

# 3 EISENKOLB TERM 2 NEWSLETTER

We think together, we act together we, we work together. We collaborate.

## A new face to get to know

From week 3 until the end of week 6 Senija Jahic will be working with us. Senija is completing her third year preservice teaching experience with us. She has already visited a few times and is familiar with our children. Please make her feel welcome.

## Has your child finished the Premier's Reading Challenge yet?

Congratulations our enthusiastic readers, half of you are already finished and soon a few more will have completed. Please get your completed sheet in to me asap. If you have lost your form I can arrange another.

## Hats are a choice

As of the 1st of May hats are not mandatory and students can choose to wear them. However come september 1st they will again become compulsory. Probably a good time to take them home for a wash.

## Welcome back for term two

By now the holidays are but a distant memory, however I trust you all enjoyed them with your children. I heard many exciting stories and wonderful family experiences were had indeed. I managed to entice a few of my colleagues up to the foothills for an energetic hike. As you well know, trying to keep you own daily fitness in check given our busy lives can be a challenge, so I was glad to be able to have some extra time.

I had to play nurse maid to my husband for a short while who underwent some minor surgery, so I was thankful of the holiday time. ( He'll go to any lengths to make me put school second! ) I was also able to catch up on some reading . I do a lot of professional reading during term time, but like your kids, I too have preferred genres. It seems the only chance I get now is holiday time.

*You did your homework well done.*

Thank you so much for taking the time to write explicit **feedback** to your child in their **record books**. (Please remember to write to your child, rather than addressing comments to me.) Your comments together with peer feedback and the points from our three-way conversations in our interviews last term, will help your child to plan some **significant goals for learning this term**. The kids liked the idea of you guys getting to do some homework for a change.

This term we have had a try at developing **SMART** goals



## NapLaN testing

We have now completed the required Numeracy and Literacy national testing. I must say I am happy to get back to normal life in the room.

As we usually spend each lesson talking about our knowledge, sharing ideas and solutions, helping team mates and working collaboratively, these three days were a challenge. We needed to sit separately and not be able to talk for an hour by the time the organisations and introductions were completed. Some just couldn't do it!

Be patient. The results won't be known for quite some time, term three perhaps. By that time we will have moved along with our skills.

However after discussing with the class how they felt, all seemed positive. Certainly some of the practice helped prepare them for the expectations and ways to answer questions.

Just remember NapLaN is but a snapshot of one aspect of their learning. It does not assess the unique talents each child possess and the wonderful things that make up your child. (Thanks Raechel Wilson for that advice)

with the feedback from our parents, peers and myself.

**Specific** - what do you want to achieve?

**Measurable** - how will you know you have achieved it?

**Action** - what do you have to do to achieve it?

**Reasonable** - are you able to achieve it?

**Timely** - when do you want this to be?

This took a while to get their heads around and I will be interested to see how they go. We'll check back at the end of the term to see how they went.

### *How confident were they for 3-ways!*

It was indeed a pleasure to have met most of you during interview week last term. Observing your reactions indicated a sense of pride at how your children talked about their learning with you. I too was impressed by the way they informed you of their learning. For some, it was an interesting challenge, yet as they got into their presentations the few who had stage fright soon warmed up. They know their learning well and the articulation of their strengths and areas for development was delightful. By the end of this term you will receive a mid year report that will cover the assessments so far. Together with their up dated record book you will be able monitor their progress. As I mentioned earlier in the year, I don't believe final reports should have surprises.

### *PreService Teacher*

We will be welcoming Senija Jahic to our room for the next four weeks as she begins her third year teaching practice. As her mentor, I will be allowing her to take the majority of teaching during the final weeks of her practicum. Mind you as a closet control freak, this can be a tad unsettling for me. Kind of reminds me of a scene in *Star Trek II-The Wrath of Kahn* where a nervous Admiral James T. Kirk holds his breath as young ensign Savvik pilots The Enterprise out of Space dock, but then my Vulcan hero Captain



Spock reminds us “For everyone, there is a first time.” So I guess, I too will need to remember to breathe quietly, as Senija takes the helm and begins to fly with our class. I look forward to sharing my experience and our class with her.

