

Launching Place Primary School Term Planner – Grade 1/2 Term 1, 2017



Welcome to grade 1/2, 2017! We are looking forward to having lots of fun LEARNING this year with the students. We have had a fantastic start to the year, working through our 'Launch into Learning' program. We have been spending lots of time getting to know each other and learning the routines of our classrooms. Please be aware that the transition for students can be a challenging time, especially transitioning from Prep to Grade 1. Some students may struggle with the new space, class size, friendships and routines. Although this is quite common and they can take time to adjust, please feel free to arrange a time to speak to your child's teacher if you have any concerns. At Launching Place Primary School we believe that all students have the right to learn, be safe and be respectful. Our whole school expectations support this belief.

Whole School Positive Behaviour:

We have spent time going over behaviours that allow all students to **Be a learner, Be safe and Be respectful**. These three ideas are the focus for our Whole School Positive Behaviours program, where students will be taught the strategies needed to ensure they behave in a way that they are always respectful to others in the school community; helps themselves and those around them learn; and keeps everyone safe. Each time we look at expectations within the school and classroom, we bring them back to these three ideas, helping them to understand the importance and relevance of each rule.



Stop Strategy:



Within this program, students have reviewed the stop strategy. The students have learnt how this strategy works and how it empowers them to take control of their own problems and to ensure they get help if their strategy fails and they need help. It also reminds them that if they are the ones doing it, they need to stop once they are aware that their behaviour is bothering another.

Green and Pink cards:

Alongside this is our green and pink card systems. Each day students have the opportunity to earn green cards. These are given for exemplary behaviours demonstrating being safe, being a learner and being respectful. To keep parents informed of their child's rewards, teachers are placing a stamp in the diary for each green card earned on a day. **Please ensure students have their diaries at school every day as it is exciting for students to be able to show their family a stamp highlighting their positive behaviours.** Alternatively, pink cards can also be given as a warning for students whose behaviour makes it difficult for class members to learn or is not respectful or safe. If the behaviour continues, students may be asked to leave the class for a short period of time. On return to the grade, if the behaviour continues, students will be sent out for a longer period of time and parents informed. Parents will also be informed if students are sent out of the classroom repeatedly. Parents celebrating green cards and talking to their children about less helpful behaviour can strengthen the bond between home and school. If you have any concerns around this system, at any time, it is useful to make a time to speak to your child's teacher, with your child present.



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English

The Victorian Curriculum divides English into three strands: Reading, Writing, Speaking and Listening.

Reading

The beginning of this term focuses on routine and expectations around our reading program to ensure students are familiar with the languages and practices for the rest of the year. During CAFÉ Reading sessions, classes will focus on the areas of Comprehension, Accuracy, Fluency and Expanded Vocabulary to improve overall reading. Each session consists of a mini-lesson where a specific skill is taught. *When asking your child what they did at school today, try asking what CAFÉ strategy they are learning. Often this will trigger their memories enough to encourage them to speak with more detail about their school day.* After the mini-lesson, students then move into independent and shared reading where students have the opportunity to practise these skills. Students then divide into activities of their choice which again require the practise of the CAFÉ skills. In this students spend time in a small group working intensely with their teacher on skills targeted to your child's specific needs.

We will spend the first part of the term revising the skills needed to be a 'Good Reader'. These include choosing 'Good Fit Books' and increasing our behaviours that support independent reading, which include;

- Getting started straight away
- Reading the whole time
- Working quietly
- Staying in one spot
- Increasing stamina
- Choosing good fit books



Please take the time to have a look at the attached CAFÉ Menu which includes a list of the reading strategies used in the classroom. The highlighted strategies will be focused on throughout the term.

Some ideas to help your child with reading:

- Encourage your child to read to the end of the sentence to enable him/her to gain further cues when identifying an unknown word.
- Make sure that reading is an enjoyable experience for your child. Therefore if your child wants to read a difficult book he/she has an interest in, read along with them. This may include alternating reading pages, or reading larger sections for them. Reading is a sharing time that can give you the opportunity to discuss the content of a book.
- Encourage your child to read a range of fiction and non-fiction texts and ask questions that will help them improve their comprehension.
- Praise every effort in reading, especially if confidence is low. Don't compare your child's performance with that of relatives or friends.
- Ask your child about their personal reading goal (to be chosen with teacher assistance later in the term, and may be placed in the student's diary) and the current class strategy. Ask your child what the strategy involves and have them show you how to use it when they read with you that night.



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- If your child wishes to keep a home reading journal like they have at school, please encourage them (they just need a small notebook) and have them share what they are doing in it with you.

