Literacy, Numeracy & Religious Instruction Information Evening
Plan for the evening

• Overview of learning in 21C & AusVELS
• RE (Marcia)
• Literacy (Judy)
• Mathematics (Monica & Irene)
What guides us in educating our children?

This is the 21st century

Youtube link: http://www.youtube.com/watch?v=GegtmIJPdrM
What guides us in educating our children?

AusVELS

- Victoria’s version of the Aust Curriculum
- Gives us the content of what to teach but not the how
AusVELS

Physical, Personal & Social Learning
- Civics & Citizenship
- Health & PE
- Interpersonal Development
- Personal Development

Discipline Based Learning
- The Arts
- English*
- Economics
- Geography*
- History*
- Languages
- Mathematics*
- Science*

Interdisciplinary Learning
- Communication
- Design, Creativity Technology
- Information & Communication Technology
- Thinking Processes

* Australian Curriculum
Turn and Talk

How is this different to your experience of schooling?
### 3 STRANDS

**Language:** knowing about the English language

**Literature:** understanding, appreciating, responding to, analysing and creating literature

**Literacy:** expanding the repertoire of English usage.

### 3 MODES

**Reading & Viewing**

**Writing**

**Speaking & Listening**

Although represented as separate strands and modes, all are interrelated.
How Literacy Practices are Changing

Increased emphasis on:
• Promoting integrated language development
• A literature-based approach to learning language
• A teaching approach that sees making mistakes in language as inevitable and necessary for learning
• Reading for meaning
• Reading selected according to interest level
• Making culturally diverse reading material available

Decreased emphasis on:
• Teaching language as isolated strands
• Using skill-drill texts and workbooks to learn language
• A teaching approach that focuses on encouraging students not to make mistakes in language
• Decoding only for accuracy
• Reading selected according to decoding level
• Having only monocultural reading materials available
How Literacy Practices are Changing

**Increased emphasis on:**
- Focusing on meaning when reading and writing
- Encouraging appropriate cooperative discussion in the classroom
- Writing as a process
- Developing a range of independent spelling strategies
- Using language for creative problem solving and information processing
- A range of appropriate assessment methods such as conferencing, miscue analysis, and writing sample analysis

**Decreased emphasis on:**
- Focusing primarily on accuracy when reading and writing
- Enforcing silent, individual work in the classroom
- Writing only as a product
- A dependence on the teacher as the only source of correct spelling
- Using language for rote learning
- Standardized reading and writing assessments
Students learn to:

- Listen and respond to a range of texts, and to the ideas and opinions of others
- Improve fluency and accuracy when speaking
- Recognise that oral language needs to be appropriate to the audience and to the purpose (and adjust when necessary)
Students use speaking to:

- explain
- ask and answer questions
- tell stories
- describe events
- discuss
- give reports or instructions
- talk about needs, feelings, ideas or opinions
- argue
- persuade
- share
- explore ideas
- reflect
- analyse
What Speaking and Listening looks like at school:

- Following instructions
- Classroom presentations/talks
- Sharing time
- Group work
- Class discussions
- Think/Pair/Share
- Turn and talk
- Giving and receiving feedback
- Readers’ Theatre
- Role play & drama
- Circle time
- Listening activities
- Debates
- Questioning and responding
- Speaking to small groups/whole class/school
READING & VIEWING
WRITING
Students learn to:

Read, view and write for enjoyment, instruction and information

Recognise and appreciate the variety of literary styles, genres and structures; poetry, plays and stories; creative, informative, instructional, persuasive and reflective texts

Understand and apply a variety of structures, strategies and literary techniques e.g. Spelling, grammar, prediction, plot, character, punctuation, voice
Reading and Writing Development

Learning to read and write is a very complex process.

All children are different and their reading and writing development varies.
Reading Strategies

• Meaning, structure and visual cues
• Cross-checking
• Self-correction
• Reading on

• Chunking
• Predicting words
• Fluency
It ___________ across the grass.

