

### IB LEARNER PROFILE ATTRIBUTES

INQUIRERS  
KNOWLEDGEABLE  
THINKERS  
COMMUNICATORS  
PRINCIPLED  
OPEN-MINDED  
CARING  
RISK-TAKERS  
BALANCED  
REFLECTIVE

### **Online Learning**

As we move further into Term 2 it has been incredible to see how we have all adapted to our 'new normal'. Whilst some children may be finding it challenging to stay motivated there are many students who are thriving and making the most of their online learning. Everyone is different and managing the current circumstances at their own pace. One thing that we know for sure is that children are definitely missing the social connections with their friends. Whilst I know it is not the same as playing with each other in the playground, the recent introduction of live WebEx meetings to our online learning has provided opportunities for students to reconnect with each other and their teacher. I hope these meetings have been beneficial for your child's learning as well as emotional health. I know teachers have really enjoyed being able to see their students and talk with them just as they would in the classroom.

I have included some websites below that have some useful tips when helping your child with their literacy skills at home.

Please continue to contact either myself or the Assistant Principals via the Area Support email addresses, if you have any concerns about your child and their learning. These addresses are available on our website under 'Online Learning'.

### **How to build your child's Literacy Skills from Birth - Year 2**

<https://www.education.vic.gov.au/parents/learning/Pages/literacy-birth-year-2.aspx>

### **How to build your child's Literacy Skills from Years 3-6**

<https://www.education.vic.gov.au/parents/learning/Pages/literacy-years-3-to-6.aspx>

### **Student Feedback**

Both in the classroom and in an online forum feedback is an important teaching strategy that supports students with understanding what they have achieved and how they can move forward. Feedback is often linked directly to the learning intention or learning goal and gives students the next steps they can take in their learning. Feedback should not be taken as a negative comment, rather as a way for students to improve in their understanding of a particular concept or skill. When supporting your child with their learning at home, where appropriate encourage them to refer to the feedback they have been given previously that might support their response.

### **Term 2 Swimming Credit**

As many of you would have read in my recent Compass post, term 2 swimming was cancelled due to COVID-19, we have credited the swimming portion of your family fee of \$84.00 per child. **If you have paid your family fee in full**, you may choose to leave the credit in your family account to use for any future invoices e.g. excursions, or you can choose to have the credit refunded to you via an electronic bank transfer. If you have not already returned the form can you please do so at your earliest convenience (the form is attached to the original post on Compass). To families that have requested a refund please be patient as we work hard to process these over the coming weeks.

## Happy Mother's Day

Wishing all of our wonderful mothers a very Happy Mother's Day! Whilst we know that we won't be able to celebrate like we normally would, I hope you all have a wonderful day with your families. I know this year has probably tested you as a mother more than you've ever been tested before however you should all know that you are all doing an incredible job! Afterall, you are all managing working from home, running a household and supporting with online learning along with all the other jobs that go with being a mum- all during a GLOBAL PANDEMIC! Please don't forget that- Well Done! I hope you all have a special day.

Have a great fortnight everyone.

Bethany Riseley

## Supporting your child with reading at home

You make a difference to your children's reading journey. Your role as an advocate for your children's reading success cannot be overestimated. It has a direct impact on the ease and confidence with which they pursue their reading and writing. It is the joy and love of sharing a good book on a nightly basis that sets the foundation for their reading success and ensures that reading is given the priority it deserves. Reading regularly with someone who cares is the inspiration that all readers deserve.

