

Stage 1 News

Welcome back everyone! Hope everyone had a restful break.



Mrs Hemmings goes on maternity leave (in case you haven't noticed she is pregnant) in week 7. Her last day will be Friday 8th June, unless her baby has other ideas. Mrs Kristy Dabic will be teaching S1H for the rest of the year. For S1H only, they will be holding parent/teacher interviews in week 5. Hopefully, both Mrs Dabic and Mrs Hemmings will be present for these interviews. It will be a great opportunity to meet Mrs Dabic also. Reports for all classes will go out in week 9 this term, and interviews are being held in week 10 (except S1H of course, as these will be held earlier).

On another note we would like to congratulate Miss Lauren Thomas on her engagement on the weekend. We wish Lauren and James a lifetime of happiness, love and beautiful memories. You may notice her walking a little lopsided due to the weight of her rock on her left hand.



What are we teaching in Stage 1 in term 2?

English

Our focus in reading is on 'Predicting' and 'Making Connections'.

Predicting

- What do you think the story is about?
- Where do you think the story will take place?
- What characters do you think will be in the text?
- The picture makes me think this is about...
- What do you think will happen next?
- What words do you think will be next?
- What pictures do you think will be next?

Predicting is a reading comprehension strategy that readers use to anticipate what comes next based on clues from the text and by using their prior knowledge. From the second a reader sees the title of a text, looks at a picture on the cover, or reads the first line, prior knowledge from what they've learned and/or from life experiences is used to make predictions or educated guesses. Predicting is an ongoing process that keeps the reader engaged as he or she tries to figure out what is coming next by making new predictions. Predictions help keep readers focused and motivated, and it shows that they understand what they are reading.

Making Connections

- Does this remind you of something?
- Has something like this happened to you before?
- Has something like this happened to someone you know?
- Is this story similar to one that you already know?
- What do you already know about this topic?
- Have you seen this in a movie or TV show?
- How is this similar to your life?
- How is this different from your life?
- Is this character like another character you know?
- How is this similar to things that happen in the real world?
- How is this different to things that happen in the real world?

Strategic reading allows students to monitor their own thinking and make connections between texts and their own experiences. Students who **make connections** while reading are better able to understand the text they are reading. It is important for students to draw on their prior knowledge and experiences to **connect with the text**. Students are thinking when they are connecting, which makes them more engaged in the reading experience.

When reading with your child at home you might want to ask some of our prompts provided to help deepen understanding.

In writing, we are focusing on sentence structure and recount writing. A **recount** is the retelling or **recounting** of an event or an experience. Often based on the direct experience of the writer, the purpose is to tell what happened.

Recounts can also be factual or imaginative.

When writing recounts, student should;

- Orientate the reader with details about who, when and where
- Sequence the events in order, following the orientation. Ideas need to be connected to the topic
- Conclude with a personal comment
- Use a variety of sentences (simple, compound and complex)
- Mostly uses punctuation
- Use a variety of time connectives (e.g. First, then, next, after, finally etc)
- Correctly spells most familiar words and attempts to spell more difficult words

Here are some examples of recounts written by S1W students (still in draft form);

<p><u>Sydney Tower</u> 3.5.18</p> <p>On the last week of the school holidays I went to the City with my family for my sister's eye appointment because she has a lazy eye. My dad said that we could go to Sydney Tower to have lunch.</p> <p>First when we got to Sydney Tower we went on an elevator and it only took 40 seconds to go to the top.</p> <p>Then we got a seat right next to the window so we could see everything from the top!</p> <p>After that we had a walk around the city and my brother got new Nike shoes and then we went home. I had a fun day!</p>	<p><u>My Holiday</u> 3.5.18</p> <p>On the holidays I went to the Blue Mountains with my family to see the Three Sisters and there was a lot of steps.</p> <p>First we went to a look out to see the Three Sisters and the waterfall.</p> <p>Then we went back up the stairs and went out and got popcorn.</p> <p>Last we went home and we spilt popcorn in the car and when we got home dad took us for a bike ride.</p>
By Siena S1W	By Dylan S1W

Maths

In Year 1 we are learning about;

- Standard and non-standard place value (standard 43 – four tens and 3 ones, non standard 43 ones)
- Ordering and partitioning two-digit numbers
- Adding single digit numbers, bridging to 10 using place value
- Subtracting single-digit numbers bridging 10 using place value
- Duration of seasons, months, days and hours
- Chance of familiar events
- Friends of 20 (e.g. 18 + 2, 15 + 5 etc)
- Friends of any decade (e.g. 36 and 4 are friends of 40)
- Area in informal units (square is best)
- Add and subtract single-digit numbers bridging to 20 using place value
- Add and subtract single digit numbers bridging any decade using place value

In Year 2 we are learning about;

- Add and subtract two-digit numbers using place value
- 100 cents in a dollar
- Count coins and notes
- Make given amounts using coins and notes
- Add and subtract coins and make change
- Multiply notes and coins
- Describe position on simple maps
- Divide into arrays
- Divide into groups of ... 'and into' ... equal groups, identifying remainders and related divisions
- Measure area using a single square in an array

Science – “Look! Listen”

Light and sound surround us, bringing a wealth of information about our world. We use light and sound to communicate with each other. Sounds can be as different as beautiful music or screaming sirens. Light can transmit the pictures from a television screen or the expressions on someone’s face. Almost continuously, light and sound affect what we think and do, and how we feel.

The *Look! Listen!* unit provides opportunities for students to investigate sources of light and sound, how they are produced and how light and sound travel. Students’ understanding of the role of light and sound in our lives and our community will be developed through hands-on activities. Through investigations, students explore why we have two eyes instead of one.

Geography – “Features of Places” (Semester program ... continued from term 1)

Students describe the natural features of different places, including the weather and seasons, and recognise that places exist across a range of scales. They describe human features of places, including how spaces can be arranged for different purposes. Students investigate how places are managed and cared for and discuss the connections people have to different places.

PD/H/PE

“Medicines and Me”

Students recognise that positive health choices can promote well being. They identify the ways in which they communicate, co-operate and care for others. Students increasingly accept responsibility for personal and community health.

Sport

We will be doing one grade session a week, focusing on kicking and running and soccer skills. Year 1 will be on Thursdays and Year 2 on Friday. Joggers are encouraged on these days.

CAPA

Blackwell is holding a concert in term 3 and we will be working on our performances in class time this term to present an awesome night!

Other news ...

Compost Bins

Blackwell PS now has a compost bin. Our SRC reps and class helpers are responsible for collecting our ‘Crunch and Sip’ scraps and taking them to the compost bin every day. Please cut up fruit for easy consumption!

Cooler weather

Our mornings are cold but often during the day it warms up. Please dress your child in layers so they can take off jumpers or jackets if they get too warm. We also need you to label ALL your winter clothes. Thanks

