

# TERM 2: GRADE 5 CELEBRATORY NEWSLETTER



## Important Dates

DATE	EVENT
Friday, June 28th	End of Term 2 (Early Dismissal at 2:10 PM)
Monday, July 15th	First day of Term 3
19th–23rd August	Book Week

### English

In Reading, our Grade 5 learners began the term by continuing their focus on **Inferring**. Students made inferences about characters traits, motivations and actions as well as inferred the main idea of a range of fiction and non-fiction texts. Students then began a unit on **Making Connections**, which focused on students making a range of deeper level text to self, text to text and text to world connections. Recently students began a new focus on **Questioning**. Students are focusing on the questions that readers ask before, during and after reading to gain a deeper level of understanding about a text. As part of our comprehension focus, students have been learning to organise and demonstrate their thinking through the use of their reading journals and goal books.

Our Grade 5 learners have also been reading and comprehending the quirky adventures of Coraline,

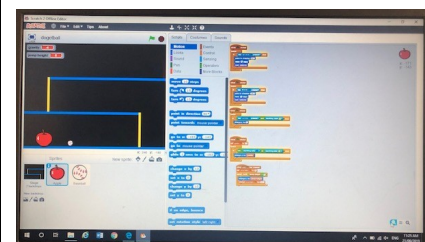
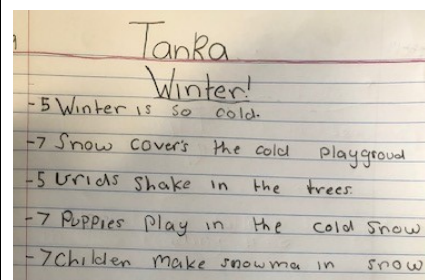
In Writing, our Grade 5 learners spent the first few weeks of term revising the structure and language features of **narrative** texts. They have enthusiastically launched into an engaging unit on **Poetry**. Students have been exploring range of poetic structures as well as language devices that writer's use to paint vivid mental images in the readers mind. This unit is concluding with students having developed a poetry anthology of their works.

#### Student Reflections on Reading and Writing:

*In Reading in 5S we have been learning about the connections that we can make which are TT, TW and TS. We have two Literature Circle groups and one Reciprocal groups. We also have other groups that get together and read short, sharp texts. We have also learnt about character motivations, character traits and character changes. 5S students*

*We are learning how to make connections about a text that we read in reading. The connections that we are looking at are Text-to-text, Text-to-self and Text-to-world. Connections help me to understand what I'm reading and to make links in my brain to other things I've read, seen or experienced. When I make a good connection while reading, it helps me to understand the text. Sheldon 5B*

*For writing, we have been doing Tanka poetry, normal poetry, and haiku poetry. Tanka poetry are 5 7 5 7 5 7 syllables and a haiku poem has 5 syllables. We have been doing line poetry. Line poetry doesn't have to rhyme or anything, it just has to be a normal poem that's not that long but short enough for the audience to read.. Shaianne 5B*



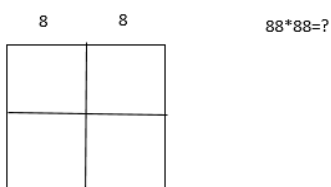
### Mathematics

Our Grade 5 mathematicians will began Term 2 with a focus on the **four operations**– addition, subtractions, multiplication and division. Students continued to develop a range of mental skills to speedily solve problems. Our learners were also exposed to a variety of different written and mental strategies that extend beyond basic number facts to add, subtract, multiply and divide large numbers. Students applied these strategies to a range of real-world problems.

Towards the end of term, our Grade 5 mathematicians spent some time extending their skills with the four operations and applying this to solve a range of **area and volume** related problems.

#### Student Reflection on Mathematics:

*I learnt another multiplication strategy to solve a multiplication problem or a bigger problem . It's called the area model. I learnt another division strategy to solve a division problem or a bigger problem called long-division. Abdelkarim 5B*



### Inquiry

Our Grade 5 learners explored laws and how they are made through our topic '**Law and Order**'.