We can complete the sentence using our knowledge of how language works. (Only an action word or verb can be used here.)

Sophie watched the kitten.
It ___________ across the grass.

Now that we know the story is about a kitten, we are able to choose a suitable word.

Sophie watched the kitten.
It r___________ across the grass.

Our knowledge of letters and their sounds, together with the way words look, further help us to choose the right word.
3 Sources of Information

- Meaning
- Structure
- Visual
Reading Strategies

- Meaning, structure and visual cues
- Cross-checking
- Self-correction
- Reading on
- Chunking
- Predicting words
- Fluency
Comprehension Strategies

- Activating prior knowledge
- Questioning
- Summarising
- Synthesising
- Evaluating
- Visualising
- Making connections (to self, text, world)
- Inferring
- Vocabulary extension
- Monitoring comprehension
What reading looks like in the classroom

- Shared Reading
- Guided Reading
- Readers’ Theatre
- Independent reading
- Reading Response
- Big Books
- Interactive White Boards
- Buddy/Paired Reading
- Cloze activities
- Reading Games
Some examples of what Reading & Viewing looks like in the classroom
Teacher reading to whole class
Teacher reading to whole class
Teacher reading to whole class
Teachers working with small groups
Parents working with small groups
Students working in pairs
Note taking
Teachers working with one child
Teachers working with a small group & children working independently
Use of ICT to view visual texts
Independent reading
Students reading to other students
Thinking about characters
Making connections

Fox, by Margaret Wild.

Text to Text,

On the news, a couple of years ago, a lady lost her leg and person was lacking care of her but she left and went to some won oh.

Text to self,

I felt sad when my best friend left me and they would not come back.

Text to World,

Dogs. Dogs are normally man's best friend but they are cute and cuddly to girls as well but when there puppy...
Reading Response - Fiction

- Text to text, self and world
- Open minded portrait
- Double Entry Journal

Making connections
Links to other curriculum areas
Making books
iPads
Use of computers
Photos
Photos
Photos
How to support reading at home

- Encourage your child to talk about books and their reading with other members of the family
- Read with your child regularly - early readers benefit from hearing good readers and this is an opportunity to share and discuss information presented in texts
- Give encouragement and praise whenever your child chooses to read
- Talk about characters, settings, plots and events in texts
- Encourage your child to read a wide variety of texts
- Encourage your child to express their opinion about texts, to justify their reactions
- Encourage your child to try different ways to work out a word they don’t know (3Ps-Pause, Prompt, Praise)
- Discuss the meaning of unknown words
A word on ‘take home’ books

- Books may be read TO/WITH/BY the child
- Remember the 3Ps-Pause, Prompt, Praise
- Keep it an enjoyable and positive experience
- Books may be read more than once—even many times!
- Familiar books can be used to practise reading fluently and with expression
- Don’t focus on levels or allow children to become too aware of these
- Continue to listen to the independent readers read aloud on a regular basis
- Regular, shorter sessions are more beneficial than fewer, longer sessions
## Why Your Child Can’t Skip Their 20 Minutes of Reading Tonight

<table>
<thead>
<tr>
<th></th>
<th>James</th>
<th>Travis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads</td>
<td>20 minutes per night, 5 times per week</td>
<td>reads only 4 minutes per night ... or not at all</td>
</tr>
<tr>
<td>In one week:</td>
<td>100 minutes of reading</td>
<td>20 minutes of reading</td>
</tr>
<tr>
<td>In one month:</td>
<td>400 minutes of reading</td>
<td>80 minutes of reading</td>
</tr>
<tr>
<td>In one school year (9 months):</td>
<td>3600 minutes of reading</td>
<td>720 minutes of reading</td>
</tr>
<tr>
<td>By the end of sixth grade:</td>
<td>21,600 minutes of reading</td>
<td>4320 minutes of reading</td>
</tr>
</tbody>
</table>
Which student would you expect to read better?
Which student would you expect to know more?
Which student would you expect to write better?
Which student would you expect to have a better vocabulary?
Which student would you expect to be more successful in school and life?
How do you think each student will feel about himself as a learner?
Writing is developmental

Children progress through stages as they
Role Play Writing

Children will experiment with marks to represent written language.

