child to stretch through the sounds in words.
- Ask your child to read their writing back to you or discuss their picture.
- Encourage your child to use full stops within their writing where each sentence ends.
- Model how to begin a new sentence with an uppercase letter.
- Encourage your child to read their writing, listen to whether it makes sense, and edit if required.
- Draw detailed pictures using the correct colours and encourage your child to label these pictures with beginning sounds or the sounds they hear.
- When writing at home use a block or small object to help your child remember their finger spaces between each word.
- Provide the appropriate resources for writing e.g. paper, grey lead pencil and coloured pencils for pictures.

Numeracy in Kirrip A:

In Numeracy, the students have been busy bee's learning about:

- Partitioning
- Missing parts
- Location

Partitioning



Students learnt how to make friends of 10 and 5 using concrete materials. The students used unfix blocks to make two parts of a given number and recorded their findings in their numeracy books. Some students challenged themselves by exploring friends of the teen numbers.

Missing Parts

Students have been busy identifying the missing part during partitioning sessions. The students have been playing games such as hide and seek with unfix blocks to find the missing part. For E.g. when partitioning the number 10 one students hides some blocks under a plate and another student has to guess how many are missing by looking at the blocks that are on the table.

Location

We are beginning to explore the language used when describing everyday language of location. The location vocabulary that we are exploring include between, near, next to, forwards, backwards, inside, behind and between. The students are able to listen and give simple instructions to a partner to help them develop the language of location. E.g. Can you please take 2 steps forwards.

Supporting Numeracy at home:

We encourage you to:

Counting

- Practise counting forwards and backwards on number charts in the Homework Folder.
- Practise counting from different starting points, e.g. 13, 14, 15, 16 etc.
- While at the shops, ask your child to count out different items, e.g. "Can you get 7 apples?"
- Practise counting by 5's and 10's up to 100 and beyond.
- Practise counting forwards and backwards from 0-20, ensuring that each teen number said is pronounced correctly.
- Practise rolling two die, saying the two numbers and adding them together to find the total.
- Practise rolling two die and ask your child to identify the bigger number. Put the bigger number in your head and then subtract the smaller number from the bigger number to find the total.
- Practise listening to and giving simple directions. E.g. Move forwards 5 steps to the fridge. Now walk backwards two steps towards the table.

Numeracy in meaningful contexts

- **Moving with maths-** estimate how many jumps it will take to get the car from the front door or ask your child ways in which they can balance their weight on a see-saw.
- **Playing with cards-** order the numbers on the cards from smallest to biggest or biggest to smallest.
- **Measuring items in the home-** use a wall measuring chart to measure the heights of the members in your family, explore different ways of measuring items using cups, hand spans or icy-pole sticks.
- **Asking questions to investigate maths**
 - What shapes can you see?
 - What could we measure the flour with?
 - What is the best way to share the apples?
 - Which is closer? Which is further away?
 - How tall can you build a tower before it falls?

100 days of Prep:

Week 2 saw the celebration of one of the most exciting days of the year: 100 Days of Prep! The students had a wonderful time dressing up and doing lots of fun activities - from the parade in the morning to making a special 100 days crown to counting out 100 fruit loops in numeracy, the day was jam packed and everyone had a wonderful day!



Challenge Based Learning – CBL:

In Challenge Based Learning we have learning about the important events and people in our lives. We have explored our time as babies, infants, kindergarten students and primary school students. We have also been exploring the similarities and differences between our own childhood toys and the toys that our parents and teachers played with in the past. We are sure you had lots of fun thinking about your own childhood and filling out the homework sheet asking you about your favourite toys. From Week 5 we will be exploring students' own families and lives by sharing their baby and family photos. We will then be creating our very own timelines of our lives for us to share with each other. We look forward to seeing our students amazing efforts come to life.

School Wide Positive Behaviour Support- SWPBS:

During School Wide Positive Behaviour, we have been speaking about our school values of Being Your Best, Being Respectful and Being Safe. We have discussed what these values look like in our classroom and outside in the yard. We have also brainstormed ways in which we can show these values at home and in the wider community.

