

# Learning@EEPS

Prep S	Miss Scaglione	Rm 7
Prep N	Mrs Nichols	Rm 6
Prep B	Mrs Beadles	Rm 10
Prep H	Mrs Hughes	Rm 5
Prep K	Mrs Keogh	Rm 8

## Guided Autumn leaves drawings

In Writing this week, Prep students will be learning how to do a guided scientific drawing of an autumn leaf. Key steps will include rubbing the leaf to highlight the stem, veins and leaf shape. Preps will have the opportunity to learn new scientific terminology and to label their drawings.

At home, you may wish to go for a walk with your child and collect some leaves to make an autumn leaf collage and encourage them to count the leaves to complement their number facts. You may also choose to do a scientific drawing together.



## EEPS CORE

The Preps have been enjoying the opportunity to learn about feelings and emotions and this week, will be learning about the feeling, 'happy'. Students will have the opportunity to practise being happy and demonstrate doing so by performing role plays showcasing this emotion.



Roar! This is a photo of us creating Dinosaur fossils with playdough.

## Maths

In Maths this week, we will be learning how to recognise, create and continue patterns. We will create patterns using colours, shapes, symbols, actions and assign them a letter. We will begin with AB AB patterns and then move on to some more challenging patterns such as AABC AABC.

Ask your child to create a challenging pattern for you to continue!

## Melbourne Museum

On **Tuesday 24<sup>th</sup> May**, Prep students will be going on their first official excursion to Melbourne Museum. This excursion ties in with our 'Where We Are in Time' unit.

Over the coming weeks, students will be selecting, designing and creating their own artefacts, taking inspiration from what they discovered at the museum. Please let your child's teacher know if you would like to volunteer to be a parent helper. We will confirm by this Thursday the 19<sup>th</sup> of May. We look forward to an exciting day of exploration!

## THRASS Phoneme (sound) of the week:

This week: /l/ as in leg

Next week: /v/ as in voice

If you would like a copy of the THRASS chart to help your child's learning at home these can be purchased from the office.

## Communication Folders

Please remember to return your child's Communication Folder each day to ensure that students have a safe place to put their notices as well as the opportunity to get their alphabet, sounds and coloured words tested.



# Year 1 Learning@EEPS

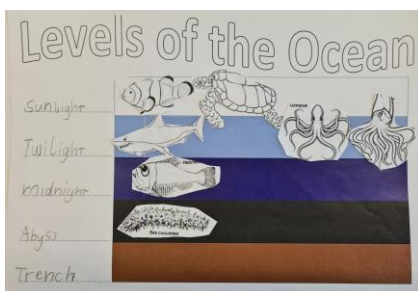
## LITERACY

In reading, students have been learning to use the title, illustrations and text to make predictions about what might happen next.

Making predictions helps readers to develop their understanding and comprehension of the books they read.

In writing, students have continued writing narratives and have been working on including interesting complications and resolutions.

**What you can do at home?** Before reading, ask your child to make a prediction of what the book might be about.



## TOPIC

We have been learning so much about different types of Marine Environments.

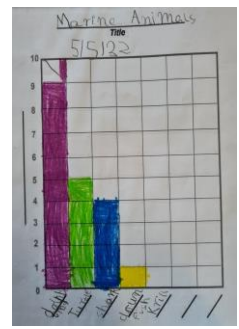
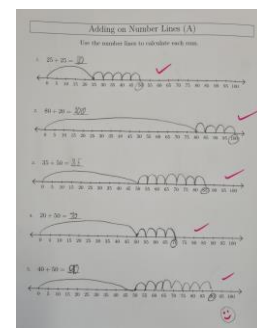
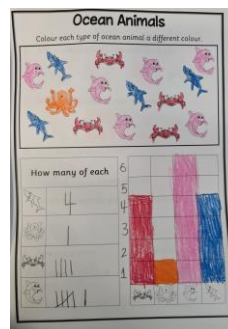
The students have enjoyed watching information about the different ocean zones and exploring all the wonderful creatures that exist in the various zones.

## NUMERACY

In numeracy, students have continued to develop their place value skills. They have used these skills when using various addition strategies to solve problems such as doubles, near doubles and counting on with a number line. Students have even had a go at writing their own addition stories.