Children are beginning to understand that writing is used to convey meaning or messages.

As their understanding about sound-symbol relationships has not yet developed their writing is not readable.

It is important to know what they have written by asking them to read their writing to you.
Example of Role Play

MY WILD ANIMAL REPORT
ABOUT

JACK

We saw the ‘Tweenies’ today.

SARAH
2001

MOM

COLOR

5

H

S

BAGLE
Early Writing Phase

Children will produce a small range of texts that exhibit some of the conventions of writing eg, retells, reports and weekend news.

At this stage your child will have a small bank of high frequency words that they spell correctly eg, and, they, come, have

When writing unknown words they rely on phonic knowledge
Seahorses:
A seahorse is a fish.
A seahorse has a very small tail.
A seahorse has a backbone.
A seahorse has two fins on it.
A seahorse lives in the ocean.

Dear Brandon,
We call Fall Autumn. Have you been to Disneyland? My name is Jeremy. You have a Super' name. I have brown hair. I look like my mum. We call French fries chips. Have you got a sister? I do. Her name is Olivia. I have a fish and a dog.

His name is Rupert. He's very cute. I would love to go to Spokane. It is going to fun having a pen pal. At Christmas time I go to the beach because it is very very hot. I have to go now so bye from Jeremy.

The beach
I went to the beach. It was fun because my Mum got her popcorn stolen by the seagulls and I said, "don't bring popcorn next time" and she didn't.

Shaelyn
Transitional Writing Phase

Transitional writers show increasing control over the conventions of writing such as punctuation, spelling and text organisation.

They consider audience and purpose when selecting ideas and information to be included in texts.

They compose a range of texts including explanations, narratives, brochures and electronic presentations.

Writing shows evidence of a bank of known words that are spelt correctly.

Transitional writers are moving away from a heavy reliance on sounding out and are beginning to integrate visual and meaning-based strategies to spell unknown words.
Dear Loving Mother,

I would like for you to consider these long lasting shoes. The ones that I have now are old but the Katy Christian Ministries wouldn't even except them as a donation.

They are the best because my feet stopped growing yesterday so I won't need anymore. As you can see everybody in my class has them. Everyday I know that everone will be wearing them because they're so trendy! They'll also last me for ages people test them at shoe factories to make sure they don't fall apart! If you buy them I will always do everything you ask me. (Even wash the dishes)

Love your sweet daughter,
Natalie

P.S. - I've noticed you looking better and thinner everyday.
Conventional writers demonstrate control over the conventions of writing and most components of the writing process.

They adjust the language and content to suit specific audiences and purposes.

They craft a variety of literary and informational texts, such as biographies, web pages and documentary scripts.

They use an increasing bank of known words and select from a wide vocabulary.

They integrate a range of strategies to spell unknown words.
Example of Conventional Writing Phase

The 20th July is Kola Day. This started in 1995 as an annual event. The kola became an African icon. When European settlers arrived in Australia there were ten million kolas. Now approximately one hundred thousand remain.

People were inspired to do something for this African icon so they established a colony of ten thousand kolas on Kangaroo Island. Now there are thirty thousand kolas. Because this program has been successful they need to call some of the kolas. Some think this is too brutal. If this continues they fear they will become extinct in thirty years. Instead these people think the kolas should be relocated and more trees should be planted.
What writing looks like in the classroom

Modeled Writing

Guided Writing

Independent Writing

Deconstructing Texts

Revising, Editing

Using Word Sources – Dictionaries/Charts
• Wednesday
• Vacuum
• obstetrician
• accommodation
• colonel/kernel
Helpful spelling strategies

How the word sounds may help
- Say the word slowly so each sound can be articulated.
- Use sound/letter charts.
- Focus on letter identification.

