Last week saw the implementation of our whole school guided reading program. Every Tuesday, Wednesday and Thursday from 9.00am-9.30am every student from Year 1 to Year 7 participates in an Explicit Guided Reading session. Groups have been formed based on reading data, collected by teachers during Term 1 and are not year level based. Consequently, students are grouped in "like ability" levels. Group sizes range from 9-12 students depending on the stage of reading the group is at.

A simple one page document has been formulated to develop consistent delivery and language when teaching reading. This program does not detract from the amount of reading currently delivered in class but adds to it. I have included a summarised version of the program below for parents to use at home during reading episodes which will complement the school program. This document is draft 1 and as with every good program will be developed and refined as the process matures.

**Before Reading**

1. Briefly introduce the text by activating or building prior knowledge through questioning and discussion, without looking at book. e.g. Today we are going to read a book about elephants. Who here has seen an elephant before?
2. Show the book to the students, discuss the front cover looking at the picture and predict what the text might be about or what students might expect to learn. Give students a purpose for reading. e.g. we might read these books if we needed to know more about what elephants eat?
3. Read the title, author name/s, illustrator or publisher. Question how the title supports predictions made. Discuss is it F or NF? How do we know this?
4. Allow students time to ‘browse’ or ‘walk’ through book with teacher guidance. Through questioning and discussion get students to identify the setting, characters, clues to the story plot including problems, events and sequence. If it is a NF, discuss contents page, layout, pictures, titles etc.
5. When talking about the book use vocabulary that appears in the book. Point out individual or more difficult words and discuss. Record some more difficult words for easier decoding later on.

**During Reading**

1. Ask students to read independently. This is done softly or silently or ‘whisper reading’, so the teacher can hear them if necessary and they don’t disturb other readers.
2. Students may read the whole text or only selected text pages. This can be done so the whole group can stop at a page and the teacher can discuss and question.
3. The teacher ‘listens in’ on students reading and asks individual students to read to them, observing the readers behaviours for evidence of strategy use.

Look for strategies such as:
- Self-correcting
- Re-reading/reading on
- Using prior knowledge
- Using knowledge of sight words
- Using pictures/text form
- Using word patterns/spelling rules
4. Guide and confirm student’s attempts and successes. Interact with students and assist when appropriate, give prompt and immediate feedback.
5. If some students finish earlier than others, get them to buddy read to each other, or re-read text.

**After Reading**

1. When students have finished reading talk about the text. Invite personal responses from students. e.g. did you like/dislike that character/storyline? Why? What did you learn from this text? Show me where this is in the text.
2. Assess students understanding of what they have read through questioning.
3. Return to the text for one or two teaching opportunities to discuss ideas, storylines, challenging words, and interesting parts. Prompt with questions and keep the conversations brief and focused.
4. If time, allow students to re-read text with a buddy, or continue reading independently.
5. If time, complete written comprehension activities.

Yours in learning

Daniel Bishop
1/2 Class

**English**

The whole class have been reading a number of fictional texts in class. Next week we will choose one book to demonstrate how to write a bibliography from a character’s point of view. We have started a half hour session on editing every week. Sentences are written on the board incorrectly, students are then asked to highlight the errors and rewrite the sentences correctly.

We have started our whole school guided reading lessons. Students have been grouped according to their reading level throughout the school. Guided reading lessons will be on Tuesday, Wednesday and Thursday. Home readers will be allocated to your child/ren by their reading teacher.

**Mathematics**

Mrs Webber’s group has continued to review number in maths this week and looked at skip counting and number patterns. The main focus is using our 100s board to complete questions. My group continues to work on more difficult number patterns and place value up to thousands using MABs and number expanders.

I hope students are still logging into Mathletics at home and continue with revision lessons on number.

**Technology**

This week we are making our display wall of famous inventors. Students have been working hard to complete posters on their chosen inventor. We have been designing a plane after learning about the Wright Brothers. This afternoon we completed a test flight and students competed against one another to see which plane flew the longest distance.

**High Expectations Handwriting Award**

Darcy Mitchell 😊

**Green Slips**

Cooper Mollenhauer for neat homework.

Jorgia Brown for being an exceptional helper all week and for responsible behaviour.

Ty Keliher for his brilliant design and labelling skills in our Technology lessons.