We have been brainstorming the different voices we have, how we use them and how they can make others feel. The students were able to identify the different voices they know are respectful and should be used all the time, and the voices that are not respectful and make us feel sad. Ask your prep about what they believe their voice is. We are sure their answers will amaze you.

Respectful relationships is something we value at Harvest Home Primary School. The students in Kirrip A brainstormed ways that we show respectful relationships. Some of these ways include:

- the words we use when speaking to others
- our actions towards our friends and community teachers
- how we can overcome challenges through problem solving, e.g. the strategies we can use to overcome difficult tasks

We look forward to continuing building these respectful relationships through SWPB sessions.



Tips and reminders for families:

Important Dates
Thursday August 21st: Nude food Day
Thursday August 22nd : Book Week Dress Up
Thursday August 29th: Parent Teacher Interviews
Wednesday September 11th: Melbourne Zoo Excursion
Friday September 20th: Last day of term 3
Monday October 7th: First day of Term 4

As the year continues to fly by, we kindly remind you that it is vital to ensure that your children are reading their take-home books each night. They have two books; one 'decodable' text and one 'levelled' text which both need to remain in their blue reading satchel and brought to school every day. Please do not forget to write the title of the books in your child's yellow logbook, even if they re-read the same book two nights in a row you can still record this. Additionally, the practising of OWL words is vital to your child's growth in reading so please practise these with your child on a daily basis as well.

Finally, do not forget to make the most of your online subscriptions to these wonderful websites: Reading Eggs, Mathletics, Wushka and Spellodrome. They all offer an abundance of resources for your children to further extend their home learning.

Also a reminder to keep checking Compass for updates on our Zoo excursion and other important events throughout the term.

Thank you for being AWESOME !

Once again, the teachers in Kirrip A thank you for your ongoing support towards our students' transition to school. We appreciate the positive family-school partnerships that have been built between our teachers and families that are based on mutual trust and respect. We all share the same interest in your child and their learning, so sharing this responsibility together is essential and a pleasure.

Enjoy the rest of Term 3 and we look forward to seeing you in the community soon!

Malinda, Caitlyn, Carmen, Tanya and Emily.

Kirrip B Community Newsletter

Term 2 2019

Welcome to Prep at Harvest Home Primary School.



Dear Families,

Term 2 has been full of great learning experiences in our fantastic Kirrip B Community! Our students have continued to demonstrate how settled they are into life at school and we thank you for your support in encouraging their 'scaffolded' growing independence.

We are excited about the growth that each student has made so far across all areas of their learning including personally, socially and academically. We encourage all families to remember to check 'Compass' for their child's updated learning goals and achievements.

As a part of our Home Learning process, we remind you that all students' are expected to practise their 'OWL' words, counting goal and read both their 'decodable text' and 'levelled text' each night. These books are to be kept in your child's blue satchel, which is to be brought to school every day. Students' are given an opportunity to change these books every Monday and Thursday only. Please continue to record the books read each night in your child's yellow home reader log-book. After reading, parents are encouraged to discuss the books read to give your child a greater understanding of the book.

Being a '21st century learning school' students have access to some exciting online programs to support the curriculum at both home and school. You will find login details to the following websites

Reading Eggs- www.readingeggs.com.au **Wushka:** www.wushka.com.au

Mathletics- www.mathletics.com.au **Spellodrome** www.spellodrome.com.au

*Students can also access the program Spellodrome by using their Mathletics password.

