

Welcome to Kindergarten 2020



Miss Harb



Ms Goodman



Mrs Benson

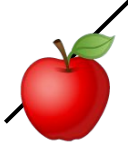


Ms Dixon



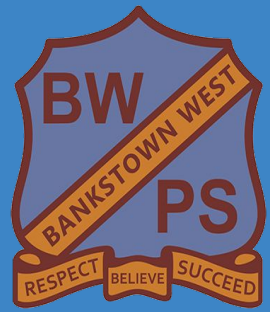
Important points





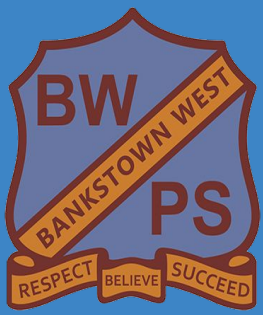
- ❖ Independence
- ❖ Parent helpers: Maths groups, Reading support
Can you help for an hour once a week?
- ❖ Crunch n Sip, recess and lunch 



Important points




- ❖ Uniform
- ❖ Invoices
- ❖ Attendance 
- ❖ Holidays 



Classroom needs



The children will need at school:

- ❖ A **small pencil case** with lead pencils, a small pair of scissors, a glue stick, a sharpener and a set of coloured pencils.
- ❖ They may have a set of textas and **glue** for Art with Mrs Tomazos.
- ❖ They will need a set of headphones for iPad and computer use. Please **no iPhone earbuds.** 
- ❖ They should have a paint shirt or apron and a **spare set of clothes** that will be kept at school. Please **label** these.
- ❖ In their bag they should have a **raincoat.**
- ❖ Please supply a box of **tissues** and hand sanitiser for classroom use. Thank you.



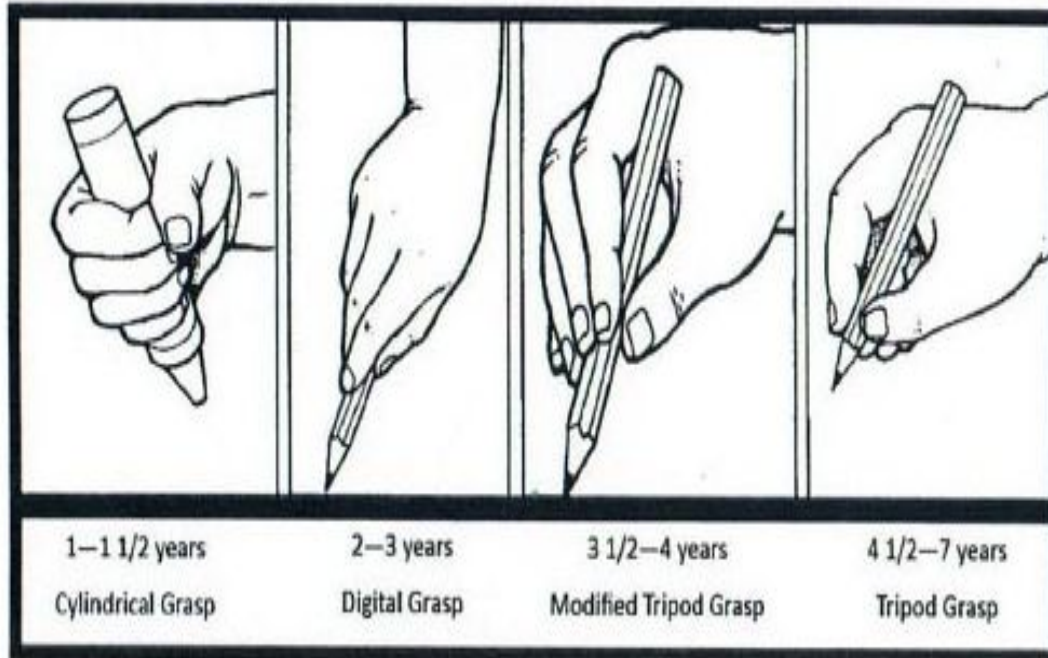
Pencil grip

<http://nellieedge.com/kindergarten-friendly-handwriting/>



Developing Small Motor Skills and an Efficient Pencil Grip Are Important Parts of Learning How to Write—and Enjoying the Process!

