

Year 1 Community Newsletter,

Term 3, 2019



Welcome Back!

Welcome back to Term 3! We hope you all had a relaxing break. Students have had a fantastic start to Term 3. The children have been showing great enthusiasm and success in all learning areas. We are very proud of what the Durrong Learning Community have achieved so far and can't wait to continue to continue the learning. This term we are focusing on:

Reading

Students have begun working hard to achieve their shared and personal reading goals. Our focus this term is **Inferring**. Inferring is finding out something that the author doesn't actually state 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.

We have also been exploring Non-Fiction texts during reading groups and working on the skills:

- Summarising "Main Idea, Fact, Fact, Fact" for a non-fiction text
- Identifying and understanding the features of a non-fiction text e.g. diagrams, maps and photographs
- Identifying the author's purpose e.g. Why did the author use this in the text? What information does it give us?
- Inferring visuals in a non-fiction text e.g. What is this map telling us?

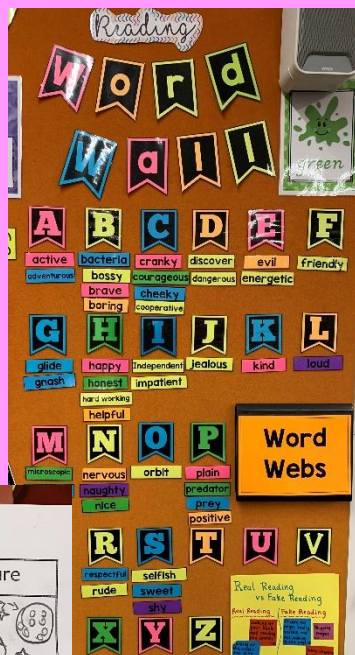
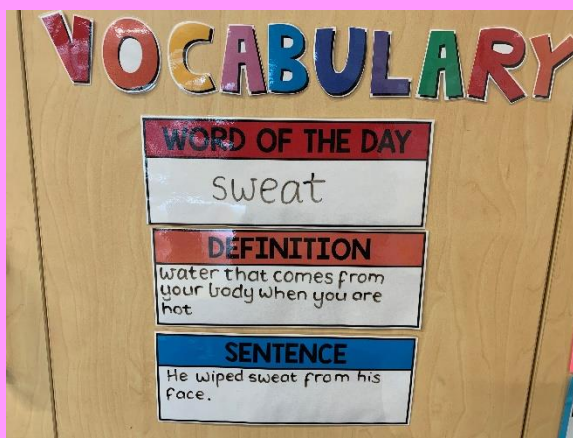


Each student has their individual goal displayed on a lanyard. Students wear them during reading.





Students practise their reading goal during their guided reading session with their teachers.



Expanding my Vocabulary			
Word	Definition	My sentence	Picture
universe	Earth is part of the universe.	Universe is airport out-of-space.	
craters	A large bowl shaped hole in the ground.	A craters is a hole were volcanoes erupt.	
harvest	Farmers drive harvesters to gather crops.	Harvesters gather crops because people have to eat.	
crops	Crops are food that grows from farm.	Crop are food from farms so people can eat.	

Vocabulary

During reading, the Year 1 students are identifying interesting vocabulary. Together we unpack new words and add them to our word wall. Students also add these words to their very own 'interesting word book'. They continue to refer to these words every day to improve their understanding of the texts they read.



Inferring feelings

These students are exploring character feelings such as surprised, upset, angry and scared.

Writing

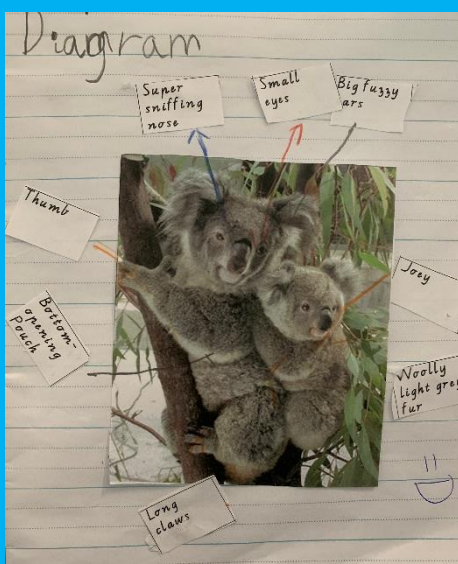
Our writing genre this term is Information Reports. The purpose of an Information Report is to give facts and information about a topic. We will be writing our reports on *Australian Animals*.

