

## **Morning Reading**

I will be choosing 5 students per day to be my 'reading stars'. This can be seen on the 'Reading Stars of the Day' chart at the front of the classroom. Morning reading is **not** for assessment. It is rather to build a relationship between the child and I and increase their reading confidence. Anastasia Algeri and the parent helper will read with the other children.

## **Classroom Rotations**

Students will complete 5 rotations over the week; one with the teacher, one with the education assistant and three independently. When students are working independently they are expected to try and help themselves as much as possible, using resources around the room and asking their friends. Once activities are completed the teacher and education assistant check for knowledge and help the independent students. This applies for both Maths and English.

## **On Entry Assessment**

In Pre-primary students are expected to complete On Entry Assessment. This is a simple assessment that reports what knowledge students have arrived from Kindy with. Although simple it is time consuming so I may be absent from the class while I complete this.

## **DOTT Providers**

Our students are very lucky to have other teachers for various subjects during the week.

Simone Saffro - Music

Michelle Proud -Digital Technology

Jake Wrigley -Health

Kelly Langlands – Physical Education

Melissa Ferris -Art

## **Fruit Time**

Students have shared fruit every day at 10am. Please bring in one piece of fruit each day. Students are not required to bring recess or order recess at the canteen because of this.

## **Meetings**

If you wish to discuss your child or have any questions please see me to book a meeting for after school, except for Thursdays as this is our staff meeting day. On occasion I will have scheduled meetings on other days as well. Your flexibility is appreciated.

## **Independence**

In Pre-primary we encourage children's independence. We ask that they take responsibility for organising themselves in the mornings and complete tasks such as putting shoes on independently.

**Thank you!**

**Let's have a great year!**



**Parent  
Information  
Night  
ECE 6  
Teacher  
Mrs Christina Antonie  
  
Education Assistant  
Mrs Anastasia Algeri**

## Homework

Homework will begin Week 4, Tuesday 20 February. Homework will consist of home readers and sounds, sight words and mathematic activities. Homework is to be done everyday except for Fridays and the weekend. Please ensure you return homework folders everyday.

## Reading

Reading at home is an important part of developing your child's reading skills. It provides students with additional practise in comprehending texts that they want to read. To ensure it is an enjoyable pastime, home readers should be easy for the children to read with above 95% accuracy rate. It is the interaction with and the understanding of the text that is of importance, not word by word reading.

### Night One:

Students will receive their first book. Predict what the text could be about by looking at the pictures and reading the title. Allow the children to 'have a go' at reading, showing them where to begin and continue reading. Encourage them to look at pictures and sounds in words for clues, asking questions like, "Does that sound right?" "Does that look right?" if there are errors. Try and not rely on sounding out as the only strategy. Have students go back and read again if they are making mistakes, using the other words in the sentence as clues to decode unknown words.

### Night Two:

Allow the child to read independently with you listening and encouraging.

### Night Three:

Students will be receiving a new book today. Repeat Night One process.

### Night Four:

Allow the child to read independently with you listening and encouraging.

### Questioning:

There are generally three types of questions that can be asked about texts. These can be used before, during and after reading.

### Literal Questions – Right There – The Author Wrote It.

The answers to these questions are written in the text.

Examples: "What was the dog's name?" "What happened to Tom?" "What colour is the bird?"

### Inferential Questions – Read and Think – The Author Meant It

The answers are not directly stated but are implied. The reader uses information from the text and their prior knowledge to develop an answer and understanding.

Examples: "Why did the character run down the road?" "Why is the bird on the ground?"

### Evaluative Questions – Your Opinion – The Author Would Agree With You

The answers are not found in the text, they are found in your head or somewhere else. It can be your thoughts or feelings.

## Behaviour Management

Baynton West implements a 5 Step Behaviour Management Plan.

**Step One:** Warning—Praise another student who is close by displaying the correct behaviour. Praise the misbehaving student immediately they do something appropriate.

**Step Two:** Warning—Reinforce the classroom rules with the student.

**Step Three:** Cooling off/Isolate in the classroom. Teacher to discuss ways to solve behaviour with student after 'cool off' period.

**Step Four:** Removal to another class. Work provided and note for class teacher. Classroom teacher may inform parents via note and/or contact parents by telephone.

**Step Five:** Administration involvement. Parents contacted. Student completes work supplied by teacher and/or Think Sheet.

**Severe Clause:** Send straight to office.

## In the Classroom

The 5 step behaviour plan is implemented in our classroom through the use of our Pre primary ready to learn behaviour chart. Children first receive a verbal warning before being asked to move down the chart each e 5 step down the chart results in a consequence. Consequences occur in the following order. Verbal warning, visual warning, think time, buddy class and office referral . There is also the opportunity for children to earn PBS tokens when they have been making good choices.

## Parent Rosters

Parents can sign up for parent help from Week 4, When signing up on the Parent Help roster some of the roles you may be expected to complete include cutting up fruit and help with the morning reading program. Please be aware that anything you see or hear during parent help needs to remain confidential. If you have any concerns please arrange a time to meet with me to discuss the issue privately. If you still feel an issue is unresolved you may then arrange a meeting with a member of the leadership team to discuss your concerns further.

If you are unable to come in and help you can assist us in other ways. We have a laundry roster for parents to take hand towels and aprons home at the end of the week to wash. We may also ask for donations throughout the year of things such as shaving cream. On occasion there might also be some prep-work that we would appreciate help with.