Writing and Spelling:

Writing

During term 1, our writing is focused on building a writing community where students feel free to write, make mistakes, and are excited about producing work and sharing it with their class. We do this by clearly establishing expectations around writing, encouraging students to 'have-a-go' even when they're unsure and giving them ways to find ideas of things they are passionate about that make them want to write.

Writer's Notebooks:

Students will often write in their Writer's Notebook. This part of the writing program is a 'low stakes' area where students are free to communicate their ideas in any way that suits them from drawing detailed pictures, to writing lists to tracking ideas for future projects. This book is purely for the students' use, something they can refer to when they need ideas and want to experiment with writing techniques. To get the best ideas possible, it is important that these books aren't judged, so you will notice teachers won't correct student work at this time. It is not about legibility or accuracy, but feeling the freedom to express themselves.

The Writing Process:

This is not our entire writing program, however. This term, we will also introduce students to the rest of the writing process where they will take their ideas and develop them into texts for audiences other than themselves. Throughout this process in term 1, students will learn to form sentences carefully, accurately and creatively, linking similar ideas into a single paragraph. They will learn how to attempt to spell unfamiliar words so they don't distract from the flow of writing, they will experiment with ways to revise their writing to make it better and to edit their own work, finally being able to publish short texts. All this will give students the background knowledge they will need to help them create longer and more complex texts throughout the rest of their schooling.



Handwriting:

Handwriting will continue to be a focus in grades 1 and 2 to ensure correct starting points of letters, consistent size and correct placement on lines. This term we will practise the letter formation by teaching focus letters and numbers each week.

Spelling

Spelling is a key Professional Development area for all staff at LPPS for 2017. At present the staff at our school are undertaking extensive PD sessions in the area of spelling and examining best practice to meet the needs of our students. In the classroom, we will focus for a period of one or two weeks on a particular sound, and the children will be involved in an inquiry, investigating the various letter combinations that make that sound in our language. (For example the 'f' sound can be spelled with 'f', 'ff' and 'ph').



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To enhance the student's understanding of HOW and WHY words are spelled as they are, in class we will also teach the Etymology and Morphology of these words.

Etymology looks at the root word origins – (eg. phon is a Greek word meaning 'sound', which is why all the 'f' sounding words spelled with 'phon' relate to sound: telephone, microphone, symphony, saxophone). When children understand this, they know to choose the 'ph' spelling option if the word relates to sound.)

Morphology looks at the prefixes and suffixes that can be used with a word – (e.g. phoned, phoning, etc.) and learning the correct way of using these with a word.

This term we will focus on setting up the Spelling expectations, learning to 'Look, Cover, Say, Write, Check' to aid the learning of spelling, setting up the folders and practice enquiries on the sounds 'k' and 'f'.

Some ideas to help your child with writing

- Allow your child to write letters to family and friends.
- Have them write out the shopping lists.
- Encourage your child to write about their day or their own creative and imaginative pieces.
- Where possible, encourage them to practise forming their letters and use lower case and capital letters correctly.
- Ask if they are working on a particular writing piece at the moment. Often kids love to talk about their writing pieces. Without pushing, ask questions about their stories that make them think harder about their work and encourage them to make up the answers if it is a work of fiction.

Speaking and Listening

Speaking and Listening is a vital component of the English program. In order to improve their speaking and listening skills, your child will be encouraged to participate in different activities which may include: Share Time, group work, circle games, class discussions and oral responses in Literacy rotations.

Share Time topics will relate to class activities and will allow your child to further explore what they have learnt. During Share Time children will be encouraged to use appropriate volume, tone, eye contact and posture when presenting ideas to the grade.

The outline of the weekly Share Time topics has already been sent home.

Mathematics

Mathematics is divided into three dimensions: Number & Algebra, Measurement & Geometry and Statistics and Probability.

Number & Algebra

During Term 1 we will revise two and three digit numbers including reading, writing and ordering. Children will explore the place value of numbers and will use 'bundling' and MAB to further investigate the changes to numbers by adding and subtracting 1, 10 and 100.



We will look at properties of numbers such as odd and even numbers, as well as create and continue counting patterns of 10's, 2's and 5's.



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Students will work in focus groups three times a week that target their maths learning needs. When students work in focus groups, they may be working with a different teacher from the level and in a different classroom. Asking your child who their teacher is and what topic they are learning with them is a good way to encourage kids to talk about their maths classes.

Blitz Master and Counting Patterns

Throughout the week, students will continue to participate in regular number fact sessions to enhance their automatic recall of number facts and counting patterns. Blitz Master aims to improve the automatic recall of the four processes (+, -, ÷ and x). Students progress at their own level and speed through the program; they have 8 minutes to complete their levelled sheet.



