Year 1 White
Parent
Information Evening
Tuesday, 14th February 2012

Teacher: Mrs Janene Stack
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Welcome to Year 1 White

Communications and Contacts
Please feel free to contact me at any stage throughout the year as I am more than happy to meet with you to discuss any issues or concerns. You are invited to contact me via email any time on jstack@bne.catholic.edu.au or send a note along with your child and I will call you to arrange a convenient meeting time. I am not available for appointment on Wednesday mornings or afternoons.

Expectations
This year it is expected that the children will be working towards learning the skills to help them become more Independent Learners. They will be encouraged to always have a go, try their best and assist them to become responsible for their own actions/belongings both in and out of the classroom.

In keeping with the school’s expectations we are promoting the following in the classroom:

1. Speak Act and Listen with Respect
2. Be Safe and Stay Safe
3. Move thoughtfully
4. Hands and Feet to yourself
5. Always do our best

GENERAL OVERVIEW FOR KEY LEARNING AREAS

MATHS

Maths activities are practical and hands on, using concrete materials as much as possible in order for the children to make real life connections and their learning experience be meaningful and purposeful. The Stepping Stones Maths program is also in place which is a core mathematics program to provide a developmentally appropriate teaching sequence which develops thinking strategies and reflects the content, intent and methodology of contemporary mathematics syllabi.
Term 1 Topics Explored:

- Numbers 1-10: count, order, to recognise arrangements and represent.
- Represent equality in addition situations
- Pattern Awareness (Identifying, extending, translating)
- Classifying and sorting
- Measurement (Length) non-standard units to measure and compare lengths
- Represent cents and dollars (coins)
- Use non-standard units to measure capacity
- 3D shapes
- 2D shapes
- Create, describe and interpret data displays; predict outcomes

LITERACY

Letterland

St. Ignatius uses Letterland to teach phonics in a fun and memorable way, most of the letters are introduced in Prep. Children love it! They find they are not learning about boring letters, but interesting full-of-life characters that become their special friends. The Letterland characters help students remember each letter’s shape, sound, and direction, and they live in a very special secret place called Letterland!

A variety of games, stories, activity sheets and other resources are used throughout the year. Simple blends, initial, medial and final sounds in words, digraphs and diphthongs will also be part of this process. Children will be attempting to use letters in their own stories and news books in order for them to put the knowledge learned into practice.
**Reading and Literacy Skills**

Literacy skills and awareness is developed, assisting the children to find reading pleasurable. These include: left to right tracking, hand/eye co-ordination, sequencing of events, vocabulary development, recall and retell of stories, recognising common sight words, word families, shape and patterns of letters. These strategies and many others enable children to develop into a reader when they are individually ready and to hopefully cultivate a love of reading.

Reading Levels – the children will be reading books appropriate for their ability. During the year they will progress through the levels. It is important to be aware that reading ability is determined not only by recognising sight words but largely by the ability to comprehend information (both fiction and non-fiction). The ability to sound out the word correctly is only one skill which the children will master.

**Home readers**

Home readers are used to reinforce the basic skills and concepts taught in class, encourage the sharing of skills, confidence building and a realisation that all skills learnt need practice. The readers sent home will be slightly easier than those instructional texts used in the classroom. It is important for the children to comprehend what they are reading and to develop the ability to retell the story in detail. The home readers will be returned to school every day, so the children are then able to choose another book to read. Home readers will be sent home in Week 5.

**Big books**

Big Books are used as tools to promote interest and exploration of reading and language concepts, skills and understanding of different genres.
Sight Words
When a child can recognise a word at sight, it's a lot easier for them to decode a sentence. Sight words are so important for beginning readers. These words should be mastered one list at a time starting with the first group of words displayed in the Year 1 sight words booklet, sent home in Week 3. (Aim that each list of words be learnt within a 3 week period). Should your child master a list before the required time, please feel free to continue onto the next list at their own pace. Sight words are also consolidated in class through the participation of different activities.

Listening skills - general instructions and following directions (comprehensive), discriminative and procedural (messages and information).

Written skills are developed by doing their news book each week (journal writing), 'free choice' writing, and story writing and the nuts and bolts of successfully writing a sentence.

Good Pencil Grip

Encourage your child to hold the pencil in a way that allows her hands and fingers to move freely and easily when writing and drawing.
General rules for a good pencil grip are shown in the figures above which include:

- The pencil is held in a stable position between the thumb, index and middle fingers.
- The ring and little fingers are bent and rest gently on the table.
- The index finger and thumb form an open space.
- The wrist is bent back slightly and the forearm is resting on the table.
- The pencil is held about 1-2cm from the tip.

**Integrated Units**

During Term 1 we will be concentrating on the integrated unit “Weather in my World”. It is a science based unit which is easily linked to many other curriculum areas and engages the students in activities that reflect the mutually supportive relationship between science and literacy. This unit covers the following focus areas:

- observing and describing features of the weather such as the temperature, clouds, rain and appropriate language and symbols
- Identifying clothes and activities that are suitable for a particular weather condition.
- Following directions to make simple tools for observing and describing weather conditions

Through investigations, they will increase their knowledge of how the characteristics of weather affect their daily lives.

