



## **LEVEL THREE, TERM TWO NEWSLETTER, 2018**

Dear Parents and Guardians,

Welcome back to another fantastic term of learning at Glen Waverley Primary School. Term One brought many highlights for the level including our school swimming program and Cultural Diversity week, which saw the learners produce a wonderful project about their cultural heritage through project based learning.

This term will again bring many highlights, such as the excursion to the Royal Botanic Gardens in Week Eleven, which will provide a wonderful conclusion to our inquiry unit 'Plants in Action.' During this Inquiry, the students will make discoveries about plants and their life cycles. This inquiry will be supported in the classroom with a number of exciting learning experiences, including growing our own broad beans and closely following the changes that occur in a plant after germination.



During the second week of May, students will sit the National Assessment Program of Literacy and Numeracy (NAPLAN) where they will be tested on the key learning areas of reading, writing, mathematics and language conventions. We are currently completing NAPLAN practice assessments to ensure the students feel comfortable about the format in which NAPLAN is presented. Please ensure your child is feeling comfortable about completing this Australia wide assessment. The main intention of the NAPLAN data is to compare schools around Victoria and Australia to see where teaching and learning can be improved.

We are all looking forward to a very productive, rigorous and interesting term of learning,

Debbie Hunter, Wageesha Silva, Ashley Jacobs, Christine Marotti, Bianca Liburti and Lindy Tran.

### **GETTING TO KNOW OUR LEVEL THREE TEACHERS:**

#### **THIS TERM - DEBBIE HUNTER**

I love to spend my spare time reading and going to the football to support my AFL team, St Kilda. I also enjoy spending time with my eight month old grandson, Koby and on the weekend I like to watch my adult children play sport. I love to travel, especially going on cruises, particularly to the islands of the South Pacific where my husband and I enjoy snorkelling and swimming in the beautiful, clear, blue water!



Stay tuned for the Term Three newsletter when we will profile Mr Ashley Jacobs!

## IMPORTANT DATES:

**Wednesday May 9<sup>th</sup>** – ICAS Exam – Digital Technologies.

**May 10<sup>th</sup>** - Mothers Day Stall

**Tuesday May 15<sup>th</sup>** – NAPLAN – Writing Conventions/Writing

**Wednesday May 16<sup>th</sup>** — NAPLAN - Reading

**Thursday May 17<sup>th</sup>** – NAPLAN – Mathematics

**Monday May 21<sup>st</sup> and Tuesday May 22<sup>nd</sup>** – Book Fair

**Monday June 11<sup>th</sup>** – Queens Birthday Holiday

**Tuesday June 12<sup>th</sup>** – Curriculum Day – No School for Students.

**Tuesday June 26<sup>th</sup>** – Royal Botanic Gardens Excursion

**Monday June 25<sup>th</sup> and Wednesday June 27<sup>th</sup>** – Student led conferences

**Friday June 27<sup>th</sup>** – *Last day of Term Two. Early dismissal at 2.30*



## ENGLISH:

### READING:

In Reading and Viewing, students will be using a range of different texts on a daily basis to help reinforce the CAFÉ strategies. The CAFÉ program helps students become effective readers by providing them with reading strategies to assist with decoding, understanding and analysing texts. This is implemented to a deeper level than in the earlier years.

Various areas of reading to be covered this term will include continuing to establish the difference between literal and inferred information in a text and how to most effectively answer different types of questions. The learners will also review how to effectively summarise the text and recognise strategies the author has used to encourage the reader to feel various emotions. It is important to remember that children in the modern world access texts in a range of different ways and sometimes a Reading and Viewing lesson could include watching video clips and completing a variety of reading tasks using digital devices. One of the best ways to support your child's reading in the classroom is by listening to them read for at least fifteen minutes each night at home and taking the time to discuss the book with them. The following questions are a great way to start a conversation:



words (e.g. re, dis, mis, un, under, ly) and investigate what makes a compound word and a contraction. Various letter patterns will also be investigated relevant to the student's needs. Both, when working in the classroom and for their Home Learning, the students will complete the Look, Say, Cover, Write, Check approach with their selected spelling words. The students may bring home the same words several times. This will occur if they have not fully mastered the ability to spell them independently. They need to continue to practise the word until they can spell it four times independently when tested, without any errors. Students will complete partner testing each Friday regarding the words they practised for Home Learning.

