

Partners in Learning Newsletter
Moving forward With the Passion to Succeed
100 Days of School

Dear Parents/Carers,

Last week the Prep students celebrated 100 Days of school and what a wonderful day it was. The dress ups were brilliant and there were so many creative ways to celebrate 100. For example dots, balloons, pom poms. One of my favourites was, '100 days of Bugging Mr Gatt.'



The 100th day of school is literally the 100th day of the school year. More importantly, it is a great way to celebrate the various mathematical concepts that can be taught using the number 100. From the very first day of school, classes begin keeping track of the number of days they have been in school in anticipation of the 100th day. It's this anticipation that is actually the first math lesson, as the days are often marked using pom poms or Pop sticks, ten of which become a "ten bundle," paving the way to counting by tens and ones.

The teachers planned many fun activities devoted to the 100th day of school and children brought in a hundred objects to count. This involved lots of learning both at home and at school. I was a little worried about the Maltesers, as they are a particular favourite of the Prep teachers.

Jennifer O'Connor
Assistant Principal P-2 Learning Community

UPCOMING EVENTS

Monday 13th—Friday 17th August: 1/2 Swimming

Tuesday 14th August: Prep—Year 2 Community Engagement Evening

5:30-6:30pm

Wednesday 15th August: Years 3-6 Community Engagement Evening

5:30– 6:30pm

Monday 20th—Friday 24th August: Prep swimming

Engaging older readers and writers

In the middle to upper years of primary school students use reading and writing to learn and explore other learning areas, and to seek out information for themselves as active learners. It's important to continue to encourage a love for reading and writing at these ages, particularly leading into secondary school.

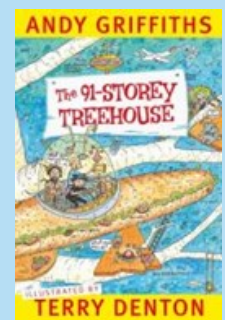
Below are some activities that might engage your older readers and writers.

Share ideas about texts

Talk to your child about how you select books for your own reading. After your child has read a text, encourage him or her to share insights, feelings and understandings of the text.

Some ideas that may suit your child's interests:

- ♦ *Read about the author or illustrator at their website.*
- ♦ *Find and read another story by the same author.*
- ♦ *Follow the instructions from a text to create something, for example, recipes, making models, or origami (Japanese paper folding).*
- ♦ *Read several articles together on the same issue to get more than one opinion. Discuss the different views expressed.*
- ♦ *View a movie based on a book and make comparisons.*
- ♦ *Draw or paint pictures about the scenes or characters from a story.*



Encourage your child to read or write with a specific purpose in mind

Some ideas include:

- ♦ *Listen to and view texts on the internet, MP3 or other digital audio player.*
- ♦ *Read, collect, experiment with and write recipes to create a cookbook.*
- ♦ *Find out facts about topics of interest or your family's cultural background*
- ♦ *Keep a diary where your child can record events, feelings etc.*
- ♦ *Write a shopping list for a recipe you and your child wish to make.*
- ♦ *Play appropriate computer games that require reading (see previous Partner's in Learning for great apps and websites).*
- ♦ *Download podcasts to listen and discuss.*
- ♦ *Join a blog to read and to make contributions together.*



Ideas taken from '201 Literacy and maths tips to help your child', Department of Education and Early Childhood Development

Sarah Marshall- Leading Teacher Literacy

Parents Count Too

Helping your child with –

Arithmetic: addition, subtraction, multiplication and division

Through everyday activities and play situations children will naturally use numbers. Young children are very capable of sharing out things such as lollies so that each person has a fair share or adding a friends' collection to his or her own and finding the total. We need to help children discover quick and easy ways of using numbers.

How do children learn to use numbers?

When first learning to use numbers, children will need to have the objects with them in order to add, subtract, multiply or share equally (divide). They will go through a process of needing to see and count each thing, one at a time.

We need to help children learn to start counting from a larger number and add or subtract a second number. We also need to help children build mental images of a group or quantity so they do not always have to rely on seeing the objects. Helping children to mentally “see” groups of things will also help them with understanding multiplication and division before they learn the “tables”.

What can you do at home?