### *Spelling Contracts*

The first term was our practice term where we got used to creating their individualised spelling word list and setting out their contract. Up till now we have worked together learning each step. This term there is a new menu of activities, the children have the opportunity to display their independence and take control of their own work. They will begin each week with a focus to work on. The activities allow them to build skills in their multiple intelligences. They will need to complete their contracts word lists, 5 sentences and 3 spelling activities by Thursday. They have some class time to complete this. However they are able to use homework time if they run out of class time. This term I am grading their work

- ◇ **P** - Progressing (they are still developing sentence skills, presentation standards)
- ◇ **M** - Mastered ( they have completed all that is required in an acceptable standard of presentation)
- ◇ **D** - Distinction ( They have produced outstanding work far above expectations)
- ◇ **N/C** - Not Complete (parts of work or contract not finished acceptably)



I have used these grades in the past for other work and find children strive to achieve their best.

The children and I are already getting quite excited by the opportunities they have to build their skills further and just love to see the growth in their presentations. As we continue to learn how to work interdependently or collaboratively there are even more opportunities for them to take control of their learning. This is also where they prove to me they are able to let loose safely with a pen. We have a couple already and more developing. I love it.

### *Are they fit enough?*

I truly believe that fitness aids in overall health and wellbeing. With cold and flu season about to resurface, we all need to fortify ourselves by being active and eating sensibly. I guess that's why I encourage students to set goals in our aerobic fitness activities. No, we do not stop running just because the temperature is slowly cooling. Physical activity does build up their immunity and it has real benefits for brain function too. Couple this with a healthy balanced diet and a good nights sleep, the children should be raring to learn each and every morning.

Sadly however I am often confronted with huge yawns throughout the morning. Clearly if your child is unwell, bed rest usually fixes things up. Consider too what is packed in the recess and lunch box. I've seen so many crashes in energy as children who have consumed so much sugary/salty foods as they come down from the rush of processed foods. This is particularly frustrating during the optimum morning learning time. They struggle to concentrate and focus on their work. I reckon if it comes in a packet, it is a treat, and should be consumed on rare occasions. Diet does have a huge impact on a child's ability to concentrate. Something to consider.

I raise this as Mr Potter our PE teacher is testing the students fitness levels across all grades. With the Beep Test. An eight/nine year old child should quite comfortably run a lap (and more) around the oval

without any difficulty. For the most part our class can (actually we did really well, see our fitness sessions are working) but we do have a cohort who do find this a challenge and really need to make some changes. I'm sure we'll be able to set some great results if we put effort into setting and reaching our fitness goals. Corporate Clump begins this term. It's a great team event . Your child can explain how it works.



*Read, Read, Read.  
The more you read,  
the more you know,  
the more you know,  
the more you grow,  
So read, read, read.*

Students who are on Accelerated reading have a point score to achieve by the end of the term. As they gain their points they will be able to fly their **Super Reading Hero** through the percentage wall. They are aiming for beyond 100%. We have some enthusiastic readers who have almost completed their goals already how fabulous is that.

For students who are building their box levels they can begin accelerated reading when they have successfully passed level 24. Depending on their starting date they too can aim for 100% or Beyond. It requires lots of practice.

Now if you have religiously read all the posts in my blog you would have seen this before but it bears repeating.

## Why Can't I Skip My Twenty Minutes of Reading Tonight?

(Source Unknown)

Let's figure it out — mathematically!

Student A reads 20 minutes five nights of every week;

Student B reads only 4 minutes a night...or not at all!

Step 1: Multiply minutes a night x 5 times each week.

