I have included information below that builds upon previous newsletters unpacking the 16 elements of Explicit Instruction, also known in education terms as the ‘pedagogy’. Over the next 3 Terms staff will continue to embark on their journeys around Explicit Instruction as the way we teach, student engagement and participation in class have been great.

1. **Focus instruction on critical content.** Teach skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future and match the students’ instructional needs.

2. **Sequence skills logically.** Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.

3. **Break down complex skills and strategies into smaller instructional units.** Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students’ working memory. Once mastered, units are synthesized (i.e., practiced as a whole).

4. **Design organized and focused lessons.** Make sure lessons are organized and focused, in order to make optimal use of instructional time. Organized lessons are on topic, well sequenced, and contain no irrelevant digressions.

5. **Begin lessons with a clear statement of the lesson’s goals and your expectations.** Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.

6. **Review prior skills and knowledge before beginning instruction.** Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.

7. **Provide step-by-step demonstrations.** Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.

8. **Use clear and concise language.** Use consistent, unambiguous wording and terminology. The complexity of your speech (e.g., vocabulary, sentence structure) should depend on students’ receptive vocabulary, to reduce possible confusion.

9. **Provide an adequate range of examples and non-examples.** In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not underuse it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.

10. **Provide guided and supported practice.** In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.

11. **Require frequent responses.** Plan for a high level of student–teacher interaction via the use of questioning. Having the students respond frequently (i.e., oral responses, written responses, or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding, and keeps students active and attentive.

12. **Monitor student performance closely.** Carefully watch and listen to students’ responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

13. **Provide immediate affirmative and corrective feedback.** Follow up on students’ responses as quickly as you can. Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.

14. **Deliver the lesson at a brisk pace.** Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behavior. Use a rate of presentation that is brisk but includes a reasonable amount of time for students’ thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can’t keep up.

15. **Help students organize knowledge.** Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well-organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.

16. **Provide distributed and cumulative practice.**

Yours in learning

Daniel Bishop
Lecturelettes
We have all presented our lecturettes this week. We have chosen to share some interesting facts that we have learned from listening to our classmates.

Ned Kelly had 5 sisters and 2 brothers.—Kyra-Clare
The Eiffel Tower is directly aimed at Mars—Claudia.
Phuwiangosaurus weighed 50 tonnes—Hayden.
Matthew Hayden has been awarded the Order of Australia Medal—James.
Bugs can destroy a whole garden—Matthew
J.K.Rowling has published 8 books—Tara
The male Pachyrhinosaurus frill’s orange and the females’ are black.—BJ
There are many different breeds of pigs—Shiannah
Vampires can turn into insects.—Chris
The first car was built more than 125 years ago—Tommy
Catherine of Aragon had 6 children—Meg
Toads run, they don’t hop.—Clancy.
A Humpback Whale has a heart three times the size of a human.—Grace
Roman soldiers had to stay in the army for 25 years.—Dan
The 797F Caterpillar Dump truck holds 3780 of diesel fuel—Zac
Peru’s population is 22,900,000—Chloe.
Coolangatta has an average of 300 days of sunshine a year.—Ella

Our School Leaders
James, Kyra and Dan were presented with School Captain Badges on Parade. They also received a certificate of congratulations from the local member for Flynn.

Mrs Libby Meikle

PARENT INFORMATION EVENING—NEW INSTRUMENTAL MUSIC PROGRAM
STUDENTS IN YEARS 5 to 7—Interested families welcome
6.30 pm Wednesday 27th March
It is going to be a very busy week for the last week of Term 1. We have testing to complete, finalising assignments and an oral presentation.

### English

On **Monday 25th March** we will see all students dressed up as a character from the book they have been reviewing during classroom lessons. Each student will complete their oral presentation (book review) in front of the class. Students will be marked on the written review and the oral and given 2 separate marks. These will be attached in the communication book once they are graded.

### Mathematics

Students will complete a revision test of concepts taught this term on **Tuesday**. Concepts will include counting forwards and backwards, skip counting, addition and subtraction and fact families. All students have enjoyed accessing Mathletics and are becoming confident when logging on and completing the set lessons. I hope that parents will continue to encourage their child/ren to access Mathletics over the holidays. If you require another copy of their log in details please come and see me.

### Science

We have continued to observe objects that create light and sound in this world around us. Unfortunately due to interruptions from the floods we have not completed our assessment for this unit. All students will complete the assignment task in the first few weeks of Term 2.

### Technology

We have continued to explore inventors and their inventions. Last week and this week we investigated Thomas Edison and the light bulb (along with other inventions he invented). The remainder of this unit will be taught during Term 2. We will continue to look at different inventors and the inventions created over time. At the end of the unit students will invent their own product that will make our lives easier.

### History

We have continued to discuss our families and our life thus far. Students started to record their life on a timeline this week. We discussed important moments in our lives such as starting school, the birth of a brother or sister, broken bones or accidents, visiting a memorable place and so forth. Each student can work on their timeline at home and needs to have it completed by **Tuesday next week**.

### Sight Words

I would like to share that *Jorja Forsythe* was awarded her Aqua certificate and her 200 words rainbow certificate. Congratulations!

**Years 1/2 Rewards Day (End of Term 1)**

Rewards day for those attending will be on **Wednesday**. Students will dress as Pirates and Princesses for our rewards day. We will be cooking after first break and will finish off the day with a Pirates vs. Princesses water fight. We ask that each student bring a water pistol and possibly a towel ??