Students will learn to research a topic using a range of tools, such as videos and books. They will learn to identify the difference between facts and opinions and use these facts to write their information reports. After researching, students will re-write their facts in an information report format and include a diagram.

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

- Punctuation and Grammar
- Vocabulary and sentence structure
- Sound knowledge and spelling
- Using interesting words, such as adjectives and adverbs
- Compound sentences and editing

Students are learning about diagrams. They can label a picture by matching body parts with the photograph.

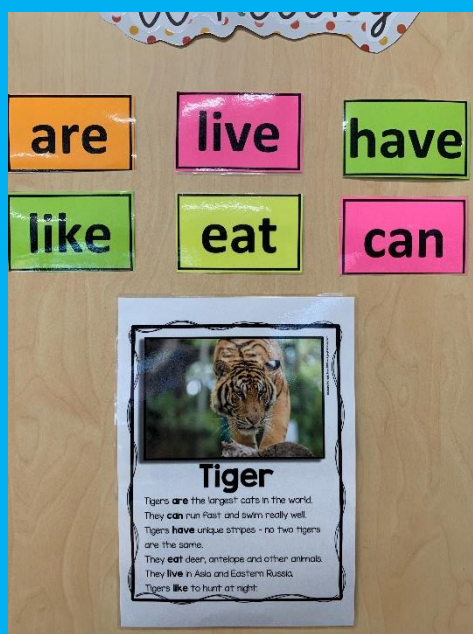


Keolas &
Keolas have fluffy ears
and a spoon shape nose
Keolas eat leaves that
are posen to other animal
Keolas can climb trees.
Keolas live in Eastern
and Southern Australia.
Keolas are loveabl faes.
Keolas are marsupials.
Keolas eat leaves that are
on the tip of the tree
Keolas eat 500 grames per
Day!

The Year 1 Students have written information texts on familiar animals.



Fact	Opinion
January is the first month.	I like watermelon.
A Tiger has stripes.	My favourite colour is pink.
A shark has 50 teeth.	Football is a hard game to play.
Leaves fall from trees in Autumn.	Spiders are scary.
A dog has 4 legs.	Pokemon is an exciting cartoon.
Lions have a mane Coco is a cute dog	



Information Reports
Why do we write them?
(Authors Purpose)
• to teach others about a topic
What is an information report?
• they give us information about a topic
• give us FACTS - real information
What topics can we write about?
• human body
• animals
• Earth
• insects
• dinosaurs
• plants

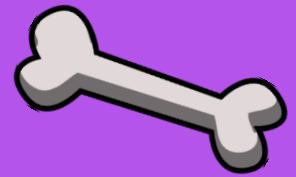
Oral Language Experiences

This term Durrong have introduced 'Take Home Dogs' into our Learnig Community.

Coco, Arlo, Dobby and Spot will visit a student's house on a Thursday and return to school on a Monday. When the dogs have arrived back to school, students will have the opportunity to share their adventures from the weekend and answer questions from their peers.

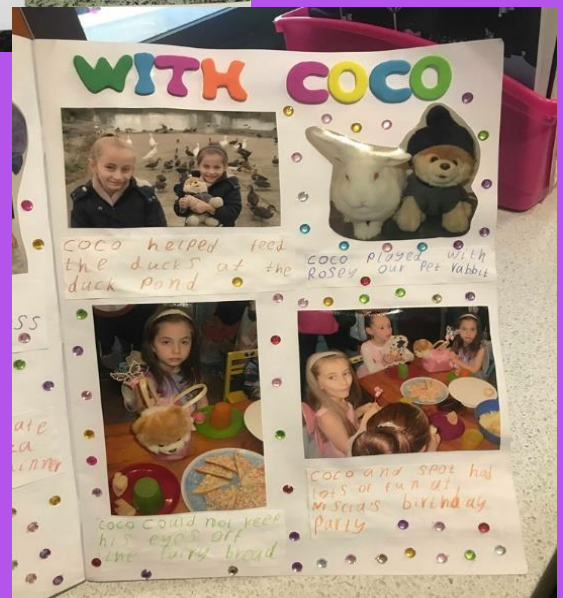
By sharing the take home dogs students are having the opportunity to develop their speaking and listening skills such as:

- Building on their confidence when speaking in front of others
- Speaking with an appropriate tone/volume and with expression
- Asking and answering 'who', 'what', 'where', 'when' and 'why' questions
- Speaking in complete sentences and using the correct tenses



Students have written all about their experiences in our class diaries.

