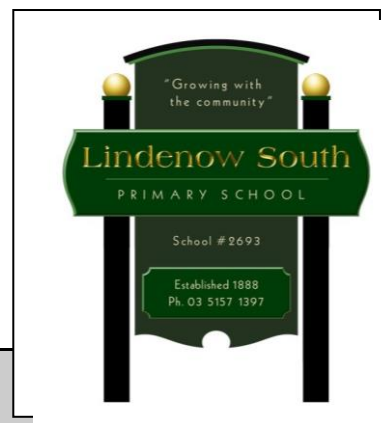


Lindenow South Primary School

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Mr. Michael Walker - Principal

'Growing with the Community' est. 1888

Your Local School - Award winner, Innovative and Caring



Newsletter

28th March 2022

WEEK 13

Upcoming Dates:

30th March – School Council AGM
8th April – End of term 1
15th April – Good Friday

Principals Report

Last Thursday the grade five students sat the writing practice test for NAPLAN. This is the first of two practice tests which they will complete prior to the real tests in May. The main aim of the practice tests was to make it clear to the students how NAPLAN online works and looks and what types of questions might be involved in the real tests. This week they will complete the omnibus practice test.

It's the second last week of term one and that means it is time for the School Council AGM. School councillors please note that our meeting will take place on Wednesday 30th March at 2:30pm in the senior room.

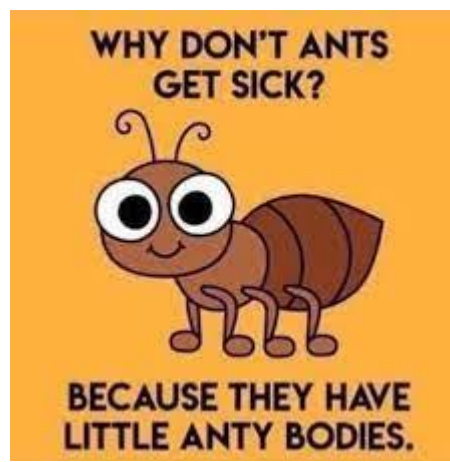
Over the last six months we have been working toward the construction of a 'Lindenow South Primary School' website and it is now ready to go 'live'. If you google search the school's name it should make itself known to you. Once you have had a chance to look things over, please feel free to provide us with feedback for improvements.

Michael Walker



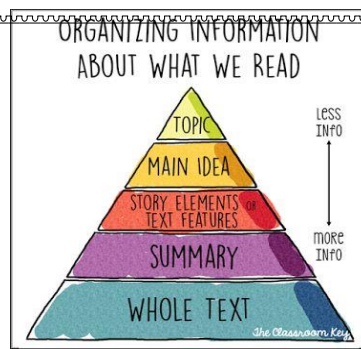
- **Please do not drop your child off at school before 8:00am and NEVER drop them if there is not at least one staff car in the carpark.**
- It is very important that you ensure your child has enough food for the school day. Please monitor the number of pre-packaged sugary products you provide for them as this can have quite a dramatic effect on their performance at school.
- Try to monitor the state of your child's hair health. Be vigilant for the first signs of nit infestation and take decisive action if you detect anything. Please remember that students **MUST** be excluded from school if any live nits are discovered, until they have been appropriately treated.
- **IF STUDENTS RIDE A BIKE OR SCOOTER TO AND FROM SCHOOL, THEY MUST HAVE A HELMET ON.**

JOKE OF THE WEEK



QUOTE OF THE WEEK

I never
make the same mistake twice.
I make it like five or six times,
you know,
just to be sure.



Are You Reading Together?

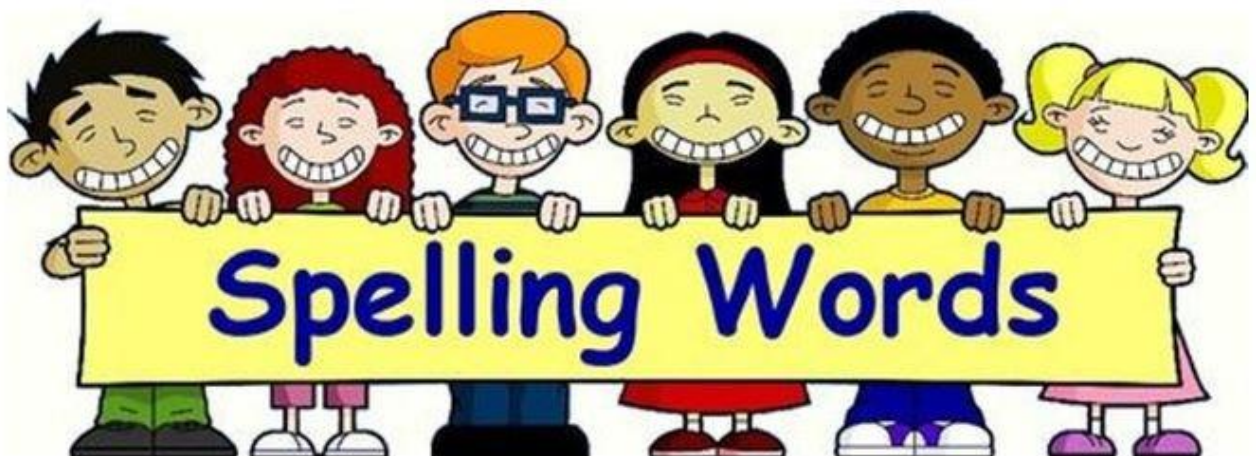
Reading stretches imaginations and encourages independent thinking. Reading together builds a lifelong bond for children to cherish. Reading together is FUN. You can be sad, serious or silly! Read TO and With your children.

