

# LEADING LEARNING AT MODBURY P-6

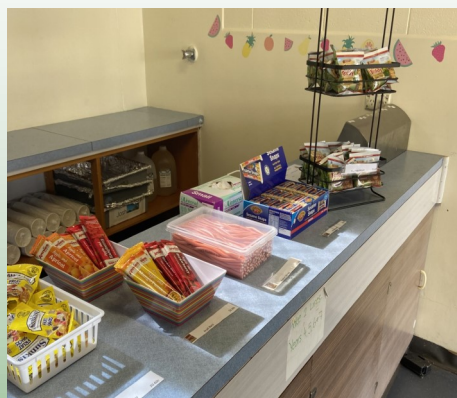


## Edition 1—Week 6, Term 2

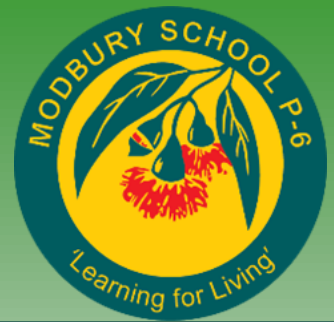
High quality teaching and learning is at the heart of what we do each and every day with each and every child. Our new 'Leading Learning at Modbury P-6' is our way of sharing with our families, learning opportunities from all communities and across all learning areas from our Pre-school through to Year 6 twice a term. Authentic learning is more than students learning particular skills, it's about putting their knowledge into real-life learning context. Learning is about engaging all students, in opportunities that interest them and where they feel they are successful.

### Learning Community C—Mr Venter and Mrs Talbot

Learning C have been working incredibly hard this term in bringing back to life our school canteen. This initiative forms a component of the student's curriculum and engages them with real life literacy and numeracy concepts. This type of 'project-based learning' allows students to put their knowledge and skills into something worthwhile, for both themselves as well as a way of fundraising for the school and giving back to the community.



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## Learning Community C—Mr Venter and Mrs Talbot..... Cont'd

Evaluating and feedback is an important step in the learning cycle to improve student outcomes. It is always important to hear their voice about how successful they feel they are being, listening to them being able to articulate what they are learning about and the next steps in their learning. The students have provided some wonderful insights into their project-based learning—canteen venture.

## Canteen Learning Project Feedback

POSITIVE

We have seen an increase in student engagement at this project has progressed, particularly in terms of being involved in something for the wider community

-Teacher feedback

It has helped us learn how to be patient because we cant all help or get things from the canteen at once

- Student

We used persuasive skills to create posters for advertising. It was good that the work we did on the posters actually get shown

-Student

In the canteen its good that Mrs Parkes is supporting us in the canteen and lets us have the experience in the canteen and use it as an actual shop because we haven't had that experience in this school before and its good work experience for the future.

- Student

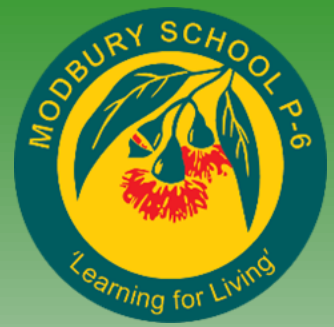
We like working with Ms Parkes and having a principal that actually lets us have fun instead of just making us stay in class all day and actually does activities with us.

-Student

It has helped us with our Maths and money skills when we are counting the money and giving change. It is more fun than just getting a worksheet or using play money in class.

-Student

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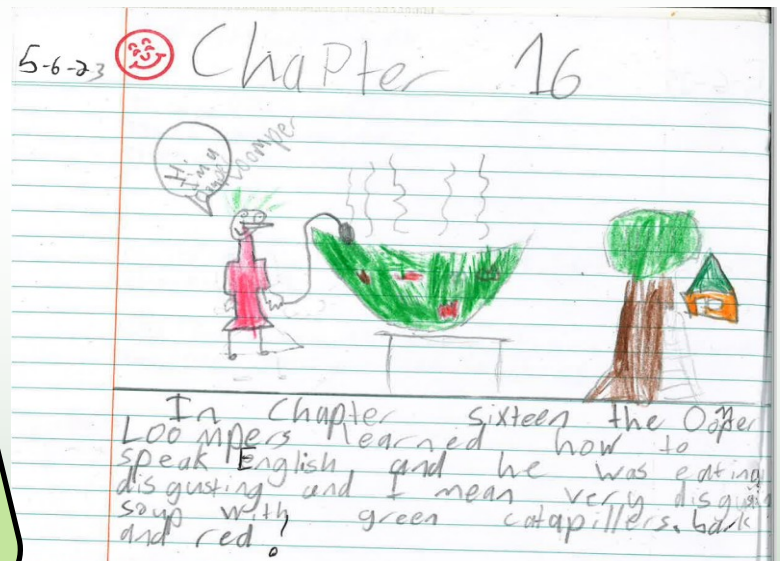
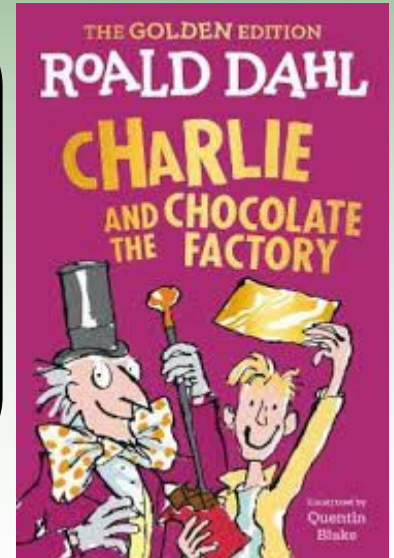


