

PREP AREA NEWSLETTER



TERM 2 2018
COBURG WEST PRIMARY SCHOOL
Telephone 9386 1286 www.cobw.vic.edu.au



Dear Parents / Caregivers,

What a start to term 2 we have had! We are well and truly in the swing of things now and there has been some fantastic learning happening in classrooms.

Term two is a busy term. Students begin to consolidate their learning now that routines are established and everyone has settled in to school. Teachers are in the process of compiling information for student reports, which will be given out prior to parent/teacher interviews towards the end of the term.

A big thank you to the parents who have helped us out this year, whether you have volunteered for Literacy Support, work with small groups in Oral Language or PMP, or assist with jobs such as cutting up laminated sheets, please know it is much appreciated. Thanks also to everyone for supporting us by continuing to encourage your children to walk into their classroom each day with a positive attitude and confidence in their ability to manage tasks, like unpacking bags and putting things where they belong, independently. Yes, we know there are 'those mornings' when your child takes an eternity to get dressed, there's barely time to eat or drink, you forget the take home book and, just when you think you're almost ready to leave, you spend time you don't have looking for somebody's shoes/drink bottle/hat. Rest assured, almost ALL of us have those days ('best laid plans' and all that...) and luckily just walking through the school gate usually helps us regain some sense of composure after that mad rush (at least on the outside). The fact that the children are sitting on the floor just after nine o'clock, ready to listen and learn is testament to the great job you are all doing.

It is lovely to see many children beginning to play together in the yard. As children become more aware of others around them, they begin to develop social skills and learn about how to get along with others. The following link may provide some useful information about making friends and ways you can assist your child as they start to play with others in and out of school:

<http://www.education.vic.gov.au/school/parents/primary/Pages/p4p240412.aspx>

PREP TEACHERS

Jodie Kennon (Prep Coordinator – Prep K - Room 28)

Adriana Siciliano (Prep S – Room 26)

Nicole Dunn (Prep D - Room 27)

Megan McLean (Prep LM – Room 25, Monday, Tuesday and Wednesday)

Amy Lebon (Prep LM – Room 25, Thursday and Friday)

DATES TO NOTE

Wednesday 23rd May – National Simultaneous Story Reading

Friday 25th May – School Disco P-2 6-7pm

Tuesday 5th June – School Photo Day

Tuesday 5th June – World Environment day (Nude Food Day)

Wednesday 6th June – CUA School Fun Run

Monday 11th June – Queen's Birthday – No School

Thursday 14th June – Alpha Show – The Little Mermaid

Tuesday 19th June – Prep incursion – Dental visit

Week of Monday 25th June – Semester 1 Reports home

Wednesday 27th June – Parent Teacher Interviews 1-7pm (No school)

Friday 29th June – End Term 2

Premier's Reading Challenge

Usernames and passwords will be handed out soon. Check school newsletters for further information.

LITERACY:

Writing

The Preps will continue to be involved in Language Experience activities during the writing block this term. Children will be encouraged to discuss an experience they have had and then record it in sentences to develop a story they can then reread. This supports the development of pre and early reading. It has been wonderful to see the children's confidence continue to grow and their love for sharing their writing with others. To assist the development of your child's writing at home, our focus for handwriting this term will be on the letters: c, h, o, r, j, sh, d, n, e, g, l. We will concentrate on correct pencil grip, formation, starting points, size and posture while writing. This term we will focus on the following high frequency words; here, look, go, is, in, my, am, up, at, come, on, it, saw. We will be using the high frequency words in both our reading and writing. Please take as many opportunities as you can to write at home. This can be in the form of lists, greeting cards, stories or posters. Make it as fun as you can!

Reading

Over the past few weeks the Prep classes have been exploring the reading prompts 'does it make sense, does it look right and does it sound right'. This has allowed the students to really think about the words they are reading in correspondence to the story and the picture. We are also using the strategies of cross checking the picture with the initial letter of a word, predicting, reading on and re reading to figure out difficult words.

All children continue to be engaged in a range of reading activities that help build their understanding and connection of letters and sounds, high frequency words and decoding skills. We will introduce a range of reading problem solving strategies over the remainder of the term. During the term we will also be working on reading comprehension strategies such as retell (beginning, middle and end) and learning about the structure of narrative texts (orientation, complication, resolution and inference skills).