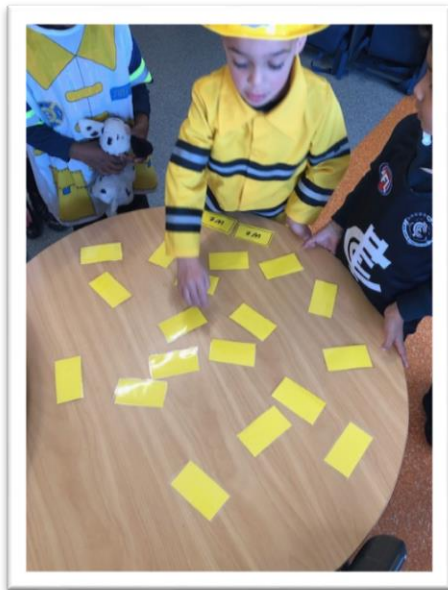


Reading in Kirrip B

This term we have begun reading groups, for your Prep child this means they are moving to another community teacher for a three session Literacy block in the morning.

In Reading students read a Big Book where the focus differs each day. The focus could be predicting what might happen in the story, pointing to the words as we read or talking about three key events that happened within the story.

Following the Big Book, students complete two Purposeful Reading Rotations per day. These can include a variety of purposeful reading activities, such as activities that focus on beginning sounds of words, stretching sounds out to be able to read words and Owl Word activities. Students also read with their Literacy Teacher two times per week as part of their Purposeful Reading Rotations.



Supporting Reading at Home

Some tips you can use at home when reading with your child

- Establish a home reading routine where you allow at least 10 minutes each night to read aloud with your child, choose a comfortable place with few distractions and find a time that works for you and your family
- Allow the reader to hold the book. There is a lot to be learnt from holding the book while reading, such as how to turn the pages one at a time, hold the book the right way up and read from left to right
- Ask questions at the end of the story, such as, what was your favourite part? Tell me about the characters or what did you dislike about the book?

Remember to keep practising OWL Words with your child and fill out their yellow Log Book after reading their take home reader and their OWL Words. Keep up the reading!

Supporting Writing at Home

We encourage you to:

