

KPPS Rm19 Newsletter

Week 5, Term 2, 2020

Literacy

This term, the students have continued to write creatively using interesting photos. The students first spend time looking and noticing what they see before turning to a partner to share information. This is then shared within the larger group. The thinking tool SCUMPS has been used to elicit information about attributes such as size, colour, use, material, purpose and shape. The students are then given a second opportunity to think quietly about what might be about to happen. This has promoted excellent oral language skills including quiet thinking time, active speaking and listening, turn taking and sharing information, and in turn helps students to develop ideas before writing. The students are then required to write an interesting or factual story. They thoroughly enjoy sharing their stories. Below are some photos of your children engaging in the learning. You will find the completed story in your child's Learning Portfolio which will go home at the end of the term.



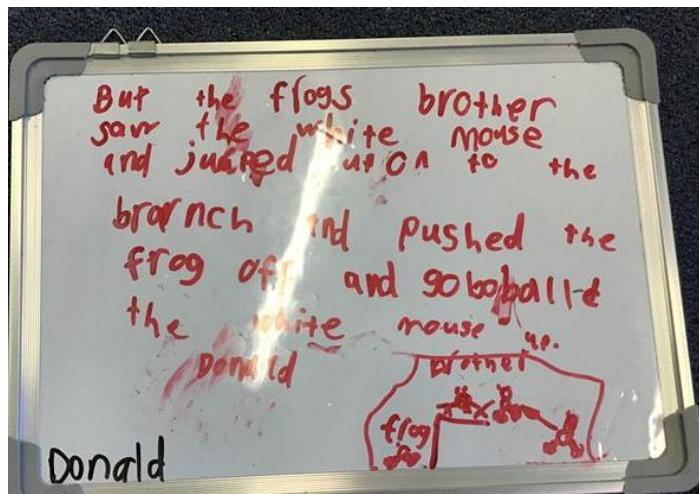
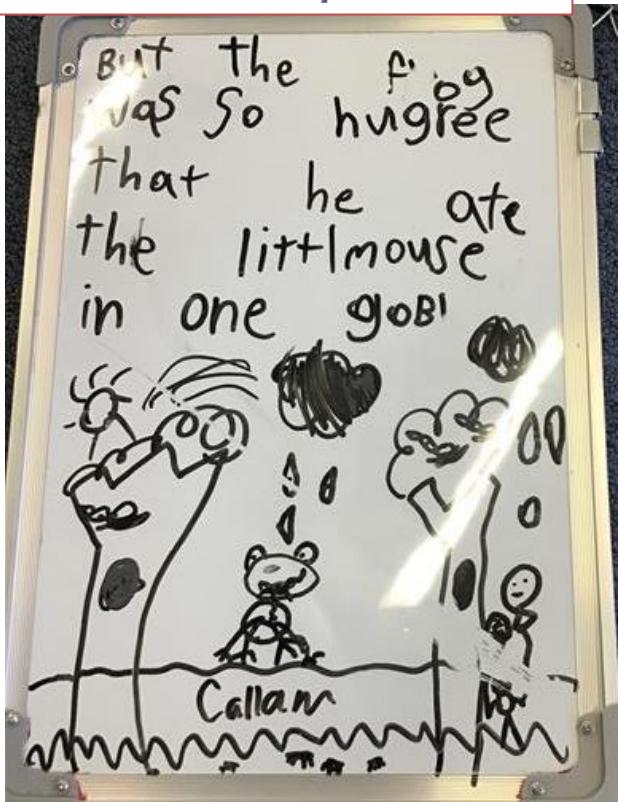
writing



sharing ideas



1st draft of the problem



Literacy, Science and Art

The students are learning about the features of a descriptive report on **sharks**. This topic began with a narrative story called *Shark in the Dark*, written by Peter Bentley. Instantly, the students were experts and shared lots of factual information about sharks. Working with the practicum pre-service teacher, Emily Miller, they spent time creating a beautiful piece of artwork from the book. The students have learned about primary colours and the various stages of making a piece of artwork, beginning with line drawing, the use of various mediums, such as oil pastels, paint wash, and special paper to decorate, as well as the addition of sea creatures for a 3D effect. Alongside, the students have been thinking like a scientist to sort animals into categories that they chose, such as animals that live on land or water, wild animals and pets. They are now learning about animal classification and next week, with lots of field knowledge built, we will begin to focus on a specific shark text to learn about how a descriptive text is broken up to share important facts in a manageable way for the reader and writer.



Mathematics

The students have been learning about Australian coins, including the features, such as; size, colour, shape, pictures or detail and value. This has included lots of oral language games and vocabulary building, based around the students asking specific questions to guess what coin is inside the teacher's head. The students have also been sorting money into correct value and have used skip counting to make small amounts, such as \$1 and \$2, using a variety of coins. Photos below show the students building a number line with skip counting by 2s. They were then required to make \$2 above each number using a variety of coins, enabling students to see a variety of ways that a specific amount can be made with a variety of coins.

