

2018 Level 5 Newsletter - Term 3

The Level 5 team

Welcome back to Term 3, 2018. We hope you all had a wonderful Winter break and are ready for Term 3. Our Level 5 team consists of Fay Hanifah 5/10, Jackie O'Neill 5/11 Diane Schmidt 5/12, Matthew Dutchman 5/14 and Tobi Hailey 5/16. Our specialists are Sue Burt and Franca Peluso (P.E), Danielle Barrett (Art), Jenny Barrett (Performing Arts), Dianne Pendlebury (Music) and Alena Schneider (Indonesian).

Focus for the year

We strive to empower all our students to develop lifelong learning skills. We praise individual effort and encourage our students to persist, and believe that they can all achieve their learning goals. We also encourage our students to develop independence and responsible attitudes which will assist them in making a positive transition to high school.

Grade 5 Important dates for Term 3, 2018

Date	Event
Friday 17th August	Morris Gleitzman, Australian Author (Once Series)
Thursday 6th, 13th and 20th September	Family Life Sessions
Wednesday 19th September	Science Discovery Dome Incursion

Specialist timetable

Mondays - Art (5/10, 5/11 & 5/12) and LOTE (5/11 & 5/14)

Tuesday - PE (5/10, 5/11, 5/12, 5/14 & 5/16), LOTE (5/10 & 5/12), Performing Arts (5/10, 5/11 & 5/14) and Art (5/14 & 5/16)

Wednesday - Music (All)

Thursday - Level 5 sports (All)

Communication

We are currently using Dojo to communicate with parents. See Dojo protocols here:

http://www.langwarrinparkps.vic.edu.au/uploaded_files/media/parent_protocols_for_the_use_of_class_d_ojo_at_lpps.pdf

Absences can be submitted via Parent Sentral App, calling the school or hand written notes.

Better Buddies Program

The Better Buddies Program aims to reduce bullying behaviour through the development of empathy, pro-social values and positive pro-social relationships between children of different ages. Strong positive connections between children discourage antisocial behaviour.

Last term, the Level 5 students have paired with - 5/10 with F2, 5/11 with F13, 5/12 with F4, 5/14 with F3 and 5/16 with F1.

English

Reading

Our Daily 5 /Cafe Reading program is well established and running smoothly across all Level 5 classrooms. Students in Level 5 are expected to invest in their learning by demonstrating increasing levels of accountability. This involves students keeping track of their Daily 5 choices (Listen to Reading, Read to Self, Word Work and Read to Someone). Students should ensure that they use their time efficiently, have access to their 'Good Fit' books to utilise during independent 20 minute Rounds and for teacher conferencing, where individual student goals are tracked.

Students are expected to read at least four times a week, for a minimum of 20 minutes per session. This must be recorded in their diaries and signed by a parent/carer.

Why is practising reading so important?

When you read everyday it helps to improve concentration and focus (building stamina), achieve your reading goals and improve your skills.

WHY READ 20 MINUTES AT HOME?		
Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.
If they start reading for 20 minutes per night in Kindergarten, by the end of 6 th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.		
<small>(Nagy and Herman, 1987.)</small>		
WANT TO BE A BETTER READER? SIMPLY READ.		

Students have been exploring the comprehension strategy, Compare and Contrast Within and Between Text.

One way readers understand new ideas in text is by thinking about how things are alike or different. This understanding deepens their comprehension. Comparing and contrasting text assists the reader by engaging them in critical thinking. Comparing involves highlighting similarities and differences.

Contrasting focuses only on differences. Exposure to various texts along with discussion is the best way to use this strategy to improve comprehension.

How can you help your child with this strategy at home?

1. When comparing two items discuss likenesses and differences of what is being compared. Begin comparing two people or places and then move on to comparing the characters or settings in a story.