What the word looks like may help
- Recall how the word looks from memory.
- Try writing the word several ways and decide which looks best.
- Recognise and apply visual patterns, e.g. I know how to spell main, so I can spell strain, brain.

What I know about the word may help
- Apply analogies for why the word is spelt that way.
- Build on words already known to get unknown words, e.g. I can spell the compound word birthday because I know how to spell birth and day and it means the day I was born.
- I can spell dahlia because I know it was named after a botanist called Dahl.
- If I can spell jump I can spell jumps, jumped, jumping, jumper.
Prompts for spelling strategies

When the child asks ‘How do you spell…?’, encourage the child to HAVE A GO first.

Then:

Say the word slowly. What sounds do you hear? What letters might you use to make that sound?

Circle the part of the word you think is wrong. What else do you think might go here?

You know how to spell ball. How do you think you would spell small?

Where else might you find the word?
Learning words

If a word is used regularly by the child in writing, provide help with learning to spell the word after writing.

Ask the child to:
- look at the whole word carefully
- close their eyes and picture the word in their mind
- say the word and trace it in the air
- say the word again
- write the word
- check their spelling with the correct word.
Phonological
(Sound)

Some words are written the way they sound

- shop
- frog
- went
- mat
- spider
We remember some words by how they look.

- was
- because
- who
- although
- one
Morphemic
(Meaning)

The parts that go together to make a word

playing  looked  rewind  jumper

un + safe  ly

undo
Etymological
(Word origins)

Where words came from and what they mean

telephone
triangle
transport
aeroplane
bicycle
What will Writing & Spelling look like in the classroom?
Talking about spelling patterns
Talking about spelling patterns
Talking about spelling patterns
Making lists
Strategies for writing

- listen
- I know it!
- Look around the room
Spaces
- Paddy
- Harry
- Fabien
- Connor
- Jacob
- Jamie

Writing Strategies
- Look around room
- For words

- Liam
- Charlotte
- Cat
- Gene
- Cooper
- Ayesha
- Makanya
- Stef
- Ebony

- Ben
- Tom
- Jack
- Oliver
- Audrey
Handwriting
Drafting and editing writing
Checking spelling
Finding spelling patterns

December  roller coaster  jogger  water  dancer  tiger  brother  sharpener
number  teacher  fighter  viper  weather  feather  helper  rubber  another
sister  September  batter  paper  critter  other  Mother  October  Jonker
river  plumber  painter  cluster  sticker  Father  wrapper  robber
Finding spelling patterns

- holiday, holidays
- monkey, monkeys
- baby, babies
- puppy, puppies
- poppy, poppies
- boy, boys
- jelly, jellies
- city, cities

- When there is a consonant between the y and you change it to ies
- Does this always happen?
Dear Mum and Dad,

May I have a game that I would really enjoy to playing - don’t worry about thinking that it’s a bad game because I have already seen videos and trailers for it online. It’s called “From dust”. It’s my kind of style with elements and it’s not violent. You make paths out of the earth, sand, rocks etc, and you create amazing landscapes by shifting the earth’s natural elements. In this game you can make anything... with anything! This game is cheap at only $15:00

I think this would be a great game to buy me because It will inspire me to make more stuff outside, like cubby houses, spears, magical staffs and farms. Please Mum and Dad
How can you help at home?

Provide opportunities for your child to see you write and to write themselves e.g. shopping lists, greeting cards, notes, signs, messages, emails

Always value what they have written, even if you can’t read it!

Support spelling attempts and praise their willingness to “have a go”.

Read with your child. Reading aloud helps with vocabulary

Talk about how the different ways texts are organized, e.g. recipes, comics, newspapers, stories
Have Fun

Remember to enjoy the experience of learning in these primary years of schooling.

The partnership between home and school is extremely important.
Jump.
Jump, jump.
Oh, oh, oh.
Oh, oh.
Oh, jump.

Run.
Run, Dick.
Run, run.
See, see
See Dick run.

