

# ROOM 3

## TERM 3 2017

### THINK, THINK, THINK!!!

The focus in our school and local partnership is to 'develop students' thinking and strive to get more children in the higher bands eg A's and B's in more areas of their learning. To do this we need the children to think! Think about the work they are completing, think for themselves and think to solve problems. We are doing this in many different ways, however an area of focus is the way in which we question children.

There are 3 types of questions.

**Closed questions**—questions that only have 1 answer and that is either correct or incorrect.

**Open questions**—Open ended questions cannot be responded to with one word answers such as yes or no. These types of questions enable a child to provide a more detailed response and encourages a child to stimulate their thinking and develop their language skills. Open ended questions supports a child to

focus and make meaning of their experiences and enables them to see various possibilities.

**Flip questions**—questions that require the children to formulate the questions to find the answer.

These type of questions are asked in all subject areas from Maths through to Reading as we strive to get children to think at a deeper level.

To encourage your child to think about their learning and to develop their language skills, the following open ended questions can be asked:

- Tell me about what you're doing?
- Why do you think...?
- How do you know...?
- Why do you think this happened?
- What will happen next?
- How did this happen?
- What can you do

about it?

- How do you think it could work?
- Can you do it another way?
- How are these the same?
- How are these different?
- Is there another way to....?

Answering an open ended question may be daunting to a child at first, however we need to persevere in asking them, giving all children a greater chance of developing their vocabulary . This is because open ended questions have a variety of different possible responses and we don't know what the response is going to be.



### Calendar Dates

#### Week 3

- ◆ Science Week
- ◆ Tuesday 8/8 - Hockey clinic 12.05pm

#### Week 5

- ◆ Book week - performances, book fair, visit to Ingle Farm Library, book week assembly and parade (Friday)

#### Week 7

- ◆ Monday 4/9 - Pupil Free Day
- ◆ Thursday 7/9 - Soccer clinic 12.05pm + Outdoor Learning Day
- ◆ Friday 8/9 - Room 3 Stephanie Alexander Kitchen Garden

#### Week 8

- ◆ Thursday 14/9 - Soccer clinic
- ◆ Friday 15/9 - Room 3 assembly

#### Week 9

- ◆ Optional Parent Interviews
- ◆ Thursday 21/9 - Soccer clinic

#### Week 10

- ◆ Thursday 28/9 - Soccer clinic
- ◆ Last day of term - Friday 29/9 - 2.05pm dismissal

## MARITIME MUSEUM EXCURSION

On the last Tuesday of Term 2 all three classes in the Northern block went to the Maritime Museum at Port Adelaide. This excursion linked in nicely with our History work incorporating the past, present and future.

The children had a great time and were very excited to see some dolphins when we were cruising the Port River on the Archie Badenoch.

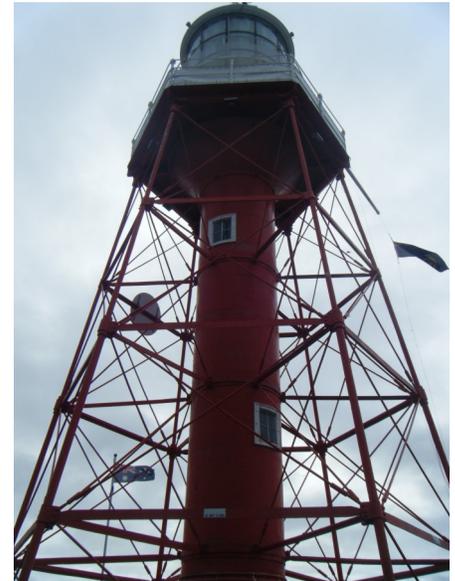
Climbing the lighthouse and dressing up in sea creature costumes in the Rock Pool were also great fun.

When inside the museum itself the children were fascinated with the replica of the old ketch,

with many of them believing it was a pirate ship.

We are in the process of making a book containing photos of the day and when it is complete the children will take it in turns to take the book home for a night or two so they can share our adventures.

Thank you to both parents Donna and Stephanie for coming along and helping out on the day.



## ASSEMBLIES

For the remainder of the year we are trialing holding assemblies on a fortnightly basis. Each class will host one assembly in this time. During the term there will be special assemblies held eg book week.

In the odd weeks when we are not having assembly the

Northern block classes will be involved in a rotational activity programme where the children can choose which class to go to, giving them the opportunity to mix with children from the other classes. Activities on offer may include board games, art and craft activities and sporting activities to name a few.



