

ROOM 4 NEWS

Dear Parents / Caregivers,
Welcome to Term 4.

Swimming

Swimming will be held in Week 5 at the Aquadome. You should have already received a note about this. Parents are encouraged not to attend this year due to Covid restrictions.

Fruit and vegies.

Room 4 have a fruit and vegie break every day at 10am. The purpose of the fruit and vegie break is to provide the students brains and bodies with fruit and/or vegetables mid way through their morning block of learning to enable them to focus and concentrate. While the fruit fly outbreak is in place, suitable substitutes could include plain pop-corn, yoghurt, vegetable sticks with dip, cheese and crackers. I would discourage fruit based processed bars being consumed at this time as they are sugar laden. A quick internet search reminds us of the adverse effects of sugar for our children.

'Researchers at UCLA found that increased sugar intake slows down the brain. They found that the rats which consumed too much fructose had damaged brain synaptic activity. Increased sugar levels tend to increase resistance to insulin. Insulin is a hormone which is vital for brain functioning through blood sugar control.

Extreme levels of sugar in children can cause interference with neurotransmitters responsible for keeping moods stable. This often leads to depression and anxiety in children. Moreover, high sugar levels can cause inflammation of cells in an area of the brain known as hippocampus. This area plays a critical role in organizing and storing memories as well as connecting senses and emotions to those memories.

From

[:https://www.womenshealthaz.com/how-sugar-affects-a-childs-brain/](https://www.womenshealthaz.com/how-sugar-affects-a-childs-brain/)

Tissues

Although it is the last term, our tissue supply is very low. I am asking for each family to donate a box of tissues to ensure we have enough to last the year.

Naming belongings

During this term the weather is quite changeable meaning student often need jumpers / cardigans in the mornings but not as the day warms up.

Also hats being required to be worn more often. This is a timely reminder to label all of your child's belongings to assist them to locate them and bring them home.

Student Absence

If your child is absent for any reason, it is a legal requirement that the school is provided with that reason. You can let Deb know vis the school phone or the Skool loop app or myself using Seesaw.

Communication

A reminder that our class uses Seesaw for communication, in addition to notes going home which I get the students to place in their reader folders.

Dates to remember

5/11 (Week 4) Assembly

8/11- 12/11 (Week 5) Swimming week

19/11 (Week 6) Pupil free day

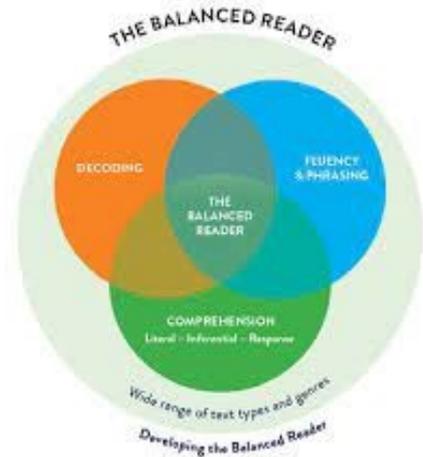
10/12 (Week 9) last day of the year

Literacy

In line with one of our School Improvement Plan goals
GOAL 1: All students will experience a quality balanced reading program

The Balanced Reader is made up of three elements:

1. **Decoding:** the ability to apply letter sound knowledge (Phonics) to correctly pronounce words which is a major focus of Read, Write, Inc.
2. **Fluency and Phrasing:** the ability to group words together as in normal speech, pausing appropriately between phrases, clauses, and sentences.
3. **Comprehension (literal, inferential and response):** the ability to understand the text (spoken, written or visual).



The above information is relevant because many students have ‘graduated’ from “Read, Write, Inc’ and during the allocated ‘Read, Write, Inc’ lesson time, those students will have lessons in small groups and will be focusing on the ‘Comprehension’ and ‘Fluency and Phrasing’ aspects of the Balanced Reader.

At home, there are some simple strategies that can be used when listening to your child read to help them practise being a balanced reader:

- Model sounding out unfamiliar words, find the sounds, Fred talk, sound it out (Read, Write, Inc)
- Reread familiar books and word lists.
- Model reading with expression and fluency.
- Remind your child to suitably pause at punctuation.
- Re-read sections that are confusing.
- Write down unknown words and discuss them.
- Discuss with your child what they just read (refer to next page).
- Discuss the characters, their actions and how they might feel.
- Retell the story in own words.
- Help your child go back to the text to support their answers.
- Write down questions about what they don’t understand.
- Help your child make connections between what he or she reads and similar experiences he has felt, saw in a movie, or read in another book.
- Read books in short sections eg chapter books.

Reading Comprehension at Home

Questions to ask before reading:

- What is the title of the book?
- What does the cover tell you about the book?
- What do you think the book is about?
- What are you curious to find out about this book?
- What do you already know about this book?
- What do you want to learn?
- Why are you reading this book?

Questions to ask during reading:

- What do you think will happen next?
- What is the problem in the book/article?
- Why do you think the character/person did that?
- When you were reading this part, what were you picturing in your head?

Questions to ask after reading:

- Describe the setting of the story.
- Describe how a character changed throughout the book.
- Which of the characters did you like best? Why?
- What were some of the problems or situations the characters encountered?
- Tell about a part that you liked or disliked and tell why?

If you have any questions about your child's learning, you may be able to see me after school in the yard or send me a message via Seesaw or phone the school.

Kind regards,
Robyn Mills.

Room 4 Overview

English

- Read, Write Inc.—inclusive of spelling, handwriting and phonics
- Guided Reading
- Comprehension and Fluency and Phrasing
- Writing— Procedure and Response genre and inclusive of grammar
- Vocabulary - activities to assist students understand what they read—activities to extend student's vocabulary

Maths

- Finishing off Shape unit (3D shapes)
- Chance (Probability)
- Graphing
- Calendars

Design and Technology with Angela Princi

Simple building construction –houses and bridges

Simple joining techniques – L-brace, score and bend, fold

Aboriginal perspectives – shelter construction
- joining techniques
using natural materials

Digital Technology

Following and creating directions

Beginning to code

S.O.S.E.

- Revising class rules and organisation

HASS

- Geography—Year 1 and year 2—
Features of places (involving maps)

Japanese— with Kirilly White

Cultural studies

Science with Angela Princi

We will be leaning about chemical sciences in the unit 'materials and their properties'. This will involve students in learning about the types of materials we use in our everyday lives and the properties that make those materials useful in a variety of everyday products.

The Arts— with Charlotte

Term 4 is a time to consolidate our learning and use the concepts and ideas learnt to create new artworks. Throughout our lessons, we embed our school values and continue to work on our communication and group skills.

Dance (Rooms 2, 3, 4 and Pod 3)

In term 4 we will be learning the basics of movement and choreographing our own short dances.

Health

- Maintain standards of hygiene
- Healthy Food
- Child Protection Curriculum—
recognising and reporting abuse—part 2

Physical Education

With Dylan Baker

- Golf skills (with Sporting Schools coach)
- Cricket

