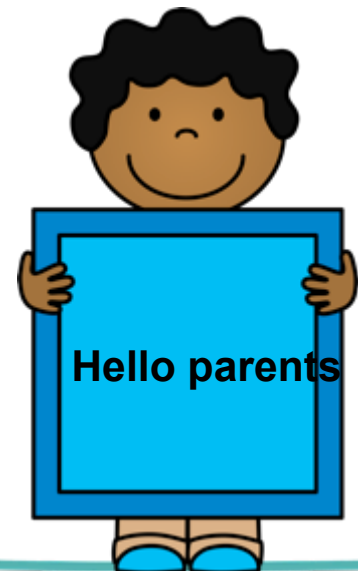


WELCOME TO 2019

Parent Information Evening

Grade 1/2



Acknowledgement of Country

We would like to acknowledge the Wurundjeri people of the Kulin Nation, as the traditional owners of the land on which we are gathered and pay our respects to their Elders past, present and emerging.

Our Team

Upstairs:

1/2 E – Rachel Esposito (Team Leader)

1/2 B – Lee Blackman

1/2 Z – Lily Zampatti

1/2 D - Dylan Peric

Downstairs:

1/2 P – Shay Preston & Andrea Pavich

1/2 M – Rhiannon Mardesic

1/2 T – Anita Trevaskis

Expectations

The content we teach is uniform across the area however you will note that there is individuality with how the content is taught.

Other variances you may note arise as teachers teach to the individual needs of the students in their class.

Teachers will also take the opportunity to teach about current affairs or incidental topics that are raised as part of class discussions.

English - Reading

Whole Class Focus / Mini Lesson (10 – 15 minutes)

Independent Reading with Individual Teacher
Conferences
10 – 15 minutes

Independent Literacy Activities / Teacher Group
20 minutes

Whole Class Reflection / Share time
5 – 10 minutes

English - Reading

Benefits of the Reader's Workshop include:

- **Building engagement in independent reading**
- **Supporting students in developing and monitoring individual goals**
- **Allowing students to explore a variety of text types and discover new interest areas**
- **Helping students to find books that are 'just right' for them**
- **Allowing opportunities for students to reflect on successes and challenges**
- **Whole school approach designed to improve reading stamina and critical thinking skills**

English - Reading

Areas that will be covered this year include:

- **Reviewing and reinforcing reading strategies, such as getting knowledge ready, fluency, decoding, reading on, etc**
- **Finding the Main Idea**
- **Making Connections (Text to Self, Text to World, Text to Text)**
- **Making Inferences**
- **Generating and Asking Questions**
- **Summarising**
- **Paraphrasing**
- **Exploring multi-literacies, such as fiction, non-fiction, digital texts, images and graphic-based texts (such as comics)**

English - Writing

A typical writing lesson in Grade 1/2:

Learning Intention explained (what students will learn during lesson);

Success Criteria explained (how students will know they are on the right track/expectations).

Whole class focus

- short focus on a particular skill/area

Independent or small group work

- independent writing
- conferences (discussions with individual students) about student writing
- small group teaching