Spot, Coco, Arlo and Dobby have already been on many adventures with the students from Durrong



Numeracy

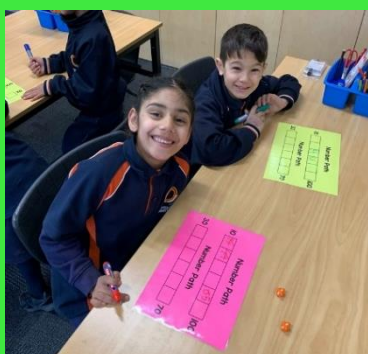
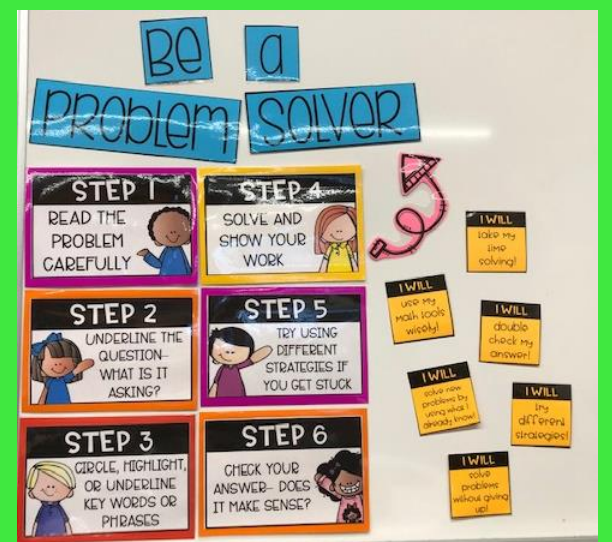
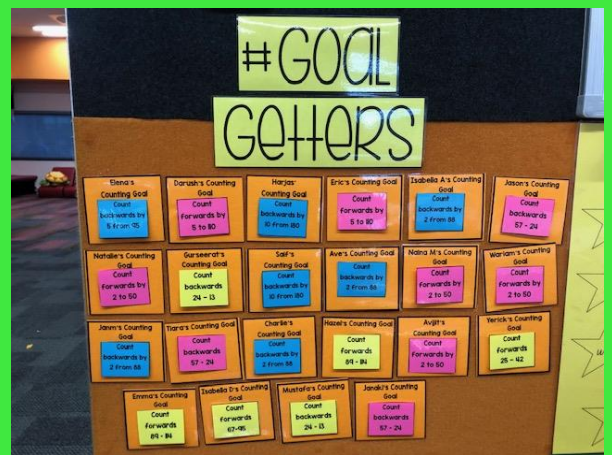
Students have been given individual counting goals which they have been working on during number fluency. Students are assessed to see whether they have achieved these goals and can move to the next goal. The counting skills involve counting forwards and backwards by 1 to 100, skip counting forwards and backwards by 2, 3, 5 and 10 from 0.

Students will learn about and be regularly assessed on the following topics:

- **Place Value** – The Year 1 Students will learn to read, write, model and order 2 and 3 digit numbers as well as being able to place numbers on a number line.
- **Division** - Students will learn to share a number of objects into equal groups.
- **Capacity** – Students will measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units.
- **Chance and Data** – Children will use language such as will, won't, might happen. They will choose simple questions and gather responses and represent and describe this data.
- **Time** – Students will use a calendar daily to identify the date and determine the number of days in each month.