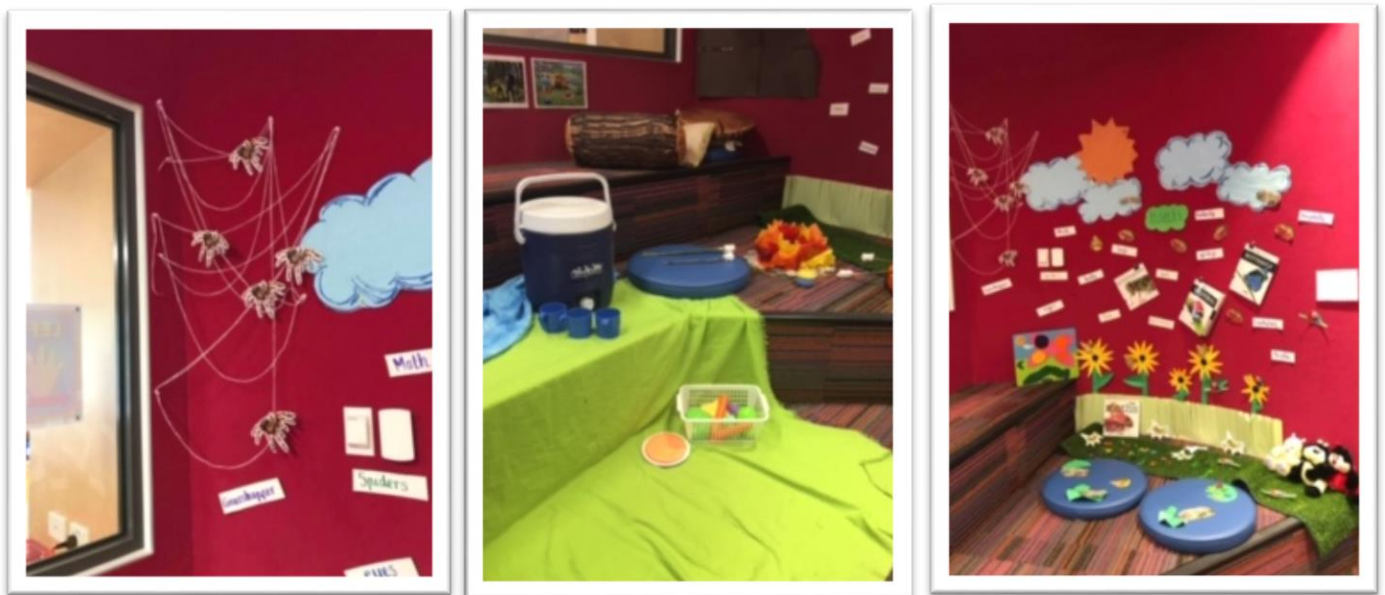
Writing

- Practise writing your child's name using the correct letter formation, e.g. Uppercase letter for the beginning of his/her name followed by lowercase letters
- Model how to draw detailed pictures using the correct colours
- Expose your child to a variety of writing experiences, e.g. birthday cards, shopping lists, write captions for photos taken with the family, make words using magnetic letters and stick them on the fridge and keep a family calendar on display and write down family events with your child.
- Ask your child to describe what they have drawn or attempted to write
- Make sure you give your child the necessary resources to write with, such as pencils, paper, grey leads, crayons and textas
- Support your child to read their writing out loud

- Have OWL words accessible for your child to use during writing
- Create a vocabulary dictionary with your child of words they have said or used in their writing
- Model how to record words by identifying the initial sound
- Model how to stretch out words to record dominant sounds in unknown words
- Encourage your child to experiment with full stops
- Model how to include finger spaces in-between each word your child writes

Writing in Kirrip B

In Writing this term, the students have been writing about oral language experiences. This is where the students are exposed to a different experience on a weekly basis. The teachers spend a great deal of time setting up the pod to match the experience being taught. The pod will include real life materials, objects, plants, animals, equipment, vocabulary related to the experience and sensory items, e.g. Worms, soil and pieces of plants. Here are some examples of our POD oral language experience displays.



The students learn how to record initial sounds, write sentences and draw detailed pictures based on the weekly oral language experience. We explore the topic through books, videos, craft, the POD and special guest speakers. Each week the community teachers choose 3 star writers from their writing groups and display their writing on the 'Writers Wall Of Fame.' Here are some examples of the preps writing.



Numeracy in Kirrip

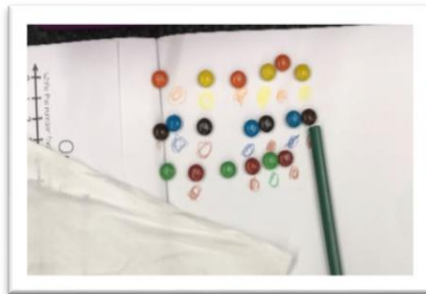


In Numeracy, the students have been busy bee's learning about:

- Patterns
- Shapes
- How to partition a number
- The days of the week

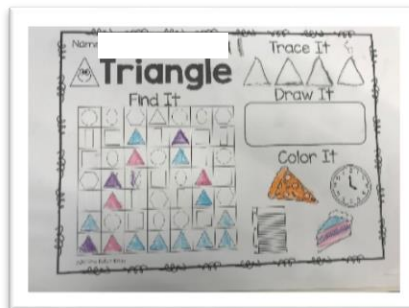
Pattern

Students learnt to identify what a pattern looks like and how we can make different patterns. The students used mini M&M's to create their own pattern and then recorded the pattern in their book.



Shapes

We looked at some of the different shapes we know and identified the name, the number of sides the shape has and how we can group the shapes together.



Partitioning

The students looked at how to make a number using 2 parts, for example, the number 10 can be made with 5 and 5, 6 and 4, 8 and 2, 7 and 3, 1 and 9 and 0 and 10. They then illustrated these number facts.



