

# Group 2 Overview - Term 3 Week 2

## Staffing, Timetable and Communication

This is how the staffing roster will look for Term 3:

Monday	Tuesday	Wednesday	Thursday	Friday
Tristan Aimelyn	Tristan Aimelyn	Tristan Kimberley	Aimelyn Kimberley	Tristan Kimberley
	Christina - Violin		Christina - Violin	Jerome - Basketball Morag - French

This is the loose structure of classroom activities in Term 3:

Monday	Tuesday	Wednesday	Thursday	Friday
Science focus	Numeracy focus + Violin	Numeracy focus	Numeracy focus + Violin	Basketball/French Class meeting
Science focus	Literacy focus + Violin	Literacy focus	Literacy focus + Violin	Science focus
Whole school meetings and activities	Science play/investigation	Choice	Creative Arts	Bushwalk or theme based work

If you need to speak to us, please chat to us before 9 in the mornings, on the basketball court at home time or email us at:

- Tristan: [tristan@kinma.nsw.edu.au](mailto:tristan@kinma.nsw.edu.au)
- Aimelyn: [aimelyn@kinma.nsw.edu.au](mailto:aimelyn@kinma.nsw.edu.au)
- Kimberley: [kimberley@kinma.nsw.edu.au](mailto:kimberley@kinma.nsw.edu.au)

## Term 3 Parent-Teacher Meetings

We will be hosting parent-teacher meetings this term in Week 4. The two evenings on offer for these meetings are Monday 15th August and Wednesday 17th August, between the hours of 3pm and 8pm. Each meeting will run for 20 minutes. An email and/or a phone call regarding booking a meeting with us has been very kindly organised by Claire in the office. We will confirm your interview times and post the schedule on our class noticeboard once all meeting times have been finalised. We look forward to meeting with each of you all in a fortnight's time!

## Mathematics

During Nuzzles (number puzzles) this term we will be looking at Measurement and Geometry, in particular length, area, time and 2D & 3D space. Each of these concepts will be covered over two week blocks, which the class of 30 students, divided into two mixed-ability groups will spend time focusing on. Each week students are given a Nuzzles map of the learning experiences for that week. All of the learning activities are available for students to go to during each of three Nuzzles sessions per week. During each Nuzzles session, a teacher is stationed at one particular activity where they work closely with a small group of students while the work at other activities is largely independent and self-directed. Students move between activities based on interest and awareness of their own learning needs. Discussion about learning needs and what was learned takes place during Nuzzles sessions, but the majority of reflection of learning takes place when each group gathers for discussion at the end of each Nuzzles session.

## Literacy

This term, Group 2's literacy sessions will take shape and place in varied forms:

### Shared Reading of Core Text *Dogstar* by Philip Dalkin

Group 2's shared text this term will be the junior science fiction novel, *Dogstar* by Australian author Philip Dalkin. This novel is set in the future in the year 2347 and centres on a family, The Clark family, who are on a quest to find their pet dog on board a missing space vessel called the *Dogstar*, as all human and animal kind journey from Old Earth to New Earth. This novel has also been developed into an animated series. *Dogstar* links in with our theme of *Earth Science* and the wider universe but also touches on topics such as relationships, sustainability, technology and adventure in an imagined world. In connection with literacy, Group 2 will actively engage in drama games and play to explore characterisation, plot and the themes of this text i.e. reader's theatre, space jump, hotseating, still image, role walks, sculpting and conscience alley. We have already begun reading the book and Group 2 are enjoying, laughing and are eating the text up!

### Guided Reading Groups- Book Club

In addition to our shared reading experiences, Group 2 will also work in small guided reading groups called Book Club. Book Club groups will meet at least once a week. In these reading groups, children will work in collaboration with their peers and a teacher to share and explore texts that are at the group's reading level and linked to the children's interests and passions. Children are welcome to bring in any fiction or non-fiction books from home they would like to share with their Book Club peers. Reading strategies such as decoding, reading fluency, comprehension and concepts about print will be explicitly taught, learned and practised in our Book Club sessions. From these Book Club sessions, over the term we hope to develop a class library of peer reviewed and recommended books for all to enjoy in BRead time (Be Read i.e. reading in quiet to themselves).

### Spelling Sessions

Throughout the term, each week the children will self-select a handful (or more if they wish) of target spelling words as identified in their own writing and/or Earth Science themed words. Group 2 will be using the Teaching Handwriting Reading And Spelling Strategies (THRASS) chart as a reference tool to identify phonemes and different spelling choices to support the children's literacy development. In three short, sharp (and fun) sessions throughout the week, the children will engage in hands-on and interactive spelling activities to practise the spelling of their target words e.g. writing their spelling words in interesting sentences or a short story, explore dictionary definitions, synonym and word building tasks, percussion syllabification, identifying consonant and vowel phonemes and writing words in playdough, water paint, rainbow colours or fancy letters. At the end of the week's cycle, the children will review their spelling words and peer and teacher feedback is provided. These spelling sessions enable the children to develop their vocabulary knowledge and gain confidence in their spelling capabilities and writing.

### Handwriting Sessions

Once a week, Group 2 have a skills focused Handwriting session. Handwriting sessions focus on letter formation and direction, using guiding lines, legibility and comfortable pencil grip and control. Fluent writers will be introduced to pre-cursive script. The children really enjoy Handwriting sessions as it a quiet, calm activity and allows them to practise and achieve success in their writing.