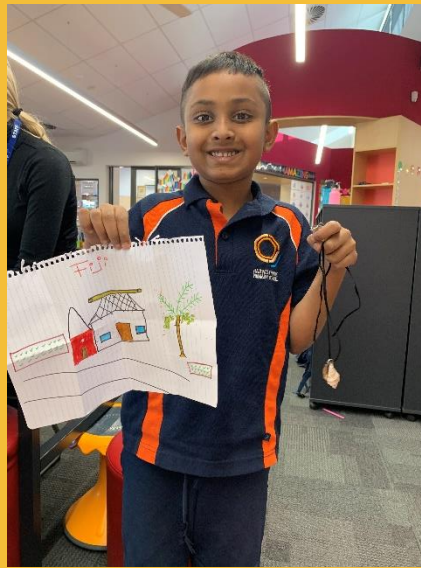
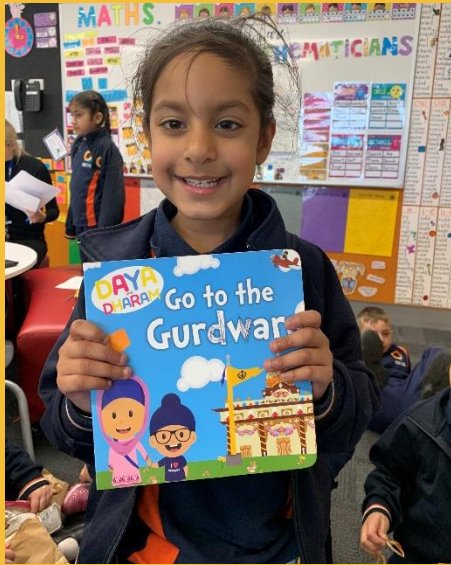
The Durrong Community have been learning to bundle ones into tens during their place value unit.



Challenge-Based Learning (CBL)

History

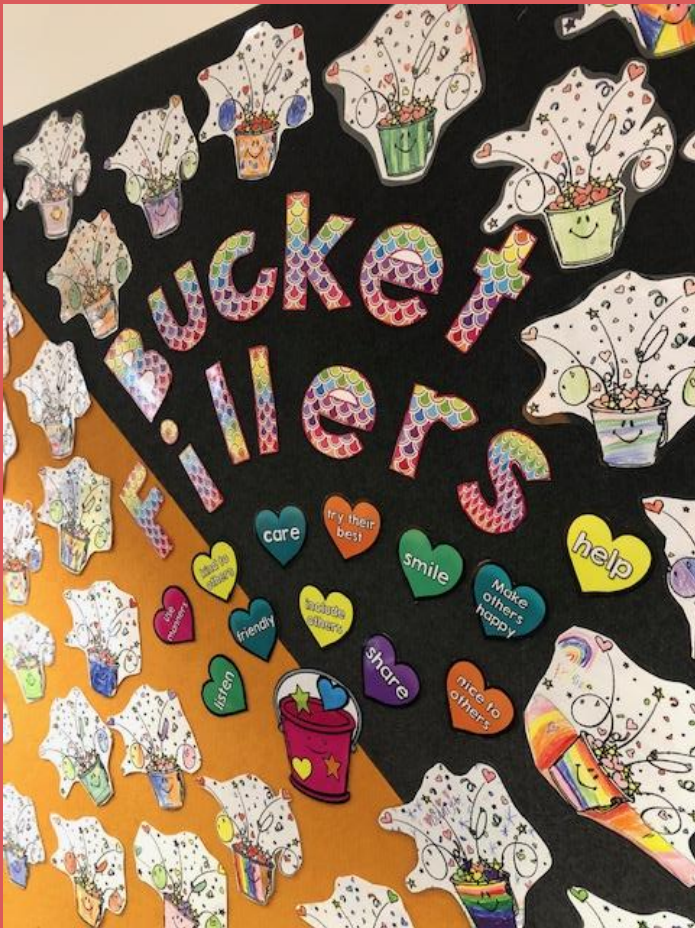
This term, students will be investigating how things have changed over time. Students will investigate how schools, technology, games and daily life have changed throughout history. Students will begin thinking about their heritage and how life was different for their parents and grandparents. Students will compare and contrast and present their findings in the community.



Children from the Durrong Community brought some special items to school. These items represented their family's history and heritage. Students also surveyed their parents and grandparents to find out how things have changed over time. They discussed things like school, transport, toys, games, and technology.



School Wide Positive Behaviour Support



In SWPBS some of the topics we are discussing and covering are:

My Voice

Students will be learning about the importance of having a voice and what we can do with our voice. We will brainstorm different types of voices such as caring, thoughtful, passionate, optimistic and strong voices.

Positive Coping

Children will identify times when they can use strategies for calming down and cheering up.

Stress Management

Students will identify self-calming strategies to manage their emotions in a stressful situation.

Father's Day

Children will be thinking about what makes their father special, what we do with our fathers and how our fathers help us.

Problem Solving

Pupils will think of different ways to solve problems. We discuss appropriate ways to solve the problems we may face every day.

Year 1 Home Learning Expectations:

It is recommended that students in Year 1 participate in a minimum of **20 minutes** of home learning 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. After reading, parents are encouraged to discuss the meaning of the books and give your child a deeper, richer understanding of what has been read.