During daily reading sessions teachers model 'reading with fluency' (reading smoothly – the way we talk). Children are strongly encouraged to do the same from the moment they start independently reading. Reading with fluency and phrasing (correctly pausing at full stops and commas) greatly assist in children's comprehension of stories. You can help your child practise this at home by encouraging them to reread their home reader, or even just a page, with fluency – not like a robot ☺

Oral Language

Oral Language underpins development in all areas of learning, particularly reading and writing. We are so pleased with the level of parent support we have received and how the children are working during this intensive program. This semester we will be focussing on a variety of different areas including; syllables, rhyme, auditory memory, phonological awareness, giving and following instructions, prepositions and building our vocabulary.

Tell and show is a major component of our oral language program and all children are encouraged to bring a 'hidden' object every Wednesday. Our focus is more on the 'talk' about the object rather than the object itself. Objects such as photos, ticket stubs, books and maps often illicit more discussion than a newly bought toy. It might be helpful if you discuss your child's 'show' choice with them

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and prepare them with answers to 'who', 'what', 'when', 'where' and 'why' questions.

MATHEMATICS

The students are continuing to develop their understanding of numbers to 10 and beyond. We have been comparing numbers, counting and ordering small collections and representing numbers in different ways. Recently, we have been investigating the number 'before and after' particular numbers, a concept which is not as easy as it may seem to us! This work lays the foundation for mathematical understanding in later years and hands on activities are vital to allow children to manipulate materials and 'see' what numbers look like.

Children will also be exploring the different ways we can make numbers to ten. This includes automatic recall of numbers facts, for example: the number 6 is 3 and 3, it is the number before 7 and after 5, is 4 more than 2 etc.

Our current measurement focus is time. We have been using language, such as: yesterday, today and tomorrow as well as sequencing events that occur throughout a day in the correct order. Over the coming weeks we will be looking at shape and length. We will be discussing, investigating and measuring objects using a variety of informal units (such as string, hands, counters etc.) It would be great if you encouraged your child to practice measuring the length of objects around your home.

INQUIRY

MY BODY MATTERS!

At the beginning of term 2, all preps commenced the 'My Body Matters' program as our unit of inquiry. 'My Body Matters' helps students to develop an understanding of themselves and what it means to be healthy both physically, emotionally and mentally. Over the course children have discovered what a healthy body needs, how to choose foods for a healthy balanced diet, benefits of physical activity, water and sleep and the importance of personal hygiene. It would be wonderful to have these ideas followed up at home through discussion with your child.

YOU CAN DO IT AND GET ALONG TOOL!

Through our program 'You Can Do It and Get Along Tool' we will be exploring social skills for school. 'You Can Do It' is a school-home-community approach to helping young children manage and experience positive social-emotional well-being. Through the use of characters and puppets, the children will explore and practice the 5 Foundations that young children need to develop, including confidence, persistence, organisation, resilience and getting along. Attached is a description of each character for you to refer to at home in order to continue and practice the learning that has occurred in the classroom.

We have combined our 'You Can Do It' program with our 'Getting Along and Working Together' and 'Bullying No Way!' programs. Through such programs, the children will be equipped with strategies to deal with difficult situations, will learn about what it means to be a 'Great Mate' as well as the steps they need to take to help themselves when faced with a problem. Children will also learn strategies to identify and take control of their emotions.

The Prep team would love parents and families to become involved and support our learning throughout this term by using these phrases and others your child will learn. Encourage them to be putting these new ideas into action at home with siblings and other family or friends.

PMP/FUN AND FAIR GAMES

During Tuesday afternoons this term (and into term 3) students will be involved in a PMP (Perceptual Motor Program) aimed at developing gross motor skills and coordination. Students work through 5 activities that encourage cooperation, team work and being active. This takes place in the small hall.

Fun and Fair games is supporting the development of fair play, endeavour, respect and cooperation in small groups. Students are supported in learning how to play traditional games including snakes and ladders, checkers, snap and more.