Some days the students will complete counting patterns. Students will be given time to practise the skip counting and Times Tables they are working on, before working with a partner and being tested by the teacher. Grade 1's need to learn 10s, 5s & 2s counting patterns. Grade 2's also need to at least learn 3s as well.

Measurement & Geometry

During the term, the students will be learning location words, lefts & rights, mapping skills, days of the week and understanding calendars. They will also participate in a Focus Group learning the properties of 2D and 3D shapes. Children will be encouraged to use their proper names and terms such as lines, corners, sides, faces, edges, cross section and vertices.



Some ideas to help your child with Mathematics

There are countless ways to help your child grasp mathematical concepts and skills. Calculation is not the only mathematical skill necessary at school. Measurement and Geometry and Statistics and Probability are all part of the Mathematics Curriculum and opportunities for experiences in these abound.

Games – many children's games are mathematically based. Jigsaw puzzles provide early experiences for visual planning skills to develop. Games where dice are used give opportunities for number use and understanding. Logic and strategy games sharpen young minds for thinking and planning ahead. Apart from the social language opportunities inherent in these games, the mathematical thinking involved is of huge value and cannot be taught in a formal sense.



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In the kitchen – cooking and preparing food involves numbers and measures. Ask your child to contribute at an early age, from counting how many people and how many potatoes, to doubling the recipe which calls for one and a half cups of flour. Temperature, weight, mass, time and length are all part of life in the kitchen, as are fractions, decimals and dozens.

Attitude – the most important thing is that these activities provide useful, happy experiences in mathematical thinking. Keep it enjoyable. Learning happens best when the learner is ready and wants to learn.

Mathletics - covers a whole range of mathematics topics.

Science – ‘All Mixed up’

This term students will be provided with the opportunity to explore mixtures. Some substances combine, others don't, and some stay separate even though they are mixed. This is a hands on topic and we will enjoy conducting experiments, making predictions and coming to our own conclusions.



Integrated Studies – ‘Where In The World?’

This is a geography based topic. We will start looking at our own country Australia, identifying where the various states are located and where we live. We will then move on to learning each of the continents of the world and some of the countries that are within each continent. During the term we will rotate between the Level 2 classes to focus on the specific countries of Mexico, Uganda and Australia's own Indigenous people. Afterwards we will be able to compare and contrast those countries we have studied in terms of language, culture, money, environment, etc.

Computers

This term we will focus on using computers appropriately. We will pay attention to:



- Turning a computer on and shutting a computer down
- Logging on and logging off
- Using Word to create WordArt shapes
- Saving documents to student folders
- Finding a saved document
- Editing text, including making text **bold**, underlined or *italic*
- Using Auto Shapes to create a picture
- Opening Internet Explorer and finding appropriate games.



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LOTE – Toko

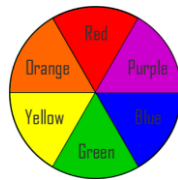
Japanese will be held on Tuesdays.

The topic for the grade 1/2s and grade 2 children this term will be 'Oni' (Japanese Ogres). Children will be learning new Japanese words and simple sentences relating to the topic. The activities include singing songs, flash cards games, drawing and making an Oni mask. They will also be learning about the Japanese tradition called 'Setsubun' (Bean Throwing Ceremony), which people in Japan practise in February. During the weekly lesson, children will use Japanese greetings and follow simple classroom instructions.



Arts- Miss Candice Nyman

This term The Arts will be held on Wednesdays for 1/2M and Fridays for 2R and 1/2C. Students will receive an hour and half lesson each week that will combine elements of visual arts and performing arts, including music, drama and dance. The focus in visual arts will be collage and pattern. Students will create a name poster using mosaic squares and they will make a robot using many different materials. Students will complete drama activities that allow them to show emotions without words and to step into someone else's shoes and keep their character. They will also act out different scenarios. Students will learn a class song and they will use the percussion instruments to demonstrate their understanding of volume and tempo.



Physical Education (PE)- Mr Devisser

Phys Ed for grade 1/2M and 2R will be on Wednesdays and 1/2C will be on Mondays.

It would be great to see everyone wearing **appropriate footwear** on their PE days. School shirts and shorts or school tracksuits are ideal. Hats are also a must.

The first term will focus on Minor Games to start the year (2 weeks) which will focus on collaboration and generate enthusiasm for the program. The main focus of the term will be Athletics, with the 1/2s focusing on skill development in a more playful approach. This will include running, jumping and throwing activities.



Don't forget the School Swimming Carnival on Friday 10th March.