2. Look for clue words in text or use these words when comparing texts.

- *Comparing words*

- o *Clue words: like, as*

- o *Simile – than, as*

- *Contrasting words*

- o *Clue words: but, unlike*

3. When reading to your child, model this strategy by thinking out loud. This may sound something like, “This story is a lot like _____ because _____. I noticed _____ and _____ are very similar. I also noticed a few differences. Some things that were not the same are _____.”

4. After reading two different stories, discuss the following:

- How are these stories the same? How are they different?
- Compare the characters in each story.
- How might you compare these stories?

Thank you for your continued support at home!

Writing

This term will see the Year 5's continue on with their Informative Texts unit. Students will be provided with opportunities to read, analyse and critique a range of texts including; scientific studies, newspaper articles and social study reports. Throughout the unit, students will continue to develop and deepen their understanding of subject-specific terminology, topic sentences and many other features to include in an informative text. The Year 5's will learn how to plan, research and draft their writing pieces using various metacognitive strategies. Towards the end of the unit, students will have the opportunity to publish their texts independently while referring to the Informative Report Surface-Feature Checklist.

After an exciting unit on Informative Reports, students will move onto the Procedural Text unit. In this unit, students will get a chance to link their writing skills with their hands-on creative skills. Our writers will be launched into outer-space and will endeavour to design and create an incredible invention that could be useful for them on their journey. Our astronauts will have to leave a detailed set of instructions on how to replicate their invention for those left down on earth. We are looking forward to seeing what incredible ideas our bright minds have.

Spelling

During our spelling sessions, students will continue to develop their knowledge of phonemes and spelling rules while studying their Ayers Spelling Lists. Students will continue to analyse the difference in sounds of similar-spelt words while learning the original pronunciations of common words.

Mathematics

This term, Year 5 are going to continue their Number and Algebra proficiency by starting their Fractions, Decimals and Percentages unit. We understand this unit can be daunting for students which is why we are implementing a wide range of strategies and hands-on tasks to assist students in developing a consolidated understanding of FD&P. Students will have the opportunity to develop a deeper understanding of the link between multiplication and division, and fractions and how to identify the use of fractions in everyday-life situations.

After a brief revision of the Measurement and Geometry in Semester 1, Year 5 will dive much deeper into the unit and become immersed in their exploration of angles, coordinates, time and their relation to

real-life scenarios Throughout our lessons, students will continue to be encouraged to use critical thinking and clear explanation to produce high-quality mathematical work.

Integrated Studies

This term we will complete a Science unit to investigate our solar system. We undertake a major project where we research the planets that orbit around our sun. The children will be required to create a 2D model of our solar system representing the relative size of the planets as well as the relative distance of each planet from the sun.

We will also complete a Design and Technology unit and create a model of an aspect of our solar system which could include man made spacecraft. The children will be required to work in teams to investigate, plan, produce and evaluate their chosen model. To support our Integrated Curriculum this term we have an Incursion with the Science Discovery Dome. Each class will enter a giant dome which simulates our solar system and includes full-dome projections, modelling video clips and animations.

Wellbeing: Tobi & Jackie

THRIVE

Wellbeing, by definition is a state of being comfortable, happy and healthy. Our targeted weekly sessions will aim to achieve these things while preparing them for life in the senior school. This term students will focus on the THRIVE unit ***Try your best and Get Involved***, which continues to explore Resilience, Rights and Respectful Relationships. This term we will be looking at problem solving strategies within peer relationships.

Homework

This term the students will continue to participate in the Home Reading Program. It is important that our students read at home regularly as the development of Literacy Skills directly affects achievement in all areas of the curriculum. Also this term in mathematics, we are working on fractions and decimals and the students will be required to learn their multiplication tables and related division facts as accuracy and fluency with multiplication tables will greatly assist their achievements in this unit. We will also be scheduling Mathletics tasks to support classroom learning as well as weekly spelling words. Our major homework project this term is an oral presentation related to our studies on the solar system. The children will be required to undertake some research and present their findings to the class.