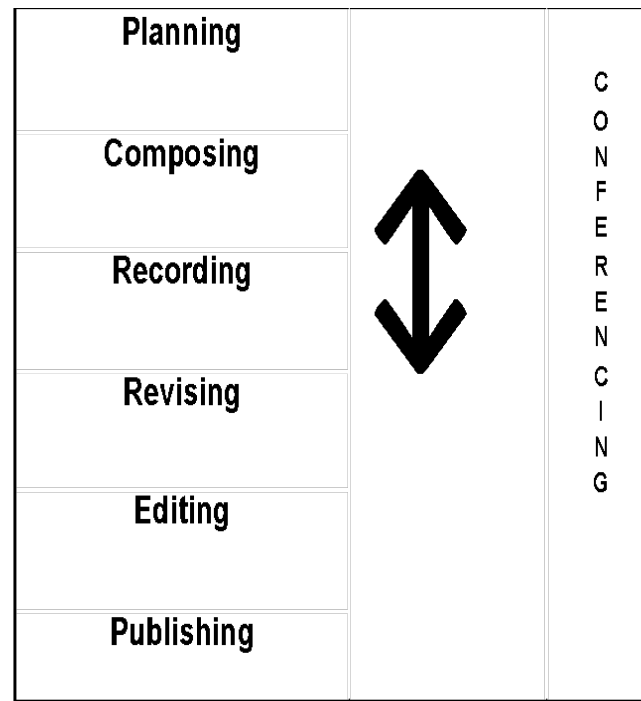
Whole class share time

- revisit learning intention and success criteria. E.g., What did you learn more about today? What was tricky? How did you try to work it out? What was easy?
- sharing of work/strategies/successes/problems

English - Writing

Writing process:

Students can move forwards and backwards during process.



English - Writing

Grammar and punctuation:

Teaching occurs during writing lessons and 'stand alone' sessions.

Focus areas include:

- sentence structure
- recognising and using punctuation (capital letters, full stops, exclamation marks, question marks, commas in lists)
- developing understanding of adjectives, nouns and verbs in sentence construction

Handwriting:

During short Handwriting sessions the teacher models/teaches pencil grip, body position and formation of upper and lower case letters. Students copy/trace letters and patterns to improve size, shape and placement of letters. Letters are taught in groups according to formation rather than in ABC order:

- anticlockwise letters (a, c, d, g, q, e, o, f, s)
- clockwise letters (m, n, r, x, z, h, k, p)
- the i family letters (i, t, l, j)
- the u family letters (u, y, v, w, b)

English - Writing

Spelling

Spelling sessions focus on:

- building strategies such as: letter/sound patterns, silent letters and syllables to spell simple words
- using visual memory to write high-frequency words and words where spelling is not predictable from the sounds they hear
- targeted teaching and fortnightly word lists (supported by home learning activities – Spelling Matrix)

English – speaking and listening

Oral language is an important part of literacy development and incorporated across all curriculum areas.

We work on developing skills such as:

- hearing rhyme, letter patterns and sounds in words
- extending vocabulary to express their needs, feelings and thoughts
- how to be an active and considerate listener
- how to engage in conversations with others

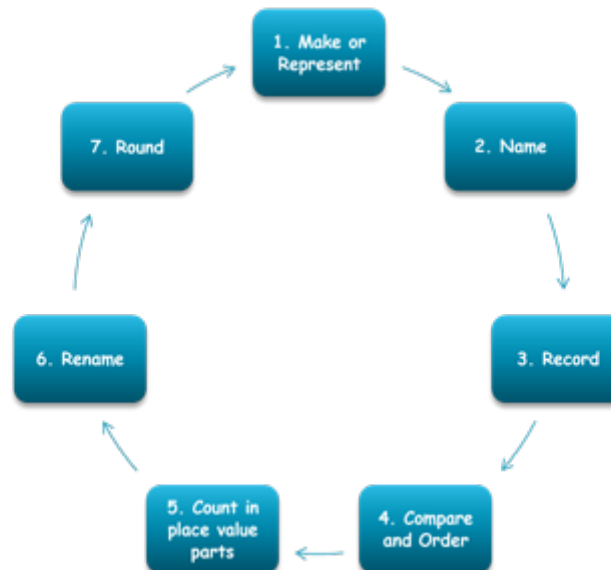
Activities may include:

- explicit instruction through an introductory mini lesson
- individual or group work that reinforces the strategy taught
- mini presentations/share time/discussions/show and tell

Maths i x

3 main Curriculum Areas in Mathematics:- Number and Algebra-

Counting
Place value
Addition and subtraction
Multiplication and division
Fractions
Money



Maths v a

Measurement and Geometry

Time

Shape 2D and 3D

Location and transformations

Units of measurement

Statistics and Probability

Chance

Data representation



Maths x c

Number Fluency- whole class 5-10mins

A time to develop fluency with numbers, can vary with topic, but often includes skip counting, subitising, recall of simple addition and subtraction number facts

Launch-whole class 10-15 mins

Learning intention is unpacked, explaining of a concept, skills needed

Explore- independent, group or teacher led exploration 20-25 mins

Differentiated tasks based on data

Opportunities to instructionally learn, consolidate, think laterally, problem solve

Summarise 5-10 mins

Whole, sometimes group or individual sharing of the strategies and understandings

Maths e t

Maths- Problem Solving and Reasoning
Whole school approach

Same language and strategies students

Reasoning and explaining.

