

Year 1/2 Level Newsletter




Dear Families,

Please find below a brief overview of the upcoming events in the 1/2 Level for the following two weeks. If you have any questions, please contact your child's class teacher.

All contact details have been included below.

Best regards,

The 1/2 Team

WEEKS 6 & 7	TERM 4	<u>BIRTHDAYS</u>
<p>Week 6 Monday the 6th to Friday the 10th of November</p> <p>Week 7 Monday 13th to Friday the 17th of November</p>	<p>November Birthdays</p> <p>Sienna C 1.11 Samuel 5.11 Eleanor M 11.11 Aston 14.11 Mia 15.11 Beatrice 19.11 Oliver H 20.11 Isabela 22.11</p>	
SPECIALISTS	<p><i>The Specialist timetable has been included below for your reference. Year 1/2s will continue to go out as a level for sports on a Friday.</i></p> <p><u>1/2 SG</u></p> <p>Monday- STEM Wednesday- Library, Performing Arts & Physical Education Thursday- Auslan</p> <p><u>1/2 J</u></p> <p>Tuesday- STEM Wednesday- Performing Arts, Auslan & Library Thursday- Physical Education (<i>sports uniform</i>)</p> <p><u>1/2 DI</u></p> <p>Tuesday- STEM Wednesday- Physical Education, Auslan & Library Thursday- Performing Arts</p>	
<p>RELIGION</p> 	<p><i>Over the next few weeks the students will explore different images and descriptions of God in the Old and New Testaments. They will come to the understanding that every human is unique and loved by God. They will discover that God loves us all no matter what, which is why we are placed on earth. Everyone has a purpose and as Catholics we are called to share our talents for the greater good of humankind.</i></p>	
<p>LITERACY</p> 	<p><i>We are learning to identify the parts of a story. The students will learn to identify the character, problem and setting in a story to support them when writing their own narrative.</i></p> <p><i>We will also be exploring texts that enrich the students vocabulary and background knowledge relating to our Inquiry unit. The students will learn about the history of inventions and how different technology has developed over time.</i></p>	

LITERACY - SPELLING



Each week, the Year 1 and 2 students are divided amongst the Year 1 and 2 teachers for the first 20 minutes of the day so that we can teach the synthetic phonics program in a systematic manner.

These are the concepts that we will be covering over the next two weeks. There are practise tasks at the bottom if you would like to have a go practising the spelling at home.

Year 1 sounds & spellings for the next two weeks:

- Lesson 91 ew, ui, ue
- Lesson 93 au, aw, augh /aw/
- Lesson 94 ea & a

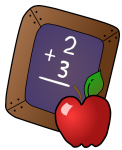
Year 2 sounds & spellings for the next two weeks:

Lesson 110 -y to i Rule

Low Frequency Spellings- Lesson 111 -ar, -or /er/

Low Frequency Spellings- Lesson 112 air, are, ear /air/

MATHEMATICS



Over the next two weeks the students are learning to **tell the time (analogue & digital)**. They will learn to Tell time to the half-hour and tell time to the quarter-hour, using the language of 'past' and 'to'.

Here is some of the **vocabulary** we will be using in our teaching and learning with the students if you would like to talk to them about time using some of these words.

O'clock, Digital, Analogue, Starting time, Half past, quarter to, quarter past, Hands, AM PM, Seconds, Minutes, Hours, Duration of time.

These are some of the challenges the students often have that you may like to support at home -Hour and minute hand, numbers on the clock and what they mean, reading numbers on the clock, quarter to and past, understanding the unit of 60- seconds, minutes etc, making connections between analogue and digital. The order of the hour and the minutes.

We will also be learning about **Money**.

It would be great if you could practise the following at home:

Recognise, describe and order Australian coins according to their value

Count and order small collections of Australian coins and notes according to their value

Extension-Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents

INQUIRY



Our focus for this term is on **Technology**. We are looking at how technology has changed over time. We will focus on how different forms of communication have evolved.

The students will continue learning about how to be **safe** when using technology. The students will learn about what personal information is such as your name and address and how to keep the personal information safe. They will also be learning about '**hardware**' and '**software**' and the different parts of digital technology.

WELLBEING**Resilience Project****Week 6:**

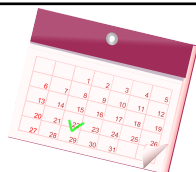
Year 1-Lesson 19- Why are rules important

Year 2-Lesson 18- Emotional Body

Week 7:

Year 1-Lesson 20- Body Clues

Year 2- Lesson 20- When I grow up

**Some dates for your diary for Term 4 -**

Week 6-Monday 6th November- Closure Day

Week 6-Tuesday 7th November- Melbourne Cup day

Week6- Friday 10th November- 10:45 Gather as a school Community for our Remembrance Day service- all welcome. There will be no Assembly on this day

Week 8- Friday 24th November- Closure Day

Week 9-Monday 27th November, Tuesday, Thursday & Friday- Swimming (not on Wednesday)

Week 9-Friday 1st December- Family Movie night

Week 10-Monday 4th December- Friday 8th December- swimming all week

Week 10- Thursday 7th December- Christmas Carols event

Week 11- Wednesday 13th December-End of year Mass

Week 11- Friday 15th December- Last day of 2023 school year for the students - Final assembly 2pm, school finishes 3:15pm