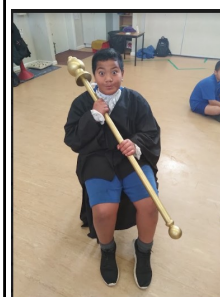
Students developed an understanding of how Australia's legal system aims to promote equality and justice for all. The key questions for this topic were:

- How are laws developed and enforced in Australia?
- What does it mean to be an Australian citizen?
- How does the Australian legal system compare to that of other countries (e.g. Asia and Europe)?

On Friday the 31st of May, students participated in an incursion called Parliament Process. Through this, students developed an understanding of how a law is developed and passed through parliament. It was a fantastic incursion where students formed a government, voted and passed a bill.

#### Student Reflection on Inquiry:

*In Inquiry, we have been working on learning the process of how a law is made. We have started our projects about our own law/bill we would like to pass and writing the process of how a bill becomes a law. We know about the House of Representatives and the Senate, along with the Governor-General. We have completed lots of research for our projects and topics. 5S students*

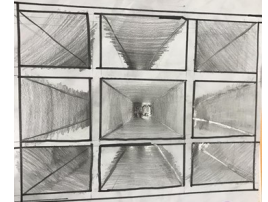
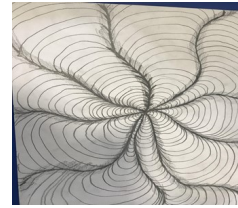


On behalf of the Grade 5 team, we wish our learners a safe holiday period. We look forward to seeing you again in Term 3!

# TERM 2: GRADE 5 CELEBRATORY

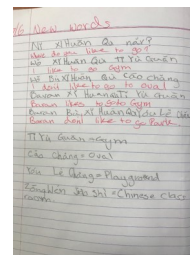
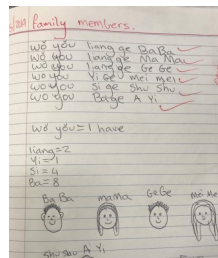
## Art

Term 2 has been interesting and loaded with technique for the grade 5's. The students have been learning to draw Picas inspired faces through instructional drawing to demonstrate their knowledge of complementary colours. They have used their complementary colours to explore contrast that enhances their artworks. The grade 5's have also been working with curved lines to create optical illusions and 3D effects through technical drawing. Most of the students were working on Tornado illusions, which require a lot of technical skill level to create the desired 3D effects. The grade 5's have also worked on 1-point perspective drawings using a variety of lines and shading to create depth of field. It has been a fantastic semester working with the grade 5's on colour theory, lines and technical drawing and I look forward to continuing with more 3D work with them leading into Term 3, as requested by the students.



## Chinese

This term in Chinese, Grade 5 students focused on creating Chinese dialogues and writing Chinese characters independently. Using the proper symbols, they learnt about family members, foods and drinks, and different locations they go to in Chinese (like park, cinema, school and library). Grade 5 students were able to use Chinese to express where they wanted to go and ask someone where they would like to go. They used Chinese as much as they could in the classroom, creating simple dialect, for example, "I would like to go to the toilet please", "absent" and others. We learned how to translate sentences between Chinese and English, and discussed how the Chinese language has a particular sentence structure. They started to become more aware that the Chinese language is characterised by diversity in spoken and written forms.



English	Pinyin	Chinese characters
Mother	Mama	妈妈
Father	Ba ba	爸爸
Older sister	Jie jie	姐姐
Older brother	Ge ge	哥哥
Younger sister	Mei mei	妹妹
Younger brother	Di di	弟弟
Uncle	Shu shu	叔叔
Aunt	A yi	阿姨

## Physical Education

Our grade five cohort has been working hard at using strategy in every net and wall game, as well as manipulating the object they are propelling to help them achieve points to benefit them. With that note, our students have also grown as team players by playing doubles, making sure they communicate their strategy and thinking with their teammate. After a successful unit, our grade fives then reflected on their previous year of athletic events. From there, they were able to determine which events they would like to focus on and set their goals around that.

Well done this term everyone, let's take a break, hydrate and get ourselves ready for a fun filled term 3!

## Science

Grade 5's have been studying the characteristics of light. They have devised study questions to explore and investigate shadows this term. They now know how light travels, why shadows change shape and how light makes objects in water look larger! They have also discovered that white light is made up of lots of different colours. They have recorded their thoughts on a class chat-board.

