

# Room 4 News

To Parents/ Caregivers,

Welcome to the start of term 2.

## Pre-service teacher

Room 4 is currently hosting a Pre-service teacher—Mrs. Emily Lorenzo. Mrs. Lorenzo will be teaching Room 4 until the end of week 4.

## Tissues

We are in desperate need for donations of boxes of tissues and am asking for donations to be sent as soon as possible please.

## Sight words

At the end of last term I completed the task of testing every student on their sight word knowledge. There are some students who still need to continue to work on their sight words—those students have sight word books in their reader folders. If your child has a sight word book, it would greatly benefit them if you could help them practice these nightly. A reminder that if your child says the word correctly a tick needs to be placed in the box. When your child has 5 ticks for each word then your child receives another sheet of sight words.

## Attendance

It is important that your child attends school every day, however if they are unwell please consider others and keep them at home. If your child is absent from school please let us know—either through text message or phone call to the school or via Seesaw.

## Term Dates

21/5 (Week 4)

Assembly

26/5 (Week 5)

Sorry Day

27/5 –4/6 (Week 5/6)

Reconciliation week

11/6 (Week 7)

Pupil Free Day

2/7 last day of term



## Maths

The first topic we are covering this term is money. The concepts we need to develop are adding up money— with the same denomination

Adding up money—using different denominations to a specific amount

For Year 2 students—calculating change for an amount from a specific amount

Some suggestions on how you can assist your child at home with developing are

Practise counting by 5's and 10's

Allowing your child to use real coins to -

practise adding up money

Talk about how much things cost when food shopping and how much some of the items will total

Go through supermarket catalogues and practise adding a few items

These things can be done easily and be part of every family's week.

## High expectations

We believe that explicit teaching guides students through the learning process. We give clear statements about the purpose and the rationale for learning as well as clear expectations about what students need to know and do. WALT and WILF is a tool we use in our classrooms to encourage students to be more actively involved in their learning (WALT is an acronym for We are learning to and WILF is an acronym for What I am looking for). It is used to explicitly highlight to the students what they are being asked to do (WALT = the learning intention), and what we hope they will learn (WILF = the success criteria) in order to help them to make better decisions about how to tackle the set task.

## Goal setting

Individual Learning Goals provide another way in which the students are encouraged to focus on their learning. Each student has an individual learning goal in Writing, Reading and Maths tailored to their needs. To set these goals the individual student and myself reflect on their work to date and discuss what they need to improve on to ensure progress. The students then reflect on these during lessons and twice a term. After reflecting on the goals during conferencing sessions with me, where they are provided with specific feedback from me, we then establish the next goal to work towards.

If you have a concern about your child and their learning please contact me to have a chat. I am out in the yard every morning before school and most afternoons after school. Also you can contact me via See-saw to arrange a meeting.

Among the many things I subscribe to, 'Big Life Journal' is one of them. They are resources designed for children for them to develop concepts of mindset, resilience, and self-esteem. I have included this page which provides suggestions on how you can get more than one word answers from your children when you ask about their day at school and may be great conversation starters. Feel free to use them with your child.

## WHAT TO ASK KIDS INSTEAD OF "HOW WAS YOUR DAY?"

<b>Instead of:</b> How was your day?	<b>Try this:</b> → What's one thing that made you laugh today?	You can learn a lot about your child's sense of humor, friends, and get them smiling by asking them to recount things that made them laugh.
<b>Instead of:</b> Did you eat your lunch?	<b>Try this:</b> → Who did you sit by at lunch today?	Allowing your child to discuss friends they may have a hard time getting along with, opens opportunities to discuss how others make them feel.
<b>Instead of:</b> Did you have a good day?	<b>Try this:</b> → What did you do that made someone smile today?	Show your kids that school isn't just about academics. Kindness matters.
<b>Instead of:</b> What did you learn at school?	<b>Try this:</b> → Did you enjoy art or science more today? Why?	When questions are broad, it's easy for a child to feel unsure of how to answer. Being specific facilitates a detailed response and opens the door for further discussion.
<b>Instead of:</b> What did you do today?	<b>Try this:</b> → I love hearing about your day.	Sometimes questions are overwhelming. Just letting your child know that you're interested, gives them permission to share when they are ready.
<b>Instead of:</b> How was your day?	<b>Try this:</b> → What was easier today than yesterday?	Encouraging your kids to notice that their practice is making a difference helps instill a positive self-image and a growth mindset.

# Room 4 Overview

## English

- Read, Write Inc.—inclusive of spelling, handwriting and phonics
- Comprehension—identify parts of a story :
- Writing– Persuasive and Information Reports and inclusive of grammar
- Vocabulary - activities to assist students understand what they read—activities to extend student's vocabulary

## Maths

- Money
- Fractions
- Measurement
- Ann Baker's 'The secret code' (aspects of)
- -continue to revise

## Science—with Angela Princi

- Earth and Space Sciences

Students will

- investigate observable changes that occur in the sky and on the land.
- describe the Sun's path in the sky and the appearance of the Moon and stars at night.
- observe and record seasonal and daily weather changes and identify how they influence their daily lives.

## S.O.S.E.

- Revising school and classroom rules
- Revise class expectations
- Revise school values

## HASS

- History
- Year 1—Then and Now
- Year 2—The past in the present (continues)

## Physical Education—with Dylan Baker

- Fundamental and manipulative skills
- Soccer
- Tennis

With me

Aboriginal games eg Emu tag, marks up, 'Possum chasing'.

## Design Technologies—with Angela Princi

### Students will be -

Exploring how plants and animals are grown for food, clothing and shelter .

Students will

- Discover how bees have an impact plants and food production.
- incorporate part of our learning into digital technology by using simple robotic devices to program a bee-bot to perform a bee communication dance
- develop bee-bot maps that show how food production occurs and code our bee-bots to navigate our maps

## Performing Arts— With Charlotte Holmes

Storytelling

We are going to be looking at extending our oral language skills using stories and our imagination. We will read a different story each week and participate in group and whole class activities including recreating scenes from the story and composing and singing songs.

### Visual Arts—with me

- Art / craft related to Reconciliation week eg painting with ochre
- Art related to Aboriginal authors

## Health

- Growth Mindset
- Child Protection Curriculum—Relationships

## Japanese—with Vikki Hutchen

Students will be learning about Japanese culture—such things as food, way of life, homes, festivals and celebrations.