12DI

Ms Natalie Dib - ndib@hfmw.catholic.edu.au - Monday - Wednesday

Miss Stephanie Italiano - sitaliano@hfmw.catholic.edu.au -Thursday & Friday

12SG

Mrs Chantelle Santamaria - csantamaria@hfmw.catholic.edu.au Monday-Thursday

Mrs Beverly Gilbert - bgilbert@hfmw.catholic.edu.au Friday

12J Mrs Samantha Johnstone - slong@hfmw.catholic.edu.au Monday-Friday

Lesson 91



Home Practice

New Concept and Sample Words		
ew	ui	ue
dew	suit	sue
grew	fruit	glue
flew	juice	true
threw	bruise	blue

*Note: **EW** comes at the end of a word. **UI** comes in the middle of a word. **UE** comes at the end of a word.

New Irregular Words
month ♥

Word Work Chains
1. new → dew → drew → brew 2. blue → clue → glue
Sample Word Work Chain Script
new → dew → drew → brew
1. Make the word new . [spelling] 2. Change the n to d . What word is this? [reading] 3. Change dew to drew . [spelling] 4. Change the d to b . What word is this? [reading]

Sentences
1. She blew out all the candles. 2. What kind of fruit do you like?

Lesson 93



Home Practice

New Concept and Sample Words		
au	aw	augh
haul	raw	taught
sauce	hawk	caught
pause	draw	

*Note: **AU** comes in the middle of a word. **AW** comes at the beginning, middle, or end a word. **AUGH** comes in the middle of a word. **AUGH** is the least common spelling for this sound.

New Irregular Words
<u>h</u> our, min <u>u</u> te ♥ ♥♥

Word Work Chains
1. raw → saw → law → jaw 2. dawn → lawn → yawn → pawn
Sample Word Work Chain Script
raw → saw → law → jaw
1. Make the word raw . [spelling] 2. Change the r to s . What word is this? [reading] 3. Change saw to law . [spelling] 4. Change the l to j . What word is this? [reading]

Sentences
1. The rocket will launch in thirty minutes! 2. It takes me less than an hour to mow the lawn.



Home Practice

New Concept and Sample Words

ea (head)	a (water)
bread	swan
heavy	watch
meant	wand
spread	waddle

*Note: **EA** spells the long e sound like in team. In some words, **EA** spells the short e sound like in head. In a few words, **A** makes the short o sound. This usually happens when A follows W like in the word water.

New Irregular Words

Monday, Wednesday



Word Work Chains

1. lead → head → read → ready
2. tread → dread → bread → breath

Sample Word Work Chain Script

lead → head → read → ready

1. Make the word **lead**. [spelling]
2. Change the **l** to **h**. What word is this? [reading]
3. Change **head** to **read**. [spelling]
4. Add **y** at the end. What word is this? [reading]

Sentences

1. He washed the sheets on Wednesday.
2. They always make homemade bread on Mondays.



Home Practice

New Concept and Sample Words		
y to i spelling change		
fry study	fries studies	fried studied
funny sunny	funnier sunnier	funniest sunniest
<p><i>*Note: When a word ends in y (e.g., fry), we change the y to i before we add a suffix (e.g., fries, fried). We do not change y to i when adding -ing (e.g., frying).</i></p>		

New Irregular Words
<p>laugh ❤️ ❤️</p>

Word Work
<ol style="list-style-type: none"> dry → dries → dried happy → happier → happiest lady → ladies puppy → puppies
Sample Word Work Chain Script
<p>dry → dries → dried</p> <ol style="list-style-type: none"> Make the word dry. [spelling] Change the y to i. Add es. Read the new word. [reading] Change dries to dried. [spelling]

Sentences
<ol style="list-style-type: none"> The babies make me laugh! The fluffiest bunnies were hopping outside.



Home Practice

New Concept and Sample Words
ar (dollar), or (doctor)
<p>polar nectar collar author harbor</p>
<p><i>*Note: AR and OR spell the /er/ sound at the end of two syllable words.</i></p>

New Irregular Words
<p>whom ❤️ ❤️</p>

Word Work Chains
<ol style="list-style-type: none"> actor → factor → factors collar → dollar → dollars wizard → lizard → lizards
Sample Word Work Chain Script
<p>actor → factor → factors</p> <ol style="list-style-type: none"> Make the word actor. [spelling] Add f to the beginning. What word is this? [reading] Add s to the end. What word is this? [reading]

Sentences
<ol style="list-style-type: none"> With whom am I speaking? The doctor has solar power lights at their house.



Home Practice

New Concept and Sample Words		
air	are	ear
pair fair chair stairs	fare dare stare share	pear bear wear swear
*Note: AIR , ARE , and EAR all spell the same /air/ sound.		

New Irregular Words
<u>whose</u> ♥♥♥

Word Work Chains
1. air → pair → hair → chair 2. fare → care → hare → bare 3. bear → pear → tear → wear
Sample Word Work Chain Script
air → pair → hair → chair
1. Make the word air . [spelling] 2. Add p to the beginning. What word is this? [reading] 3. Change pair to hair . [spelling] 4. Add c to the beginning. What word is this? [reading]

Sentences
1. Whose teddy bear is this? 2. We need to share the snacks in the basket.