DIGITAL TECHNOLOGIES

During ICT classes, the children are learning how to use computers with a particular focus on how to log on independently and how to use programs such as Microsoft Word and the many different features this program has to offer. Once these skills are established we will move onto more complex programs such as Microsoft PowerPoint. We are focusing on typing, shape and font manipulation, saving, importing and editing. We encourage children to use these skills at home to increase their knowledge and confidence.

SEESAW

This term we will be focusing on encouraging children to learn how to use aspects of SeeSaw independently. This will include them taking photos of work and videoing other children. We know you will love these even though they may not be of the standard you are used to. ☺

Your children LOVE sharing their learning with you and are overjoyed when you send them a 'heart' or comment in return. We try to find time to share these with them but please understand that this is not always possible. But what a great dinner time conversation starter it could be e.g. I loved your story about (*) today. Tell me more...

IPADS

We take every opportunity to embed the use of technology into our everyday learning so our iPads are being used to support literacy, numeracy and inquiry lessons. The students are jumping at the chance to use fun apps for 10 minutes during free time Friday. If you know of or use any great learning apps at home, feel free to share them with us as we are always looking for new options!

If you have any questions or concerns regarding your child at school please make an appointment with the teacher.

Don't forget to regularly check the school website for general information, past and present newsletters and updates.

Kind regards,

Prep/Foundation Teachers



Thank you for your supporting our school fundraiser!

You Can Do It! (YCDI)

– Types of thinking (Self-talk) & feedback

Connie Confidence

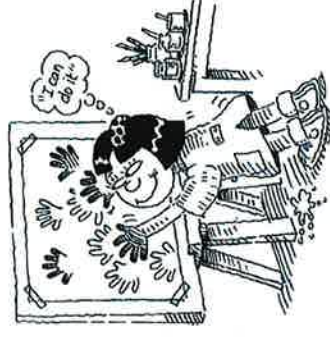
- **Accepting myself** : I am likeable and good at doing many things
- **Taking risks**: It is ok to make mistakes when learning something new.
- **Being Independent**: It is good for me to try new activities by myself and it is okay for me to ask for help if I need it.

“That took confidence”

“You were brave to do that all by yourself”

“Good for you. You were not afraid to try something new”

“You see, we all make mistakes when we learn something new”



Pete Persistence

- **I can do It**: When work is hard, I can do it.
- **Giving Effort**: The harder I try the better I get.
- **Working tough**: To do the best I can, I sometimes have to do things that are not easy or fun.

“You really put a lot of work into that”

“You tried really hard. Doesn’t that feel good?”

“Good for you. You didn’t give up”

“The more you practice, the better you become”

“You did that even though it was not easy or fun. Well done”



Oscar Organisation

- **Setting Goals**: It is good to do my best work.
- **Planning my time**: It is good not to waste time. It is good to be on time for things.
- **Listening Carefully**: It is important to listen to my parent and teachers extra carefully when s/he is explaining something important.
- **Taking care of things**: I need to put things in their proper places. I need to clean up and be neat.

“I see you are organized. You put all your things away”

“Good for you. I can see you are trying your best”

“You are trying really hard to keep your (learning) space clean”

“Doesn't it feel good to be organized?”

“You are a good listener”



Gabby Get-Along

- **Being tolerant of others:** We are all different. We all have good things about us.
- **Thinking first:** When someone has something that I want, asking “Can I play too?” or “Can I go next?”
- **Playing by the rules:** Following rules is good. Rules help us to be safe and happy.
- **Social responsibility:** It is good to help others. It is good to make things clean and safer.

“Good for you. You are trying to get along with your friend”

“You are good at helping others”

“You didn't lie. Telling the truth is important”

“Wow, you cleaned up your friends mess. Thank you”

“Thank you for being patient while I finished talking. That is very grown up behavior”

“Sharing helps you be a good friend”



Ricky Resilience

- When I am upset, it is good to find someone to talk to.
- When I am upset, it is good to find something fun to do.
- When I am upset, it is good to think “calm down” and to take three big breaths.

“Even though you are finding this hard, you are not getting sad/angry about this”

“Good for you. You calmed down very quickly”

“I can see you are choosing not to get into a fight”

“Wow. Even though you were worried, you tried that anyway”