Dear Parents,



Good handwriting matters, beginning with a good pencil grasp!

If handwriting motions are not efficient, it interferes with the whole process.

As your child develops a better pencil grasp, **the writing process becomes easier.**

(This drawing shows typical progression of preschool development of pencil grasp. We were not able to locate its source.)



Pencil grip

<http://nellieedge.com/kindergarten-friendly-handwriting/>



Incorrect



4. Thumb and index finger holding pencil, with index finger overlapping the thumb.



5. Pencil held by tips of fingers, thumb on one side, middle and index fingers on the other.



6. Thumb wraps around pencil with index and middle fingers pressing pencil to ring finger.



7. Pencil is held between the index and middle fingers, pressing pencil to the thumb.



8. Index, middle and ring finger tips hold one side of the pencil, the thumb holds the other.



9. Thumb on one side, index and middle fingers on the other, all pressing the pencil to ring finger.



10. Index finger holds pencil to middle finger with the thumb overlapping the index finger.



11. The thumb holds the pencil along the first joints of the rest of the fingers.



12. The pencil is grasped in the first and held up against the thumb.



Pencil grip

<http://nellieedge.com/kindergarten-friendly-handwriting/>



Correct



1. The pencil rests on the first joint of the middle finger with the thumb and index fingers holding the pencil in place.



2. Same as Figure 1, except the fingers are closer to the pencil point.



3. Same as Figure 1, except the pencil is held perpendicular to the table.



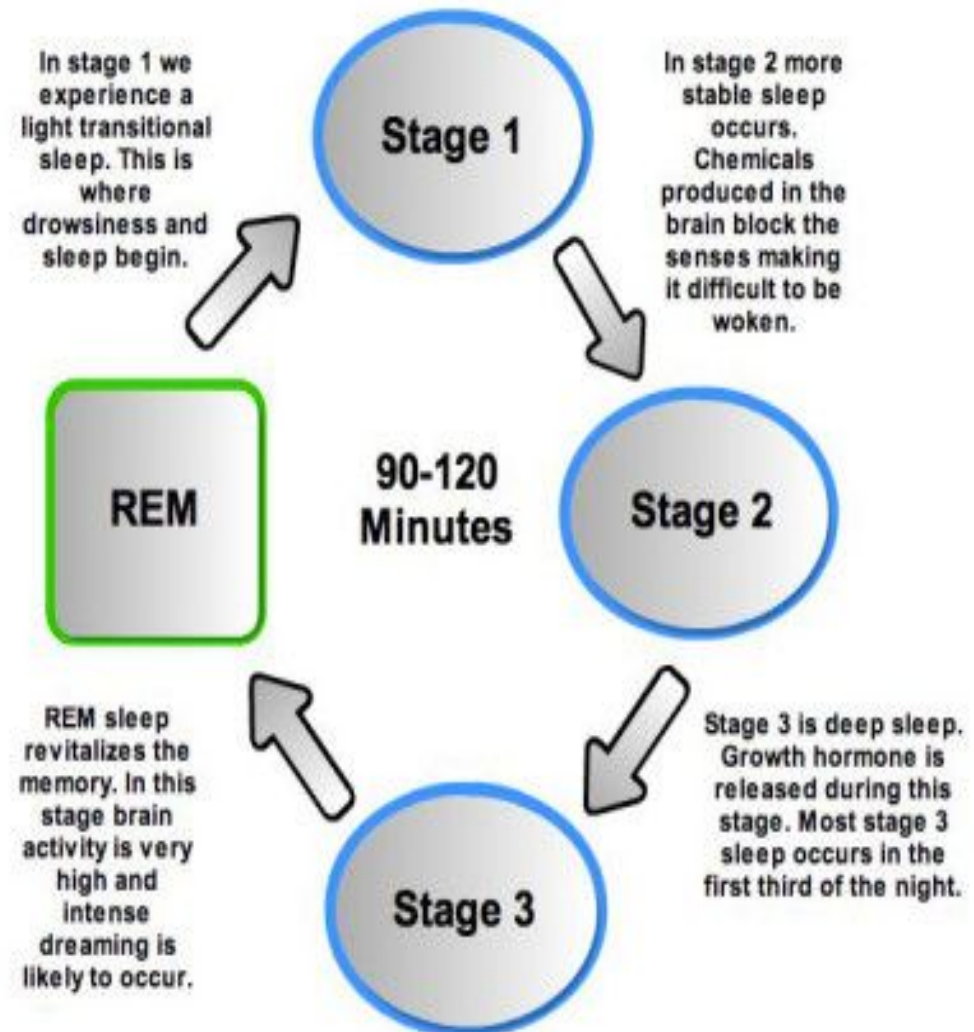
Sleep



how much sleep is enough for your child?

