

5/6 Galada Community Newsletter

Term 4, 2018



After a massive three Terms full of learning and excitement here at HHPS, we are now into the home stretch for 2018. In the Galada Community it is an exciting time and great opportunity for the grade 5/6s. The grade 5s are finishing off a the year strong, as we look towards to the future to see who will become our school leaders and captains next year. As for the grade 6s, their primary schooling days are coming to an end, however an exciting time to reflect on all the learning, growth and friendships they have made on the journey. As we come closer to the end of the year we still have the highly anticipated school camp to Anglesea and 2018 graduation right around the corner. With all this happening we look to finish off the year strong as there is a heavy focus on challenging all students to continue to develop and grow.

This term we are focusing on:

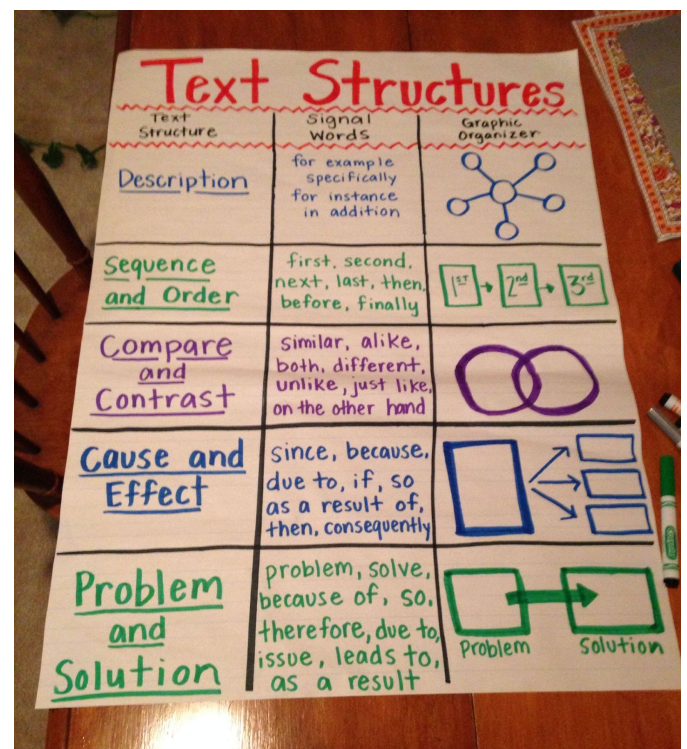
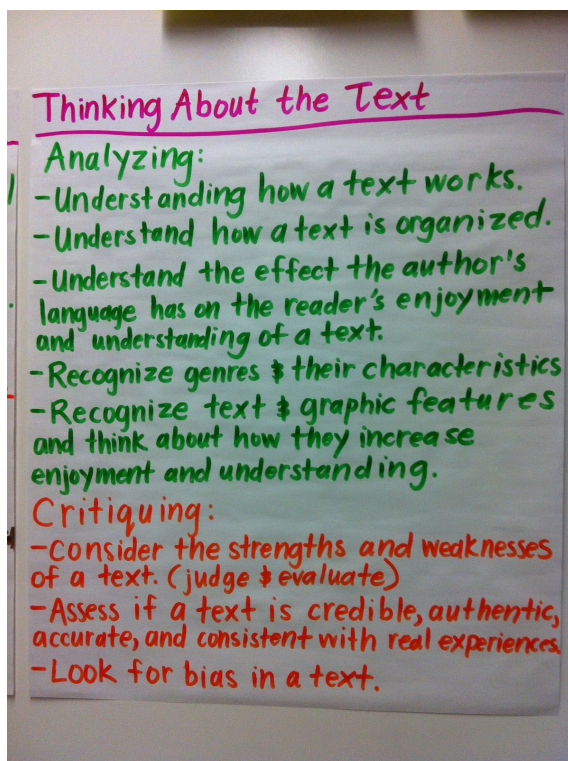
Reading:

Analysing

Here readers think analytically about the text as an object, noticing and appreciating elements of the writer's craft, such as language, characteristics, organisation and structure. We have had a focus in particular on comparing and contrasting text features and concepts within the text and analysing the ways that writers organise information to make it interesting to the reader.

