



# Hunua School

Strive For Success

Dear Parents/Caregivers,

2018 Term 3 Week 3

Well we are well into Term 3 now. And all children have settled well into routine. Next week we welcome a new friend Corey Pope and his family to Room 6 and Hunua School.

- **READING:** Please carry this on with your child on a daily basis - reading mileage is most important as children learn from repetition. Possibly work on high frequency words or reading with fluency and expression (our talking voice) use punctuation to support this. Please sign your child's Kluwell book, this is important to them.
- **MR PIGGY:** I only expect a simple sentence or two for this activity. Encourage your child to write this on their own using the sounds they can hear. It is not a spelling test.
- **SPELLING:** I will be checking every Friday what words your child can now write on their own. These words are in the back of their poetry books (in their bookbag) in the form of either a ladybird or a giraffe. Please continue to work on the words they do know for consolidation eg. Can you start a sentence with the word, can you put it in the middle of the sentence. Do this in the car while you are driving, or waiting at sports etc this does not have to be done at home. This is not a competition but rather individuals learning more and more for themselves.
- **PTA SAUSAGE SIZZLE:** Every Friday, \$2 per sausage on bread, \$0.50 per milo - please bring your own plastic cup **STRICTLY: NO CUP NO MILO!!!**
- **Ag Day Sat 27 Oct 2018:** Ag your child should be thinking about or have already either an animal or a garden project. Information and details about these are on our school website. The gardens will be judged on Friday 26 October and all animals performance will be judged on the Saturday 27th October.
- **Science:** We will be working towards Hunua School being pest free. Children have been "bird watching" to recognise what bird life we currently have at school and why we don't have others.
- **Chicken Orders:** These will be ready for collection from the office on Friday 17 August.
- **Newsletters:** Please watch for important due dates on this every week as there is a lot happening this term and all information is listed on these. They are also available on our Hunua School website. Keep an eye out in your child's bookbag for newsletters, permission slips etc.

- **School x country:** This is on Wednesday 12 September and our rain day is Friday 14 September -please have your children practise at home during the week/weekend by running around the house. We are running around the court daily at school (weather permitting).

Have a wonderful week

Helen Davenport - [hdavenport@hunua.school.nz](mailto:hdavenport@hunua.school.nz)

Our Website - <http://www.hunua.school.nz/>

On the following page is a picture I took of a sheet that suggests ways to help your child at home - I hope you find it helpful - Do not try to do everything at once, just focus on one or two things and make it enjoyable for you and your child.

- I will print this off and glue it into the back of your child's Poetry book.

WAYS TO HELP YOUR CHILD ...

