Level One Newsletter

Term 3, 2016

Welcome back to another exciting term at Glen Waverley Primary School. We hope you had a wonderful holiday break and your children are ready for a productive and enjoyable Term Three. 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.

Thanking you for your ongoing support!

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Reading

Glen Waverley Primary School uses the CAFÉ reading strategies to teach reading. This program emphasizes the importance of comprehension alongside accuracy, fluency and expanding vocabulary.

This term we will be focusing on the comprehension skills of questioning summarizing predicting and inferring. In addition, we will also be learning about and practicing the strategy of fluency. Many people think that fluency is simply ‘not reading like a robot’ but it is so much more! Fluency is important because it provides a bridge between word recognition and comprehension. Reading with fluency doesn’t necessarily mean that you understand what you are reading, but it can help. If a student is constantly stopping to sound out multiple words the meaning can break down. The overall process of reading also becomes long and laborious.

There are 3 main components of fluency:

**Accuracy:** It refers to the person’s ability to read words in a text automatically.

**Rate:** The speed a person reads. Not too fast, not too slow, but just right. You must make your reading rate suit the purpose of the text.

**Prosody:** Refers to stress, intonation, and pauses.

**Read ‘Good Fit’ books**
Students have learned to choose books that are just right. For readers to have high success in reading, they must spend time reading material they can read with 99 to 100 percent accuracy. This will help them become fluent readers. We have each child read us the good fit book they choose for nightly reading. After your child reads a book to you at home, ask how they felt about the book. Did the book feel too easy, too hard, or just right? Why? If your child is bringing home books that are NOT just right have a conversation about why he/she chose that particular book. Encourage your second grader to select books that are a good fit for ability and interest.

**Reread a book to practice fluency**
Re-reading a familiar book is a great way to improve fluency. We encourage the kids to use fun voices for each character they encounter.

**Practice sight words and high frequency words**
Knowing these words at a glance will help your child read more fluently. They will not have to stop and sound out commonly used words.

**Adjust and apply different reading rates to match text**
Good readers notice action and dialog as they read. These cues let you know what speed to use as you read.

**Use punctuation to enhance phrasing**
Pay attention to periods, commas, question marks, and exclamation points as you read.
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 Narrative texts, learning all about the different aspects of writing in this genre. Students will learn about the importance of planning their story before they begin writing, as well as the structure of narrative writing such as ‘orientation’, ‘complication’ and ‘resolution’. The orientation should set the scene or the mood and introduce the main characters in the story. Following this will be a complication where a problem arises that triggers the preceding series of events. Finally, the resolution will present a climax or ending where the problem is solved.

Later in the term we will learn about Procedural writing. Students will be exposed to the features of the text type. Students will have the opportunity to create procedural texts following the structure of ‘goal’, ‘requirements’ and ‘steps’. The goal will explain what will be made or done if you follow the procedure. The requirements section lists what is needed and finally students will write the steps undertaken to complete the task.

Additionally, students will continue to develop their writing through ‘Free Choice Writing’ workshops where they have the opportunity to write a range of text types that are of particular interest to them.

During these units, students will concentrate on the VOICES strategies Voice, Organisation, Ideas, Conventions and Excellent Word Choice and Sentence Fluency.
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 about the features of three dimensional shapes while drawing on their prior knowledge of two-dimensional shapes. 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.

They will then revise skip counting and identifying number patterns to build their mathematical fluency. 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 eg. counting backwards by 2’s starting from 36 or counting forwards by 5’s starting from 2.

Furthermore, Year One students will begin exploring location and transformation concepts by using familiar places and by drawing upon their knowledge of shapes covered earlier in the term.

Finally, the students will explore money in regards to number through exploring Australian currency while making links with addition and subtraction.
Our Term Three Inquiry, ‘From Farm to Table’ focuses on gaining an understanding of why farms are important to us and around the world. Children will complete many varied learning tasks, including developing research skills, to assist them with forming the following understandings:

- What is a farm and a farmer?
- What kinds of foods and products do we get from different types of farms?
- What equipment does a farmer use and how does this differ around the world?
- What processes (changes) do food and other farm products go through before we buy them from the supermarket?

The unit began with each class following a recipe to make yummy foods which focused on ingredients which come from a farm. For example, pikelets, bread and butter. On July 28th the Level one students will travel to Myuna Farm where they can experience hands on contact with live farm animals, feed various farm animals and observe and interact with the various chores completed on a farm. Following this, the students will work in small groups to research different types of farms, present a poster and share their varied learning with the class. In the following weeks the students will investigate various farm products and the changes they go through to take them from the farm to our tables. They will also research information about farms and farming in other areas of the world and make comparisons with farming in Australia. Thanks again to Samantha Rich (1SR) for organising the Myuna Farm excursion!

The Home Learning for Term three will continue to include a weekly Inquiry task to consolidate understandings. These tasks will be distributed weekly to ensure they are relevant to the concepts being covered in class.
Science Day 2016
(Term 2)

We would like to thank all students and their families for helping make Science Day 2016 such a success! We were thrilled to see all of the fantastic work that students produced. In Year One, students were asked to create either a poster or diorama representing the stages of a chosen animal/mini-beasts life cycle. We would like to share with you some of the wonderful projects.