- Play board games such as Snakes and Ladders with two dice and encourage your child to add the two numbers rolled. Show them how to count from the larger number.
- Play card games such as 21 or bust. In this game, two cards are dealt to each player who adds the numbers together. Each player may ask for more cards from the “kitty” with the aim of being the person with the highest score that does not go over 21.
- Share fruit such as mandarins with your child and add the number of pips you both have.
- Ask your child to help you work out how many more items are needed when you are shopping. I have six apples here, how many more will I get to make ten?
- Look at house numbers when going for a walk. Ask your child to guess what the next number will be.
- Set the table for one person and ask your child to put out enough plates for everyone. Ask them how many more were needed.
- Count the number of eggs in a carton, and again after some have been removed. Ask your child, How many were taken away?
- Read a book to your child that has a contents page. Look for a story or chapter on a certain page and work out how many pages until the next story.
- Use empty toilet rolls or empty plastic bottles and a ball to make a game of skittles. Encourage your child to tell you how many were knocked down and how many are still standing after bowling. Keep a score of how many are knocked down to see who is the winner.
- Sing songs that include numbers. Ask your child to tell you the next number in the song before you sing the next verse.
- Go for a drive and point out the signs that indicate the distance to the next town. In the country the numbers on the kilometre signs go down by 5. Ask your child to work out what number will be on the next sign.
- Have your child help share out food to the family. How many slices will I need to cut the pizza into so that everyone has two slices?
- Ask your child to share out items fairly with others.
- Count the number of things in a collection such as shells in a bag or a large jar of buttons. Ask your child if there is a quick and easy way of counting, say counting by fives.
- Decorate patty cakes with sultanas or smarties. Place the same number of sultanas or smarties on each cake and ask your child to find out how many you will need altogether.
- Count the number of ice cubes in a tray. If your child counts by ones suggest counting by the number in each row of the tray. (This will usually be counting by twos.)



Courtney Templeton

insights

Hopeful kids are happy kids

by Dr Justin Coulson



Think of two children who you have regular contact with: one who is resilient and happy, and one who is struggling and languishing. Imagine you are interviewing each of them and you ask them to rate their response to these six questionnaire items:

- I think I am doing pretty well
- I can think of many ways to get the things in life that are important to me
- I am doing just as well as other kids my age
- When I have a problem I can come up with lots of ways to solve it
- I think the things I have done in the past will help me in the future
- Even when others want to quit, I can find ways to solve the problem.

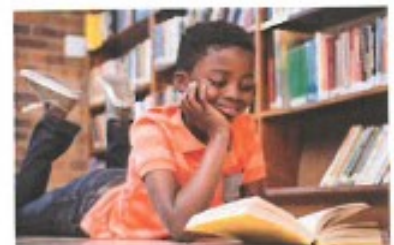
Chances are that the child who is resilient will respond affirmatively to these items. The child who is struggling is more likely to say 'no' than 'yes'.

These items form the basis of the internationally-recognised Children's Hope Scale that is used to assess the hopefulness of children and teens. Hope is a critically important predictor of their wellbeing and resilience.

Understanding hope

Psychologists say a person has hope when they believe that they can find ways to achieve their goals and to motivate themselves to try and follow those ways and meet those goals. Hope theory suggests we need three things to actually have 'hope':

- goals: something we are aiming to achieve in the future
- pathways: at least one way (and hopefully more than one) that we might



follow to achieve those goals

- agency (sometimes called efficacy): the belief that we can actually make things happen along those pathways in order to meet the goals.

Hope or optimism

Hope sounds a bit like optimism. We hope good things will happen so we're optimistic. But there's more to it than that.

While optimism is the belief that good things will happen in the future, and the sense that the glass is half full, hope is about taking that optimism, making it goal oriented and putting legs on it to make things happen.

And while optimism is great for boosting wellbeing and can act as a useful tool for inoculating people against depression, it seems hope does it better. This may be because while optimism is a positive mindset, hope is about action.

In contrast, if you don't have hope, you're, well, hope-less. That's related to all the things we don't want for our children. Hopeless kids don't try, have poor relationships and feel helpless. They don't achieve goals, often because they don't set any. And when they do set them, that's where it stops because they don't have enough hope to find ways to achieve those goals.

Encouraging kids to be hopeful

Parents who want to instil hope in their children can try the following three ideas:

1. Build a future focus

Speak to your children about their possible futures. What do they want to achieve, and why? Have them imagine their potential best selves. Talk to them about what they're looking forward to. Ask them what they want to have, do and be.



2. Work with them on plans (or pathways)

When your child or young person says "I want to be a marine biologist", be encouraging and then ask them, "What do you need to do to get there?" Discuss pathways, options and possibilities. Thinking about the future and making plans is central to fostering hope.

3. Help them solve problems

When your child or young person is stuck, instead of giving them an answer, ask them, "What do you think is the next best thing to do?" or "When have you overcome something like this before?" This type of question promotes a sense of agency or efficacy. Rather than having our children rely on us for all the answers, they can rely on themselves, their resourcefulness and their initiative. They can recall times they've succeeded before and use that to build hope that they can succeed again.

As parents, our wish for our children is that they will grow up happy and resilient. Our wish can become 'hope' when we use these three keys to build hope in them as they look towards the future.