Student A reads 20 min. x 5 times a week = 100 mins./week

Student B reads 4 minutes x 5 times a week = 20 minutes



Step 2: Multiply minutes a week x 4 weeks each month.

Student A reads 400 minutes a month.

Student B reads 80 minutes a month.

Step 3: Multiply minutes a month x 9 months/school year

Student A reads 3600 min. in a school year.

Student B reads 720 min. in a school year.

Student A practices reading the equivalent of ten whole school days a year. Student B gets the equivalent of only two school days of reading practice.

By the end of 6th grade if Student A and Student B maintain

these same reading habits, Student A will have read the equivalent of 60 whole school days  
Student B will have read the equivalent of only 12 school days.

One would expect the gap of information retained will have widened considerably and so, undoubtedly, will school performance. How do you think Student B will feel about him/herself as a student?

Some questions to ponder:

Which student would you expect to read better?

Which student would you expect to know more?

Which student would you expect to write better?

Which student would you expect to have a better vocabulary?

Which student would you expect to be more successful in school....and in life?



Now that does make you think a little doesn't it. To be totally honest with you I have seen the results every day, in every class I have taught, this isn't rocket science.

## Maths

Our school continues with a focus on numeracy training and development for teachers as is happening this Monday. I am really excited by the new learning I am undertaking and have a great deal of respect

for our presenter Maureen Hegarty, already I have changed practice in how I am approaching problem solving and in the way I am asking questions. Early days yet, but I will share more later. Mind you the more I get excited by maths, the more I see how crucial it is for kids to be able to calculate their number facts and tables quickly. So any chance to build those number facts take it. As we move along I am reminding kids constantly of keeping their mindset positive, on persisting with a challenge, asking questions, and getting things wrong. Which as we discovered is how great people became great. Later this term I post another maths blog about this.

## Blogging



Speaking of our Blog, I do hope you are continuing to support it. We have been looking at writing thoughtful comments this term. Your child may want to answer a comment to get a conversation going with a classmate. If you are monitoring please remind them of :-

- writing their name eg Dear Clarence,
- use a friendly greeting
- answer any questions
- provide some information or facts
- ask a question
- end with a warm farewell

Remember also to check all spelling and punctuation is accurate. They must do the anti spam message before posting. Happy Blogging. <http://elleneisenkolb15.edublogs.org/>

## Science is Heating Up

While the temperature may be dropping, during science this term we will be





investigating the changes in objects when they are faced with extreme temperature differences. What fun, we get to freeze things and melt them too.

### *Protective behaviours*

Nick our Health teacher will be teaching the students **Protective Behaviours** as part of his health lessons this term. There are two themes that will form the core basis of his lessons.

***We all have a right to be safe all the time.***

***Nothing is so awful that we can't talk about it with someone.***

At the moment they are recognising their Early Warning Signs and will develop a network of trusted adults. This program supports the Anti Bullying lessons previously completed.

### *"Snot Funny," they said scratching their head.*

As we do indeed move into the cold season we tend to get a flurry of bubbles innocently blown in accidental sneezes , etc. It is timely then for a request for tissues to wipe up the many number eleven's under adorable noses I see throughout the week. Of course if you have already supplied us with a box **Thank you**, this is a call for others to help out.

Speaking of all things hygienic, please routinely check little heads for lice. With so much time working closely we are at risk of sharing more than knowledge. Head lice are not discriminatory they'll gladly find a nice warm spot. If you do notice their presence please remember heads are one spot to treat but pillows ,sheets, combs etc also need the once over.

### *Hasn't she finished yet?*

Almost, clearly we have a lot of exciting new learning to involve ourselves in and given last term zapped past so quickly ,the end of term will be here before you know it! As always should you need to meet with me, contact me to make a time via your child's diary, or email me.

[ellen.Eisenkolb484@schools.sa.edu.au](mailto:ellen.Eisenkolb484@schools.sa.edu.au)

Here's to continuing the learning journey together.

Cheers Ellen