WRITING (& Spelling)
Handwriting
What you will see in the writing classroom

Teacher to whole class
writing classroom

Teacher to whole class
What you will see in the writing classroom

Teacher to whole class
writing classroom

Teacher to whole class
### AusVELS

#### RE (Marcia)
- Civic knowledge and understanding
- Community engagement

#### Literacy (Judy)
- Reading and viewing
- Writing
- Speaking and listening

#### Mathematics (Monica)
- Movement and physical activity
- Health knowledge and promotion
- Building social relationships
- Working in teams
- The individual learner
- Managing personal learning

<table>
<thead>
<tr>
<th>Physical, Personal and Social Learning</th>
<th>Disciplined-based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics and Citizenship</td>
<td>The Arts</td>
</tr>
<tr>
<td>Civic knowledge and understanding</td>
<td>Creating and making</td>
</tr>
<tr>
<td>Community engagement</td>
<td>Exploring and responding</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>English&lt;sup&gt;AC&lt;/sup&gt;</td>
</tr>
<tr>
<td>Movement and physical activity</td>
<td>Reading and viewing&lt;sup&gt;AG&lt;/sup&gt;</td>
</tr>
<tr>
<td>Health knowledge and promotion</td>
<td>Writing&lt;sup&gt;AC&lt;/sup&gt;</td>
</tr>
<tr>
<td>Interpersonal Development</td>
<td>Speaking and listening&lt;sup&gt;AC&lt;/sup&gt;</td>
</tr>
<tr>
<td>Building social relationships</td>
<td>The Humanities</td>
</tr>
<tr>
<td>Working in teams</td>
<td>Humanities knowledge and</td>
</tr>
<tr>
<td></td>
<td>understanding</td>
</tr>
<tr>
<td>Personal Learning</td>
<td>Humanities skills</td>
</tr>
<tr>
<td>The individual learner</td>
<td>The Humanities – Economics</td>
</tr>
<tr>
<td>Managing personal learning</td>
<td>Economic knowledge and</td>
</tr>
<tr>
<td></td>
<td>understanding</td>
</tr>
<tr>
<td></td>
<td>Economic reasoning and</td>
</tr>
<tr>
<td></td>
<td>interpretation</td>
</tr>
<tr>
<td>The Humanities – Geography</td>
<td>The Humanities – History&lt;sup&gt;AC&lt;/sup&gt;</td>
</tr>
<tr>
<td>Geographic knowledge and understanding</td>
<td></td>
</tr>
<tr>
<td>Geographical skills</td>
<td></td>
</tr>
<tr>
<td>The Humanities – History&lt;sup&gt;AC&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>
Overview of learning in 21C & AusVELS

RE (Marcia)

Literacy (Judy)

Mathematics (Monica)
Plan for the evening

Overview of learning in 21C & AusVELS

RE (Marcia)

Literacy (Judy)

Mathematics (Monica)
Plan for tonight

Overview

11:00 am

Introduction
Add a second line of text here

1:00 pm

Discussion Item Two – A Placeholder for text
Add a second line of text here

2:00 pm

Discussion Item Three – A Placeholder for text
Add a second line of text here

12:00 pm

Discussion Item Four – A Placeholder for text
Add a second line of text here

Discussion Item Five – A Placeholder for text
Add a second line of text here
Main Content Page Layout

Add a subtitle here

• This text is a placeholder.

Here is the second level.

You may change this text

Here is the third level

Formatting is controlled by the slide master and the layout pages.

There is a third level

And even a fourth level
<table>
<thead>
<tr>
<th>COMPARISON OF ITEM ONE</th>
<th>COMPARISON OF ITEM TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a place holder for item one. Item one can be text, a picture, graph, table, etc.</td>
<td>This is a place holder for item one. Item one can be text, a picture, graph, table, etc.</td>
</tr>
<tr>
<td>Here is level two</td>
<td>Here is level two</td>
</tr>
<tr>
<td>Here is level three</td>
<td>Here is level three</td>
</tr>
<tr>
<td>Level 4</td>
<td></td>
</tr>
<tr>
<td>Level 4, you may add more text or delete this text.</td>
<td></td>
</tr>
</tbody>
</table>
A One Column Page Layout

A Second line of text can go here.

