Important dates and reminders for Term 2

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anzac Day Public Holiday:</td>
<td>Friday 25th April</td>
</tr>
<tr>
<td>Mini Beasts Incursion Payment Due:</td>
<td>Tuesday 6th May</td>
</tr>
<tr>
<td>Mini Beasts Incursion:</td>
<td>Monday 12th May</td>
</tr>
<tr>
<td>Queen’s Birthday Public Holiday:</td>
<td>Monday 9th June</td>
</tr>
</tbody>
</table>

WRITING

This term we will revisit the genre of recounts and the students will also be exploring the genre of Information Reports.

Recounts describe past experiences by retelling the events the order in which they happened. It aims to inform and entertain the reader. Recounts include biographies, diaries newspaper articles and postcards. This type of writing usually follows a set structure which will be explored by the students.

The structure of a RECOUNT is as follows:

<table>
<thead>
<tr>
<th>TEXT ORGANISATION</th>
<th>DESCRIPTION</th>
<th>LANGUAGE FEATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE:</td>
<td>A brief name for the experience or event</td>
<td>*Time words connect events e.g. First...; Next...; As soon as...; Then...; A few moments later...</td>
</tr>
<tr>
<td>ORIENTATION: (Setting)</td>
<td>Introduces when and where the event began and who was there</td>
<td>*Write in past tense to show that it has already happened e.g. We ran to the park.</td>
</tr>
<tr>
<td></td>
<td>The events are told in sequence. 1. 2. 3. 4.</td>
<td>*Using adjectives i.e. Describing words such as, shining, hungry, itchy, adventurous or blushing.</td>
</tr>
<tr>
<td></td>
<td>Details are selected to add interest.</td>
<td>*Using conjuctions i.e. Linking words such as, but, because, although, nor, so or yet.</td>
</tr>
<tr>
<td>ENDING:</td>
<td>Concluding comments to express a personal opinion in relation to the events.</td>
<td></td>
</tr>
</tbody>
</table>

- *Example of writing:
  - **Title:** The Day at the Park
  - **Orientation:** It was a sunny day in April. We went to the park.
  - **Events:**
    1. We played soccer in the afternoon.
    2. We had a picnic in the park.
    3. We went to the zoo.
    4. We went fishing in the lake.
  - **Ending:**
    - We had a great day at the park.
An Information Report presents information that classifies living or non-living things. It aims to teach and inform the reader about a particular topic. The Information Report genre usually follows a set structure and includes dialogue.

The structure of an INFORMATION REPORT is as follows:

<table>
<thead>
<tr>
<th>TEXT ORGANISATION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>A brief name of the topic being written about</td>
</tr>
<tr>
<td>Classification:</td>
<td>What are the living or non-living things?</td>
</tr>
<tr>
<td>Description:</td>
<td>What do they look like?</td>
</tr>
<tr>
<td>Dynamics:</td>
<td>What are they good at?</td>
</tr>
<tr>
<td></td>
<td>What do they eat?</td>
</tr>
<tr>
<td>Picture:</td>
<td>An illustration, photo or diagram showing the living or non-living thing.</td>
</tr>
</tbody>
</table>

Focus areas of writing will include:
- Using a planner
- Developing sentence structure
- Using punctuation and capital letters
- Using the genre outline (recounts or information reports)
- Developing editing and revising skills as part of the writing process
- Using conjunctions to expand ideas
- Sequencing and linking of ideas
- Using adjectives to make their writing more interesting

**Writer’s Notebook:** We will be continuing with writer’s notebook in grade 1, therefore please remember to send artefacts (tickets, maps, photos, postcards etc) with your child each week. Your classroom teacher will provide a plastic pocket for them to stay in until they are used in the notebook. If you have any further questions about what artefacts to bring in, don’t hesitate to speak to your classroom teacher!