Being a 21st century learning school we have school and home access to some exciting online programs to support the curriculum. In your child's yellow home reader book you will find the login details to the following websites:

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

Mathletics- www.mathletics.com.au

Students can also access the program **Spellodrome** www.spellodrome.com.au using their Mathletics password.

PERSONALISED HOME LEARNING TASKS:

OWL WORDS - Students have already received their OWL Reading or 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 throughout the term.

PROGRESSIVE LEARNING GOALS:

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

REMINDERS

**Dont
forget!**

Fruit Break

HHPS have introduced an allocated time where students can eat their fruit. Please ensure that your child has at least 1 piece of fruit or vegetable in their lunchbox.



Absences

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 us via Compass, or call the office to arrange a time to pop in for a chat.

Kind Regards,

Jennifer, Stephanie, Lauren and Marina (Durrong Learning Community)

Year 1 Wurun Community Newsletter

TERM 3 2019

Welcome back to Term 3!

We hope you all had a wonderful break and were able to stay warm during the winter holidays. It has been lovely to see all of the students returning to their learning with a wonderful amount of enthusiasm, joy and curiosity.

We once again have had an exciting and busy start to the term. Many of our students are continuing to show kaizen as we keep progressing with our learning in many different areas. We are also very proud that Wurun received a special Kaizen award for looking after our community library.

Well done Wurun!

This term we have a few important events occurring. We have our Book Week celebrations, Parent Teacher Interviews and an excursion to the Melbourne Museum as a part of our Challenge Based Learning.

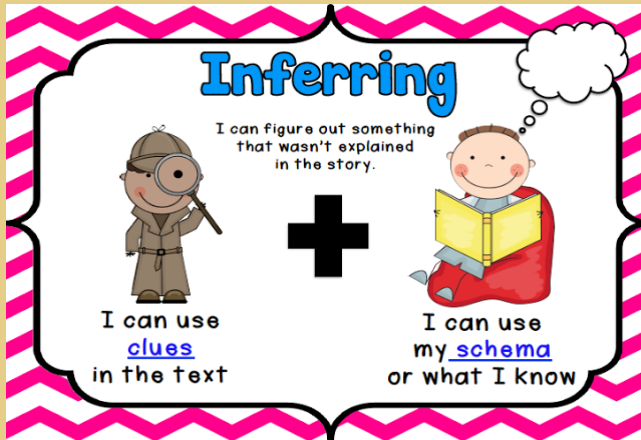
We are looking forward to another wonderful term of learning and growth.

IMPORTANT REMINDERS

- Ensure your child's name is on their belongings
- Melbourne Museum excursion 30th of August
- If for some reason your child is absent from school, please log into compass to notify the teacher
- School Phone number- 8468 9000
- Please ensure you check your child's goals and achievement on compass
- Book Week- Dress Up day is 22nd August
- Please pack a healthy fruit or vegetable snack for your child to have during a brain break

Reading:

Students will continue working on their personal and shared reading goals throughout the term. Our reading focus for this term is **inferring**. When students are inferring they are making meaning from the text they are reading. Inferring is a skill we use all day long and requires us to use clues to 'read between the lines' where the answers are not explicitly stated.

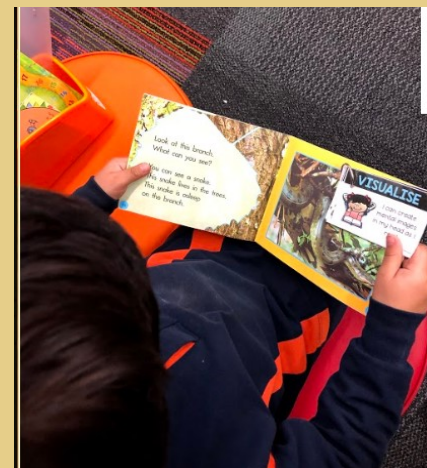


Some examples of inferring questions include:

- how is the character feeling?
- why did the character do what they did?
- what is the moral of the story?
- what is something you can figure out about the story that the author didn't tell you?