## HOW IS MY CHILD GOING??

It is lovely when parents take an interest in their child's learning and want to know how they are going and even what they can do to help at home .

Parents are always welcome to ask me in the mornings or afternoons how their child is travelling however this does not

provide an uninterrupted time that I can really speak to you about your child.

To help in this area we are offering the opportunity for parents to book a time in week 9 for a second 3 way conversation. In these meetings we will look back to the goals

set in first term, reflect on them and then set new ones for the rest of the year.

Keep an eye out for the note later in the term and get in quick to book a time.

## PARENT HELP

Do you have 5 or 10 minutes to spare each morning?

If you do I would really appreciate your help listening to children read their sight words and phonograms in the classroom.

Unfortunately some children do not have the chance to practice these sounds and words at home each day and as a result their learning does not progress as quickly as we would like.

Having an adult help them to practice would help a great deal.

If you can make a commitment to listen to a select few children

each morning please let me know so we can make a start.

Thank you in advance for your support of learning.



## HEAD LICE

These pesky little critters are back in Room 3 and we all need to be vigilant so we can try and break the cycle. Please check your child's hair on a regular basis and treat when needed. Please remember that bedding and pillows also need to be washed.



## GREAT BARRIER REEF ART

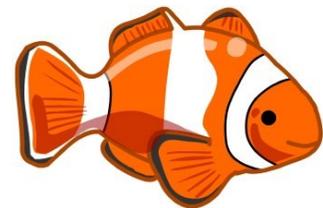
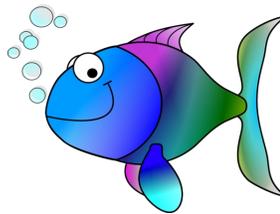
To incorporate our learning in Geography and narrative writing in English we are focusing on the Great Barrier Reef. We have started our Art within this theme and want to make some fish to hang in the room.

We are going to make these fish using plastic bottles and paper mache.



I would like all children to bring along a clean, empty 1L or 2L plastic bottle in the next week. If you have more than one that you can send in that would be great, just in case someone else is unable to bring one.

Thanks for your help.



## SPELLING TESTS

For the rest of this year the children will be bringing home a list of phonograms and some words each week to practice writing at home.

On a Friday morning the children will have a 'spelling test' to see how well they are going with the words and phonograms. The intent of these tests is for the children to practice blending sounds together to make words

which will help them to start writing independently.

The Year 1's will have the added focus at times of learning how the spelling rules we are learning work together with the sounds to help them spell more complex words.

If you can encourage your child at home by reading the words to them

and have them practice sounding them and writing them that would be great. A joint effort between home and school certainly helps the children's learning.



## English:

### Spelling

- \* 70/70 phonograms
- \* oral and written reviews to develop automaticity
- \* Spelling Rules
- \* Spelling dictation

### Writing

- \* hand writing - correct pencil grip, size and formation
- \* simple/compound sentences
- \* punctuation - full stops, capital letters
- \* narrative and procedure writing
- \* verbs

### Reading

- \* guided reading
- \* café reading strategies
- \* comprehension strategies - question and answer relationships - "Right There" questions
- \* read sight words
- \* Text structure - narrative and procedural texts
- \* Book Week - "Escape to Everywhere"
- \* Complete Premier's Reading Challenge by September 8th



## Health and PE:

Kimochis - feelings, healthy mind platter, communication keys

Keeping Children Safe curriculum - "The right to be safe" & "Relationships"



## Humanities and Social Sciences

### Geography

- Natural, managed and constructed features of places, their location, how they change and can be cared for.
- The reasons why some places are special to people and how they can be looked after.



## Room 3 Term 3 overview Mrs Fulton

## Japanese:

Sensei Shannon

- \* Hiragana alphabet letters (reading & writing)
- \* Obon Festival - lanterns
- \* Colours and vegetables



## Science:

Biological Science  
"Schoolyard Safari"



## Maths:

### Number and Algebra

- \* Investigate and describe number patterns formed by skip counting and patterns with objects

- \* Copy, continue and create patterns with objects and drawings.

### Measurement

- Measurement
- \* Measure and compare lengths and capacities of pairs of objects using informal uniform units
- \* Use direct and indirect comparisons to decide which is longer, heavier or holds more



- Location and Transformation
- \* give and follow directions to familiar locations
- \* describe position and movement



### Statistics and Probability

- \* Represent data with objects and drawings. Describe the display.
- \* Choose simple questions and gather responses and make simple inferences.
- \* Ask yes/no questions to collect information