**Spelling:**

The 3 main strategies are:
The Sound Strategy – using your knowledge of sounds and sound patterns
The Visual Strategy – using the way a word looks, breaking words up, remembering tricky parts
The Meaning Strategy – being able to think about the meaning of a word, what we know about words

1. **Look, Say, Name, Cover, Write, Check**
   Students will use the **LOOK, SAY, NAME, COVER, WRITE, CHECK** approach as one method of learning new words.

   **LOOK** at the word (take a picture of it in your head)
   **SAY** the word and listen for the sounds
   **NAME** the letters in the word
   **COVER** the word
   **WRITE** the word
   **CHECK** each letter (A tick is placed under the correct letter and a dash – is to be placed above an incorrect letter.)
2. High Frequency Words
These are words which are used most frequently in your child’s reading and writing. The spelling of these words needs to become automatic. Students will be involved in activities to support their learning of these words at school and they will also be a focus for homework. Altona Primary School uses the 'Oxford High Frequency Word Lists'.

3. Blends and Word Endings
Students will be exposed to and investigate different blends and word endings that they are most commonly using in their writing and seeing in their reading.
Blends – ch, th, sh
Word endings – ed, er, ing

READING
This term we will be introducing three more of the comprehension strategies:

<table>
<thead>
<tr>
<th>Inferring</th>
<th>Making connections</th>
<th>Questioning</th>
<th>Non-fiction text structure and features</th>
</tr>
</thead>
</table>
| Readers think about and search the text, and sometimes use personal knowledge to construct meaning beyond what is literally stated. | **Text to Self:** Making connections to their prior knowledge; thinking about their own experiences. **Text-to-text:** Make connections to other texts by topic, major ideas, authors styles and genres. **Text-to-world:** What does this remind me of in the real world? | **I wonder questions** Before reading the students may ask I wonder...  
- Why is ............?  
- What will............?  
- How will ............? **During the reading**  
- How much will............?  
- How ............?  
- What will happen ............?  
- Do ............really ............? **Discussion: After the reading**  
- How did ............?  
- Will ............? | **diagrams** – a simple sketch or outline  
**labels** – words to describe the parts of a diagram  
**photographs** – pictures that have been taken by a camera  
**captions** – a sentence that describes or explains a photograph  
**details** – a photograph that is magnified shows lots of details  
**information** – facts about something  
**sub headings** – clues telling what the next part is about  
**headings** – these give us the main idea of the text  
**contents** – the contents page tells us what is in the text  
**index** – this tells us which page to go to for information  
**glossary** – words are explained in a glossary |
NUMERACY

ADDITION AND SUBTRACTION
- Using terminology such as ‘and, add, more, put with, joined to’ for addition
- Using terminology such as ‘take away, less than, difference between, subtract’ for subtraction
- Using strategies such as counting on, counting back, doubles, near doubles, tens facts, adding 10 and other known facts
- Modelling, recording and solving addition and subtraction problems
- Distinguishing from and choosing the problem solving strategies that best suits them to solve addition and subtraction problems.
- Problem solving strategies include: drawing a table, working backwards, guessing and checking, writing a number sentences, using concrete materials, drawing a diagram, finding a pattern and acting it out.

TIME
- Identifying knowing hourly and half hourly times, hour and minute hands on an analogue clock and reading and recording time on a digital clock

PROBABILITY
- Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’

LENGTH
- Measure and compare the lengths and capacities of pairs of objects using uniform informal units
- Understanding that in order to compare objects, the unit of measurement must be the same size

FRACTIONS
- Recognising and interpreting common uses of halves, quarters, thirds and eighths of a whole and a collection of objects
INTEGRATED STUDIES
This term our topic is "Mini Beasts"

We will be exploring:
- Types of Mini beasts
- Classifying Mini beasts
- What is a Habitat?
- What Habitats do Mini beasts live in?
- Features of Mini beasts
- Food Chains

We’re looking forward to a fun filled term with your child. If you have any questions please contact your child’s teacher.

Kind Regards
Robyne Luketic, Athena Petalas, Kate Beckman and Megan Farrow