

Assistant Principal Message

Children Love To be Read To

Research has found that reading storybooks to children is one of the most important activities for developing the knowledge required for eventual success in reading. Reading to preschoolers has been found to be related to language growth, emergent literacy and reading achievement. In addition, reading to children also stimulates them to read books themselves and further develop their cognitive skills. Recent studies show that there is an important role for parents in the development and educational performance of their children. Parental reading to children increases the child's reading and other cognitive skills at least up to the age of 10–11. This early-life intervention seems to be beneficial for the rest of their lives.

I was recently reading an article by the renowned author Mem Fox who had written down her "Ten read-aloud commandments." One of her statements really resonated. She stated that children needed to hear a thousand stories before they can begin to learn to read or the same story a thousand times. The number may not be based on research but Mem's message is very clear; children need to be read to on a regular basis. Below are Mem's "Ten read-aloud commandments." I believe they are worth sharing with you.

Spend at least ten wildly happy minutes every single day reading aloud. From birth!

Read at least three stories a day: it may be the same story three times. Children need to hear a thousand stories before they can begin to learn to read. Or the same story a thousand times!

Read aloud with animation. Listen to your own voice and do not be dull, flat, or boring. Hang loose and be loud, have fun and laugh a lot.

Read with joy and enjoyment: real enjoyment for yourself and great joy for the listeners.

Read the stories that your child loves over and over, and over again, and always read in the same 'tune' for each book: i.e. with the same intonations and volume and speed, on each page, each time.

Let children hear lots of language by talking to them constantly about the pictures, or anything else connected to the book; or sing any old song that you can remember; or say nursery rhymes in a bouncy way; or be noisy together doing clapping games

Look for rhyme, rhythm or repetition in books for young children, and make sure the books are short.

Play games with the things that you and the child can see on the page, such as letting kids finish rhymes, and

finding the letters that start the child's name and yours, remembering that it's never work, it's always a fabulous game.

Never ever teach reading, or get tense around books.

Please read aloud every day because you just adore being with your child, not because it's the right thing to do.

"The more that you read, the more things you will know. The more you learn, the more places you'll go."—Dr. Seuss, "I Can Read With My Eyes Shut!"

Jennifer O'Connor

Assistant Principal Prep – Year 2 Learning Community



Message from our School Vice-Captains

Hello parents/ guardians,

In Term 1, some of the Grade 5/6 students have been participating in the Lightning Premiership Interschool sports.

The Preps seem to be enjoying the first term of school.

On Friday morning, the School Captains and Vice Captains have been running the Assembly and helping others in the yard.

School Vice-Captains

Alith Panthum & Jessica Hodge



Getting it right in Writing!

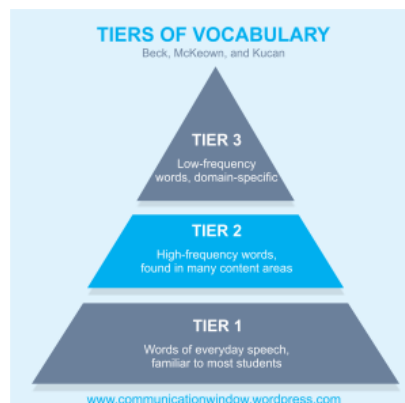
The importance of using and understanding vocabulary

Developing the ability to use and understand vocabulary is an important aspect of students' literacy development. Understanding vocabulary is not just knowing a large number of words, but understanding what they mean and being able to use them in the correct context. It involves students knowing multiple meanings of these words, including words that are similar (synonyms) and words that mean the opposite (antonyms). Increasing their knowledge of vocabulary, starts when students begin to develop their oral language skills. It then supports to deepen students understanding when they are reading words and when they are using them in their own speech and writing.

The development of vocabulary focuses both on expressive vocabulary and receptive vocabulary. Expressive vocabulary represents the words a student actively uses when talking, writing or communicating. Receptive vocabulary represents the words a student understands, but may not use.

Tiers of Vocabulary

There are 3 tiers of vocabulary. Our focus at school is developing students understanding of Tier 2 words. These are the words that help students better access and understand in all content areas.



Tier 1- These words are used in everyday conversations. They are encountered in oral conversations.

Tier 2- These are general academic words that can be used across content areas. They include words that have multiple meanings. These words are encountered in written language.

i.e. walk- saunter, run- sprint

Tier 3- These are highly specialized, subject specific words. They are best learned in specific content lessons and tend to be more common in information text.

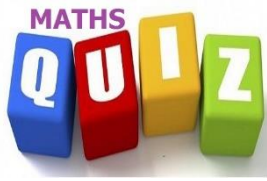
i.e. isotope, refinery.