Some kids may be wired to operate on a little less sleep than others, but the National Sleep Foundation suggests these guidelines:

WHEN KIDS ARE ...	THEY NEED ...
up to 2 months	10.5 to 18 hours
3 to 12 months	9.5 to 14 hours
1 to 3 years	12 to 14 hours
3 to 5 years	11 to 13 hours
5 to 12 years	10 to 11 hours





Screen time



Your child's age	Recommended screen time
Under 2 years	Zero. Babies and toddlers should not watch any television or other electronic media (DVDs, computers and electronic games).
2 to 5 years	Less than one hour per day. Limit their time sitting and watching TV or using other electronic media to less than one hour per day.
5 to 17 years	Less than two hours per day. Limit their use of electronic media for entertainment (i.e. TV, computers and seated electronic games) to no more than two hours per day.
*These guidelines are for entertainment purposes only and do not include screen time for educational purposes.	

Spending excessive amounts of time online can have significant impacts on child's health, family and social life and on their academic performance at school.

Too much screen time changes the way children's brains work - recent studies of excessive screen time users show significant differences in cognition, psychosocial behavior and brain structure.



Screen time



8 tips to keep on top of your child's screen time

- 1** Plan screen-free time, like outdoor play, music and sport.
- 2** Lead by example – reduce your own screen time.
- 3** Agree on daily screen time limits. It's not punishment, it's about keeping a balance.
- 4** Be involved – watch TV and play games together.
- 5** Start with small reductions to help lessen any resistance.
- 6** Use tech tools to manage access, such as parental controls.
- 7** Resist giving mobile devices to children when going out – take books or toys instead.
- 8** Set tech-free zones and times at home – e.g. all screens off in bedrooms after a specified time.

UNDER-STIMULATION OF THE PARIETAL LOBE:
For proprioception and spatial awareness

OVER-STIMULATION OF THE OCCIPITAL LOBE:
Due to bombardment of visual signals from technologic devices