## **SPEAKING AND LISTENING:**

Every opportunity will continue to be given for the students to further develop their speaking and listening skills through presentations of their learning, group discussions, circle time when each student contributes to a particular topic being reviewed and also through oral presentations of Home Learning and other topics with which the students need to prepare a talk to present to the class. Later in Term Two, we will introduce 'Newstime' when learners will be encouraged to bring an article/item to present and discuss with the whole class or a small collaborative group. Active listening will be expected with the audience being encouraged to question the presenter, following their sharing. We encourage confident, clear speaking and active listening at all times. Respect for others thoughts and taking turns continue to be paramount to any speaking and listening learning tasks implemented in the class.



## **MATHEMATICS:**

Throughout Term Two, Level Three students will be completing learning experiences covering a variety of topics in the field of Mathematics. Areas to be focused on include:

### **+ *Measurement — Length, Mass and Area.***

Learning tasks will include estimating, measuring, ordering and comparing different objects using familiar metric units and scaled instruments.

### **+ *Time and seasons.***

The learners will use various types of analogue and digital clocks to tell time to the minute and investigate the relationship between units of time. This will include using am and pm notation and will lead to the solving of simple time problems.

### **+ *Data and Graphing***

Learning tasks will include, independently collecting data by questioning their peers about a topic of their choice and then recording this information in tabular form. The learners will transfer this data into several pictorial representations including picture, column and bar graphs. Comparison and analysis of the suitability of different data displays and the information gathered will take place.

### **+ *Number — Multiplication and Division***

The students will explore multiplication and division by representing and solving equations and problems using a variety of efficient mental and written strategies. Using concrete materials and through pictorial form, they will investigate the relationship





introduced to the school and community by Mr Catalano at the beginning of the year. As a year level and as students and teachers we will continue to implement:

- **Academic Rigour** – the effort we place in teaching and learning, which ensures that all learners are challenged and working towards success in their learning.
- **Orderliness** – the importance of ensuring everything is in order, organised, neat, tidy, etc., including the students learning experiences.
- **Educating the Whole Child** – academic education is one element of raising happy, healthy children, however it is important that we also focus on concepts, values or skills such as persistence.

During Term Two, the Level Three teachers will provide targeted learning experiences to ensure these foci are implemented and demonstrated rigorously. These learning tasks will include continual review and how we can best apply the school values and the 'You Can Do It' Keys to Success. (Persistence, Organisation, Getting Along, Respect and Resilience).

## REMINDERS:



Just a few more reminders for you:

- **Hats** – Students will not be required to wear hats after May 1<sup>st</sup>. However it is always a good practice to keep hats at school and continue to wear them until the warmer days have passed.
- **Home Learning** – Home learning will be distributed on Friday and will be due the following Friday. It is expected that it will be fully completed and to a high standard. Presentation should be neat with legible handwriting and should include colourful supportive illustrations where applicable
- **Home Reading** – It is important that the students read for at least fifteen minutes each evening. **Please sign their diaries after they have read** and encourage them to read a wide variety of material at home. The students may choose their take home books from the classroom, library or home. To ensure they choose 'good fit' books encourage them to apply the 'five finger test'.

If you have any other queries or matters you would like to discuss with your teachers please don't hesitate to organise a meeting. Your students well being is always at the centre of our thoughts and actions.

Thanking you for your ongoing support and assistance and looking forward to a productive Term Two,

Kind Regards,

Debbie Hunter, Wageesha Silva, Ashley Jacobs, Christine Marotti, Bianca Liburti and Lindy Tran