We have continued to look at data, tallying and creating bar graphs.

**What can you do at home?** Ask your child to make up an addition story and show you some strategies they have learnt.



## EEPS CORE

This term, students have been learning about the different zones of regulation and how our bodies can move 'fast' and 'slow'. Students have identified different feelings and what zone they belong in. They have also started identifying some strategies to help when they are working in those zones.

The ZONES of Regulation™ Reproducible C The Zones of Regulation Visual

The ZONES of Regulation™

<b>BLUE ZONE</b>	<b>GREEN ZONE</b>	<b>YELLOW ZONE</b>	<b>RED ZONE</b>
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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From The Zones of Regulation™ by Leah M. Koyper • Available at www.socialthinking.com

# Year 2 Learning @ EEPS

## Literacy

Last week in Writing, we completed our information reports about Eltham East Primary School. We successfully included a title, opening statement, sub headings with supporting details and information as well as a concluding statement.

During Reading last week, we made text-to-text connections. When reading at home, try to identify connections between characters, settings, or events from one story to another. Does the character in the book you're reading relate to a character from another book you have read?

This week in Reading, we are making connections between texts and the world. This might be things happening around us like events in the community or news reports. When reading at home, think about whether an event has happened in real life or if you have seen something similar in the news.

## Numeracy

In Numeracy, we learnt about subtraction. Other words that mean subtraction are minus, take away, count back or remove. We have made many connections between addition and subtraction- lots of the strategies we use to solve an addition strategy can be used for subtraction! For example the Split Strategy is used for both-

$$24 + 13 = 37$$

$$20 + 10 = 30 \quad (\text{add the tens first})$$

$$4 + 3 = 7 \quad (\text{add the ones next})$$

$$30 + 7 = 37 \quad (\text{add the two answers together})$$

$$37 - 24 = 13$$

$$30 - 20 = 10 \quad (\text{subtract the tens first})$$

$$7 - 4 = 3 \quad (\text{subtract the ones next})$$

$$10 + 3 = 13 \quad (\text{add the two answers together})$$

Another way to find the connection between addition and subtraction is fact families! Did you know with one number sentence **you get three for free!**

For example:

$$142 + 107 = 249 \quad (\text{First number sentence})$$

- $107 + 142 = 249$
- $249 - 107 = 142$
- $249 - 142 = 107$

This is a fact family!

Can you make some of your own fact families at home?

### TEXT TO TEXT CONNECTION

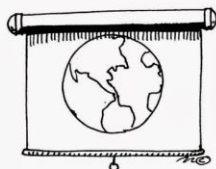
You are connecting the characters, setting, or events from one story to another.



- The character in this story is like the character in . . .
- The setting in this story is the same as the setting in . . .
- This event is like when . . .
- These two stories are alike . . .

### TEXT TO WORLD CONNECTION

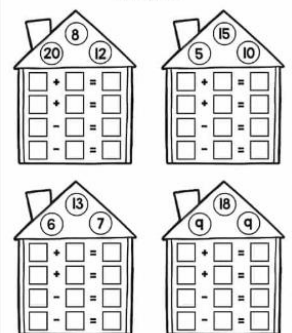
You are connecting the story to world history and events.



- This happened in real life . . .
- This is like something I heard on the news . . .
- This happened when . . .
- This story is similar to . . .

## CORE

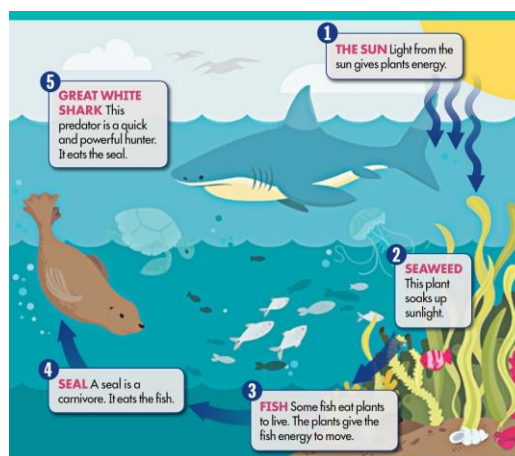
In CORE, we have started looking at the feelings: Sad, Happy, Fine, Excited and Tired. While at home try and help your child to recognise these feelings and practise using the Control Signals when needed.