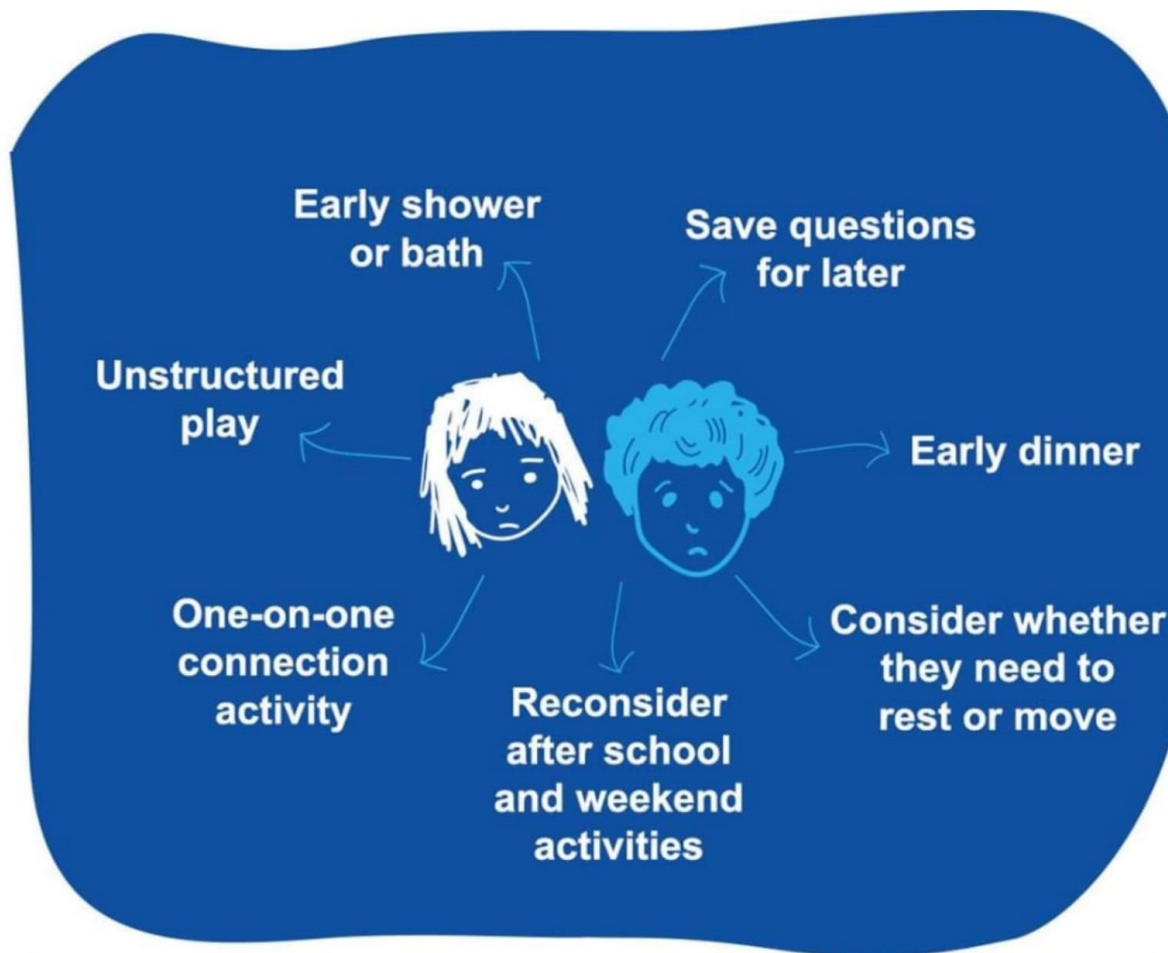
UNDER-STIMULATION OF THE FRONTAL LOBE:
For reading, motivation, problem solving, memory, and movement

UNDER-STIMULATION OF THE PMRF:
For proper posture and pain reduction

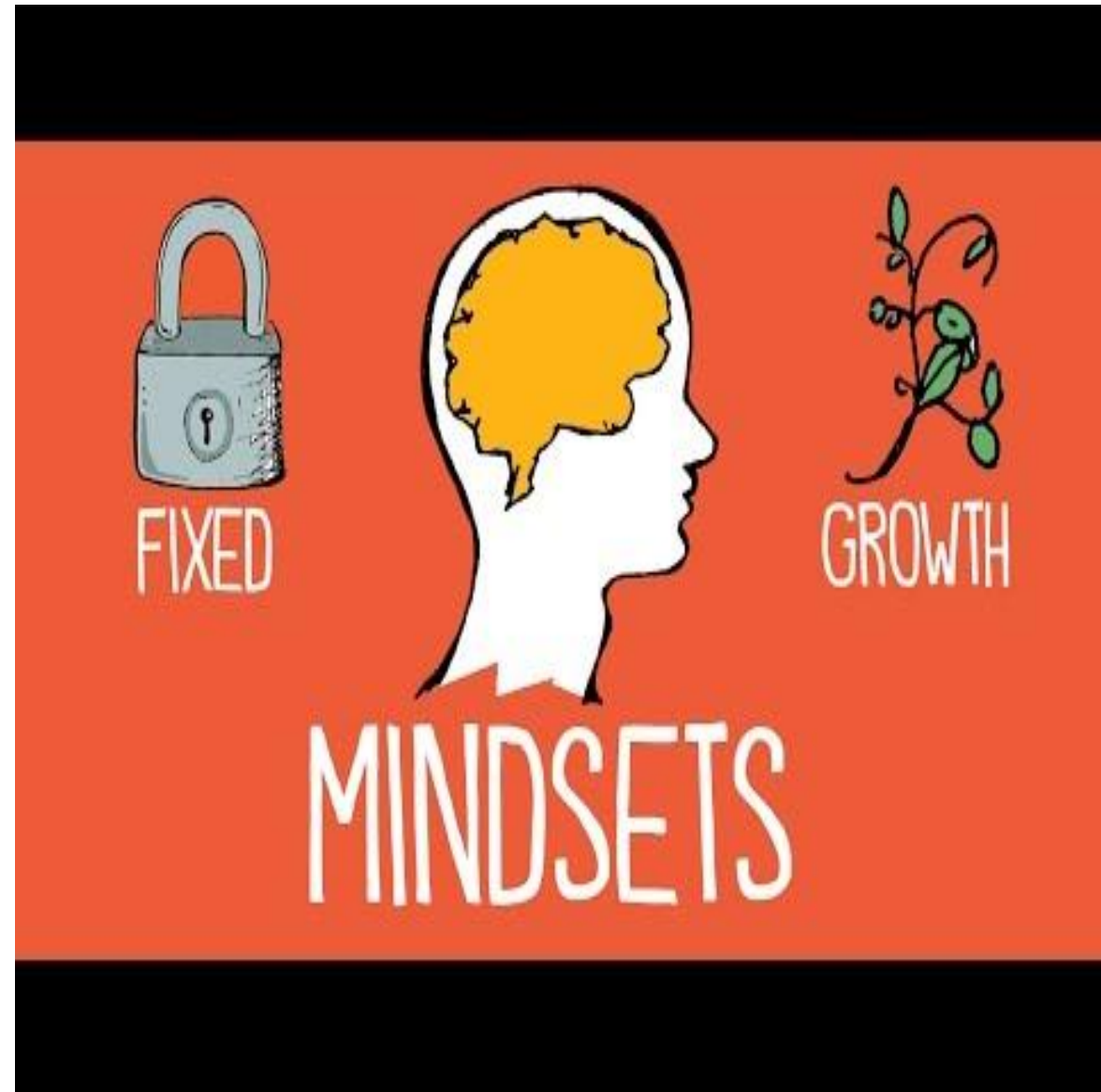
UNDER-STIMULATION OF THE CEREBELLUM:
For accuracy, balance, and coordination of movement