Critiquing:

This is when readers also think critically about texts, evaluating the quality and considering the writer's accuracy or objectivity. Students have been providing and justifying opinions on the enjoyment of a text or the quality of illustrations.



In addition to this we are continuing to develop our independent reading stamina and purposefulness by tracking whilst reading a range of 'Just Right' and individual choice texts using the Fiction and Non-Fiction templates as shown here:

Fiction Independent Reading Tracking

Vocabulary What new/interesting words did you find? What do they mean?	Prediction and reflection What do you think is going to happen in the story? Why do you think that? (Complete after reading): Was your prediction accurate?	Inferences What inferences did you make? (e.g. about characters, behaviour, setting, problem) What clues did you find in the text to support this inference?
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Author's Purpose
☐ Persuade ☐ Inform ☐ Entertain
☐ Explain ☐ Describe

Text Structure
☐ Description ☐ Problem & Solution
☐ Order & Sequence ☐ Cause & Effect
☐ Compare & Contrast

Fiction Text Genres								How do you know?
Tick	Genre	Tick	Genre	Tick	Genre	Tick	Genre	
	Fantasy		Historical Fiction		Mystery		Science Fiction	
	Realistic Fiction		Traditional Literature		Adventure		Other	

Read and Respond NONFICTION

Article/Author: _____

Three Important Facts or Statistics:
 1. _____
 2. _____
 3. _____

One Opinion From the Article:

My Opinion About the Article:

Main Idea:

Supporting Detail 1:

Author's Purpose
☐ Persuade ☐ Inform ☐ Entertain
☐ Explain ☐ Describe

Supporting Detail 2:

Text Structure
☐ Description ☐ Problem & Solution
☐ Order & Sequence ☐ Cause & Effect
☐ Compare & Contrast

Supporting Detail 3:

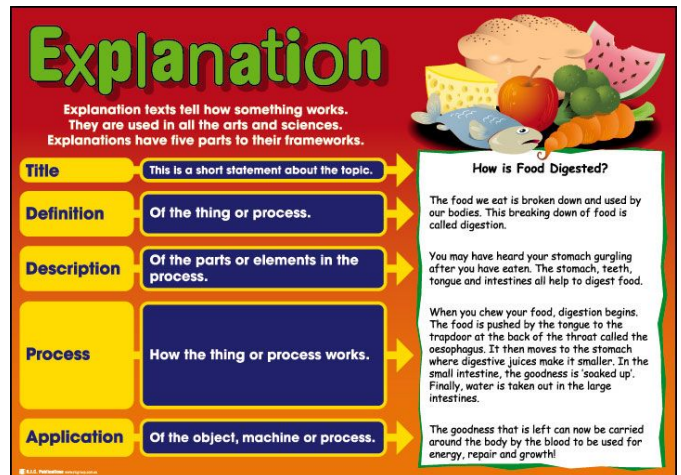
Writing:

This Term we are focusing on:

Text Type: Explanation

- Orally explaining cause and effect from either pictures, text or videos
- Providing a written explanation of cause and effect from a factual event or occurrence e.g. something I've seen or heard
- Explaining the sequential order of how/what happens in an event

- Identifying the purpose and structure of explanation texts
- e.g. examining different explanation text to see what they have in common or why certain things have been included
- Researching and writing explanation text by sequencing using paragraphs and key statements using their own words.



