

Prep Bulletin

TERM 2 – Week 5

Reading Information Forum Tuesday 16th May

Thank you to the parents who attended the Reading Forum Tuesday night. We greatly appreciated your participation.

Reading at home – ***to your child, with your child and by your child.***

When reading, it is extremely important that a balance of the three types of reading is experienced:

- ***To your child (you reading)***
- ***With your child (taking turns)***
- ***By your child (independent reading)***

Reading Log:

As well as the small books, texts that your child chooses to read and share, can also include a favourite picture story book from home, a Library book (fiction and non-fiction), magazines, comics, poetry and rhymes, for example. The small books **alone** will not fully promote a deep appreciation for literature that can be achieved when children are exposed to a range of texts.

Children usually begin reading by telling a story based on their interpretation of the pictures in a text. Picture books are important for children to make predictions and check meaning and, they will gradually use these picture cues less and less as their reading develops. Pictures in stories should never be covered to check that your child is reading the words. Telling a story familiarises children with the story structure and allows them to identify with the characters and their feelings and, link it to their personal experiences.

Where do I begin?

Look through the pictures of the book before reading. Do they tell a story? Use words from the text; it will help your child to hear some of the vocabulary they will encounter in the text. Look at the front cover and discuss the title. Ask your child to predict what the story may be about. If it is a non-fiction text ask, *“What information might I read in the book?”* *“What do you already know about...?”* (checking for prior knowledge). Discuss the features of the text and its layout – Contents page, Glossary, Index, captions.

Make a regular time and find a quiet place where your child feels comfortable and you are relaxed with no distractions such as TV or other siblings to interrupt.

Your child should read for a minimum of 15 minutes per day unless they freely choose to read for longer. We want your child to experience success as a reader, develop confidence and, an appreciation of literature and love of reading. Your child should hold the book, giving them ownership.

Your child when in early stages of learning to read, should point to the words. Indicate where to begin on the page if they are unsure.

Make this a regular routine in your child’s day, with one or two adults who they can enjoy the experience with. Assist your child to become familiar with the pattern of the book.

If you have any questions about reading, please speak to your child’s teacher. In future Bulletins, we will explore strategies that you can use with your child as they develop as a reader.

Please follow [this link](#) to an article with some information about reading at home with your child.

Bulb Planting Volunteers - Wednesday 24th May 9:30am

The students have been hard at work decorating pots with their buddies. We need your help to plant some bulbs in these so they can be used to fundraise and purchase new 'take home books'. We are asking for volunteers on Wednesday 24th at 9:30 to assist us. Please meet us outside the infant hall.

Bulb Purchasing Thursday 25th May 3pm

On Thursday 25th May at 3pm you will have the opportunity to purchase the pot that your child has decorated and planted. Each pot will cost \$10 and your child will be selling them to you at a stall we will have set up outside the Prep Infant Hall. The money will be going towards purchasing new 'take home books' which was an area we identified last year as being a focus for our next fundraising. It is a fabulous opportunity for your child to take on the role of 'shop keeper' and to practice a range of skills.

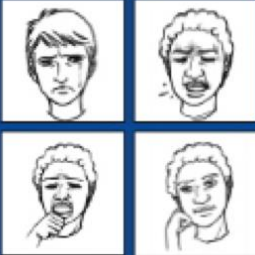


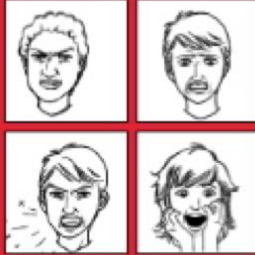
Enduring Understanding - 'Feelings and interactions influence the way we learn at school'

This week we have begun work on our new Enduring Understanding, 'Feelings and interactions Influence the Way we Learn at School'. The Emotional Intelligence incursion provided a spring board for starting conversations around how we feel and validating those feelings. This unit will focus on what feelings are, how we feel in different ways, how we can manage these feelings and the impact these can have on our learning and what helps us to learn.

The Emotional Intelligence Incursion

The Emotional Intelligence incursion that students participated in on Wednesday with Anjali and Christine began discussions around the idea of students experiencing different emotional 'zones'. The 'red' zone is when students are feeling angry or upset, 'yellow' is scared, 'blue' sad and 'green' happy. Students then explored these emotions and different strategies they can use to help themselves get back into the 'green' zone. There were five key stages in this process and your child will be able to show you what each of these look like. The first was for students to stop and do some 'starfish breathing', then to ask themselves what zone they feel they are in. After this students are then encouraged to notice things around them using their sense of sight, hearing, smell and taste. After this process they are reminded to be kind to both those around them and themselves and then hopefully they will be returned to a state of calm and happiness that exists in the green zone.

The **ZONES** of Regulation[®]

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

We will be having a follow on incursion Wednesday 24th May to help students build a range of different strategies for self-regulation.

Supporting this at home

Speak to your children about how they are feeling and which 'zone' they feel like they are in. Acknowledging your child's emotions and validating how they feel is a very important step in being able to empower them to apply strategies or to more effectively deal with that emotion.

Learning this week

Students have been working on making connections to texts. These texts may be written, they may be videos or they may even be simply a picture and your child will be asked to respond and identify any elements they can relate to or express how it makes them feel. It is really important that children are able to make connections to the text and relate to it as this is what gives it meaning and can start conversations. An example of an art work that the students responded to was 'The Starry Night' by Vincent Van Gogh. This image can evoke a range of emotions in students and they were asked to draw or write about how this made them feel.

Art Donations Required Urgently

We require some donations of wool for an art activity with our Buddies. Any donations can be given to your classroom teacher and are greatly appreciated.

Volunteers to Plant Seedlings

We are asking for volunteers to assist with planting new seedlings in the garden beds on Friday 26th May at 9:30am with Fiona (mu of Willoughby 1K) and prep students. Please speak to your child's teacher if you are able to assist.

REMINDERS

Just a reminder to all parents that if you have anything to talk to any of the Prep teachers about, please ensure that you speak with one of us directly. It is not the role of the Parent Representative to be fielding questions and concerns as we are the ones best equipped to resolve any issues.

Please ensure that your Focus Child Roster is in a visible location and that your child checks for their day to avoid not being prepared.

Your child's Reading Log should be returned to school in the red bag every **Tuesday**.

Tri Skills is still happening each Friday so please ensure girls are not in dresses to enable them to participate fully.

The Prep Team
Angela, Steph and Nikita