*Miss Sarah Sullivan.*
In English, we have finished reading Fantastic Mr. Fox by Roald Dahl. We are now busy writing our assessment which is due on Thursday the 28th. We are coming up with our own plan to outsmart the farmers. This will be the main assessment piece for English in Term 1. We performed our Lecturettes on Monday and Tuesday. These Lecturettes were recorded and if children or parents want a copy I can transfer it on to a USB drive. Next term, we will be focusing on persuasive texts.

In Maths, we have been studying multiplication for the last two weeks. We have been picking up our times table with impressive speed and accuracy. We will have a revision test next week on the topics of Number and Place value, Addition and Subtraction, and Multiplication.

In History, we have been looking at different sources, specifically related to how different cultures celebrate the same event. Next week, we will be looking at some of the National days that are celebrated throughout the world.

In Science, we are completing our assessment this week. We are representing the life cycle of a flowering plant, and labelling the parts and processes we know.

In Technology, we will be making sandwiches for our partner on Friday. We are expecting some interesting fillings and hopefully some very delicious ones.

Next Wednesday we will celebrate and reward students in our class for their hard work and for following the school rules this term. The students have decided to dress up, have a picnic and play some outdoor sports and games (weather permitting).

I would like to congratulate the following people on being student of the week for their excellent bookwork:

Week 7: Aiden Blanch
Week 8: Jake Kennedy

Erin Hubbard

Prep/One News

This week we were very excited to attend soccer development training. We had a lot of laughs and a few spills. We learnt in soccer you need to kick the ball……. lots of people bent down to pick the ball up!!

We are looking forward to celebrating our first Rewards Day next week. The students can easily recall the rules of the school and can apply these to most situations. Children are invited to wear free/fancy dress for the day. Please ensure shoes are suitable for playing in and outfits are sunsafe. We will have a picnic lunch. Children to bring their own lunch and I will supply drinks and a ‘surprise’.

We have had a very busy term and our daily routines are running smoothly. Children are aware of where to be and the expectations and are generally working well in their groups. Next week we are looking at the letter ‘Ee’ and will be doing some Easter craft.

Mrs Alex Brimblecombe
Good Times Holiday Activities

Mums and Dads keep the kids entertained during the school holidays with enjoyable activities from the Graham House “Good Times Holiday Activity Program.”

The Program which is open to school aged children, will operate from Graham House Community Centre during the Easter holiday break.

Tuesday 2nd & 9th April - 2pm to 4pm
Thursday 4th & 11th April - 2pm to 4pm

If you would like to know more
Phone Dot - 4169 8405
Graham House Family Support Worker
The ‘Good Times Holiday Activities’ has been funded by PRRR

Other activities and Programs available at Graham House Community Centre

- Community Information
- Information and Referrals
- Self Development Classes
- Parenting Program
- Centres Agency
- Emergency Relief
- GH Community Transport Serv.
- Men’s Individual Support and Group Support
- Meeting Rooms Available
- Coffee, Craft & chat
- Lilli pond Book club
- Community Kitchen
- Broadband for Seniors

Graham House Community Centre

21 Taylor Street East
MURRIN QLD 4605
Phone: (07) 4169 9400
Fax: (07) 4168 3491

COORDINATOR Angela Harrison
Email: angela.harrison@grahamhouse.org.au

FAMILY SUPPORT WORKER
Dot Temp
Ph: 4169 8405
Email: dot.temp@grahamhouse.org.au

Funded by
Queensland Government
Department of Communities

The Family Support Program offers support services to families in the community who are experiencing difficulties.
Garden show catering 20-21 April

We need workers, if you can spare 2 hours we like you or 6 hours we love you, just kidding anytime will be appreciated, jobs will vary depending on where you are comfortable.

We need chefs, if you can bake cakes or biscuits, cook chicken & gravy (for rolls), savoury mince, any ideas for quick delivery foods for the weekend.

Please see our organisers, Faye Kerkow 4168 5180 kerkow@datawave.net.au,
Simone Greer 0408 638 403 brettsimone15@bigpond.com,
Debbie Henderson dhend38@eq.edu.au

Centenary 16-17 November

We are busily organising this event, if you interested in helping or knowing more about the centenary please chat to any of the P&C members.

Uniforms

Our supplier has been held up with the last order but goods will arrive over the holidays, should be ready on the first week of term 2.

If you have any 2nd hand uniforms you would like to donate to the P&C, will be appreciated.

Please see Annette Ashley ashleyfam@bigpond.com or 0429 199 722.

TUCKSHOP MENU CHANGE

Please note that Vanilla Milk 300ml is no longer available.

Fraser Coast Interschool Equestrian Competition

2013 dates - 29th-30th August
Nominations will close on the 9th of August
Nominations through nominate.com.au, will open start of Term 2

FOUND—TOYOTA — REMOTE ENTRY KEY PAD

Please see Jenny in the office if you have lost this.

### Dates to Remember

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>27th March</td>
<td>6.30pm Parent Information Evening—New Instrumental Music Program</td>
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<td></td>
<td>For students in Years 5—7</td>
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<td>28th March</td>
<td>Last day of Term One</td>
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<td>15th April</td>
<td>First day of Term Two</td>
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<td>18th April</td>
<td>6.30pm P &amp; C Meeting</td>
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<td>25th April</td>
<td>ANZAC Day Public Holiday</td>
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