READING	WRITING	MATHEMATICS
<p><i>Be patient: give your child time to work out words</i></p> <ul style="list-style-type: none"> <li>15 seconds or more is reasonable</li> <li>After 10 seconds ENCOURAGE your child to use the following strategies when they come across an unknown word:               <ul style="list-style-type: none"> <li>"What do you think the word is?"</li> <li>"Read the sentence again and see if you can work it out."</li> <li>"Have a go"</li> <li>"look at the picture."</li> <li>"What does it start with?"</li> </ul> </li> </ul> <p><i>Some things to do:</i></p> <ul style="list-style-type: none"> <li>Do: encourage your child to <i>retell</i> the story</li> <li>Do: praise your child when an idea or word is used that you know will come up in the story</li> <li>Do: ask questions like—"what can you tell about the story from the picture?" "What do you think will happen in the story?"</li> <li>Do: read from the pictures, encouraging your child to build up a story before looking at the print.</li> <li>Do: talk about the start of the story, what happened by the end of the story, the people in the story...etc</li> <li>Do: mention things like—The person who wrote the story—<i>the author</i>. The person who did the illustrations—<i>the illustrator</i>.</li> </ul> <p><i>Remember: that getting meaning from print is what reading is all about.</i></p> <p><i>If your child is reluctant to get started:</i></p> <ul style="list-style-type: none"> <li>TALK about the book before you read it.</li> <li>LOOK at the pictures, the cover and the title</li> <li>ASK "What do you think it is about?"</li> <li>GO through the book page by page</li> <li>TALK about the picture and the words or ideas that might be in the book.</li> </ul> <p><i>After talking, your child may be ready to read to you:</i></p> <ul style="list-style-type: none"> <li>Do read first if your child wants you to</li> <li>Do take turns reading parts of the story with your child</li> <li>Try leaving out the last word in the occasional sentence, letting your child anticipate the word</li> <li>Let your child join in with you. This gets easier with practice.</li> <li>Praise your child's efforts</li> <li>Talk about the book after reading it</li> <li>Do make reading FUN!</li> </ul>	<p><i>Value your child's writing</i></p> <ul style="list-style-type: none"> <li>Home display board</li> <li>Fridge</li> <li>Publish/ frame</li> </ul> <p><i>Encourage children to:</i></p> <ul style="list-style-type: none"> <li>keep a journal of daily events and personal thoughts</li> <li>Collect favourite or unusual words</li> </ul> <p><i>Practising lower case letters—forming letters correctly</i></p> <ul style="list-style-type: none"> <li>Handwriting cards</li> </ul> <p><i>Write for authentic purposes</i></p> <ul style="list-style-type: none"> <li>Shopping list</li> <li>Postcard to nana</li> <li>Thank you messages</li> <li>Cards—birthday, Christmas, mothers/fathers day</li> <li>Writing invitations</li> <li>Lists of names</li> <li>Practice writing numbers in the correct direction</li> <li>Writing own lunch orders</li> <li>Enails</li> <li>Pen-pals</li> </ul> <p><i>TRY</i></p> <ul style="list-style-type: none"> <li>Writing your child's story down for them, get them to read it back or read together</li> <li>Write a short summary of the story they have read</li> <li>Crayon rubbings on words in our environment</li> <li>Creative writing corner in your home</li> <li>Tell each other stories</li> </ul>	<p><i>Talk and play with maths:</i></p> <ul style="list-style-type: none"> <li>Do puzzles at home with your child</li> <li>Play games that use numbers e.g. cards, ludo, monopoly</li> <li>Talk about numbers as the opportunities arise e.g. baking, counting dishes, counting money, telling the time etc.</li> <li>Water play is important. Filling up containers, is it 1/2 full, show me a 1/4.....</li> <li>Allow your child to build things, be creative, talk about shapes.....</li> <li>Sandpit play is great</li> </ul> <p><i>Key Number Knowledge Maths Focus for Stages 2-4</i></p> <p><i>Maths ideas to work on...</i></p> <p><i>Stages 2 &amp; 3</i></p> <ul style="list-style-type: none"> <li>Numbers before up to 10, then up to 20</li> <li>Numbers after up to 10, then up to 20</li> <li>Numeral identification to 100</li> <li>Teen and ty numbers</li> <li>Counting on from any number up to 100 (e.g. 34, 35, 36...)</li> <li>Patterns for numbers to 10 (e.g. 8 = 5 fingers and 3 fingers)</li> <li>Addition and subtraction groupings to 5 (e.g. 3+2=5, 5-2=3)</li> <li>Ordering numbers to 20</li> <li>Counting backwards in 1's from 20 and 50</li> <li>Skip counting in 2's to 20</li> </ul> <p><i>Stage 4</i></p> <ul style="list-style-type: none"> <li>Practise your child's basic facts/step every night</li> <li>Read, write and count (forwards and backwards) to 100 in 1's, 2's, 5's and 10's</li> <li>Groupings with 10 (e.g. 10+3=13, 10+7=16)</li> <li>Ordering numbers to 100</li> <li>Know how many tens in a two-digit number</li> <li>Groupings that make up numbers to 10 (e.g. 3+7=10, 6+7=10)</li> <li>Doubles and halves to 10</li> <li>Doubles and halves to 20</li> </ul> <p>The aim is that these maths areas should be knowledge for your child by the end of the year. Knowledge means that your child can instantly recall the information. These are also supported by the steps your child brings home to learn.</p>