Strategies for preventing an after school meltdown



- Whole school approach
- Training your brain
- Neuroplasticity - elastic brain
- Covered in PD first term
- Resilience
- Assembly - badges



How can I implement this at home?
The power of 'yet'

DEVELOPING A **GROWTH MINDSET**

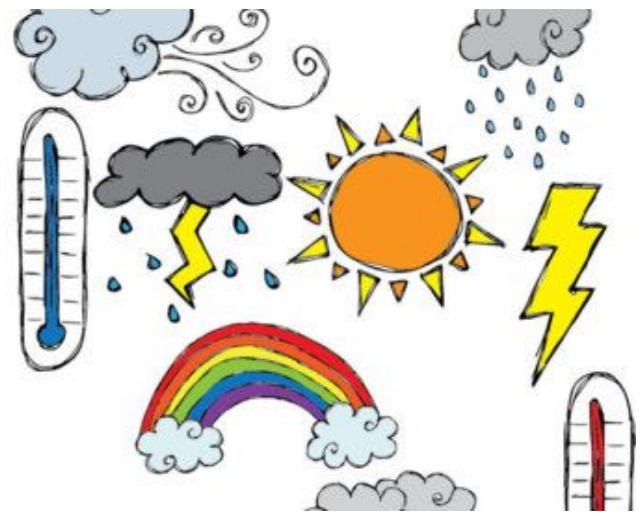


INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them



Key Learning Areas:

What is my child learning?



Science:
Weather & Seasons



Art:
Fine Motor Skills
(Linked to Science Unit)



History:
Families



Understanding how the Literacy Progressions work



Explore the learning progression elements

Speaking
and listening

Reading
and viewing

Writing



Understanding how the Literacy Progressions work



Explore the learning progression elements

Speaking and listening

Listening description

This sub-element describes how a student becomes increasingly proficient at building meaning from a variety of spoken and audio texts. It includes active listening processes to access and understand the increasingly sophisticated language structures of spoken texts for audiences and purposes specific to learning area requirements.