A content placeholder. Use for text, graphics, tables and graphs. You can change this text or delete it.

Here is a placeholder for more text. You may delete this text.

Here is a placeholder for more text. You may delete this text.
Two Picture Page Layout
A second line of text here

A placeholder for text for the first picture
More information can be added here by changing this text.

A placeholder for the second picture
More information can be added here by changing this text.
Three Picture Page Layout

A second line of text may go here.

A description of the first picture. You may change this text.

A description of the second picture. You may change this text.

A description of the third picture. You may change this text.

A description of the first picture. You may change this text.

A description of the second picture. You may change this text.

Images from PresenterMedia.com
A second line of text can go here.

Table Page Layout

Here is the description of the table. You may change or delete this text as you wish.

This chart is compatible with PowerPoint 97 to 2007.

Here is a placeholder for more text and description of the chart. Changing this text will not interfere with the formatting of this template.

<table>
<thead>
<tr>
<th>Geographic Region</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>1254</td>
<td>1254</td>
<td>1254</td>
<td>1254</td>
</tr>
<tr>
<td>Europe and Asia</td>
<td>324</td>
<td>324</td>
<td>324</td>
<td>324</td>
</tr>
<tr>
<td>Australia</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>South America</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Canada</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mexico</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTALS</td>
<td>1614</td>
<td>1614</td>
<td>1614</td>
<td>1614</td>
</tr>
</tbody>
</table>
Here is the description of the chart. You may change or delete this text as you wish.

This chart is compatible with PowerPoint 97 to 2007.

Here is a placeholder for more text and description of the chart. Changing this text will not interfere with the formatting of this template.
Here is the description of the chart. You may change or delete this text as you wish.

This chart utilizes features only available with 2007.

Here is a placeholder for more text and description of the chart. Changing this text will not interfere with the formatting of this template.
Here is the description of the chart. You may change or delete this text as you wish.

This chart utilizes features only available with 2007.

Here is a placeholder for more text and description of the chart. Changing this text will not interfere with the formatting of this template.
This chart utilizes Smart Art which is feature in PowerPoint 2007. If you wish to make charts like this and don’t have PPT 2007, we have provided the graphical elements to help you build this yourself.

Here is the description of the chart. You may change or delete this text as you wish.

Here is a placeholder for more text and description of the chart. Changing this text will not interfere with the formatting of this template.
This chart utilizes Smart Art which is a feature in PowerPoint 2007. If you wish to make charts like this and don’t have PPT 2007, we have provided the graphical elements to help you build this yourself.

Here is the description of the chart. You may change or delete this text as you wish.

Here is a placeholder for more text and description of the chart. Changing this text will not interfere with the formatting of this template.
This chart utilizes Smart Art which is a feature in PowerPoint 2007. If you wish to make charts like this and don’t have PPT 2007, we have provided the graphical elements to help you build this yourself.

Here is the description of the chart. You may change or delete this text as you wish.
Animation Page
Make an Impact in your presentations by adding some themed PowerPoint animations.
To be successful speakers we need to:

- know procedures *i.e. introductions, phone calls*
- demonstrate social conventions *i.e look at speaker, wait for turn to speak*
- speak confidently
- be aware of our audience
- use correct tone and style
- use volume appropriate to the situation
- use facial expressions and gestures
- be able to speak to large or small groups
Students use the following types of listening:

- appreciative-for enjoyment or relaxation
- purposeful-for accuracy, attending to one person or sound
- discriminative-for gaining specific information
- analytical-for gaining specific information and giving a response
- marginal-listening when there are distractions in the background
SPEAKING & LISTENING

To be successful listeners we need to:

• value listening\-prevent interruptions when others are listening
• attend to the speaker
• try to eliminate distractions
• engage in conversation (practising speaking and listening)