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## Literacy in action in Learning Community C & Learning Community B



In Learning Community B the students are Reading "Charlie and the chocolate Factory" By Roald Dahl - Students were asked to write a recount

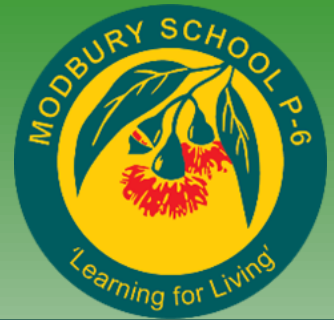


Learning Community C have been working on building suspense and tension in narrative writing to engage the reader and keep them on the edge of their seat.

### The Swap - William Hu

"Noooooooooo!" screamed Brandon as he grew more and more furry. His voice started to change and his body started to transform. He looked at his dog and what he saw was terrifying. His dog began to transform into a human! He realised that animals and humans were swapping places. The weird thing was that he could still talk and think like a human and the animals could still make their respective noises. The bodies were swapped but the brains weren't! But let's go back to the beginning where everything started to go wrong...

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Edition 1—Week 6, Term 2

## Numeracy in action in Early Years Hive Room 11

16-2-23

1+1=2 double

1+2=3 near double

4+4=8 double

4+5=9 near double

3+6=9 not double

1+3=4 not double

4+6=10 not double

**Reflection** Name: \_\_\_\_\_ Date: 16-2-23

Shade the face to describe how you feel about how you worked.

**Learning Intention:** I am learning about doubles, not a double, and near doubles, to help me to add numbers.

I can explain my learning			
I can listen to the ideas of my classmates or learning partner			
I can share my learning with my classmates or teachers.			
I can ask for help when I need it.			

I am working in the: Comfort Zone Stretch Zone Panic Zone

Describe/explain/discuss a strategy you used in your learning. I used a dice to help me to learn about double.

15-2-23

1+1=2 double

1+2=3 double

2+2=4 near double

2+3=5 not double

3+3=6 double

3+4=7 near double

3+5=8 near double

4+4=8 near double

4+5=9 not double

4+6=10 not double

4+7=11 not double

4+8=12 not double

4+9=13 not double

4+10=14 not double

4+11=15 not double

4+12=16 double

4+13=17 not double

**Reflection** Name: \_\_\_\_\_ Date: 6-6-23

Shade the face to describe how you feel about how you worked.

**Learning Intention:** I am learning about adding 2 digit numbers using MAB blocks to show my learning.

I can explain my learning			
I can listen to the ideas of my classmates or learning partner			
I can share my learning with my classmates/ teachers.			
I can ask for help when I need it.			

I am working in the: Comfort Zone Stretch Zone Panic Zone

Describe/explain/discuss a strategy you used in your learning. I use blocks and a tens and ones board to help me learn.

41 + 33 = 74

40 + 30 = 70

1 + 3 = 4

74

Date: 22-2-23

Name	Date
double	nd (near double) not

2. Record the number fact. (Toss the dice)

double	nd	not
4+4=8 3+3=6	1+2=3 2+4=7	2+5=7 3+4=5
1+1=2 2+2=4	5+7=11 1+2=3	2+4=6 3+5=8
4+6=10 1+1=2	4+4=8 5+6=11	1+3=4 4+1=5
		4+2=6

**Reflection** Name: \_\_\_\_\_ Date: 22-2-23

Shade the face to describe how you feel about how you worked.

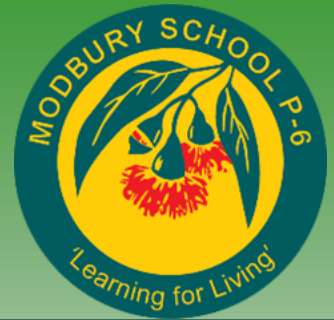
**Learning Intention:** I am learning about I am using tallies to learn about doubles

I can explain my learning			
I can listen to the ideas of my classmates or learning partner			
I can share my learning with my classmates/ teachers.			
I can ask for help when I need it.			

I am working in the: Comfort Zone Stretch Zone Panic Zone

Describe/explain/discuss a strategy you used in your learning. I used dice and tallies to help me learn more about numbers.

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## Literacy action in Early Years Hive Room 11

### Room 11 The Speedy Sloth

#### Learning Intention-

I am learning to write some words (adjectives) to describe the Speedy Sloth Character

#### Success Criteria.

I can; -

- listen to the Speedy Sloth Story.
- brainsail words to describe the Sleepy Sloth Character.
- write the describing words or adjectives on my Sleepy Sloth poster.
- explain why I used the adjectives eg. persistent, active and brave to describe the sloth.