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Homework

Each child in grades one and two will be provided with a reader and diary to record their home reading. Children will be encouraged to **change and read their reader on a daily basis** or **at least 3 times a week** in order to promote positive reading and learning patterns. Please ensure home reading is recorded in your child's diary and sign. *On Fridays we will check the diary for 3 reading sessions (this can include M100W practice). Your child will need to practice their reading instead of participating in Fun Friday activities if 3 sessions have not been achieved, in an effort to maximize lost time in reading practice. Reading practice is of utmost importance!* **If your child has a M100W folder, please keep it in the blue folder with their take home book.** When you feel your child is competent in learning the words, please let your classroom teacher know, but continue working on the next level of words.



At times other tasks may be sent home such as items to help your child prepare for Share Time.



Art Smock - It is essential that all children bring an art smock to school. An old long sleeved shirt or large T-shirt is fine.

Library Bag – All children will need a library bag to utilise the library's borrowing system.

Tissues – Please bring a box of tissues into your classroom to help with the 'sniffles' we expect during the cooler months.



Diaries - Please ensure your child's diary is brought to school daily in order to allow for effective communication between home and school. All home reading is to be written into the diary. Teachers may use diaries to track green cards rewarded, write notes and share student's personal goals. Having the diary available everyday means that a simple line of communication is always open. Feel free to write your own notes in the diary to both your child and the teacher. If there is a note for the teacher, please ensure your child is aware so they can ensure the teacher receives it in a timely manner.



Snack Attack – Please provide your child with a fresh fruit or vegetable snack to have at 10am. Please keep in mind that the snack will be eaten while your child is working. (No 'messy' food if possible).

Parent Helpers- We will require parent helpers for many classroom activities and excursions. Later in the term a note will be sent home for you to indicate if you are willing to help with our Literacy sessions and read with the children. It is important for student safety that all helpers in the classroom have a current Working With Children Check. If you would like to help but don't have a WWCC, you have time now before we invite helpers into the classroom. As a volunteer, it is free of charge, and can be done on-line.



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Dates to Remember:

Getting To Know You Interviews – Wednesday 15th February

Prep/Buddy – New Family BBQ – Friday 24th February

Swimming Carnival – Friday 10th March

LABOUR DAY Public Holiday – Monday 13th March

Last day of term 1 – Friday 31st March (2.30pm dismissal)

Thanks, Emily Rae, Tom Margary, Jacinta Kemp and Heather Taylor.



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| <p style="text-align: center;">Comprehension I understand what I read</p> | <p style="text-align: center;">Accuracy I can read the words</p> | <p style="text-align: center;">Fluency I can read accurately, with expression and understand what I read</p> | <p style="text-align: center;">Expand Vocabulary I know, find and use interesting words</p> |
|--|--|--|--|
| <p><i>Strategies</i></p> <p>Check for understanding</p> <p>Back up and reread</p> <p>Self monitor and fix up</p> <p>Retell the story</p> <p>Use prior knowledge and connect with the text</p> <p>Make a picture or mental image</p> <p>Ask questions throughout the reading process</p> <p>Predict what will happen; use text to confirm</p> <p>Infer and support with evidence</p> <p>Use text features (titles, headings, captions, graphic features)</p> <p>Summarise the text; include sequence of main events</p> <p>Use main idea and supporting details to determine importance</p> <p>Determine and analyse author’s purpose and support with text</p> <p>Recognise literacy elements (genre, plot, character, setting, problem/resolution, theme)</p> <p>Recognise and use text structures to support understanding</p> | <p><i>Strategies</i></p> <p>Cross checking</p> <p style="padding-left: 40px;">Do the pictures and/or words look right?</p> <p style="padding-left: 40px;">Do they sound right?</p> <p style="padding-left: 40px;">Do they make sense?</p> <p>Use the pictures</p> <p style="padding-left: 40px;">Do the words and pictures match?</p> <p>Use beginning and ending sounds</p> <p>Blend sounds; stretch and reread</p> <p>Flip the sound</p> <p>Chunk letters and sounds together</p> <p>Skip the word, then come back</p> <p>Trade a word/guess a word that makes sense</p> | <p><i>Strategies</i></p> <p>Avid reading</p> <p>Read appropriate-level texts that are a good fit</p> <p>Reread text</p> <p>Practice common sight words and high frequency words</p> <p>Adjust and apply different reading rates to match text</p> <p>Use punctuation to enhance phrasing and prosody (end marks, commas, etc.)</p> | <p><i>Strategies</i></p> <p>Avid reading</p> <p>Tune in to interesting words and use new vocabulary in speaking and writing</p> <p>Use pictures, illustrations, and diagrams</p> <p>Use word parts to determine the meaning of words, (prefixes, suffixes, origins, abbreviations, etc.)</p> <p>Use prior knowledge and context to predict and confirm meaning</p> <p>Ask someone to define the word for you</p> <p>Use dictionaries, thesauruses and glossaries as tools.</p> |