**Miss Sarah Sullivan.**

**ANZAC Day**
**3/4 News**

We are right into the swing of things in 3-4 and have been working very hard in class. In English, we have discussed what persuasion is, where we see it and use it in our real life and have now started writing some persuasive paragraphs. We have learnt that a paragraph contains topic sentences and detail sentences. This week, we will begin writing persuasive arguments on a range of topics that interest us.

In Maths, we have finished looking at chance and data and have begun a unit on fractions. This week we are concentrating on reading, modelling and representing different fractions and understanding that a fraction is part of a whole. We will also look at fractions of a collection and solving simple fraction problems.

In History, we discussed ANZAC day and have learnt what it means to be an ANZAC and the origins of ANZAC day. We wrote about what the ANZACs would have heard, seen, and felt as they arrived in Gallipoli, Turkey on the 25 April, 1915.

In Science, we have been studying the features and characteristics of soil samples and this week we will create a soil solution which we will observe over the next couple of weeks.

In Art, we have started exploring tessellating art. We looked at the work of artist M.C. Escher who created wonderful tessellating art using mostly animal images. We experimented with basic shapes to see which ones would tessellate. Last week, we began creating our own tessellating stencil and are going to use it to create a tessellating bookmark.

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

*Week 2: Larissa Ramke*

*Week 3: Willow Sleeman*

I encourage parents to ensure their child is completing their homework every night and that this homework is signed. This means the spelling, maths, and reading diary all need to be signed.

*Erin Hubbard*

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**Year 5/6/7 News**

We are continuing our Australian colonial history studies and have been allocated a historical figure or event for our lecturelettes this term. We are sharing some facts we are learning on the way.

Lecturette Check Dates - 14th May—Research Outline due — 31st May - Palm Card Done — 10th June present

In History’s page..

Federation was in 1901. Kyra. Peter Lawlor was the leader of the Eureka Stockade. Shanon. Eureka means “I have found it”. Dan. Caroline Chisolm was on the paper $5 note, Chloe. The Eureka Stockade lasted for only 20 minutes. Burke and Wills arrived eight hours after the party left the dig tree.Zac. Nancy Bird couldn’t reach the pedals of her airplane without the assistance of cushions. Meg. Children were used in gold mines, many died. Hayden. The Eureka Stockade happened on bakery hill. Chris. Allan Cunningham was named after his father. BJ. A rich seam of gold in Ballarat was called the Eureka Lead. Shiannah. Queensland became a separate colony in 1859. Tara. The Government wanted people to have licences to go on the gold fields. Grace. Children had better eyes for spotting gold than adults. Matthew. In 1790 the second fleet arrived with no supplies but lots of sick convicts. Kaylea. The first fleet arrived in 1788. Tommy. Men started to quit their jobs because they had ‘gold fever’. Ella. The miners did not cooperate with the licensing system. Claudia. The Australian Labour Party was started after the Shearer’s Strike of 1891. James.
The Centenary committee is compiling a recipe book that will be released in 2013 to coincide with the school’s centenary celebrations.

We would like every family currently involved in the school to be in the recipe book. At this stage we are calling for one recipe per family. (Please, no more scone recipes). If you would like to be involved, please supply the recipe along with your child/children’s names and drop it off at the office, or if you have an electronic copy please email direct to Kate Scott at katescott8@bigpond.com

CENTENARY RAFFLE

If anyone would like to donate any NEW items to be used as prizes in our Centenary Raffle, please see SHANE UREN or phone 0477 440 732.

CENTENARY NOVEMBER 2013—LET’S CELEBRATE!

You’re Invited to our “All Stars” Book Fair!

Where every reader is a star!

Family involvement in reading activities can have a strong, positive impact on a child’s educational achievement. Come to our book fair and help strengthen the most important skill children can develop – Reading! Have fun choosing together or browse on your own. Students will have the opportunity to fill in ‘wish lists’ during lunch hours Monday, Wednesday and Friday.

Dates : Monday 20th May through to Friday 24th May
Times: Open 2:30-3:30pm daily and 8:30-9:30am Friday only
Location: Wheatlands School Library

Wide selection of books and novelty items for sale from as little as $1 including pens, rubbers, sharpeners, posters. Bargain book packs and heavily discounted books on offer. Cash sales only.

Don’t forget to enter and celebrate National Family Read More in May Month. It’s easy to enter, simply visit:


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