Grammar

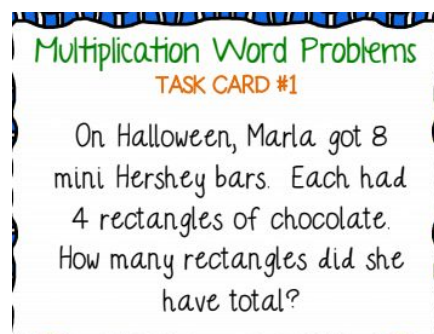
- Revision of concepts taught last term including conjunctions- relating to cause and effect e.g. I put an umbrella up because it was raining.
- Adjectives: experimenting and exploring the use of a range of their own adjectives to describe appearance/clothing and personality/behaviour.
- Action verbs and present tense: Using a variety of present tense in oral and written text to explain actions e.g. (singular vs plural)

Spelling

- Homophones e.g. weather vs whether.
- Digraphs/trigraphs: understanding how to sound out and spell two or three letters that make the same sounds e.g. (dge vs j or g)
- Unstressed vowels: letters that are not easy to hear in a word e.g. (teacher, water)

Numeracy:

As we have been throughout the year, Term 4 will see our students continue to focus on developing strong number sense and reasoning throughout all Number and Algebra lessons. They are working on a range of skills across place value and multiplication and division and ensuring they can transfer these skills across a range of problems. Students are also continuing to work on their individual counting goals. We encourage our students to continue to "have a go" in all areas of their numeracy, and to explain their responses.



ICT will continue to play a large role in our students' numeracy lessons, with programs such as Minecraft Education supporting learning in building arrays and fractions. Our numeracy foci are also being supported in the Kaizen Centre with their Digital Technology sessions with Justin centred around these goals.

The term will also see units of Shape and Location, and currently a unit on Fractions. We will look to explore what a half, third, quarter really looks like, compare equivalent fractions and make connections to decimals. We will explore how there can be more than one fraction within a whole, as well as look at fractions on a number line.



Challenge-based Learning (CBL):

Our big idea for Term 4 is Discovery! To explore this, our students will be challenged to look at the human and environmental impact of a natural disaster. They are already bringing a lot of prior knowledge and interest to the unit, and over the next few weeks will be:

- focusing on a particular natural disaster event that has occurred in the Australasian region
- exploring the factors that increased the impact of the disaster such as climate, population, warning signs
- discussing both the short term and long term impact on those affected
- develop researching, note-taking and organisational skills
- continuing to build their collaboration as they work in small groups to present their findings

Our 'challenge video' for the topic can be viewed and discussed with your child, on the Harvest Home webpage:

<http://www.harvesthomeps.vic.edu.au/challenge-based-learning-1>

Grade 5/6 Home Learning Expectations:

Just a friendly reminder to encourage children to continue to be reading their Take Home books each night. As we move towards the end of the year, it is important that all children continue to read each night in support of their learning.

Children have opportunities to borrow Take Home books from school each day and may also read 'Just Right' or personal interest books from home or in Wushka. After reading at home, we encourage you to engage in some discussion with your child around what they have read.

Please remind your child to record each night's reading in their student diary or through the Biblionasium online platform, promoting organisational skills that will be needed in Secondary school and beyond. This will be checked by your child's home group teacher on a fortnightly basis.

Being a 21st century learning school we have school and home access to some exciting online programs to support the curriculum. Teachers will at times set learning tasks/assessment tasks on these programs for your child to complete.

In your child's diary 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.

There may be certain instances where unfinished class work will be sent home to be completed. Projects or oral presentations may need to be worked on at home but we will provide more information if this is the case.

Example home learning schedule:

Mon	Tues	Wed	Thur	Fri	Sat	Sun
20 mins reading 10 mins discussing/ writing about the text	15 mins reading 15 mins Mathletics	30 mins reading	15 mins reading 15 mins Spellodrome	Rest	Rest	15 mins reading 15 mins finishing off tasks on Google Classroom

Sport:

There is no interschool sport this term however the 5/6s will still be participating in a range of small and large games during our Community Sport sessions.

Reminders:

Camp payments can now be made via Compass.

Grade Six Activity Day payments can now be made via Compass.

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,
Anthony, Emma and Sophie
Grade 5/6 Community Teachers*