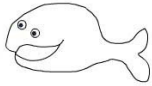
Your child may also be working on one or more of the following skills in their reading group:

- reading with fluency
- chunking sounds together to help decode words
- re reading for meaning
- summarising the main events in a text
- identify fiction and non-fiction texts
- make text-to-self connections when reading



Writing:

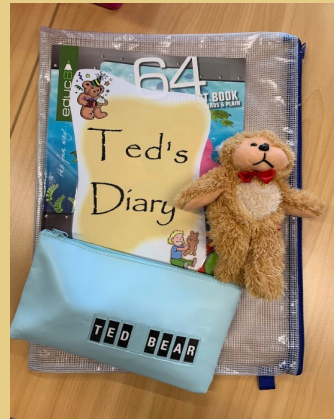
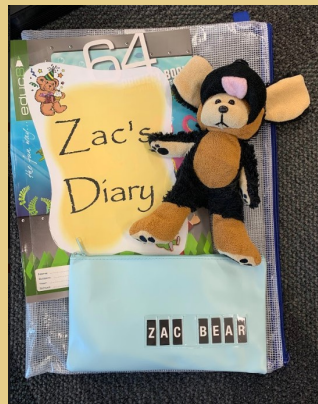
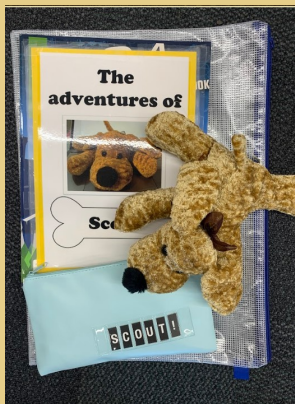
This term in writing, our students will be learning how to write information reports. By the end of the term, students will be able to write an exciting information report on a chosen animal which will include information on their diet, habitat, movement, life cycles and other interesting facts. Part of this involves the students exploring the structure of information reports which consists of headings, subheadings and labelling pictures. They will build on their vocabulary and use alternative words for their subheadings and titles. For instance, using the word 'diet' instead of 'what they eat'. Additionally, students will explore where they can attain this information using resources such as non-fiction books, informational videos or doing research through technology.

Print
<h2>Whales</h2> <p>Write an information report about whales.</p> 
PLANNING What is a whale? (classification)
What do whales look like? (description/appearance)
What do whales eat? (diet)
Where do whales live? (habitat)
Other interesting things about whales. (interesting information)

Some examples of different writing strategies the students are working include:

- rereading their writing to check it make sense
- editing their writing to fix mistakes or make improvements
- stretching through the sounds in words and recording down those sounds they hear
- using word lists to help them spell common high frequency words, e.g. the, house, friends

We have also introduced new friends to our community. They are very excited to be visiting each child's house over the term. We are encouraging each child to write about their experiences with these friends to support writing development.



Numeracy:



Students have been working on their individual counting goals. We look for how fluently and confidently students can count without skipping any numbers. The counting skills involve counting forwards and backwards by 1 to 100 and beyond and skip counting forwards and backwards by 2, 3, 5 and 10 from 0 as well as various starting points other than 0. Students will be regularly assessed according to their knowledge in the related topics taught.

Place Value – Students will explore recognising, reading, writing and ordering numbers to at least 100. Additionally, students are learning to locate numbers on a number line.

Division – Students will learn how to recognise and describe how to share items with a friend.

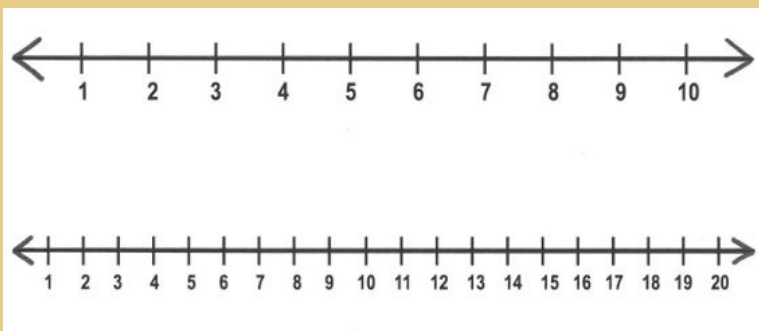
Measurement & Geometry – Students will learn about capacity and how to compare different capacities in objects.



Chance & Data – Students are learning to use such as will, won't, might happen. Moreover, students will then represent their questions and gather responses to create a display.

Time – Students will expand on their knowledge of using a calendar and identifying the days of the week.

Back to Front Maths Program – Sessions aimed at correcting misconceptions around quantity, partitioning and number knowledge.