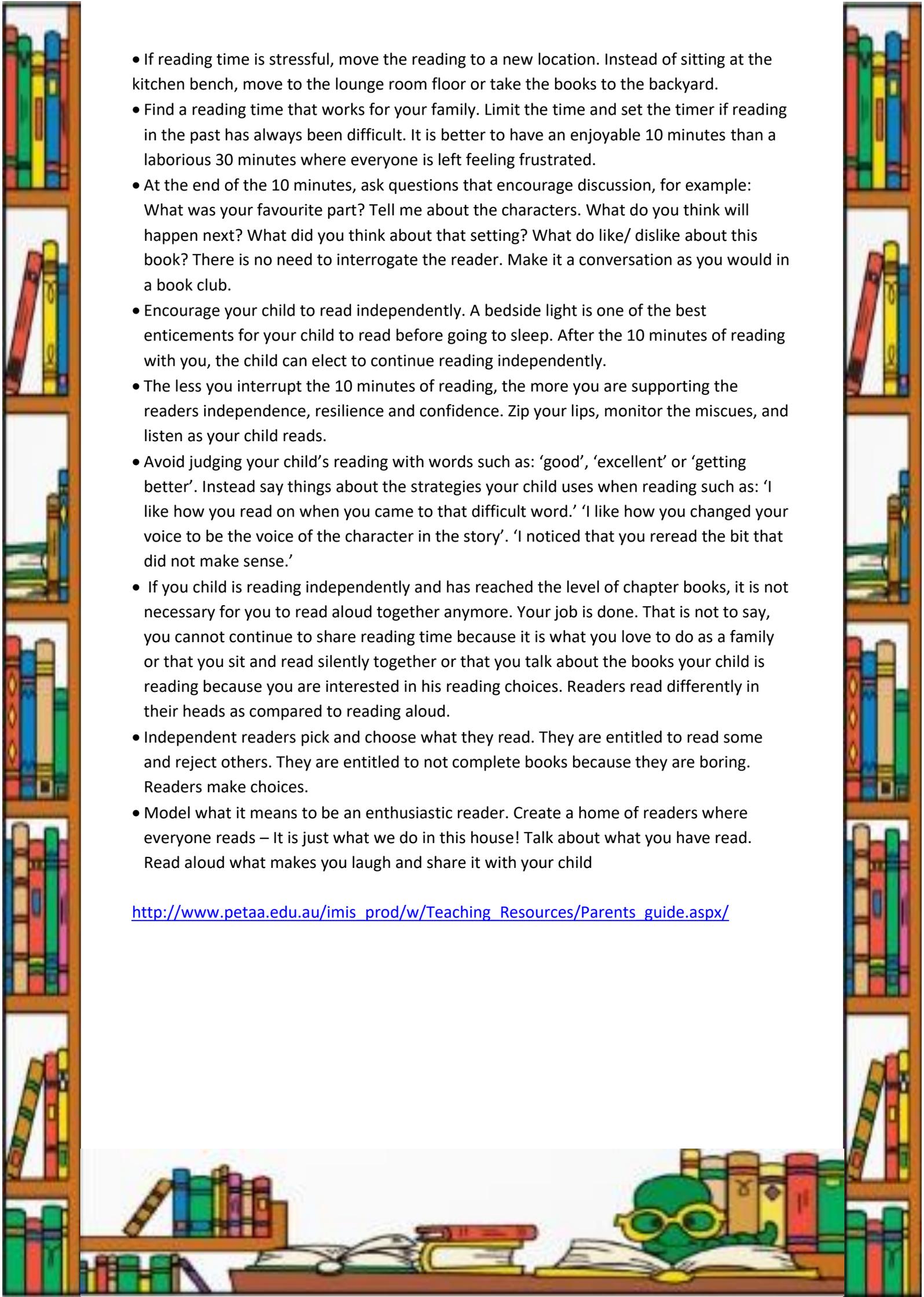
Reading together with your child should not be construed as a test. Rather, it is an opportunity for you to get to know your child as a learner – a learner striving to be literate. The right book infused with fun, laughter, and love goes a long way in creating life-long readers who in thirty years' time recall with joy being snuggled on the lounge with you and their favourite book.

### **Some tips for home reading**

- Establish a home reading routine. Read aloud with your children every day. Ten minutes for each child around a book of his/her choice. If English is your second language, read in your home language. If you lack confidence in reading aloud, the fact that you are reading with your child is what matters. Talk about the illustrations and contribute where you can. Share your excitement for reading and this will be the model your child will adopt.
- The reader holds the book! There is a lot of power and control in the world of reading. The reader needs to have the power.
- During home reading time, turn off electronic devices and give each child ten minutes of your undivided attention.
- Before you read a book, set your child up for success. Reading is not a test! Reading time is only ten minutes so do some of the following: Keep the introduction short – one minute is enough. Talk about the illustrations and the title. Read the blurb and talk about the author, talk about any unusual words, read a page here and there as your child flicks through the book, discuss the characters. This is a short introduction, not an interrogation. If the book is already a familiar one, then this step is unnecessary.

- If reading time is stressful, move the reading to a new location. Instead of sitting at the kitchen bench, move to the lounge room floor or take the books to the backyard.
- Find a reading time that works for your family. Limit the time and set the timer if reading in the past has always been difficult. It is better to have an enjoyable 10 minutes than a laborious 30 minutes where everyone is left feeling frustrated.
- At the end of the 10 minutes, ask questions that encourage discussion, for example: What was your favourite part? Tell me about the characters. What do you think will happen next? What did you think about that setting? What do like/ dislike about this book? There is no need to interrogate the reader. Make it a conversation as you would in a book club.
- Encourage your child to read independently. A bedside light is one of the best enticements for your child to read before going to sleep. After the 10 minutes of reading with you, the child can elect to continue reading independently.
- The less you interrupt the 10 minutes of reading, the more you are supporting the readers independence, resilience and confidence. Zip your lips, monitor the miscues, and listen as your child reads.
- Avoid judging your child's reading with words such as: 'good', 'excellent' or 'getting better'. Instead say things about the strategies your child uses when reading such as: 'I like how you read on when you came to that difficult word.' 'I like how you changed your voice to be the voice of the character in the story'. 'I noticed that you reread the bit that did not make sense.'
- If you child is reading independently and has reached the level of chapter books, it is not necessary for you to read aloud together anymore. Your job is done. That is not to say, you cannot continue to share reading time because it is what you love to do as a family or that you sit and read silently together or that you talk about the books your child is reading because you are interested in his reading choices. Readers read differently in their heads as compared to reading aloud.
- Independent readers pick and choose what they read. They are entitled to read some and reject others. They are entitled to not complete books because they are boring. Readers make choices.
- Model what it means to be an enthusiastic reader. Create a home of readers where everyone reads – It is just what we do in this house! Talk about what you have read. Read aloud what makes you laugh and share it with your child

