As we continue to explore our main idea: **A strong community embraces similarities and differences** the children are studying the following questions - *What makes me who I am? What helps us get along? How do I help to make our community strong?*

**English:** Through reading a range of different texts, providing time for discussions and selecting related writing activities the children are developing a better understanding of the fact that although they are unique they may share similar ideas and interests with their peers. Furthermore, it’s okay to have different ideas to their peers and still be accepted.

Similarly, through our Circle Time sessions the children are beginning to learn more about each other and are encouraged to accept different perspectives. Discussions in these sessions promote greater respect for each other and develop a supportive learning community. We hope that as the unit progresses the children will begin to see themselves as an important part of the school community who support each other both in the classroom and in the playground.

**Drama Workshops**

During our first puppet/drama session last week the students were introduced to a ‘seal’ who has just arrived as a new student at school. The facilitator of the session guided the children as the new ‘student’ tried to join in games with different animals. All the students selected a beautiful constructed animal puppet - either a turtle, whale, crocodile, mouse or bear - to act out their respective part in the play. The emotions of anger, disappointment, sadness and joy were portrayed, as the seal interacted with the other puppets. As the story progresses over the next 4 sessions the students will explore different emotions and use their puppet to learn more about how people respond to different situations and develop empathy for others.

**Mathematics: In the classroom**

**Grade 1:** We are exploring numbers and counting patterns. We are also practising writing numerals correctly and exploring time by looking more closely at the days of the week and months of the year.

**Grade 2:** The students are exploring place value i.e. 34 is made up of 3 tens and 4 ones. Playing with numbers develops good ‘number sense’. For instance, 25 is the same as 30 take away 5, or 1 more than 24. How many other ways can you make 25?

**We encourage you to explore maths at home:** cooking, playing games such as Uno or chess, recording important dates on a calendar are just a few ideas to promote mathematical skills.

The attached ‘Marble Chute’ activity from the book *Science for Kids: Numbers* could be a fun challenge to make over the week. It provides a great opportunity to read together, learn more about graphs and make a game that can be played together.
Reminders:

Eating at school

- **Brain food/Fruit or veg** a small amount of fruit or vegetable that can easily be eaten while working
- **Snack or morning tea**: this is usually eaten outside at 11.00am
- **Lunch**: the children eat lunch at different times between 12.00 – 1.30pm - depending on their specialist timetable. We try to ensure the children have approximately 10 – 15 minutes of supervised lunch eating time. If children have not finished their lunch they are reminded by their teacher to finish their lunch during lunch time i.e. 1.30 - 2.30pm **before** they play.

NB. If your child has a lunch order please pack their brain food and snack as lunch orders are delivered for lunchtime.

*Library Bags* – encourage your child to read their timetable so that they remember to bring their red bag to borrow books during their Library session.

Upcoming Events

**Parent Reading Afternoon**: Monday 29 February, 4.00-4.45pm

**Parent Helpers Session**: Tuesday 22 March, 2.45-3.20pm

Parent Help!

- Play dough
- Donations of any old forks, spoons saucepan lids
- Could any parents help set up our small outdoor sandpit?

Please see or email your classroom teacher if you can assist.

Thank you

The Grade 1 & 2 Teachers

2J: Miss Johnson, 2S: Mat, 1K: Jenny and Mrs Pearse, 1P: Pippa and Mrs Pearse, 1E: Pauline
Marble chute

e that as you arbles in 1 show is a aphs er facts orm.

You will need:
- Cardboard tube
- Strip of light card
- Scissors
- Sticky tape
- Marbles
- Marking pen
- Two pieces of light card

1. Fold one piece of card into a concertina. Make eleven evenly spaced folds. Then fold the strip of card in half along its length.

2. Tape the second piece of card over one end of the trays. Tape the folded strip to the other end.

3. Tape the tube near the top of

The folded strip makes a wall at the end of the trays.
4. Number the card above the trays. Then place five marbles in an outer tray. Write the numbers 1 to 5 up the side of the tray, in line with the top of each marble.

Number the middle tray 1, the next two trays 2, and the outside trays 3.

5. Set the top of the chute on a pile of books. Now you can play the game. Roll ten marbles down the chute and see your score. Can your friend make a higher score?

The marbles in the trays form a graph. By reading the scale on the side, you can tell how many marbles are in each tray, without counting.

Each marble in the middle tray scores 1, the next ones score 2, and the outside ones score 3. The player with the highest score wins.

Facts in pictures
Graphs are a good way of seeing and understanding lots of numbers at the same time. Computers can store numbers in their memories to make graphs like this one.