



Glen Waverley Primary School  
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# LEVEL TWO

## 2017 Term 2 Newsletter

*Dear Parents / Guardians,*

Welcome back to another exciting term of learning and new experiences. We hope you all had a wonderful Easter or holiday period and we can't wait to hear all about it through your child(ren)'s holiday presentation.



### COMMUNICATION

We continue to value open and honest forms of communication so we can work as a partnership to provide the best possible learning for your child(ren). Parents are strongly encouraged to communicate via the school Communication Diary, which is checked by the teacher regularly for important correspondence. This diary is also used to track home reading, so please sign the diary each day indicating that you have heard your child read.

### CLASSROOM HELPERS

Our sincere thanks to the parents who had help out in the classroom last term, we are extremely grateful for your support and assistance. Parent helpers have provided extra opportunities for our children to practise reading fluency and build their confidence in reading. If you would like to help around this area, we would love to hear from you. As a legal requirement, all parent helpers will need to provide a "Working with Children Check". This can be done online, <http://www.workingwithchildren.vic.gov.au/> and is free of charge.

### PUNCTUALITY



Students can enter the classroom at the 8:50am bell to organize and prepare for the day and follow the morning routine from each class. The 9.00am bell indicates the commencement of school instruction. Please be aware that students who have to walk into class late can sometimes become distressed and embarrassed and miss the important "tuning-in" which is designed to engage students in a day of learning.

## ABSENCES

Parents are reminded of their responsibility, to ensure that all children attend school regularly. Frequent absences have a huge impact on children's learning. If children are absent, **a reason in writing is required by law**. This can be in the parent's native language, if they are unable to write English. All absence notes are legally required to be retained by the school. In your child's Communication Diary, there is a section for you to fill in if your child is absent or alternatively use the **absence** function on the Tiqbiz.

*For regular updates of the whole school events, please refer to the fortnightly school's newsletter that can be access from our school's website.*

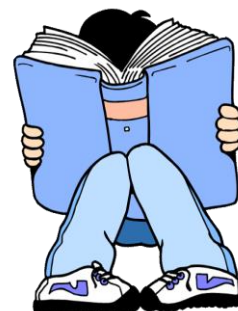
<http://www.glenps.vic.edu.au/>

## CURRICULUM UPDATES

### ENGLISH

#### Reading

This term in our literacy sessions the Level Twos are continuing to use the CAFÉ reading program to enhance their reading skills. This program emphasises the importance of comprehension along with accuracy, fluency and expanding vocabulary. Every child will have the opportunity to participate in 1:1 conferences with the classroom teacher, where they will develop an individual reading goal that targets their personal learning development.



The students each have their own personalised library (book box) which is 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 understanding of the books with their classmates. The thinking is recorded in their reading journals along with their reading reflections.

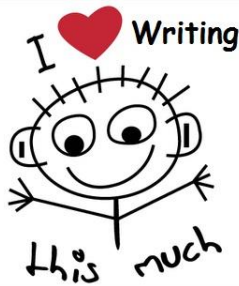
As the CAFÉ reading program is a whole school approach, each classroom in the school will have a CAFÉ menu or display to demonstrate the particular reading skills that we have been learning about in our classroom each day.

A typical reading session is comprised of the following: a mini lesson – where the reading strategy is introduced, a collaborative learning task (turning and talking or partner reading) and an independent learning task 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 individually reflect on their learning.

To compliment this program, each child is expected to have a take home book (currently from the classroom library resources) to practise their independent and shared reading

skills at home. We recommend that your child discusses the story with you or writes a brief entry in their diary to ensure understanding of the text. It is important that each child logs their reading as it occurs in the diary each day (with parent's initials) for the classroom teacher to check.

## Writing



During Term Two, as part of our writing program, students will be focussing on two main text types: procedural and persuasive writing.

Students will be learning about the main structural components of a procedural text and exploring different contexts where it may be used. This is closely linked to our science unit around chemical changes. Our unit on persuasive texts will explore the organisation of this text type and look at the importance of excellent word choice.