School Wide Positive Behaviour Support (SWPBS)

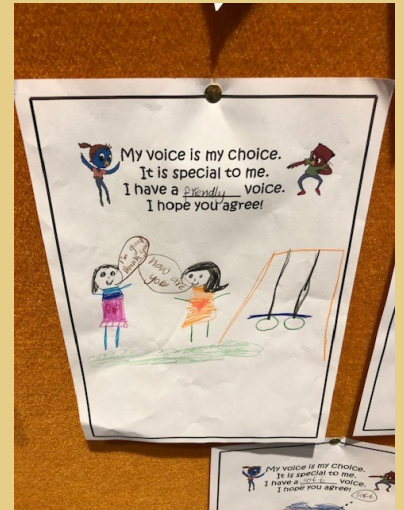
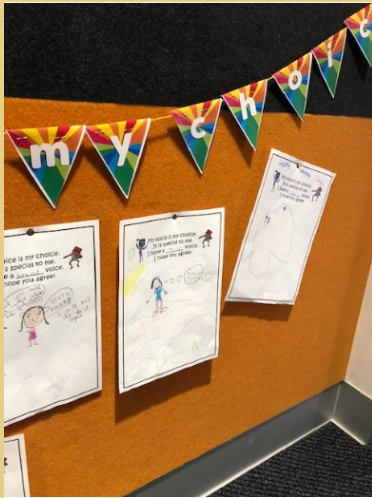
This term we will continue to focus on our school wide behaviours of, Being your Best, Being Safe and Being Respectful. The students are working on displaying these

behaviours at school in all learning areas and it is wonderful to see so many students with stickers and badges.

This term we have also been focusing on using our Voice. Students listened to the story “My Voice is my Choice”. This story is encouraging yourself and others to use their voice to show support and develop an understanding of the types of voices we can have.

Some of our ideas were:

calm, respectful, friendly, caring, brave

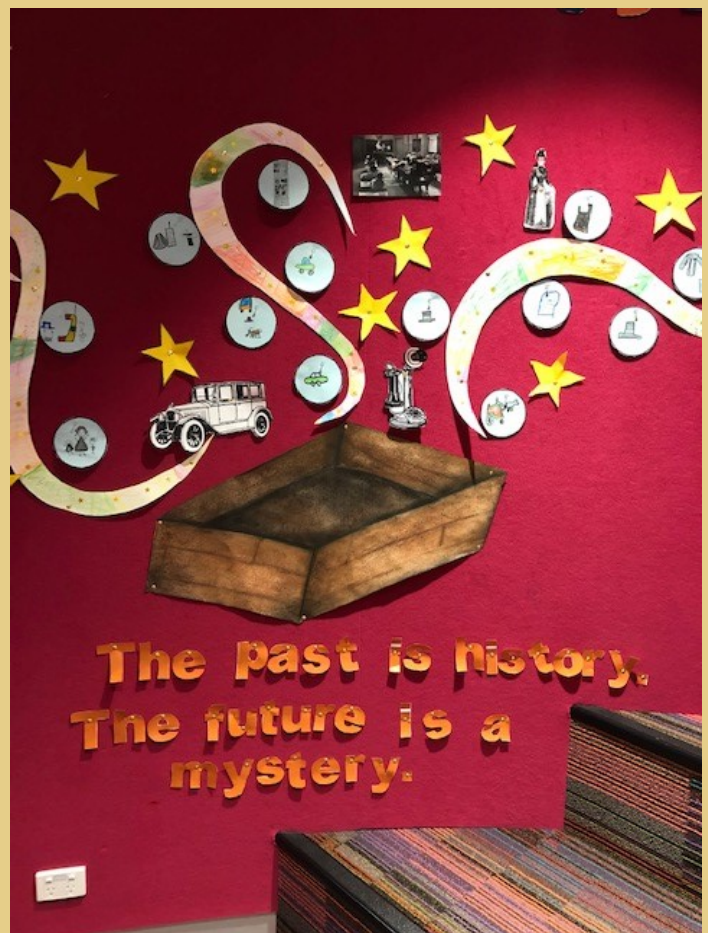


Challenge Based Learning– CBL:

Our Term 3 CBL investigation ‘Uncover the mystery of our History’ will allow students to develop an understanding of life in the past and how changes to things such as school, communication, games and technology have impacted their lives.

Students will explore the history of their families by sharing their Heritage Bags that contain items of significance to them.

We will travel to the City to explore the Melbourne Museum to further develop our understanding of the past and present.