## Topic Investigation

During our topic investigation on Marine Environments, we have been exploring zones or layers of the ocean and what animals live within these areas!

We have been diving into food chains as we learn about animals in each zone!



## CONTROL SIGNALS

**STOP**

Take one long, deep breath. Say the problem and how you feel.

**MAKE A PLAN**

Think—what could I do? Think—would it work?

**GO**

Try your best idea. How did it work?



# YEAR 3

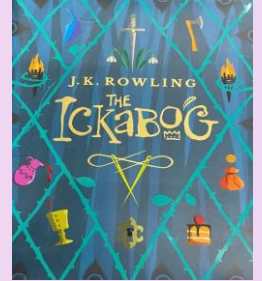
## LEARNING @ EEPS

### Literacy

**Who or what is the Ickabog?** That is the number one question on Year 3 students' minds at the moment! Everyone is diving right into reading *The Ickabog* by J.K. Rowling within their classrooms. Students are exploring the range of vocabulary used in the text and finding out what these words mean.

During writing sessions, students have been continuing to let their imaginations run wild. They have been planning and writing a narrative with an intriguing introduction and a clear problem and solution.

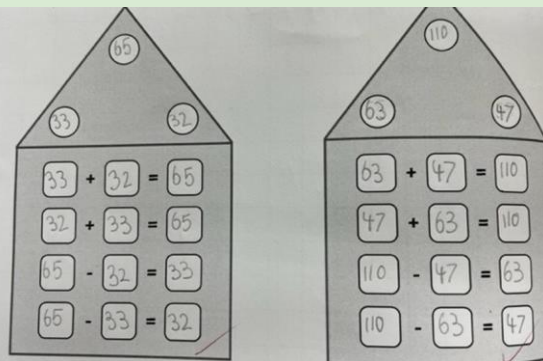
*At home:* Ask your child to find an interesting word in the book they are reading. See if they can find the definition of this word using a dictionary or the internet.



What our clocks look like:



A student's work sample of the inverse relationship between addition and subtraction:



### Maths

Time flies by when you are having fun! In maths, students have been learning all about **time!** Using a paper plate, students created their own analogue clock to use during our investigation of time. Year 3s are aiming to be able to read the time to the minute.

**Addition and subtraction** continue to be a focus in Year 3. Students will be solving **word problems** using their addition and subtraction skills, will they use the jump strategy, split strategy or the vertical algorithm?

### Marvellous Melbourne

During ICT sessions, Year 3 students are currently deeply engaged in using **Minecraft Education** to explore some of Melbourne's iconic landmarks. They have also been exploring why Melbourne is known as a multicultural city. Some questions they have been investigating are:

- Why did people come to Melbourne?
- What reasons did they have to move here from across the world?
- Who are the people of Melbourne?
- Who lived here a long time ago, and who lives here now?

*"Mini Melbourne is amazing and exciting. I like how you get to find and discover new places in Melbourne"*

*Claudia*

*"I play Minecraft a lot and I thought it was really interesting to see how there were so many buildings that were big! Minecraft Education is a bit different."*

*Thomas*

### EEPS Core

*What is mindfulness?*

**Being mindful is about being present in the moment.** Year 3s have been involved in short meditation experiences. In their Resilience Project journal, they have been reflecting on what they have heard around them and how they felt during and after meditating.

*"I felt really relaxed afterwards. Even though I couldn't block out all the noises, I just concentrated on my breathing and felt myself calming down."* Beatrice

# Learning@EEPS - Year 4

## Literacy

The Year 4 students have stepped into the shoes of their teachers, assessing their peers on their summarising skills. They shared positive feedback on their classmates learning, with students stopping to identify what area of summarising challenged them the most.

**"Ingrid was fluent in using text-specific vocabulary" - Aisha, 4HK**

In writing, students have chosen a famous world landmark to research for their Information Report. Last week they have posed questions and wonderings that they had and started researching. This week their answers will be sorted into categories and used to structure their report. Topics range from Stonehenge to Uluru and Machu Picchu!