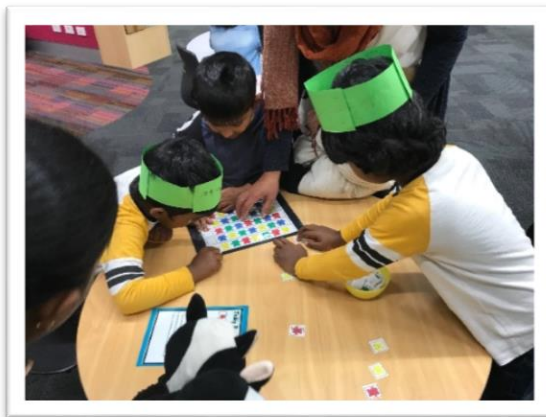
Days of the week

As part of our morning routine, we sing the days of the week song. This exposes the students to the days of the week on a daily basis and to then further discuss them and how to sequence them during our numeracy lesson. We also ask the students to identify things that may occur on certain days such as on week days we come to school and on the weekend we stay home, and the different things we do in the morning, afternoon and evening.



Teddy Bear Maths Evening

On Wednesday 22nd of May, our preps and families were involved in the Teddy Bear Maths Evening. Students brought along their favourite teddy and shared their learnt numeracy skills with their parents. All of the activities had a teddy bear theme and encouraged both parents and children to work together.



Supporting Numeracy at Home

We encourage you to

Counting

- Practise counting forwards and backwards on number charts in the Homework Folder
- Practise counting from different starting points, e.g. 13, 14, 15, 16 etc.
- While at the shops, ask your child to count out different items, e.g. "Can you get 7 apples?"
- Count how many plates and cutlery will be needed for the table
- Count how many items are in the lunchbox

Numeracy in meaningful contexts

- Use location words such as, over, under, behind and beside
- Hunt for numbers in the environment
- Talk about the days of the week, e.g. today is Tuesday and tomorrow will be Wednesday, yesterday was Monday.
- Talk about time, e.g. we will be leaving in a short time

School Wide Positive Behaviour - SWPBS

During School Wide Positive Behaviour we have been exploring the school values of Being our Best, Being Respectful and Being Safe. This has been a focus across the school this term. The students have been discussing what it means to be their Best, to be Respectful and to be Safe. The students have engaged in discussions about how they can display these behaviours both at school and at home. We love celebrating when students display our school values both in the community and out on the school yard, here are some photos of students proudly wearing their stickers and badges in which display our school values.



Education Week

Week 5 of the school year has been a very special one as it was Education Week. During Education Week, we have been learning about the different careers and jobs we may see in our society. Students have been able to identify the different ways our school values are presented in these very important jobs. They have been able to talk about how these careers encourage people to be safe, respectful and their best. Here are some photos from Education Week where we have explored different careers.



Challenge Based Learning (CBL)

In Challenge Based Learning, the students have been learning about the different ways to keep our body healthy. The students have been able to explore the different food groups and the importance of ensuring we have a well-balanced diet. The importance of exercising to keep our bodies healthy has also been a topic in which the students have explored. The students have loved taking part in completing different exercises.

Tips & Reminders for Families

- Ensure your child brings their reading satchel each day including days that they are not changing their reading satchels for assessment purposes.
- Remember your child will borrow 2 books every Monday and Thursday. Please ensure both books are in your child's reading satchel along with their home learning folder and yellow reading journal. If your child does not have their black folder in their reading satchel on their scheduled testing day, they will be tested the following fortnight on their scheduled testing day
- If you have not already purchased a Harvest Home reading satchel, you can purchase these from the uniform shop (PSW South Morang), located at Unit 4/5 Danaher Drive, South Morang. Students are not able to borrow books from school without a reading satchel, so we really appreciate your support in ensuring our students are able to borrow books for their learning.

Continue to use online apps to support your child's home learning, you will find login details to the following websites in their yellow Home Reading book: Reading Eggs, Wushka, Spellodrome and Mathletics

Important Dates
Wednesday June 5th : Whole School Photo
Monday June 10th: Queen's birthday
Wednesday June 12th: Nude food day
Thursday June 20th : Badge trade in day
Thursday June 27th: Badge privilege day
Friday June 28th : End of Term 2
Monday July 15th : Term 3 starts

Enjoy the rest of Term 2 and we look forward to seeing you in the Community soon!

Sheena, Elle, Elisa, Mikaela and Stephanie

