

Assistant Principal Message

Speech Pathology Week 2017

Dear Parents and Carers,

Did you know that August 20 – 26th is Speech Pathology Week?

The theme for Speech Pathology Week 2017 is 'Communication access: Everyone gets the message!' This theme reinforces the important role that speech pathologists play in the lives of Australians with speech and swallowing difficulties.

Communication access is about creating a world where people with communication difficulties can communicate successfully with everyone – a world where everyone gets the message.

At Melton West Primary School, we have two wonderful speech pathologists in Jessica Li and Sophie Cirillo. Jessica works in the year two to six area and Sophie works with the year prep and one students. Both Jessica and Sophie assess students, conduct therapy sessions and work with staff to upskill them in this area. We are very lucky to have both these highly expert speech pathologists working at Melton West Primary School.

Speech pathologists study, diagnose and treat communication disorders, including difficulties with speech, language, reading and writing, stuttering and voice. People who experience difficulties swallowing food and drinking safely can also be helped by a speech pathologist.

During this week and next week, Jessica and Sophie will be promoting Speech Pathology Week across the school with a colouring competition, quizzes and phonetic awareness activities.

Kind regards

Jennifer O'Connor

Assistant Principal Prep-2 Learning Community



Please note:

- Book Week Parade for Years 1-6 tomorrow, Friday 25th August @ 9:00am
- Book Week Parade for Grade Preps only will be on Monday 28th August @ 9:00am.
- P-2 Showcase will now be on the 7th September not the 14th September due to Grade 1/2 Swimming.

Message from our School Vice-Captains

Dear Parents/ Guardians,

This week the Preps had swimming lessons at Melton Waves. Next week 5/6's will be starting their swimming program at Melton Waves. This week is Book Week and tomorrow is the Book Parade where students dress up as a book character



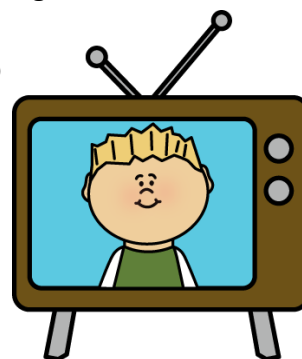
School Vice-Captains
Alith Panthum & Jessica Hodge

Getting it right in English!

Helping your child at home with vocabulary building

Parents are the first language models for children. The language children use is modelled, or based on, what they hear from their parents. It is important to create an environment that enriches what a child hears. The words your child hears are the words they will use with encouragement.

As much as possible, encourage family discussions. Set a time each evening to turn off the TV and have a chat. One of the best places is the dinner table as it is one of the few times everyone is together. Set up some ground rules such as 'No eat and run', and 'Everyone will have something to talk about' during and after dinner. This is an opportunity for 'hear and tell' time. Model appropriate turn taking and asking clarifying questions during discussions. Things to talk about include what is going on in the neighbourhood, current news events, what happened at school, events that are coming up, family plans, and family decisions.



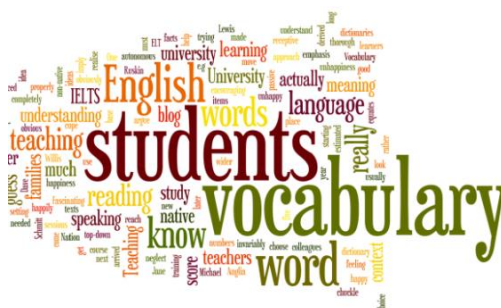
If you have the technology available, make a recording of words. Say the word, define the word and then use it in a sentence. Select words that your children will find interesting. Encourage regular use of the recorded words.

'Word of the Week' could be a fun, family game-like activity you could play. Each person selects a word taking turns each week. For example, the first week it might be mum who writes a word on a card and puts it on the refrigerator door. Everyone must use that word as much as possible that week. The next week its dad's turn, then the children's turn and so on. As the words are used, post them on a cabinet door to stimulate continued usage.

When out on family outings, or during family activities such as cooking, use the vocabulary related to those activities as much as possible. Explain and/or show what they mean. For example, when following a recipe use, explain and model words such as dice, shred.



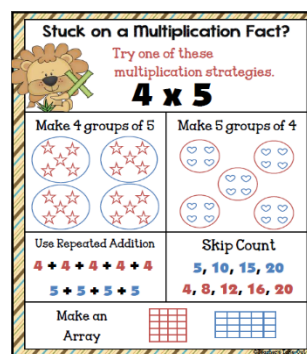
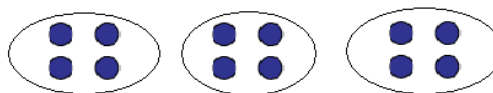
There are some fantastic children's magazines that you can subscribe to. A good example of this is National Geographic Kids or National Geographic Young Explorer. There are children's magazines that cover practically every interest area of children: cars, sports, computers, the out-of-doors, animals. The information from the articles makes an ideal subject for family discussions.



Marvellous Maths

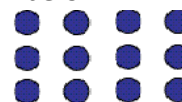
Students in year 1-4 have been learning and practising multiplication during Numeracy over the past few weeks. Above and below are some different strategies and models used in multiplication that will show you the learning that your child has been doing in Mathematics.

The first introduction to multiplication for students is as solving problems about equal groups. So, using 3×4 as an example, at first students interpret it as 3 groups of 4 and they represent it with concrete materials (3 groups of 4 objects) or with a drawing as shown.