[http://www.petaa.edu.au/imis\\_prod/w/Teaching\\_Resources/Parents\\_guide.aspx/](http://www.petaa.edu.au/imis_prod/w/Teaching_Resources/Parents_guide.aspx/)





**Make sure you check out all the specialist blogs for fun resources you can access at home!**

## ART

The grade six students have been using their prior knowledge of different drawing skills and techniques to create and design their own unique artworks. They have been developing a range of skills such as how to use line, shape, colour and their imagination to create their own response to a drawing activity. Throughout the week they focussed on different activities to challenge themselves further. Students extended their understanding of creative skills and techniques such as, how to use patterns and varied types of line and shape to create an abstract city. Using text, colour and line to design their own unique candy bar. Using placement and shape to create an individual drawing of themselves using flowers for hair. Some students discussed their choices made in their artwork and reflected on what they would do differently.



## FRENCH

Bonjour! A big well done to all our Prep students who have now completed their first four weeks of French! They have been working very hard and the French team would like to congratulate them on their hard work learning a language remotely. It's not an easy task, and with the help of their families they have all risen to the occasion, uploading written work and recording themselves on seesaw. We have been working on greetings these past few weeks and students can now say hello, how are you? And reply according to how they feel. Some vocabulary all other years levels could probably do with reminding themselves of, since we're not currently there to greet them in French in person every day anymore! Bonjour, ça va? Ça va bien, merci!

## MUSIC

The grade 2 students have been inquiring into the central idea of, 'Different cultures use music to express themselves in a variety of ways'. They began this unit with a provocation where they listened to a piece of music from another country and marked on the world map where they might think this song came from. We asked the students to justify and discuss why they thought the piece was from that country. Students were asked to choose a cultural song that they would like to learn and perform collaboratively on the ukulele at the end of the unit. This song was the focus for the unit. Throughout this unit, students had many opportunities to learn and implement musical elements vocabulary through active listening, analysing cultural music and completing a 'Music Analysis Chart'. In their ukulele playing, students have been refining their chord knowledge and skills through playing songs such as 'Alice the Camel', 'This Old Man' and Jambalaya.

Grade 2 Analysis Chart	
<b>Lyrics</b> <ul style="list-style-type: none"><li>Can you identify the main idea?</li><li>Can you identify the main characters?</li><li>Can you identify the main setting?</li><li>Can you identify the main conflict?</li><li>Can you identify the main resolution?</li></ul>	<b>Song: LaMaza</b> <p>song is forte and changes to a bit mezzo-piano.</p>
<b>Music</b> <ul style="list-style-type: none"><li>What is the pitch?</li><li>Can you identify the notes and rests?</li><li>Can you identify the notes and rests in a guitar piece from the song?</li><li>Can you identify the notes and rests in a ukulele piece from the song?</li><li>Can you identify the notes and rests in a piano piece from the song?</li></ul>	<b>The pitch has movement, it goes high then low.</b> 
<b>Tempo</b> <ul style="list-style-type: none"><li>Can you describe the speed?</li><li>Can you describe the tempo in a song?</li><li>Can you describe the tempo in a piece of music?</li><li>Can you describe the tempo in a piece of music?</li></ul>	<b>Moderate to allegro. Effect of tempo is dramatic</b>
<b>Instrumentation</b> <ul style="list-style-type: none"><li>Can you identify any instruments?</li><li>Can you identify any instruments in a piece of music?</li><li>Can you identify any instruments in a piece of music?</li><li>Can you identify any instruments in a piece of music?</li></ul>	<b>Guitar, bongo, merakias, voice, guitar was dramatic, merakias and bongos were normal sounding.</b>
<b>Structure</b> <ul style="list-style-type: none"><li>Can you identify the structure of a piece of music?</li><li>Can you identify the structure of a piece of music?</li><li>Can you identify the structure of a piece of music?</li></ul>	<b>is seems like it a sad song. I think its a song about loss.</b>

## PE

This fortnight in Physical Education, students across the school have begun work on their new Health and Fitness units. Grade prep up to grade 2 students are focusing on the central idea of, 'Our heart, lungs and muscles become stronger when we exercise.' Students are working hard to understand how their heart, lungs and muscles change as a result of exercise. These students have been focussing on engaging in different types of exercise and exploring how they and their bodies feel before and after doing them. The grade 3 to 6 students have been inquiring into the central idea of, 'Our body systems become stronger and healthier with more exercise.' These students have been participating in fitness circuits and are beginning to learn about the physical, mental and social benefits of exercise. The knowledge the students will gain over the course of these units will help them to gain a better understanding of their bodies, the organ systems used in exercise and how they can improve their overall health and wellbeing.