

KIR RIP A COMMUNITY NEWSLETTER

TERM 3 2022

Welcome to Prep!

Dear Kirrip A Families,
Welcome to Term 3!

We hope you all had a relaxing break and enjoyed time as a family. The students have returned yet again from holidays ready for learning.

Today our amazing prep students celebrated 100 days of learning! It was amazing to see everyone dressed up and having lots of fun.

We are looking forward to another exciting and eventful term with lots of learning!

Please remember to email your child's homegroup teacher should you have any questions. We look forward to a fun filled term.



LITERACY



Reading in Kirrip A

During Reading this term, students are supported in their reading through a small teacher group. This is where one to one support can be given to develop early reading strategies including:

- Tracking each word as it is read
- Using picture clues
- Getting our mouth ready (thinking about the initial sound of a word)
- Breaking words into known parts (chunking)

We also encourage students to think "Does it make sense?" "Does it sound right?" and "Does it look right?"

Students also spend reading time working in small groups to consolidate and practice reading skills through:

- Alphabet games
- Bingo owl word games
- Magnetic letters
- Making predictions using guided reading texts
- Sequencing sentences
- Segmenting and Blending games
- Rhyme games

- CVC word games (consonant, vowel, consonant, e.g c/a/t , p/e/g

In Jolly Phonics, students have been learning digraphs and the sounds they make. These are words that have two letters that make one sound e.g rain- the ai makes the long a sound. We have been singing our Jolly Phonics Songs, engaging in word work activities that support us in learning these sounds, recognising letter patterns and playing games.



Supporting Reading at Home



We encourage you to:

- Read the books in your child's take home reading satchel and record their nights of reading in their reading log book. Run your finger along each word to help your child identify words and sounds. Have a go at stretching the sounds in the word and blending them back together in order to read the words
- Reading books on Wushka, Reading Eggs and Sunshine Online. This is a great way to get your child to read extra books at home. You can also record your child's reading on these apps in their reading log book
- Practice the tricky OWL words in your child's take home reading satchel. This is a great way to support your child's automatic recall of the tricky OWL words
- Talk as much as possible to your child and engage them in conversation often. This will encourage the learning of new vocabulary and improved fluency when conversing
- Allow time for them to 'unwind' then ask them how their day was. It is common for children in their first year of school to not say a lot about their day. Questions directed towards their day can often be something like "How was Science today?"
- Book chats are a really great way to help your child think about what a book might be about before it is read. Look at the front cover, ask your child to predict what they think the book will be about. After reading you can ask questions like "What does this book remind you of?"

LITERACY

Writing in Kirrip A

During Writing this term, we are focusing on students writing with more independence. We encourage them to 'have a go' at recording the sounds they can hear. Students have been listening to the beginning sounds in words. Students then have a go at recording the beginning sound they can hear. Students have also begun listening to dominant sounds in words and recording these. The students have enjoyed participating in 'writing experiences'.

These have included writing about something we did on the weekend, what we did during language experience and looking at a picture and writing about it. After the experience, students will draw a detailed picture of the experience using the correct colours and write a sentence about what happened in the experience. When writing, students focus on starting their sentence with an upper case letter, leaving finger spaces between words and adding a full stop at the end of their sentence.

Students will continue practising their handwriting skills by learning how to write the lower case and upper case letters. Students will focus on one letter at a time and learn the correct way to form the letters. They have been practising tracing, copying and independently writing the letters.

Supporting Writing at Home

We encourage you to:

- Encourage your child to practice forming the upper and lower case letters correctly
- Practice writing your child's name in the correct letter case e.g. uppercase letter for the first letter and lowercase letters for remaining letters
- Ask your child to talk about an experience or something that interests them. Ask them to draw a detailed picture and write a sentence about their experience by recording the sounds they can hear, encouraging your child to include correct letter casing, finger spaces and a full stop
- Encourage your child to read back their writing
- Most importantly, always proudly display your child's work in a position that he/she can see it. This will give your child the confidence to write and demonstrate the importance of writing



LITERACY

Oral Language Experience

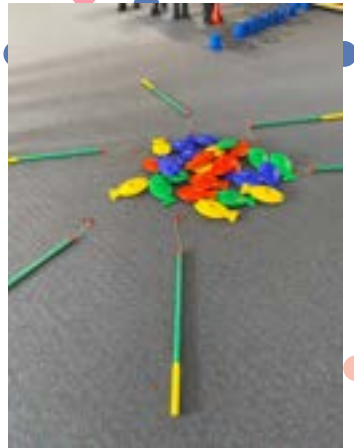
Throughout this term students will continue to participate in language experience sessions to support their speaking and listening skills. During these sessions students will be exploring a variety of settings such as a camp site and an airport set up. Language experiences such as these help students to develop their communication skills by allowing them to express their needs, likes and dislikes in familiar everyday settings. The group setting lets students build upon their personal and social skills such as sharing and turn taking by working collaboratively with others.