Builds resilient and articulate mathematicians

The 9 Problem Solving Strategies

- 1 Look for the important words in the question**
Write them down.
Underline them.
Make sure I know what to do.
- 2 Look for a pattern**
Can I see something happening over and over again?
Will this help me solve the problem?
- 3 Have a go**
Try an answer.
Does the answer make sense?
- 4 Use a table or a chart**
Will something like this help?

- 5 Use a drawing**
Can I draw something about the problem?
Will this help me to find the answer?
- 6 Work backwards**
Can I start at the end of the question to help work it out?
Will my answer work?
- 7 Try an easier problem**
Can I change the numbers in the question to make it simpler?
Will this make finding the answer easier?
- 8 Make a model**
Can I use paper or blocks to help me find the answer?
Can I use people to help me find the answer?
- 9 Think logically**
Can I tell something about the answer straight away?
Can I get rid of answers that are not correct?

Maths w g

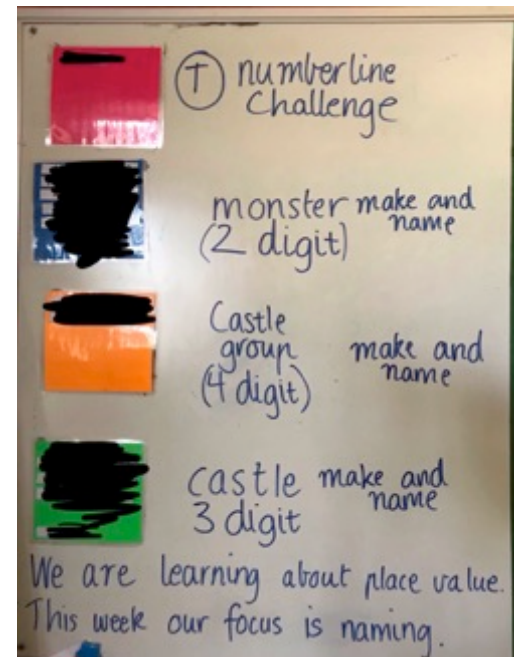
Differentiation of task and manipulatives

Task board - used to differentiate and adapt the task according to their ability

Learning intentions - are set, often written but maybe verbal

Smart learning- using strategies to recall number facts eg $15-9 = 15-10+1$ (which is easier)

Strong emphasis on using manipulatives - in the early years to build up concepts such as



Science/Inquiry

Introduction	Students see or watch an image or short video to prompt discussion about the topic.
Asking questions	Students think of what they would like to know and the teacher supports them in framing these as questions.
Written activity	Students find information to answer their questions in levelled texts, and take notes or use a graphic organiser to record.
Hands on activity	One aspect of the topic is explored deeper with a hands on activity. This could be taking apart and rebuilding a model, or completing an experiment.
Making observations and reflection	Students share what they observed during the hands on activity, and reflect on the learning they did in the session. They attempt to answer questions that were generated, and think about new questions they would like to investigate further.