Show more ▾

LiS1

- distinguishes between sounds made with instruments
- distinguishes between sounds in the environment

LiS2

- responds to spoken texts (uses facial expressions, movements, turns towards the speaker)
- responds to short phrases relying on key words, tone of voice and intonation
- follows a simple command
- recognises and generates one-syllable rhyming words (see *Phonological awareness*)
- repeats familiar words heard in a text or conversation

LiS3

- listens actively to short texts consisting of a few sentences
- recalls one or two ideas
- responds to simple statements, commands or questions
- uses a small range of listening strategies (asking what, when, why questions about a text they have listened to)
- discriminates individual words in a short, spoken sentence
- identifies familiar objects and actions heard in a text (the chicken ate the bug)



Understanding how the Numeracy Progressions work



What is numeracy?

Numeracy is fundamental to a student's ability to learn at school and to engage productively in society.

[Read More >>](#)

What is the focus of the numeracy progression?

Numeracy development influences student success in many areas of learning at school. The progression can be used to support students to successfully engage with the numeracy demands of the Foundation to Year 10 Australian Curriculum.

[Read More >>](#)

How is the numeracy progression structured?

The National Numeracy Learning Progression has three elements that reflect aspects of numeracy development necessary for successful learners of the F–10 Australian Curriculum and in everyday life.

[Read More >>](#)

How is the numeracy progression related to the Australian Curriculum?

Numeracy skills are explicit teaching in the Australian Curriculum: Mathematics. Students need opportunities to recognise that mathematics is constantly used outside the mathematics classroom and that numerate people apply general mathematical skills in a wide range of familiar and unfamiliar situations.

[Read More >>](#)

How can the numeracy progression be used?

The National Numeracy Learning Progression can be used at a whole school, team or individual teacher level. However, the progression provides maximum student learning benefits when used as part of a whole-school strategy that involves professional learning and collaboration between teachers.

[Read More >>](#)

Numeracy learning area advice

[Read More >>](#)

PDF documents

[Read More >>](#)

Glossary

[Read More >>](#)

Explore the learning progression elements

Number
sense and
algebra

Measurement
and geometry

Statistics and
probability



Best Start Assessment - Literacy



Speaking and Listening

When asked to express their opinions and share their thoughts, [REDACTED]

- listened during a conversation and took turns as a speaker and listener
- elaborated on ideas
- used detailed sentences and phrases when speaking
- spoke clearly and audibly.

Reading

When asked to think about sounds and letters, shown different pictures and a book, [REDACTED]

- said some of the most common sounds represented by single letters of the alphabet
- recognised letters that are the same across different words
- listened and clapped syllables in words
- listened and said words that rhyme
- held the book the right way up and turned the pages correctly.

In Kindergarten, [REDACTED] will be working on:

- hearing and saying words that have the same beginning sound
- hearing and saying the separate sounds in simple words
- reading common words in the environment.

Writing

When given the opportunity to write, [REDACTED]:

- wrote own name.

In Kindergarten, [REDACTED] will be working on:

- writing a simple sentence with a capital letter and full stop.



Best Start Assessment - Numeracy



Numbers and Counting

When asked to share their knowledge of numbers and their counting skills, **Amma**:

- identified numerals from 0 to 30
- identified all numerals in the range 1-10
- counted beyond 30
- counted backwards from 20
- identified the larger of two numerals in the range 1-10
- said the number that comes after any number in the range 1-10, without counting
- said the number that comes before any number in the range 1-10, without counting.

In Kindergarten **Amma** will be working on:

- identifying what number comes after any given two-digit number
- identifying what number comes before any given two-digit number.

Addition and Subtraction

When asked to solve addition and subtraction problems, **Amma**:

- solved addition problems by visualising items.

In Kindergarten **Amma** will be working on:

- solving subtraction problems by removing items and counting the items that remain.

Patterns

When given the opportunity to share their knowledge of patterns, **Amma**:

- recognised standard patterns on dice and dominoes, without counting individual dots
- attempted to continue a given pattern using different shapes.



Jolly Phonics Program



- Teaches children to read and write
- Synthetic phonics, taught explicitly
- multi-sensory, with fun actions and songs

Covers:

- Learning letter sounds - 3 a week
- Letter formation
- Blending
- Segmenting
- Tricky words



Jolly Phonics Actions

Jolly Phonics Actions Chart

Aa short a 	Bb 	Ch ch 	Dd 	Ee short 	Ff 	Gg 	Hh 	Ii 	Jj
Ll 	Mm 	Nn 	Oo short o 	Pp 	Qu qu 	Rr 	Ss 	Tt 	Uu short u
Vv 	Wh 	Xx 	Yy 	Zz 	ar 	ch 	oo oo 	sh 	ng

or 	th voiced th unvoiced 	ou ow 	er ir ur 	oi oy 	ai ay 	ea ee ey e_e 	ie y i_e igh 	oa o_e ow 	ue u_e ew
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1. s, a, t, i, p, n
2. c, k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar





Homework



English

Week 6
Term 1

Trace and say each sound.