LITERACY

Perceptual Motor Program (PMP)

This term we have continued our PMP program. The students are engaged and very enthusiastic to participate. Students have a range of physical obstacles and games that are played with a Jolly Phonics focus. There are a range of different games such as, plastic slits, students practice their balancing skills and use the stilts to get across the room, choose a sound and say it to the next person in line. Fishing game, students take turns in using fishing rods to fish for sounds, as they fish the sound they say it to their peers. Skittles, students take it in turns to bowl the ball and knock over skittles which have sounds stuck on them, students say the sounds of the skittles they have knocked over.



NUMERACY

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Numeracy in Kirrip A

This term students have been learning about comparing collections and partitioning numbers to 20. Students have been using a variety of manipulatives to support them including unifix and counters. When partitioning numbers, students represent, connect, make and compare numbers. Students have been reading the numbers, writing the numbers and making a collection to match. When comparing numbers, students have been looking at which number is bigger and which number is smaller. Students have used this skill to order numbers from smallest to biggest.

Students will be learning the concept of addition and subtraction. They will be provided with lots of manipulatives to help them understand both concepts. Students will also be learning about location, collecting data, answering yes and no questions and exploring mass using the language of heavy and light.



Supporting Numeracy at Home

We encourage you to:

- Practise counting forwards and backwards on number charts in the Home Learning Folder
- Explore numbers in the real world, E.g. point out numbers at a shopping centre and ask your child to identify the number
- Continue to develop your child's knowledge of the numbers 0-10, E.g. ask them to collect a different amount of objects and bring them to you
- Continue to practise counting forwards and backwards from different numbers, E.g. start on 8 and count backwards
- Continue to develop their pattern skills, E.g. ask them to make a pattern using materials at home
- Writing numbers using the correct formation and directionality

PERSONAL AND SOCIAL LEARNING



We are so proud of how our Kirrip A community continue to show KAIZEN and positive behaviours. Hero books are full of stamps and stickers and jumpers are shining with Best, Respectful and Safe badges. Keep it up Kirrip A!

During Personal and Social Learning, we celebrated NAIDOC week by understanding the experiences of Aboriginal Australians. We have been discussing the importance of NAIDOC week and its meaning. During NAIDOC week students celebrated the history, culture and achievements of Aboriginal and Torres Strait Islander people.

This term in Personal and Social Learning we are learning to Problem Solve. Students will listen to others ideas, learn how to solve conflict in different ways, practices solving simple problems through a range of group activities. They will also learn to identify YES and NO feelings through our Braveheart's Program.

Students will be exploring our HHPS Learner Dispositions of problem solving, being self-aware, curious, collaborative, brave, determined and reflective.



CHALLENGE BASED LEARNING

This term, students are learning about different cultures. We have been discussing what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters, and identify cultural diversity in their school and/or community. We are very excited about our incursion.



KIRRIP A SPECIALIST TIMETABLE

Diana 00A	Alanah 00B	Andrew 00C
<u>Monday</u> PE SCIENCE	<u>Monday</u> SCIENCE STEAM	<u>Monday</u> STEAM PE
<u>Wednesday</u> STEAM SPANISH	<u>Wednesday</u> PE VISUAL ARTS	<u>Wednesday</u> SPANISH SCIENCE

TIPS AND REMINDERS

- Label **ALL** clothing items with child's full name e.g. hat, jumper, polo shirt etc.
- Ensure there is a change of clothes for your child in school bag
- If your child requires a spoon or fork for their lunch or snack, please ensure one is packed in their lunch box
- We encourage you to pack a fruit/vegetable snack in your child's lunchbox every day for Fruit Snack time
- Ensure your child knows how to open and close lunch box
- Ask your child what they learnt at school (numbers, letters, OWL words)
- Pack schoolbag with your child
- Ensure your child knows when they have a lunch order and remind them to put it in the tub
- If your child has Art this semester, please send a labelled Art smock/old shirt with name and home group
- Home learning satchels in bags each day. Take home books are changed every **TUESDAY**