Initially students may find 3×4 by counting the dots one by one. When more confident with skip counting, they will count by fours. The critical understanding is that $3 \times 4 = 4 + 4 + 4$ (ie that multiplication can be solved by **repeated addition**).

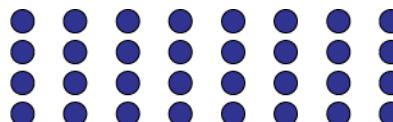
The next representation for multiplication is as an **array**. Students need to be able to represent 3×4 not as 3 separate groups, but as 3 rows of 4 objects as shown below.



Learning to see the 3 groups of 4 in the array (and also to see 4 groups of 3) is an important step in students' understanding of multiplication. Recognising an array as an instance of multiplication opens the way to new mathematical ideas, including, for example, the area of a rectangle.

Calculating multiplication facts with arrays

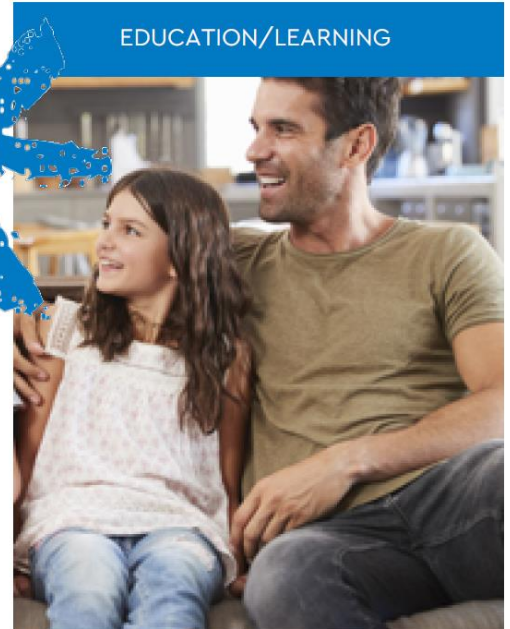
As with other aspects of calculation, an important goal is to move students towards strategies that are more efficient than counting by ones. The visual pattern of arrays encourages students to use the more efficient strategy of **skip counting**. For example, an array showing 4×8 could be drawn as an array of 4 rows of 8 dots:



Students might count the dots by columns as 4, 8, 12, 16, 20, 24, 28, 32 or the rows as 8, 16, 24, 32. Some students might count the first row by ones then skip count the rest.

Eventually students no longer need the partial model of counters or drawings and will skip count or recall the multiplication facts to solve multiplication or division problems.

insights



Not in front of the children!

by Michael Grose

The things parents say in front of their children have wide-ranging effects on their learning, confidence and behaviour.

Ever said something about another person in front of your children, only to hear one of the kids repeat those words in public when the subject of your comments is around? Yes, children's blatant honesty can embarrass the hell out of their parents. We need to be mindful of what we say in front of our children.

But being embarrassed by our children is only half the communication story. As celebrated US psychologist Martin Seligman found in his ground-breaking research about optimism, children usually reflect the explanatory style of their primary parent by the age of eight. So, for instance, if a parent is a raging pessimist there's every chance that their kids will pick up and convey the same 'woe is me' way of viewing the world from an early age. As parents, this means we need to be really mindful of how we present the world to our kids.

Kids take their cues from parents as trusted adults

But it's not just with optimism or pessimism that we need to be careful about our messaging. Kids take their cues from their parents as they work out how to behave and belong in all sorts of ways. Tell a child he has a learning difficulty and he'll believe it. Tell a child she has a behaviour problem and she will believe that. Tell them they are no good at maths and the message will more than likely stick. And why not? Children look at parents as wise, trusted adults who know a thing or two about the world. Even adolescents, who are renowned for wanting to challenge the authority and world view of their parents, still use their parents as significant reference points.

Parents who talk down other people – including teachers, friends and family members – in the vicinity of their children are teaching those kids to devalue those same people. Even when we vent about someone else out of sheer frustration we are shaping our children's views about those people.

For all these reasons, as parents we need to be so careful about the messages we give out.



'I don't have to do that work'

Recently I heard how a thirteen-year-old girl refused point blank to work for a teacher as her mother had said that the teacher's expectations were unreasonable. Miss 13 cited her mother's views when she refused to get to work saying, "My mum says I've got a problem with learning. She says you need to take it easy on me but you don't. I don't have to do your work!"

This type of entrenched view is very difficult for a teacher to encounter without ridiculing the parents and the young person. However stories like this are more common than most people think. They reinforce the notion that parents need to be mindful of what they say in front of their children, whether that be about the child's abilities, their teachers or anyone else.

Negative views can easily shut down kids' learning. Some children are quicker than others to latch on to even a skerrick of their parents' negativity as an excuse either not to work or to lower the expectations of others.

Sometimes it best to say nothing at all

As adults we have all sorts of opinions that don't necessarily need to be shared with our kids. We may hold strong political views for example, but if young people are to formulate their own opinions then it may wise to curb our opinions when they are around.

Similarly, it may be smart to keep mum if our views about religion, sexuality and ethnicity are intolerant or don't follow the mainstream. That's not to say we don't discuss these issues at home. Children and parents in healthy families are able to discuss all manner of issues, with even extreme views tolerated and challenged rather than mindlessly expressed and held as if they are the only possible truth.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including Thriving! and the best-selling Why First Borns Rule the World and Last Borns Want to Change It, and his latest release Spoonfed Generation: How to raise independent children. A trailblazer in the parenting and educational scenes Michael regularly appears in the media throughout Australia in programs including The Project, The Today Show and ABC radio.

