

5 February 2019

ROOM 1 NEWSLETTER



Dear Parents/Caregivers

The purpose of this newsletter is to outline some classroom routines and organization, curriculum content and useful information specific to Room 1.



READING

A shared book will be the Week 2 focus for reading. Reading responses to this shared book will include activities using the multiple intelligences smarts (body, word, number, people, myself, music, picture and nature).

Reading packs will be operational in Week 3, i.e. reading material – instructional reader, library book and poem book. Reading at home can be *by* your child, *with* your child or modelled for them by you. It would be great if you could encourage phrasing and fluency when reading by using simple prompts like, “*make your reading sound like talking*”. Or refer to the ‘Ways to Take Action and Solve Words,’ sheet that uses animals as prompts.

After reading the story, looking at the pictures and asking your child to retell the story in their own words is a great way to develop sequencing, detail and comprehension of what they have read.

Students will be working at a similar reading level or just below their December 2018 level for the first few weeks of the term. Please don’t panic if your child has slipped as this may be due to ‘*Summer Slide*’.

‘Summer Slide is the loss of academic skills over the summer holidays. As the old saying goes, if you don’t use it, you lose it. Studies show that students who don’t have academically stimulating summer environments, in fact, can have lower reading and math skills when they return to school in February.’

Instructional or familiar reading books will go home on Monday, Tuesday, Wednesday and Thursday. This is a great opportunity for your child to practice *'managing self'* by taking responsibility for making sure they are taking home reading material every night and returning this the next day.

Our Library Day is Thursday and poem books go home on a Monday. There is usually an activity that corresponds with the poem. Extra for experts – challenge your child to learn the poem during the week and recite by memory!

Please encourage/remind your child to return reading packs daily.

HOME READING DIARIES

These will begin in Week 3. Filling in the diary with your child and working towards the reading certificates is a great way to encourage regular nightly reading.

There are some very useful reading prompts in this diary.

Please encourage your child to hand in their diary when they have achieved a reading night milestone. We will celebrate this as a class.

This is referred to as the *'Kluwell My Home Reading Diary – Yellow Level,'* on the Room 1 stationery list.

MORNING ROUTINE

When your child arrives in the mornings we will expect them to:

1. carry their own bag
2. hang up their bag
3. put away their reading book in the browsing basket
4. put away other exercise books/RE folder
5. put reading pack in green box crate or in their desk
6. put library books in library book box
7. unstack their chair.



If it is possible (we know mornings can be a very busy time of the day), in order for your child to have time to carry out the morning routine and then have a little bit of social interaction with their peers, they will need at least 10 minutes before the first bell rings at 8.55 a.m.

INDEPENDENCE OR THE KEY COMPETENCY OF *'MANAGING SELF'*

Children who are more independent are often more resilient and less worried about what is happening because they have developed the skills to help them cope with new situations. Encourage your child to carry their own backpacks to school.

After a week or two of bringing them to the classroom, get them to walk to the classroom on their own three to four times a week, carrying their own bag. Let them unpack it and put things in the appropriate places. Just give them opportunities to do things for and by themselves. In the long run this helps to develop a confident and resilient child.

UNIFORMS

Please ensure uniforms are clearly named – sunhats, socks, underwear and shoes. Sunhats are compulsory in Term 1 and Term 4.

Hair ties and headbands need to be plain and preferably the school colours.

It is a good idea for children to wear shoes with velcro until they learn to do their laces up.

Can your child dress themselves without help by turning their clothes the right way or doing up buttons? Your child may need to practice this at home.

PARENT HELPERS

There will be opportunities to be a parent helper as the term progresses. This allows time for routines to be established and testing to be completed. A note will be sent home asking for your assistance during reading / writing / numeracy and PMP.



10:00 am SNACK

Please have a piece of fruit/vegetables or a few crackers in a separate container that is ready to eat.

Yoghurt can be a messy snack for wee hands.



LUNCH BOX

Sandwiches, wraps, fruit, muesli bars, small muffins are great in the lunch boxes, make the quantity manageable.

SOCIAL SKILLS

The skills we are primarily focusing on in class are:

1. "I" messages or statements
2. active listening
3. participating appropriately in the conflict resolution process.

FACEBOOK

Are you a member on Facebook? St Joseph's School has its own page. If you would like regular reminders, updates etc. search for 'St Joseph's School, Timaru' and 'like' our page.



This year I have made a closed Facebook Group specifically for families of Room 1. Search for '2019 Room 1 St Joseph's School 2019' and click on 'groups'.

BEEP SCHOOL LINKS APP

A few of our parents have taken up the opportunity to advise us of student absences through the Beep mobile app, it works extremely well and is easy and free for parents to use. Parents can enter absences here and the school will be notified. Search on Beep school links to access the app. Check out this [link](#) for information about the Beep application that has been set up as part of our text, data and email communications with parents and caregivers



Please do keep in touch.

Feel free to contact us if you have any concerns.

Megan Cahill
CLASSROOM TEACHER