Level One Newsletter

Term 2, 2016

Welcome back to another wonderful term at Glen Waverley Primary School. We hope you had a fantastic holiday and your children are ready for a productive and enjoyable Term Two. We are certainly looking forward to continuing to work with your children and guide and facilitate the amazing gains they are making in their learning.

As usual it will be a busy and exciting term and we have included some important dates you can add to your diary.

Thanking you for your ongoing support!

Debbie Hunter (Teaching and Learning Leader), Samantha Rich, Chloe Prince, Elisha Park, Olivia Devitre, Lyn Clugg & Tracy Jom
Reading

This year in our reading sessions the Level One students will continue to use the CAFÉ reading program. This program emphasises the importance of comprehension alongside accuracy, fluency and expanding vocabulary. The children have all been given an individual reading goal and have had many opportunities for personalised one on one conferencing with the classroom teacher as well as formal assessment.

The students each have their own personalised library or “book box” which are all full of just right books for their own level and interest. They are encouraged to “track” their thinking with post it notes and to share their understandings of the book with the class.

As the CAFÉ reading program is a whole school approach, each classroom in the school has a CAFÉ menu or display to demonstrate the particular reading skills that we have been learning about in our classroom each day. You will see this growing throughout the year in every classroom. Some of the strategies that we may be learning in our reading sessions this term are:

- Making a mental image
- Determining the author’s purpose
- Re-reading for fluency
- Use punctuation to enhance phrasing
- Use main idea and supporting details to determine importance
- Retell
- Flip the sound

We will be learning many other strategies to improve our reading further as good readers comprehend the text.

Reading sessions are comprised of the following: a mini lesson – where the reading strategy is introduced, a collaborative activity (turning and talking or partner reading) and an independent activity such as independent reading or a reading group with a focus. There is an opportunity at the end of each lesson for the students to share their thinking with the class and for the class to reflect on their learning.

To compliment this program, each child is expected to have a take home book (some have been ordered recently and are being processed for a larger variety of choice) to practice their independent and partner reading skills at home. We recommend that your child discusses the story with you to ensure understanding of the text.

Happy reading!
Writing

In Writing, this term, we will continue to use the VOICES strategies: Voice, Organisation, Ideas, Conventions, Excellent Word Choice, and Sentence Fluency. We will begin this term focusing on non-fiction texts as this links directly to our Science Topic ‘Schoolyard Safari’, where we are learning all about Minibeasts.

Students will learn about elements essential to this genre of writing such as differentiating between fact and opinion and the benefits of including pictures and diagrams to support text. Students will have the opportunity to create information reports following the structure of ‘introduction’, ‘description’ and sometimes a ‘conclusion’. The introduction should include a definition of the subject the child is writing about. Following this will be a description where children will include important and interesting facts that have been sorted into appropriate subheading, such as ‘appearance’, ‘habitat’ and ‘diet’. Finally, if a conclusion is included it may summarise the child’s findings or perhaps make a personal comment about their topic, for example "I love spiders, they are very interesting!"

During this unit, students will concentrate on the strategies for Organisation, Conventions and Excellent Word Choice.

Later in the term we will continue to create our community of writers, where students will learn about the processes of writing, developing their writing habits, contribute to the writing community and write collaboratively with their peers.

We are looking forward to seeing the wonderful pieces of work the students will create!
This term, Year One students will continue to extend their skills and knowledge relating to the three content strands of Mathematics: Number and Algebra, Measurement and Geometry and Statistics and Probability. Throughout the term students will be challenged to explain their thinking and identify strategies they are using when completing maths problems in order to deepen their thinking and mathematical understandings. In keeping with Glen Waverley Primary School’s whole school approach to mathematics, all students will explore each concept using concrete, ‘hands-on’ materials, pictorial examples and then abstract representations.

Students will begin the term learning to tell the time to the half hour on both analogue and digital clocks. They will then revise the use of tally marks to collect and indicate sets of data. Using data about their classmates students will create picture graphs and infer information about what each graph shows.

Furthermore, Year One students will begin to explore fractions focusing particularly on halves, finding examples in real life and calculating half of a group of objects. Students will participate in hands on tasks learning to describe and classify the properties of common two-dimensional and three-dimensional shapes. They will then be challenged to match the nets of simple three-dimensional objects such as cubes and rectangular prisms to their completed shape.

Additionally, the students will revise skip counting concepts before extending their knowledge to include skip counting both forwards and backwards as well as starting from range of points e.g., counting backwards by 2’s starting from 36 or counting forwards by 5’s starting at 2. Finally, students will apply their knowledge of skip counting and pairs to ten in order to solve addition problems.
Our Term Two Inquiry unit focuses on learning all about minibeasts. The focus of this unit is to help students understand the important role that minibeasts (insects, bugs and other small creatures) play in our world. Students will be working on extending their ability to pose questions, conduct research and present new knowledge across a variety of hands on and written learning tasks.

The unit began with students learning to identify and classify what makes something ‘alive’, through the exploration of what living things need in order to survive. From here we have started to explore what classifies particular minibeasts as insects, including their physical features, habitats, diet and role in the animal kingdom. Students will use graphic organisers to display and sort information, to help them develop an understanding of the use of headings, tables and other writing conventions.

Students attended an excursion to the Gould League, where they had the opportunity to engage with and explore a wide variety of different minibeasts in a safe and hands on environment. The expert staff discussed the different types of minibeasts, as well as their features, habitats and behaviours. Students were able to pose questions, make predictions and share their ideas with students from other Grade One classes. A big thank you to Samantha Rich (1SR) for organising this excursion.

The Home Learning for Term Two will continue to include a weekly Inquiry task, these will be distributed weekly to ensure they are relevant to what is being worked on at school.

We are looking forward to an exciting and informative Term Two!