**Religious Education**

This term the R.E. unit will be concentrating on “Peaceful Relationships”. Throughout this unit the students will be given the opportunity to demonstrate learning achievements by illustrating peaceful relationships and how they are promoted through just
action and threatened through unjust actions. The students will examine the personal relationships in home, school and community.

The Arts
Integrated with work units to emphasise elements of drama such as mime, role-play, improvisation and others. Integrated across all Key Learning Areas art and craft helps develop colour awareness, line, shape, texture, space, patterning, construction and creativity. Directed and free choice experiences in various mediums.

Studies of Society and Environment/Science
Develops the child’s awareness of the world around them. This term our topic is ‘Being a Peacemaker’. We look at our physical appearance, our capabilities at various stages of our lives and the rules we must follow to be responsible people. We use the Primary Connections Program to assist the children in their learning of Science Concepts.

Personal Development
The ‘Skills for Growing’ program is complimented with the ‘You Can Do It’ program started in Prep along with the Fruit Trooper characters who teach us the how to be peaceful people in our community.

You Can Do It Program
Is a social/emotional educational program adopted in prep to support the school and homes in a collective effort to optimise the social, emotional, and academic outcomes of young children.

The 5 social and emotional skills presented in the program are:
1. Confidence – Connie Confidence
2. Persistence – Pete Persistence
3. Organisation – Oscar Organisation
4. Getting Along – Gabby Get Along
5. Resilience – Rickie Resilience
**Homework**
Year 1 homework should only take approximately 15 minutes per night. The children are encouraged to be read to or read for approximately eight to ten minutes each night, learn their sight words and identify these whilst reading and being read to. Homework is given fortnightly on Monday afternoon and the children will paste it into their homework scrap books. The homework will then be due back Thursday fortnightly – giving just under two weeks for work to be completed.

Each student’s homework pouch should contain the following:

- Homework Scrapbook (the homework grid and any other compulsory activities will be pasted into the scrap book)
- Home Readers (which will commence Week 5, once the children have built up a small bank of sight words to assist them)

**Library & Borrowing**
Library borrowing has commenced. Please ensure that your child always has a library bag for borrowing on Fridays to keep the books clean and in the same condition they were borrowed. Books must be returned in order to re-borrow.

**Birthdays**
If you would like to bring in a cake for your child’s birthday, could you please bring cup cakes? They are quicker and easier to distribute to the class.

**Assistance within the Classroom**
Term 1 marks the first of the volunteer work within the classroom beginning with reading and sight word help for all children. Literacy/Maths Rotations will commence in Term 2 when I will call again for help in order for these activities to take place successfully.
**Parents are strongly encouraged to make the application of sunscreen part of the “getting ready for school” routine each morning. The children are encouraged to reapply using the classroom sunscreen or sunscreen brought from home prior to school break times if needed.**

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### Behaviour Management

**Year 1S**

Each class in the school has a class covenant. 1S’s covenant is ‘In 1S we treat each other how we would like to be treated ourselves and always try our very best in all we do!’ This has been discussed as a class and this is what we will try to do throughout the year.

To reinforce positive behaviour a group points system will commence along with super star sticker reward charts. (Stickers will be used to earn special rewards, computer time, board games, grab box treats) – These will be presented for great listening and following instructions, good behaviour and trying our best just to name a few.

To manage negative behaviour a 3 step plan is implemented throughout the school. In 1S if a child continues to display undesired behaviour after being reminded not to, the child goes to

**Step 1** - standing behind their chair for 2 minutes. If the behaviour continues the child then goes to Step 2
Step 2 - sitting at the 'thinking chair' with work for 5 minutes. If the behaviour still continues then;

Step 3 - a visit to see the principal.

Partnerships

I dreamed I stood in a studio and watched two sculptors there, the clay they used was a young child's mind, and they fashioned it with care.

One was a teacher, the tools he used were books, music, and art; One was a parent, who worked with a guiding hand, and a gentle, loving heart.

Day after day the teacher toiled, with a touch that was deft and sure, while the parent laboured by her side and polished and smoothed it o'er.

And then at last their task was done, they were proud of what they had wrought, for the things they had moulded into the child could never be sold or bought.

And each agreed they would have failed if he had worked alone, for behind the teacher stood the school and behind the parent, the home.

By: Unknown
I believe that each child is a unique being and is a capable, competent learner, who has the need to feel secure, in a stimulating, positive environment in which to grow emotionally, intellectually, physically, and socially.

Every child is entitled to succeed and learn to their highest potential and it is my responsibility as a teacher/creator and designer of their inclusive curriculum that they are all given the opportunities to achieve this through learning experiences which engage their mind body and soul.

Learning experiences and opportunities made available to the students will evolve from extending on what the children are interested in, and by endeavouring to discover what they already know and their prior experiences. By connecting their prior knowledge to these new learning experiences makes their learning meaningful, interesting, and purposeful and gives the children the opportunity to take this learning beyond the realms of the classroom.

As an advocate for play, student centred teaching and teaching for understanding, my teaching style is energised and highly interactive, relying strongly on student participation, encouraging students to ignite their passion to become actively involved in their own learning, and building the foundations to become lifelong learners. Through a holistic, flexible learning environment, I will augment the child’s learning and development, by building strong relationships with those within the early childhood community including family, parents, teachers and students forming a strong community within the classroom.

Janene Stack