### Writing linked to Theme

This term, as linked to the Earth Science theme- inclusive of scientific investigations, experiments and play, children will engage in writing experiences to explore and identify the purpose, structure and grammatical features of factual text types such as procedural recounts and explanation texts. We will scaffold literacy learning experiences to support children to write their own procedural recounts and scientific explanations.

### Gratitude Journal Writing

Group 2 will engage in reflective Gratitude Journal Writing sessions for 10 minutes three times a week. It is hoped that this journal writing will balance out our other formal writing experiences and allow the children to write for fun. We hope that this ongoing gratitude practice will allow children to enhance their overall wellbeing and contribute to their growth mindset which will in turn feed into our positive classroom culture of warmth and gratitude.

## Theme for Term 3

This term the theme has a Science focus. We will explore the make-up of the earth and the forces and processes that continue to form it. So far the focus has been on earthquakes, volcanoes and tsunamis and the children have created concept maps showing what they know of these processes as well as written questions to let us know what they want to find out about these natural disasters. We hope to pique their interest enough to have them investigating current theories, forming hypotheses of their own and giving scientific explanations for these dramatic natural phenomena.

We will integrate literacy experiences throughout the unit in the form of writing procedures for scientific investigations, analysing what makes a question a scientific/empirical one, as well as discussions around ways of investigating our world to answer questions and gather meaningful information. Furthermore, we will 'weave' into the unit other Key Learning Areas such as Creative Arts such as crafting volcanoes and other models of landforms, drawing scientific diagrams and singing songs.

Throughout this unit, we hope to provide authentic learning experiences for the children as we engage in and explore the geology of the area around us and investigate the questions that arise for the children. As always, we will encourage the children to think critically about ideas, theories and methods and to consider differing perspectives. As the interests of the children emerge we will adjust our planning and programming to cater for this emergent curriculum. Such an approach, allows us to honour, address and investigate the children's interests and curiosities more deeply.

## Goal setting

This term we will be working with each Group 2 child to achieve a personal goal. Please make the time to talk to your child about what they perceive their strengths and challenges at school to be and discuss some possible goals they would like to work towards. Please allow the discussion to range over a wide range of skills relating to academic as well as social, emotional and physical spheres. It is hard to stress too much the importance of doing this in a way that won't be seen as judgemental and threatening. Try to have the discussion while doing something else that they like, away from siblings. A walk might be nice to help lubricate ideas or just relaxing in a favourite spot. It might also be useful to refer to their personal reflection sheet which was sent with their reports last term. We will be doing this in class too. It is also important to not have too many goals - One main one is best. Distributing the focus over a range of areas has been shown to be less effective. This doesn't mean they won't try in other arenas. They do this every day. It just allows them a more manageable target. Talking to them like this will help them when we set our goals late in week 3 or 4. We will review our progress throughout the term, focusing on strategies and reflecting on our improvement and/or difficulties.

## Important Dates

15th Aug.

Parent teacher interviews 3pm - 8pm

17th Aug.

Parent teacher interviews 3pm - 8pm

24th Aug.

Musica Viva - Taikoz 9:30am

Tristan, Aimelyn and Kimberley



Snack Attack has been a part of Kinma for a very long time...and how wonderful for the children to have their parents come in and fill the air with a good home-cooked meal. There have been some amazing foods and traditional goodies that parents have become loved and famous for.

There are 72 children in the Primary and 28 in Preschool, approx. 10 adults on Wednesdays.

We have 18 gluten-free, 17 dairy-free children, and 8 vegetarians. If your child is any or all of these 3, please let me know.

Usually we have 2-3 parents that come in on a Wednesday and one makes the Main and the other Dessert...or you do it all together on the day. It is a great way to meet and get to know the parents of Kinma and spend the day with the children.

Like everything at Kinma it is a very relaxed easy day. There are not many rules, all we ask is for it not to be too junky and offer vegetarian, dairy-free and gluten-free options.

The kids really enjoy Snack attack, and it's great when we can make Snack Attack happen every week. Below are the dates for Term 2 Snack Attack.

**PLEASE REMEMBER – We do not use nuts or nut products anywhere at Kinma.**

August 3 <sup>rd</sup>	Julie, Karen & Claire
August 10 <sup>th</sup>	Rachel & Renee D
August 17 <sup>th</sup>	
August 24 <sup>th</sup>	Preschool
August 31 <sup>st</sup>	Gemma, Neil & Alex
Sep 7 <sup>th</sup>	
Sep 14 <sup>th</sup>	Sam, Sam, Georgie & Stephany
Sep 21 <sup>st</sup>	Liz & Sally G

*Some examples of successful meals have included Chicken wings/ drumsticks and salad, tacos, nachos, pasta dishes, pizza, sushi, quiche, fruit and yoghurt, baked apples with cream/yoghurt, natural ice blocks... and much more.*

*All expenses for ingredients are reimbursable.*

If you have any questions or want to contribute please email me at [hayleyjl@tpg.com.au](mailto:hayleyjl@tpg.com.au) or call 0435 145 486.

Thanks,  
*Hayley Lewis* (Turiee's mum)