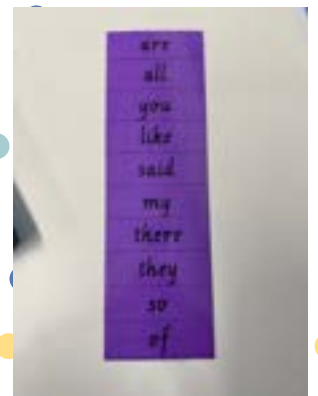


HOME LEARNING

Our learning can be supported at home in all these areas with your support.

We encourage you to:

- Set aside time for reading every day. Reading before bedtime is a wonderful habit to get into
- Encourage your child to have a go at reading words they can and pointing to each word when you are reading together
- Book chats are a really great way to help your child think about what a book might be about before it is read
- After reading you can ask questions like "Who was your favourite character?" "How do you think they felt?" "What were two things that happened in the story?"
- Practice their Tricky Words, using the word list in their Home Learning Folders. We check these at school regularly and update them
- Practice their counting goal



IMPORTANT DATES

Friday 12th August- Curriculum Day, no school

Tuesday 16th August- Maths Mindset Show

Wednesday 17th August- Indigenous Literacy Day

Friday 19th August- Prep Cultural Incursion

Tuesday 23rd August- Book Week Dress Up Day

Monday 29th August- Book Fair starts

Friday 2nd September- Father's Day Celebration

Wednesday 7th & Thursday 8th September- Parent Teacher Interviews

Thursday 15th September- Footy Colours Day

Friday 16th September- End of Term 3, 2:30pm

We thank you for your ongoing support and look forward to sharing more learning with you!

Diana, Alanah & Andrew





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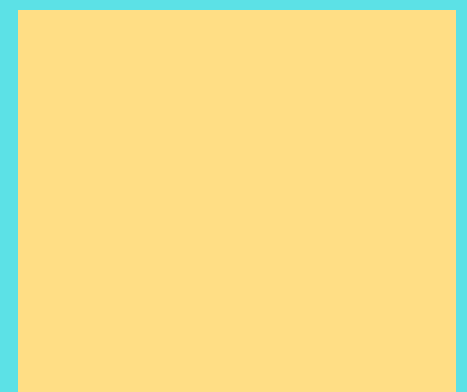
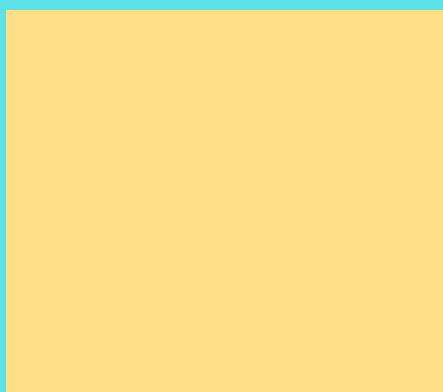
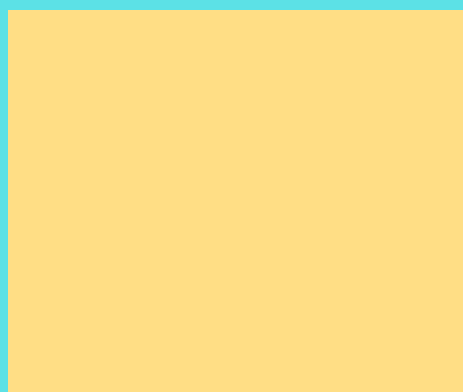
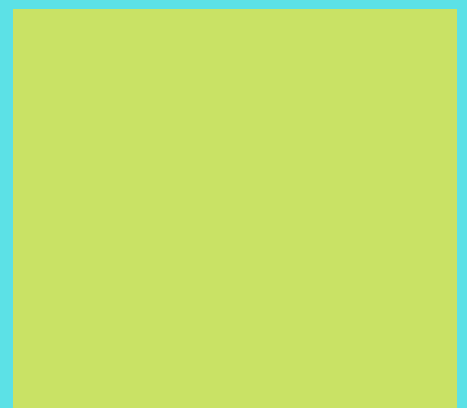
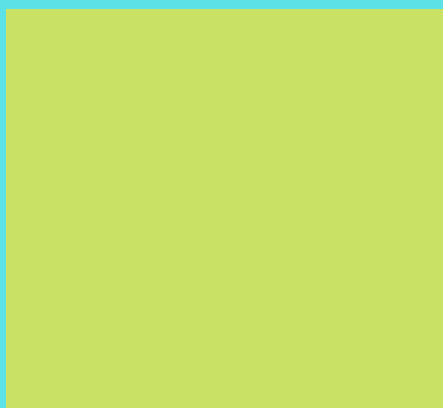
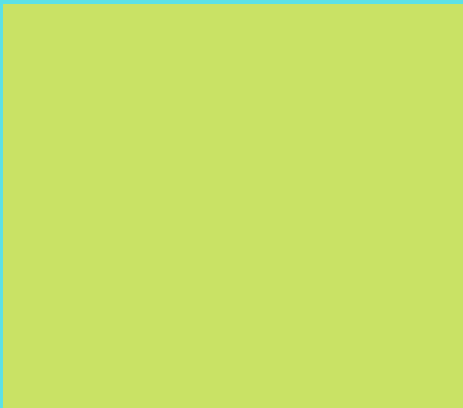
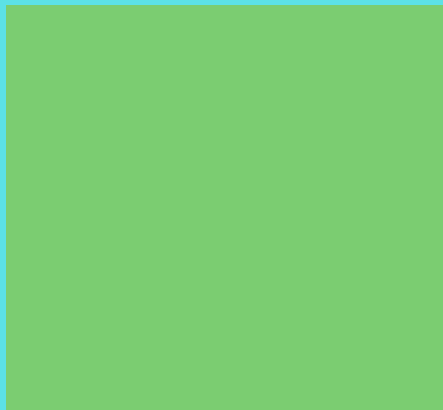
Welcome to Term 3!

