

# YEAR 1 BULLETIN

## TERM 2 - Week 7

### OUR BIG IDEA

The children have been offered learning experiences that are crafted to unpack our big idea 'OUR SCHOOL LOGO IS DECIDED UPON AND REPRESENTS US AND I DECIDED UPON IN OUR LOCAL COMMUNITY'. Understanding what we mean by 'represent' has led to looking at flags and their colours and symbols, exploring the Australian coat of arms and our state emblems, and discussing animals, food and art that represent a country. Aboriginal stories, classics such as Possum Magic and Wombat Stew and our National Anthem have been used to scaffold our learning.

An excursion to the Art Gallery has been organised for Thursday June 15. This experience will further promote the children's understanding of 'representations'.

**Please complete the permission form on COMPASS and pay through QKR! or BPay** as soon as possible to ensure that your child can board the bus.

If you would like to come on the excursion as a Parent helper, you must have a WWCC. We need 2 helpers for each class. Please see your classroom teacher if you are interested.

### WRITING

Our learning in 'The Lemonade Stall' has led to amazing things including promoting the craft of writing. Our children have experienced writing for real purposes. We write for 3 main purposes: to imagine, to inform and to persuade. During free writing opportunities and when given a topic, our children have produced narratives, recipes, instructions, letters, songs, poems and memories. As teachers, it has been so rewarding to see their progress and develop their skills in the craft of writing.

The following extract is from a credible source, *PRIMARY ENGLISH TEACHING ASSOCIATION AUSTRALIA 'PETA - Parent's Guide to helping children at home with reading and writing)* and informs you of the writing process and the importance of sharing books with your child as they develop as writers.

*Books provide a powerful model of what writing looks like. Books convey the understanding that squiggles on a page convey a message. Reading and writing with your children helps them to make sense of how written language works.*

If you would like to read the article, it is attached to this week's Bulletin.

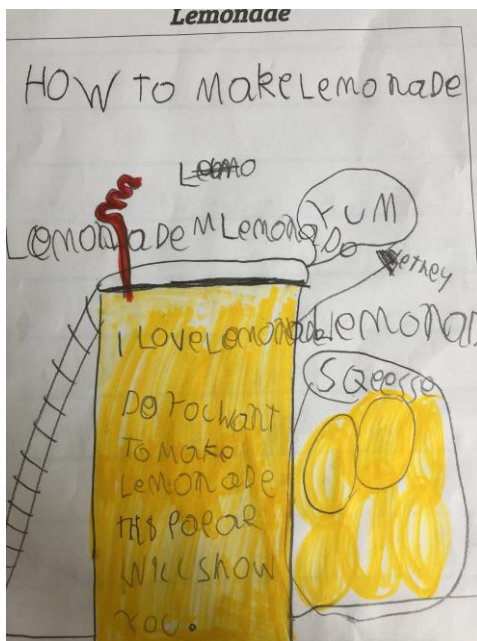
## We have been learning about...

Recognising differences and identifying purposes of texts continue to be a focus for us this week. Exploring the layout of a recipe and how this helps us to read it was emphasised when we created our own Wombat Stew recipe. Hopefully we get a chance to make it! Reading stories and creating stories with emphasis on the 3P's – People, Place and Problem has also sparked interest in many of our children.

You might be interested in the work of some of our young writers:



One day at school we had a Lemonade Stand. We raised 600 something Dollars that was a lot of money. We had a great time. We got to try the Lemonade to it was awesome and sour. I can't believe we raised that much money. IT WAS THE BEST DAY EVER.



1. YOU WILL NEED

2 oranges

4 lemons

1 CUP

A BOTTLE OF SODA OR MINERAL WATER

MAPLE SYRUP

LEMON SQUEEZE

1 HOW TO MAKE IT

1. SQUEEZE THE LEMONS AND ORANGES

2 POUR IT IN THE CUP

3 PUT SODA OR MINERAL WATER IN

4 PUT IN MAPLE SYRUP

5 DRINK

## **What you can do at home:**

*Create a community of writers. Provide a quiet place or writing with lots of writing materials. Leave notes for each other, write poems for your children, send messages in lunch containers. Play writing games, for example, one person writes the beginning, another the middle and the other the end of a family story.*

*Write together.*

*(This was taken from PRIMARY ENGLISH TEACHING ASSOCIATION AUSTRALIA 'PETA - Parent's Guide to helping children at home with reading and writing')*

Counting money, lemons, and cups has sparked a real purpose for counting and recording. As mathematicians at home, count large collections and share how you can record your count. You will be surprised at the different ways children and even adults do this. Discuss the effectiveness of the count and the way in which it is recorded.

