



Foundation Sub School Newsletter

March 2017

Dates to remember:

- Sun 5th March—Working Bee
9am—1pm
- Mon 13th March —Labour Day
Public Holiday—NO SCHOOL
- Wednesday 15th March—
Foundation Life Ed Van Incursion
sessions
- **Sun 19th March — School Fete
10am—4pm**
- Mon 27th to Fri 31st March—
Planning Week
- Fri 31st March — Easter Bonnet
Parade, Term 1 finishes, 2:30
dismissal
- Tues 18th April—Term 2 starts

Cooperation in Foundation C



**Foundation A do the right thing
because it's the BEST thing to do**



Setting the Climate

The 2017 school year commenced with our 'Setting the Climate' program. During this time, the students participated in various activities to 'set the tone' of their classroom. Students play an active role in developing the classroom agreements and determining their classroom vision and mission statements. We focused on the three key values of Chelsea Heights Primary School; Respect, Responsibility and Cooperation, and used activities, discussion, role play and Wilson McCaskill games to demonstrate these core values.

Literacy

We are about to commence our Daily 5 and CAFE adventure! This is our school-wide reading and writing program.

What is Daily 5?

Daily 5 is the structure we will use to plan our morning. Children will be busy completing meaningful literacy tasks. The choices will be:

1. Read to Self
2. Work on Writing
3. Word Work
4. Listen to Reading
5. Read to Someone

Daily 5 is how we schedule our literacy block. CAFE is what we study during this time. CAFE is an acronym for the four major components of reading.

They are:

- C for Comprehension
- A for Accuracy
- F for Fluency
- E for Expanding Vocabulary

The children will learn reading strategies within each category. These strategies will become tools for the children to use to help themselves become better readers and writers. The first comprehension strategy that we will focus on will be "Listening with Understanding".

Listen with understanding is a comprehension strategy that teaches children to stop frequently to think about if they understand what is being read. Knowing a story is written to tell us or teach us something, helps a beginning reader to think about the text as they listen to a story. Emergent readers should stop often when being read to, and answer "who" the story is about and "what" is happening.

How can you help your child with this strategy at home?

1. When reading to your child, stop periodically and say, "We are going to check and see if we remember what was just read. Think about who the story was about and what happened. What do you remember?" Do this three or four times throughout the story.

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Ruby in Foundation B is following the morning process.



In Foundation B, we treat others with kindness



Changing our readers as part of our pack up process



How can you help your child with this strategy at home? (cont.)

2. When reading to your child, stop and have them check their listening skills by saying, "I heard you read..." You may want to provide your child with a question before reading a selection so they can tune in to find the answer.

3. Ask your child the following questions:

- Do you understand what is going on in the story?
- Who is the story about?
- What just happened?
- Was your brain talking to you while you listened? What were you thinking?
- Do you have any questions about what is going on?
- What do you do if you don't remember?

Numeracy

Students will be focusing on building number sense through one-to-one counting (both forwards and backwards), ordering numbers by value, determining the number before and after and writing numbers. You can support the learning at home by encouraging your child to practise counting small collections of up to 20 at home.

Integrated

The Foundation students are very lucky, as they are about to receive a visit from Harold, and his new friends Boots and Red, from the Life Ed Van. During this incursion, the students will be learning about:

- the importance of personal hygiene;
- choosing foods for a healthy balanced diet;
- benefits of physical activity and sleep; and
- ways to keep safe at home, school and in the community.

If you would like to further explore this unit with your child at home, please go to the Life Education Van website:

<http://www.lifeeducation.org.au/parents/modules/item/676-my-body-matters>

Red Reader Bags

Homework tasks and library sessions have commenced; therefore it is essential that students bring their red reader bags to school each day. Students borrow five take-home readers each week and receive reading homework based on the High Frequency Words.

Nude Food

As part of our school's Sustainability Policy, we partake in "Nude Food" day on Wednesday and Thursday each week. The aim is to reduce the waste from students in our school, namely plastics. On these days we request that students try not to bring any rubbish to school in their lunches. The class with the greatest percentage of Nude Food lunches wins the Nude Food Gnome! Lunch orders count as Nude Food, unless your child brings other rubbish.

**Thank you! From The Foundation Team
Luke Aldred, Natalie Peacock and Paris Hargreaves**