Dear Kirrip B Families,

Can you believe it is Term 3 already? We are so excited as we have made it to 100 days of school!! Well done to all our incredible Prep students for achieving this milestone.

Term 3 is going to be full of excitement with our Cultrual Incursion, Book Week, the HHPS book Fair, Fathers Day celebration and Footy Dress up Day.

It is amazing to See how many nights of reading students are completing. Please make sure reading satchels are brought to school everyday so that we can check their OWL words and nights of reading.



LITERACY



Reading in Kirrip B

This term in reading we are continuing to learn our Jolly Phonics sounds, while also revising the sounds we have already learnt. Students are focusing on blending sounds together to read unknown words and chunking unknown words into smaller parts. Students will continue to practice a range of word work skills, rhyme, comprehension skills and phonics. Some key areas we will be targeting this term include:

Word Work:

- Identifying tricky words in texts
- Identifying letter patterns, e.g. hat, cat, rat
- Blending sounds together to read unknown words
- Chunking a word into smaller parts, e.g. hip-po

Comprehension:

- Retelling what happened in a story
- Inferring how a character is feeling in a story
- Identifying Fiction and Non-Fiction texts
- Making connections between texts and personal experiences

Phonics:

- Continuing to learn the Jolly Phonics sounds, songs and actions
- Identifying digraph sounds - /ai/ /oa/ /ie/ /ee/ /or/ /ng/ /oo/ /ch/ /sh/ /th/ /qu/ /ou/ /oi/ /ue/ /er/ /ar/

Supporting Reading at Home

- Talk as much as possible to your child and engage them in conversation often. This will encourage the learning of new vocabulary and improved fluency when conversing
- Set aside time for reading every day. Reading before bedtime is a wonderful habit to get into. Run your finger along each word to help your child identify words and sounds
- Book chats are a really great way to help your child think about what a book might be about before it is read. Look at the front cover, title and back cover. Does the book have a blurb? (we have learnt lots about this) After reading you can ask questions like "Who was your favourite character?" "How do you think they felt?"
- Encouraging students to have a go at sounding out unknown words independently



Sort book clues (blue under Fiction or Non-Fiction) Name: _____

Fiction	Non-Fiction
has a talking cat	tells how to play football
tells a story	teaches you facts
pictures are drawings	real photographs





LITERACY



Writing in Kirrip B

In writing this term students will be continuing to focus on sentence structure, letter formation and continuing to develop their fine motor skills. Prep students will engage in classroom activities such as playing a game, conducting an experiment, using picture prompts and language experience to support their writing. They will practise including the 5 W's in a recount, who, when, where, what, why.