Offer reasons.

## **THANK YOU to the amazing parents and grandparents that helped make the lemonade and set up the stalls last Thursday.**

Gabby (Luella's mum 1K) for supplying the dispensers to store the lemonade and for bringing in ice during the day to ensure we had 'refreshing' lemonade to sell.

Tatjana ( Ligi's mum 1C) made a \$100 donation to our lemonade stall on behalf of their family and wrote the following email:

The Lemonade stall is really important to the year 1 kids.  
They're raising money for an outdoor clock, to help them organize their time.  
They have taken real ownership of the whole process from start to finish.

Good luck  
Tatjana

The children have been inspirational throughout this process. We can NOW buy a clock!

Have a great week!  
The year 1 Team

## Learning to write

### What we need to know

Children experiment with writing long before they start school. Their early squiggles and drawings are the beginning of writing.

Books provide a powerful model of what writing looks like. Books convey the understanding that squiggles on a page convey a message. Reading and writing with your children helps them to make sense of how written language works.

We learn to write by writing. In classrooms, children are encouraged to select topics that express their ideas and interests. It is difficult (sometimes impossible) to write about unfamiliar topics or topics that are irrelevant to our life experiences. Before writing, talking about a topic is a good place to collect thoughts and ideas.

Not all writing needs to be edited. We do not edit our shopping lists, diaries or reminder notes!

When children write and freely express their ideas, this is called draft writing. At this stage, worrying about spelling can hinder their styles, expressions and exploration of words that best communicate their ideas. If the draft writing is to be shared with a wider audience, and has been edited for meaning, the next stage is to proofread for spelling, punctuation and grammatical mistakes. Not all writing needs to be edited. We do not edit our shopping lists, diaries or reminder notes! Children need to be encouraged to write for enjoyment and play with words.

In classrooms, children explore writing as a process from drafts to published pieces. Children are encouraged to write for real purposes and utilise a range of different text types such as report writing, narratives and poetry. They are also taught to consider how to appeal to different audiences.

Some parents confuse handwriting with writing. Handwriting is a surface feature of writing and children who are self-conscious of their handwriting benefit from opportunities to write and draw with a variety of pens, textas, paint, magic boards, chalk and 'fancy' pencils. Making available a box of coloured papers, scissors, glue, staples and other construction materials encourages children to experiment with handwriting and writing stories for enjoyment.



### What parents can do

- Encourage children to write, write, write! Provide many opportunities such as writing the shopping list, sending letters and cards to friends and relations, writing emails, keeping a diary, publishing personal stories, labelling photos in the family album, and leaving notes. It should be relevant and meaningful writing rather than writing for the sake of writing.
- Give your children opportunities to read their stories aloud (while you sit back and listen). Listen with a focus on the message they express. Comment on what they have done well, for example: *'I like how you started your story. Read the lead sentence again.'* *'I enjoyed how you used interesting words such as X, Y, Z.'* *'The character you created seems so real. I can imagine how he looks.'* Leave comments about spelling, punctuation, and grammar to another time — they are important if and when, it is to be published. If children are encouraged to freely express their meaning and are acknowledged, they are more inclined to want to write.
- Draw children's attention to writing in the environment — street signs, shop signs, labels on food containers, writing on clothing, signs on billboards — these signs and notices are models of writing for real purposes.
- Create a community of writers. Provide a quiet place for writing with lots of writing materials. Leave notes for each other, write poems for your children, send messages in lunch containers. Play writing games, for example, one person writes the beginning, another the middle and the other the end of a family story. Write together.



Work that comes home from school may not have every spelling error corrected, every grammatical mistake rectified or punctuation inserted. It is important to talk with your children about the purpose of the work and what they learned, rather than emphasise the errors. Ask 'tell me questions' such as: *'Tell me about this work...'* *'Tell me how you did this...'* *'Tell me what you liked about this activity...'*