C C C C c c c c 

K K K K k k k k 

E E E E e e e e 

H H H H h h h h 



Tricky words - Look, say, cover, write and check



	Monday	Tuesday	Wednesday	Thursday
I				
the				
to				
me				
he				
was				

- Revision of previous week.
- Handed out on Monday.

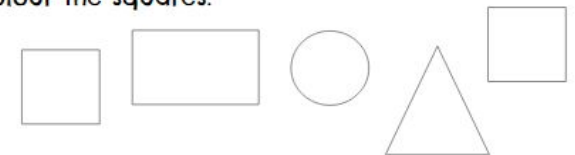
Mathematics

Complete the number trains by adding the missing numbers in order.




 

Colour the squares.



Write or draw the number to match above or below.

			
3		6	



Homework - Reading log



Kindergarten Home Reading Record Term 1 2019

Day	Title of Book	Parent's Signature
Monday		
Tuesday		
Wednesday		
Thursday		
Teacher:		
Monday		
Tuesday		
Wednesday		
Thursday		
Teacher:		



Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

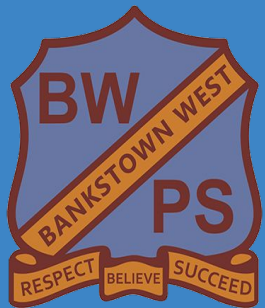
8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)



Home Reading Program



Level 1

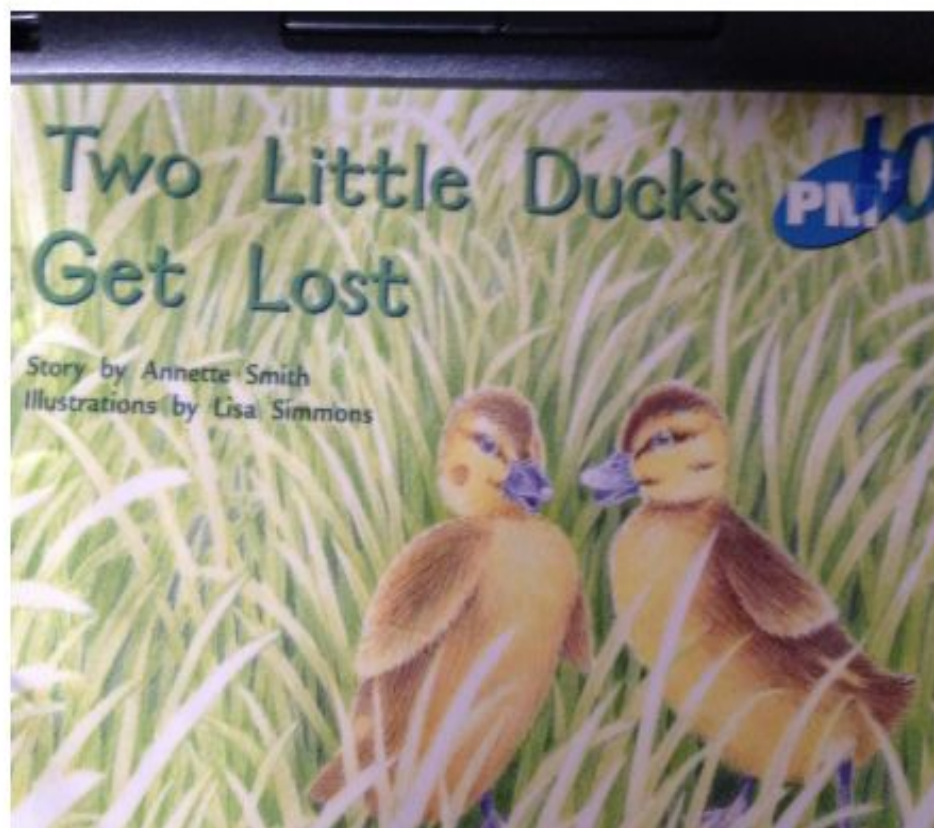




Home Reading Program



Level 10



Dilly Duck said to Dally Duck,
“Let’s play in the puddles, today.”