Students have begun using their new writing books which have dotted thirds to help them form their letters correctly. We have been practising where to place our letters on the line and the size of the letters. This has been supported with our weekly targeted handwriting lessons.

Fine motor development has continued with Fine Motor Fridays, where students are given the opportunity to strengthen their fine motor skills with a range of different activities. These activities include tracing, cutting, twisting objects, using tweezers and manipulating objects.



Supporting Writing at Home

- Encourage your child to write letter-like shapes
- Encourage them to record the sounds they can hear e.g. prk (park)
- Writing their name in the correct letter case e.g. uppercase letter for the first letter and lowercase letters for remaining letters
- Talk about an experience or something that interests them. Record the language your child is using when they are discussing their drawings to you. Make sure you always ask your child to read back their writing
- Encourage your child to use their Tricky words list to support the writing of known and new tricky words
- Most importantly, always proudly display your child's work in a position that he/she can see it. This will give your child the confidence to write and demonstrate the importance of writing

Language Experience



Throughout this term students will be participating in language experience sessions to support their speaking and listening skills. During these sessions students will be exploring a variety of settings such as an airport and camping ground set up within their learning community. Language experiences such as these help students to develop their communication skills by allowing them to express their needs, likes and dislikes in familiar everyday settings. The group setting lets students build upon their personal and social skills such as sharing and turn taking by working collaboratively with others.

PMP

This term we have continued our PMP program. The students are engaged and very enthusiastic to participate. Students have a range of physical obstacles and games that are played with a Jolly Phonics focus. There are a range of different games such as, plastic slits, students practice their balancing skills and use the stilts to get across the room, choose a sound and say it to the next person in line. Fishing game, students take turns in using fishing rods to fish for sounds, as they fish the sound they say it to their peers. Skittles, students take it in turns to bowl the ball and knock over skittles which have sounds stuck on them, students say the sounds of the skittles they have knocked over.



1 2 3 4 5
6 7 8 9 10

NUMERACY

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Numeracy in Kirrip B

In Numeracy students continue to compare, order and name collections to 20. They have been focusing on reading, writing and making teen numbers identifying one less and one more. To help us better understand teen numbers, here are some things we have been exploring:

- Writing teen number numerals, making sure they are in the right order
- Making collections of teen numbers and counting to confirm our collection matches our numeral through one to one correspondence
- Representing our teen number collections on tens frames and through drawing the collections in our numeracy books
- Identifying one more and one less without having to recount our collection by adding or removing an item from the collection, using numbers lines for support

Students will explore the concept of addition and subtraction through practical situations and the use of concrete materials. They will continue to use their knowledge of part part whole and tens facts to solve addition and subtraction problems through dice games, drawings and number stories. Students will also be learning about location, collecting data, answering yes and no questions and exploring mass using the language of heavy and light.



Supporting Numeracy at Home

We encourage you to:

- Count forwards and backwards on number charts in the Homework Folder.
- Count forwards and backwards from different starting points, e.g. 13, 14, 15, 16 etc.
 - While at the shops, ask your child to find different teen numbers.
 - Skip count by 5's and 10's up to 100 and beyond.
 - Skip count by 2's up to 50 and beyond
- Count forwards and backwards from 0-20, ensuring that each teen number said is pronounced correctly.
 - Count food and using terms like less, more, how many and how much.
 - Roll two dice, saying the two numbers and adding them together to find the total.
- Roll two die and ask you 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.
 - Continue to work through Mathletics activities

PERSONAL AND SOCIAL LEARNING

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KIRRIP B SPECIALIST TIMETABLE

Megan 00D	Laura 00E	Brittany 00F
<u>Monday</u> Spanish STEAM	<u>Monday</u> STEAM Visual Arts	<u>Monday</u> Science Spanish
<u>Wednesday</u> PE Science	<u>Wednesday</u> Science Spanish	<u>Wednesday</u> STEAM PE

TIPS AND REMINDERS

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Monday 29th August -Book Fair Starts

Friday 2nd September- Father's Day Celebrations

Wedesday 7th and Thursday 8th September- Parent Teacher
Interivews

Thursday 15th September- Footy Dress Up Day

Friday 16th September- Last Day Term

We thank you for your ongoing support and look forward to sharing more learning with you!

Brittany,Megan,Laura