Science/Inquiry

In each Inquiry lesson students will:

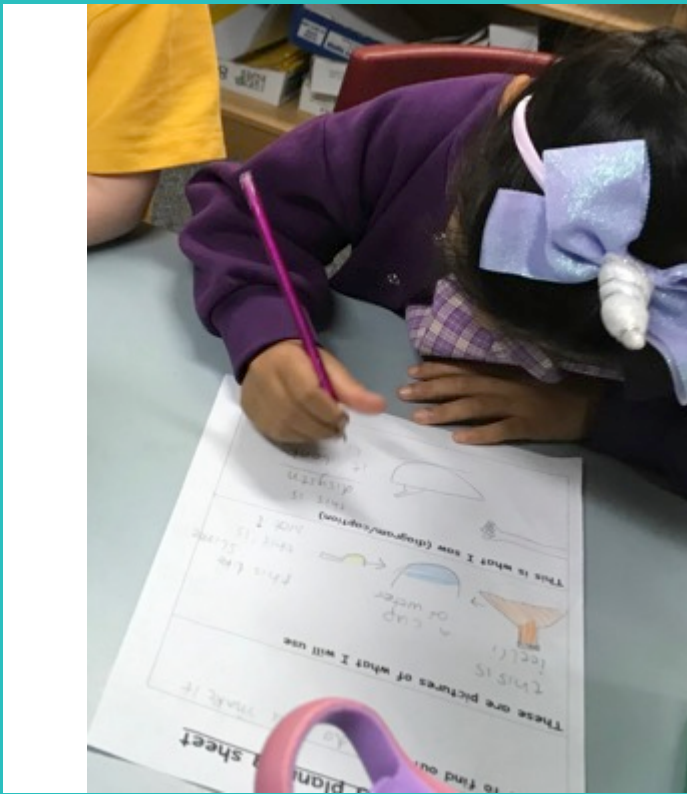
- Ask questions
- Investigate what interests them about the topic
- Explore the topic with hands on, interactive activities
- Use a range of literacy skills (writing, speaking and listening) to report their findings

This year the Inquiry topics will be:

1. Healthy Body Healthy Mind
2. Stepping Back in Time
3. Playing with Forces and Motion
4. Rock Paper Scissors

* These four topics are structured so that students will be covering the Science, Technology and Humanities learning areas of the Victorian Curriculum.

Science/Inquiry



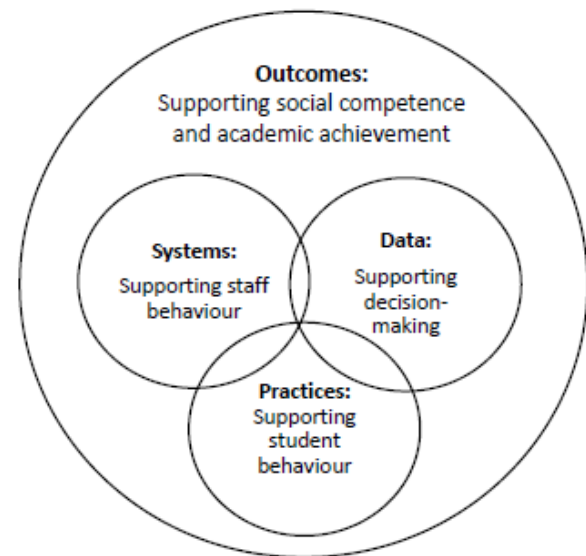
Wellbeing

Over the next 3-5 years, Coburg West Primary School will be implementing and embedding a whole school framework for School Wide Positive Behaviour Support

What is SWPBS?

The idea behind this framework is to provide a consistent approach to promoting wellbeing and improving social and emotional outcomes for students

The school's wellbeing committee and student body are designing a survey to be completed pre and post implementation of SWPB



School Values

Endeavour

Respect

Co-operation

Friendliness

Honesty

Support

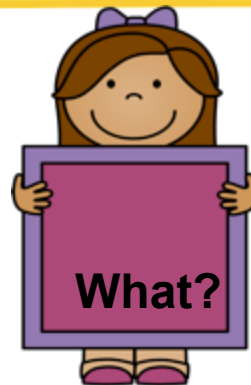
Home learning

Spelling sent home fortnightly

Use rubric in book for activity ideas

**Maths starting term 2 – addition &
subtraction**

**Read for 10 mins every night. Reading is to
practise using expression and the
development of enjoyment of reading**



Questions?



Please join us
in the
classrooms for
questions





THANKYOU

for attending this
meeting