Look and Listen.

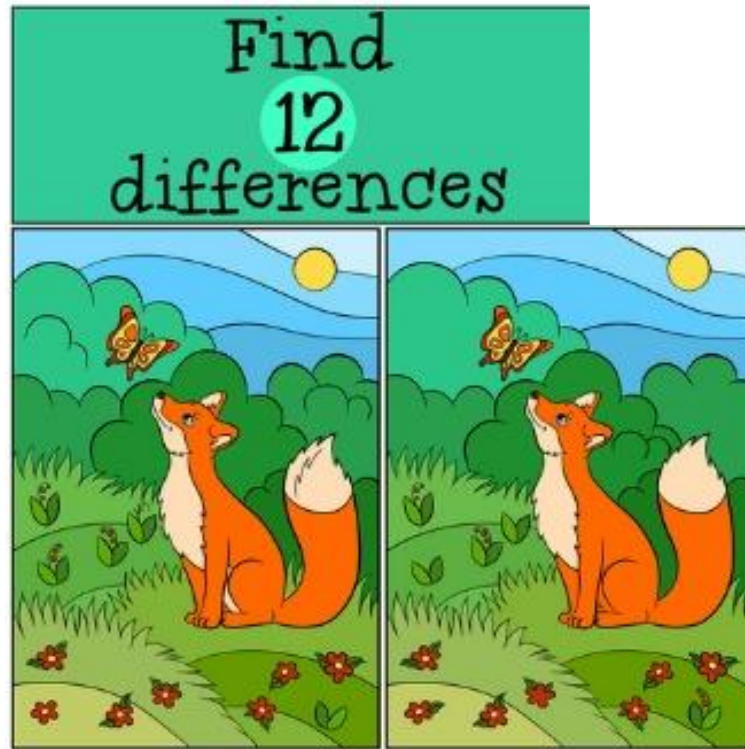
Listen and read along with a book that is on tape (this can be a good option for older, reluctant readers too). Buy or hire videos and DVD's that go with favourite storybooks.

Thoughts on Spelling.

Children become good spellers when they are reading and writing each day in a way that has meaning and purpose for them.



PUZZLE PAGE



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| U | E | J | I | H | U | N | Y | S | T | H | A | O | R |
| D | N | A | U | U | E | E | E | M | A | E | N | W | A |
| W | N | A | I | P | L | U | T | O | N | A | O | D | H |
| A | G | H | P | L | I | Z | O | O | E | R | U | S | U |
| R | D | E | I | H | C | T | M | N | W | T | N | S | H |
| F | H | Y | H | O | P | B | E | O | Q | H | I | U | E |
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VENUS
EARTH
MARS
CERES
ASTEROIDS
JUPITER
SATURN
NEPTUNE
URANUS
PLUTO
DWARF
PLANET
MOON

THE BACK PAGE - 6 Tips for Helping Your Child Improve Reading Comprehension By Ginny Osewalt

1. Make connections.

Connecting what your child already knows while she reads sharpens her focus and deepens understanding. Show her how to make connections by sharing your own connections as you read aloud. Maybe the book mentions places you've been together on vacation. Talk about your memories of those places. Invite your child to have a turn. Remind your child that good readers make all kinds of connections as they read.

2. Ask questions.

Asking questions will make your child want to look for clues in the text. Pose questions that will spark your child's curiosity as you read aloud. Frequently ask her, "What are you wondering?" Jot down those "wonderings" and then see how they turn out. Remind your child that good readers challenge what they're reading by asking questions.

3. Create "mind movies."

Creating visual images brings the text alive. These "mind movies" make the story more memorable. You can help your child do this by reading aloud and describing the pictures you're seeing in your own imagination. Use all five senses and emotions. Invite your child to share her "mind movies." Notice how they're different from yours. You might even ask your child to draw what's in her imagination.

4. Make inferences.

We "infer" by combining what we already know with clues from a story. For example, when we read, "Her eyes were red and her nose was runny," we can infer that she has a cold or allergies. You can help your child with this reading skill by predicting what might happen in the story as you read aloud. Then invite your child to do the same.

5. Figure out what's important.

Determining what's important is central to reading. When you read a story with your child, you might download a "story element" organizer. You can use it to keep track of the main characters, where the story is taking place, and the problem and solution of the story. Nonfiction texts look different from fiction. They're organized with features like the table of contents, headings, bold print, photos and the index.

6. Monitor comprehension.

Readers who monitor their own reading use strategies to help them when they don't understand something. Teach your child how to "click and clunk." Read together and ask her to hold up one finger when the reading is making sense (click) and two fingers when meaning breaks down (clunk). To repair the "clunks," use these "fix-up" strategies:

- Re-read.
- Read on—now does it make sense?
- Read out loud.
- Read more slowly.
- Look at illustrations.
- Identify confusing words.