Year 1 Home Learning Expectations:

It is recommended that students in Year 1 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. After reading, parents are encouraged to discuss the meaning of the books and give your child a deeper, richer understanding of what has been read.

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Reading Eggs- www.readingeggs.com.au

Wushka: www.wushka.com.au

Mathletics- www.mathletics.com.au

Spellodrome- www.spellodrome.com.au



PERSONALISED HOME LEARNING TASKS:

OWL WORDS - Students received their OWL Reading and Spelling Word Lists to work on at home last term. Students will be assessed on their reading and spelling of their OWL words in Week 8 and 9 of Term 3. Please continue to practise the OWL words at home.



Numeracy - Students also received a hundreds chart in their take home reader bag. Please continue to use the chart to help your child practise their counting goals and fluency at home.

PROGRESSIVE LEARNING GOALS:

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

School Events:

Book Week 2019

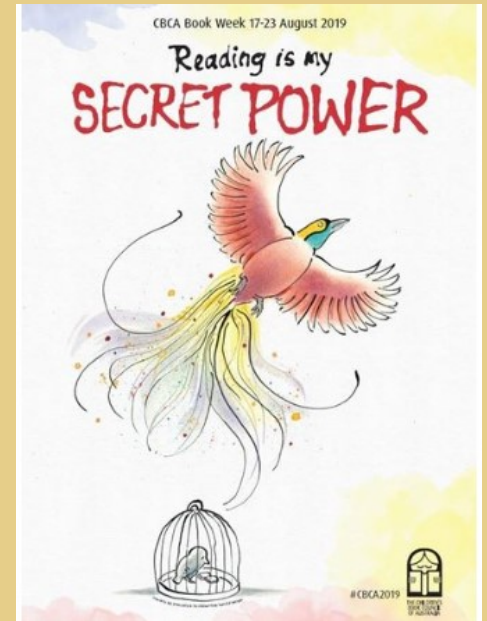
This year's book week theme is 'Reading is my Secret Power'. Book week is a chance for us to celebrate all of the amazing children's literature that has been created.

On Thursday the 22nd of August students are encouraged to dress up as a book character to celebrate.



Some book week character ideas include:

- Alice in Wonderland
- The Cat in the Hat
- Willy Wonka
- Mr Men Characters
- The Hungry Caterpillar
- Little Red Riding Hood



Parent Teacher Interviews

Parent teacher interviews will be conducted on Thursday the 29th of August. This day will have altered times and interviews will therefore occur from 12.00pm to 8pm. Students will be required to attend only during the time of their interview/s bookings. Further information will be communicated soon.

Year 1 Melbourne Museum Excursion



As part of CBL this term the Year 1 students will be investigating different aspects of history and how daily life has changed over time. Students will be visiting the Melbourne Museum as a part of their learning around the topic. Students will be introduced to the First Peoples of Victoria and learn some of the protocols associated with this aspect of our shared history. The facilitator guides them through an investigation of the culture, traditions and daily life of First Peoples in the 2000 Generations section of the exhibition. Students will focus on family life and how children lived and learned alongside their parents.

The details are as follows:

Where? Melbourne Museum

When? Friday 30th of August

Leaving time- 8:45am

Arriving back at school- 3:10pm

What to bring- Students are to bring their lunch and water bottle in a plastic disposable bag.

Year 1 Wurun Specialist Timetable:

Year 1 Specialist Timetable

Blue = Wurun	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 (9:00 – 9:50)				1E (Megan) – P.E 1F (Amali) – Spanish 1G (Cassie) – Science 1H (Alanah) – Performing Arts	
Session 2 (9:50 – 10:40)				1E (Megan) – Spanish 1F (Amali) – Performing Arts 1G (Cassie) – P.E 1H (Alanah) – Science	
Session 3 (10:40 – 11:30)					
Recess (11:30 – 12:00)					
Session 4 (12:00 – 12:50)					
Lunch (1:00 – 1:30)					
Session 5 (1:30 – 2:20)	1E (Megan) – Science 1F (Amali) – P.E 1G (Cassie) – Performing Arts 1H (Alanah) – Spanish				
Session 6 (2:20 – 3:10)	1E (Megan) – Performing Arts 1F (Amali) – Science 1G (Cassie) – Spanish 1H (Alanah) – P.E				

As always, if you have any questions, please do not hesitate to email one of us via Compass, or call the office to arrange a time to meet. We are looking forward to a wonderful semester of learning ahead!

Kind Regards,
Megan, Cassie, Amali and Alanah