**"I want to read all of these reports!" - Ari, 4HK**

What landmark is your child researching? What can they tell you about it?

## Numeracy

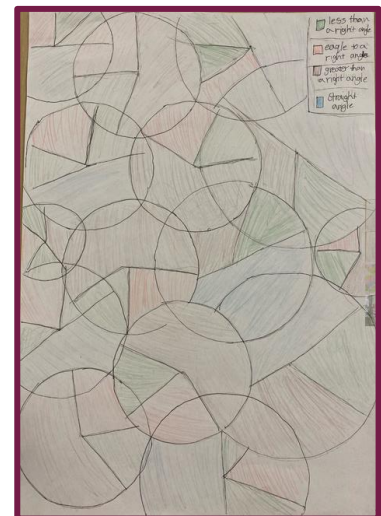
**Teacher:** Who likes Art?

*Students raise their hands into the air.*

**Teacher:** Today you will be learning how to apply your skills in measuring and classifying angles, to create angle artwork!

**Students:** Using a protractor? Let's go!

Looking at the picture to the right, you will see how Mila from 4A and William from 4G, used a key to show which angles were less than, equal to and greater than a right angle.



## Year 4 Sport

The Year 4 students are in their second week of sport rotations and the one school value they continually express is enjoyment! The teachers are ever so impressed by their teamwork and resilience.

This week, their peers were student-nominated as VIPs for attributes such as encouragement, equity and for having a great attitude.

Well done teams!



## Topic

Last week, students explored the history of migration in Australia. They investigated the significance of Country and Place to First Nations peoples, and investigated why Melbourne is known as a multicultural city.

**"Culture refers to beliefs, religions, race, language, food, entertainment and celebration. Multi means multiple" - 4HK students**



# Learning @ EEPS - Year 5

## MATHS

In Non Number, students have been consolidating their knowledge of angles by calculating reflex, complementary and supplementary angles. Over the next 2 weeks we are moving onto learning about chance and listing outcomes in experiments. We are also beginning to understand that probabilities range from 0-1.

In Number, we have finished our work on division and are beginning our unit on fractions. We will be comparing fractions on a number line and exploring problems involving addition and subtraction of fractions.

**At home: Make some delicious home made pizzas. Cut them up and write fractions to match how many pieces of pizza everyone ate. What other fraction equations can you make? Can you write a number story to go with it?**



## READING

In Reading, we have continued reading our class novel, 'Holes' and students have been hooked on every word! Last week, we focused on the characters and what traits they possess and have paid close attention to providing supporting evidence for each trait. This week we will be focusing on the role of Literary Luminary where we will be analysing important quotes within the text and considering the effect they have on the reader.

*"We really like the book 'Holes' because of all the new words and there are lots of compound words and interesting nicknames too." - Flynn & Bryce 5C*

HOLES - Character Captain		
Character	Trait(s)	Supporting text and evidence from the text
Stanley	<ul style="list-style-type: none"> <li>- Resilient</li> <li>- persistent</li> <li>- cares about friends/loyal</li> <li>-selfless</li> <li>-observant</li> <li>-optimistic</li> </ul>	Stanley is resilient and persistent. The novel shows this because it shows that Stanley keeps on digging the holes even though it is hard. He even keeps on digging after he gets hit in the head. He has got stronger and faster at digging.
Warden	<ul style="list-style-type: none"> <li>- rude</li> <li>-bossy</li> <li>-impatient</li> <li>-greedy</li> <li>-uncaring</li> <li>-selfish</li> <li>-violent and aggressive</li> </ul>	The Warden is uncaring towards the boys at Camp Green Lake. This was demonstrated when she stabbed Armpit in the chest with a pitchfork. She is getting cross with the boys and making them work harder, longer and giving them less water even though it is so hot.

Questions I could ask the group (remember you want to make your group think about the characters):

1. Do you think Zero lived on the streets?
2. Do you think the Warden is related to Kate Barlow or Stanley?
3. What do you think X-ray's background is?