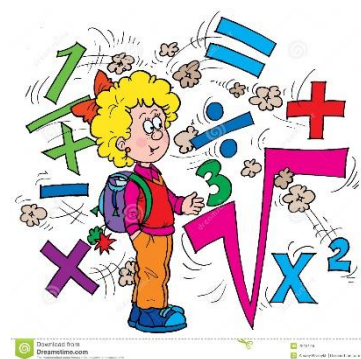
We will be using VOICES: Voice, Organisation, Ideas, Conventions, Excellent Word Choice and Sentence Fluency to help direct individual student goals throughout the term. In addition, the Writing Process will be used as a tool to help students work through the different stages developing ideas, drafting, editing, revising and publishing their pieces.

The Writer's Notebook will continue to be used help students develop ideas around both topics that are of interest to them, but also those that will support them when completing whole class text types.

## MATHEMATICS

In Mathematics at Glen Waverley Primary School, we believe that students learn at different rates and therefore our teaching of mathematics is differentiated according to each student's ability. This includes providing students with a challenge at all levels and ensuring there are multiple entry and exit points. We aim to set students up for success by teaching conceptual understandings of each topic, that is, an understanding of where the concepts can be used in everyday life and not just memorising a strategy for mathematics purposes for example; understanding fractions are for baking or cooking.

During term two, students will continue to broaden and deepen their mathematical understandings in **Number and Algebra** by learning about fractions including halves, quarters and eighths in concrete, pictorial and abstract form. Students will have opportunities to discuss where they have seen fractions in everyday life and demonstrate what they look like. Later in the term, students will build on their addition and subtraction strategies including exploring connections between the two concepts where students are required to demonstrate their understanding of groups.



In **Geometry and Measurement**, students will learn how to interpret and create simple maps and provide directional language based on the relative position of key features and landmarks. Students will also learn about time in both digital and analogue form and be able to link this knowledge to fractions of wholes, halves and quarters when learning about o'clock, half past and quarter to and past.

In **Statistics and Probability**, students will build on their knowledge of probability and learn how to identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'.

## **INQUIRY (Science focus)**

During Term Two, the Year Two students will be exploring the topic "Where can we see Chemical Science in our environment?" This unit focuses on developing students' understanding of Chemical Science through addressing these focus questions:

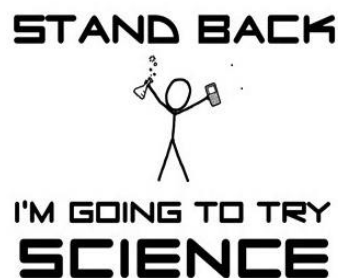
- What are chemicals?
- What makes something a chemical reaction?
- Where do we see chemical changes in our local environment?
- How do we speak scientifically in order to describe these phenomena?

In the first few weeks of term, students will undertake a number of tasks to prepare them for hands-on experiences in the upcoming weeks. These included completing a KWL chart to describe what they 'know' and 'want to know' about chemical science and a sensory trail where they focused on the skills of thinking, predicting, questioning, discussion and observation in order to dissect and arrive at their topic.

To support students' learning, they will have the opportunity to be amazed as well as educated through the 'Hands on Science' Workshop Incursion. During this focused session, students will practise and broaden their Science Inquiry skills relevant to completing the various scientific investigations conducted throughout the term.

# **Hands on Science!**

Using the skills learnt throughout the incursion, students will further develop their understandings of chemical science through experiments throughout the term including, investigating different inks, making Ooblek and creating a range of mixtures.



As this unit focuses heavily on experimentation, strong links will be drawn to the learning area of Writing where students will have the opportunity to write and publish authentic text types such as procedures.

As Global Citizens, students will be encouraged to explore and critically evaluate the impact that humans have on the environment, which supports our existence. Experimentation on a local scale will prompt students to consider their responsibilities in looking after the environment, in the hope students will develop the capacity to make informed, sustainable choices and feel empowered to take action on deciding how to manage the environment and its future.

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***We hope this newsletter gives you a better insight and understanding of your child's exciting learning journey during Term Two. If you require further information please speak to your child's classroom teacher.***

Kindest Regards,

Mr Peter Shen (2A and Year Two Teaching and Learning Leader), Miss Ruby Robertson (2B), Mrs Arezou Javidi (2C), Miss Monique Kelly (2D) and Miss Erica Coleman (2E)