Activities and strategies that can support the development of vocabulary:

- Completing nightly home reading of quality literature
- Playing barrier games i.e. Battleships, giving instructions to draw picture or build something with as much detail as possible
 - Discussing the synonyms for words
- Discussing the different meanings that the same word may have

Sarah Marshall

Leading Teacher- Literacy



Marvelous Maths

All around us, every day.



Top Ten Apps for Learning Maths

These days more and more kids are using tablets and smart devices. This is providing a great opportunity for parents to use mobile applications (APPS) that link Maths to real life experiences as a way of drilling, practicing problem solving and teaching concepts.

The top 10 apps for children

Amazing Time - helps children learn to read the time as well as understand the language of time. Age group: 5-12.

Bee-Bot - helps children practice the language of position. Age group: 5-7.

Concentration - covers a range of mathematical concepts beginning at number recognition, all the way through to equivalent fractions. A very useful app for building fluency and improving concentration. Age group: 5-12.

Coop Fractions - a fraction app that provides practice at placing proper and improper fractions in a number line. Players choose a level of difficulty. Age group: 10-12.

Friends of Ten - uses 'ten frames', a resource used in most classrooms in Australia and allows children to practice their number skills using the familiar structure of the ten frames. Age group: 5-7.

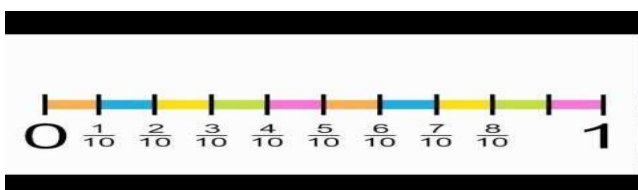
Math Quiz - for older children, the game can be played individually or in multi-player mode, and covers a wide range of mathematical concepts. Great to help children revising for maths tests. Age group: 11+.

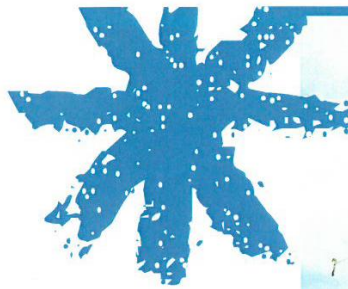
Mathsterious Mansion - based on whole number understandings, addition, subtraction and the 100s chart, it supports the development of mental computation. Age group: 7-10.

Ninja Factor Free - builds fluency around multiplication facts. Age group: 8-12.

Number Lines - helps children with basic addition, sequencing and skip counting. Great for practicing the number skills learned at school. Age group: 5-6.

Threes - teaches children to double numbers and to use strategy. Age group: 10+.





Consistency is the key



By Michael Grose

Evidence suggests that parents of young children need to adopt a real-life approach to discipline that is heavy on teaching rather than the punitive stuff.

My own work with Generation X-lead families suggests that those parents who base their discipline on the principle of consistency generally raise well-behaved kids and enjoy positive relationships as well, which is nirvana for all parents regardless of their generation!

Children need parental consistency as it gives them a sense of security and control. Consistency means parents dealing with the little misbehaviours and not letting them grow into bigger behaviours. It means parents following through and allowing children to experience a consequence when they misbehave. It also means that both parents in a dual-parent relationship have a similar approach to behaviours. Children learn from a young age to play one parent off against the other when the standards differ.

Consistency, like routines, is often sacrificed by busy parents and put in the 'too hard basket'. When parents are tired, stretched and overworked the last thing they want to do is engage in a battle with children over what are sometimes petty issues.

Besides consistency can make a well-meaning parent who values relationships feel downright awful.

But giving in rather than being consistent and holding ground is not a smart long-term strategy. Kids learn quickly how far they can push a parent before they give in. If parents give in occasionally children will learn that if they push hard enough and long enough they will eventually cave in. Consistency is about being strong and holding your ground. That is hard work as the average child will push parental boundaries about 30 per cent of the time and more difficult kids push their boundaries twice that much.

Consistent parents do the following:

1. Say what they mean and mean what they say

Knowing the difference between a threat and a warning is important for parents of children of all ages. 'If you keep messing around we will cancel our next holiday' is the type of threat that few Generation Z kids would fall for. 'Throw toys one more time in this store and we go home immediately' is a well-timed warning that can be followed through.

2. Don't allow moods to dictate their response to children's misbehaviour

Sometimes we are lenient when we're in a good mood and come down hard on the same behaviour because

we've had a bad day and our mood is awful. As hard as it seems, we need to be immune to our moods when we discipline. Sticking to known rules helps you take the emotion and your bad moods out of the equation. So as much as possible be guided by the notion of family rules and common sense limits to teach kids to behave.

3. Do not cave in when children push the boundaries

When children ask for a treat and parents say no they need to keep saying no and don't change their mind if a child is persistent.

4. Confer with the other parent if possible

When both parents are giving kids the same message and showing similar resolve over issues they send the message that they are working together.

**Visit our website
for more ideas and
information to help
you raise confident
and resilient young
people.**