**At home: Discuss which character your child likes most out of Holes and discuss why. Do they remind you of anyone in any other books you have read?**

## WRITING

We have finished our work on persuasive writing and are now beginning to develop seeds to use as inspiration for our information reports. Students will be basing their reports on a state or territory within Australia and this week they will begin to research key details and information about their chosen state.

We are also beginning a focus on handwriting. Students have completed an initial piece of writing and set an individual goal, such as letter formation, size, spacing, legibility or fluency. Over the rest of Term 2, they will complete regular practise to work on their goal.



## UNIT - DISCOVERING DEMOCRACY

In this unit, we have been investigating the democratic process in Australia. We have considered what it means to be a citizen of Australia and explored the difference between rules and laws.

Coming up, the students will participate in two interactive sessions where they will consolidate and extend their understanding of Australian democracy.

**Week 5:** Students will take part in an interactive federal election voting role play and will engage in a House of Representatives debate to illustrate how bills become laws.

**Week 6:** Students will participate in a hands-on federal referendum vote and a Senate debate role play that examines the process of reviewing bills.

# Learning @ EEPS - Year 6

## DISCOVERING DEMOCRACY

We are completing tasks that are helping us clarify our understanding of what Democracy is. We have been developing our understanding of rules and laws through a game called 'Guess My Rule' and exploring the difference between rules and laws, who enforces them and what are the potential consequences of breaking particular rules or laws.

This week we will make discoveries about the history of voting, features of voting and why voting is an important part of a democracy. We will also learn about the 3 levels of government and the different roles and responsibilities of each level.

**At home: In the lead up to the Federal election on Saturday May 21st, discussing the voting process with your child could be a perfect opportunity for them to explore democracy further and share some of the things they have learned this term so far!**

## LITERACY

In writing, we have begun planting seeds and researching relevant facts for a state or territory of Australia that we will write about in an Information Report. We have started the week by creating a collage that includes a map of Australia with the 6 States and 2 Territories labeled (including their Capital Cities), images or words that drive inspiration for our information report and some true facts and information that we know about the states and territories. We have ended the week sharpening and developing our researching skills.

In reading, we have continued to read our class novel Holes. Over the first 3 weeks, we have explored the Book Club roles of Super Summariser, Word Wizard and Character Captain. This week, we will be delving into the role of the Literary Luminary and exploring important quotes to Holes including the poem below and its variations throughout the novel:

*"If only, if only," the woodpecker sighs,  
"The bark on the tree was as soft as the skies."  
While the wolf waits below, hungry and lonely,  
Crying to the moo-oo-oon, "If only, if only."*

**At home: Students might like to do some additional research on their selected State or Territory to help with their information report.**

## THE RESILIENCE PROJECT

In our EEPS core sessions, we have been exploring the benefits of positive self talk. We started off by looking at some of the things we didn't like and playing the 'Glad Game' where we had to switch our way of thinking about the things we didn't like and why we were actually glad for them. We explored some positive self talk quotes from Oprah, Anna Frank, Gandhi and Muhammad Ali. Some positive self talk quotes we found and liked were:

- Talk to yourself like you would to someone you love
- Bee the beesknees
- Life is much better if you are living in the present
- Bee-lieve in yourself
- To bee the beesknees, you have to bee you. Bee-cause you are the beesknees

This week we will be exploring The Resilience Project lesson of '**All Unique, All Different**' and we will reflect on our own strengths as well as work on developing our self-esteem.

**At home: GEM (Gratitude, Empathy, Mindfulness) chat this week... Students are encourage to say something kind to a family member every day this week!**



## NUMERACY

Last week, we really enjoyed the opportunity to display our understanding of angles and shapes by completing the String Figures challenge. It was great to get creative and complete a hands on Maths task.

We also finished up our division work by using our detective and division skills to help us solve the Math Mystery: Case of the Divided Dragons. This week we have moved on to exploring fractions, decimals and percentages.

**At home: Don't forget to complete you assigned Mathletic tasks for homework!**

## INTERSCHOOL SPORT

Starting Interschool Sport has been a wonderful opportunity to represent our school as well as meet and make friends with different people from other schools. It feels liberating to go out every week and play a sport for EEPS. We are super excited about the weeks to come.

- **Elisabeth, Annika, Daisy, Alissar & Abby 6NC**