The two little ducks
ran down the hill.



Reading Resources





Maths Resources



Gen Darnley
Al Tong School
Mr Sir Class Year 8A

My Profile

My Daily Points
0

457 POINTS THIS WEEK

My Awards
5 Gold Bars
40 more to go

Activities

Number	PERFECT!
Number	PERFECT!
Direction and Order	
Counting and Comparing	PERFECT!
Patterns and Position	PERFECT!

Live Mathematics

Activities

Maths Games

Concept Search

Rainforest Maths

Times Tables Toons

Spellodrome

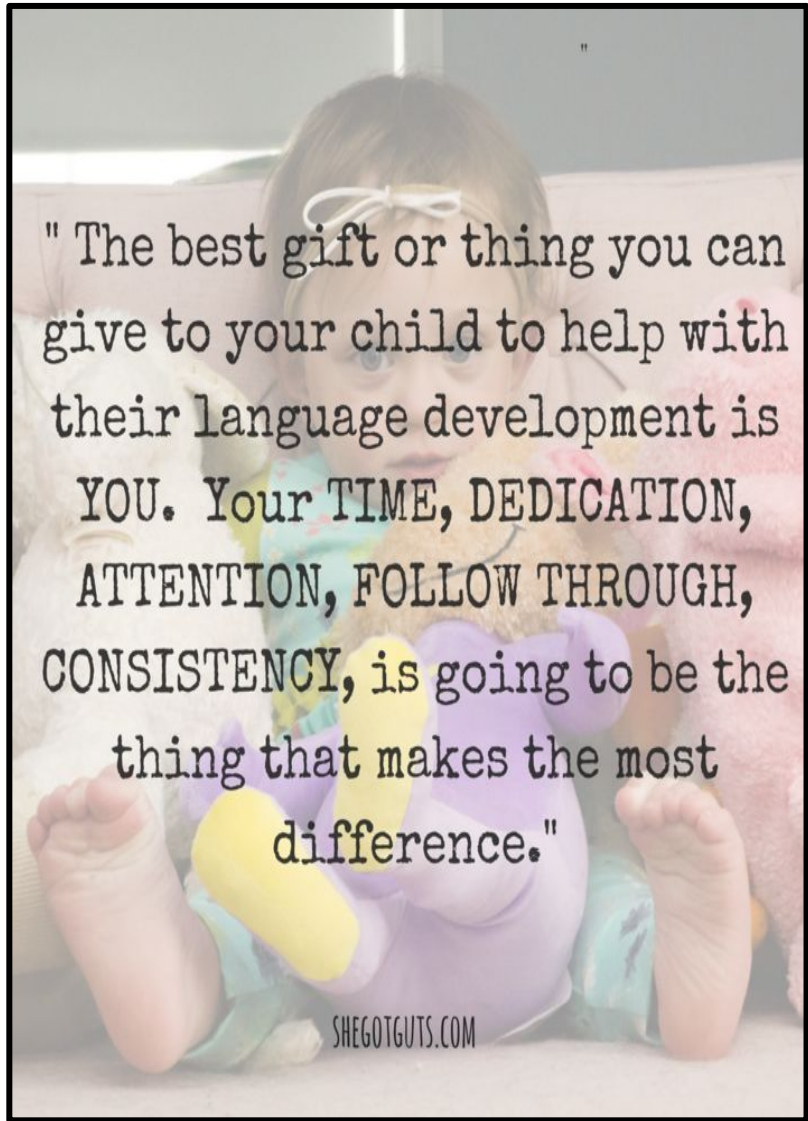
Primary



Some important topics



- ❖ Be interested
- ❖ Sense of urgency
- ❖ Consistency
- ❖ Speech





Over to you....



Any
questions ?



THANKS!!!



REMEMBER: we are always happy to have a chat and answer any questions.

Mrs Benson, Ms Dixon, Miss Harb and Ms Goodman

hi



Hi



KD



KH

hi

