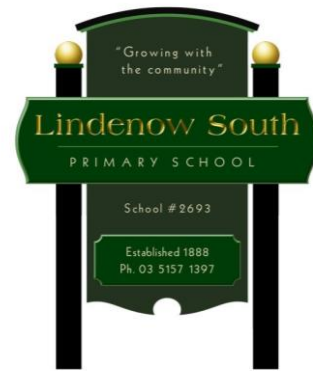


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Lindenow South, 3875
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Mr. Michael Walker - Principal

'Growing with the Community' est. 1888

Your Local School - Award winner, Innovative and Caring



Newsletter

9th May 2022

WEEK 19

Upcoming Dates:

May 10 – NAPLAN testing commences
May 11 – SCHOOL COUNCIL MEETING 2:30PM
May 20 – Grade 4 – 6 excursion to Buchan
June 13 – Queens Birthday Public Holiday

Principals Report

We have all systems 'go' for the grade five online naplan testing this week, we just have to hope there are no power failures.

School councillors please note that we have our first meeting for term two scheduled for this Wednesday at two thirty in the senior room.

On Friday May twentieth the grade 4-6 class will be making their way to Buchan to partake of the bushwalk which we had to reschedule at the end of term one. Students will be transported in the private vehicles of myself, Sarah and John Harrison. Consent forms will be sent out with next week's newsletter. We will be having a BBQ lunch at the Buchan reserve at no cost to parents.

Last week we put out a call for anyone within the school community to be part of the local committee trying to get footpaths installed along the Lindenow/Glenaladale road. Many thanks to Troy Dawes for taking on this role.

Michael Walker



GENERAL SCHOOL NEWS

- 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.
- School hats are not required to be worn in term two and three.
- 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 your child chooses to ride a bike or scooter to school, then they must dismount before entering the school grounds and wheel their machine to the bike stand provided.

CARTOON OF THE WEEK



QUOTE OF THE WEEK

**I CAN ONLY PLEASE
ONE PERSON
PER DAY.
TODAY IS NOT YOUR
DAY.
TOMORROW DOESN'T
LOOK GOOD EITHER.**



RITCHIES CARD WELCOME OFFER!

\$10
off your
first shop*

- 1 Join and activate your Ritchies Card or App.
- 2 Visit a store within 14 days, spend \$100 or more in a single transaction and scan your Ritchies card or app.
- 3 Get \$10 off instantly. Valid for one transaction.



Download the Ritchies Card App
and select the club, school or
charity that you wish to support.



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*Terms & Conditions apply. See www.ritchies.com.au for details. Excludes Cigarettes and Tobacco, Phone Recharges, Gift Cards, and items marked reduced to clear. Liquor can be used to obtain the discount.



Dinosaur Word Search



X N O D O N A U G I U O T R N O U U O L
I U I V U S S L O M A R N E R O S U R S
A A D A U A S U R U A S O I H C A R B E
O S D I K O U Y R P R S U R O Y N X R O
S U U A U R R T S U O P U M S S K L A O
A L L O S A U R U S A A P U V V Y M B A
U O R R V U A H H N S S R H S S L O S T
R L O O O N S E C L O U O A S A O I L S
U Y L R T L O I Y G A R C N C T S A U P
S S O P S P C D N S G S A I N Y A R S O
C G L I A S A A O C S T S M N A U C O T
K Y I P O R T R N H O E O A A A R E U A
S I N I P H T O I O P G N S S G U Y G R
T H L O U N I O E V R O S O T S S D T E
S U I S E A S I D O O S L M U H R G O C
U I C K S U P R O T P A R I C O L E V I
S R D M U L O O C H G U S O S L I O S R
T T O H S C I I S E A R O U O P R N R T
A R H G A L L I M I M U S A U I Y C G L
L N D I P L O D O C U S O N R S A H T U



Allosaurus
Ankylosaurus
Brachiosaurus
Compsognathus
Deinonychus
Diplodocus

Gallimimus
Hypsilophodon
Iguanodon
Kentrosaurus
Megalosaurus
Oviraptor



Psittacosaurus
Stegosaurus
Triceratops
Tyrannosaurus
Velociraptor
Xiaosaurus

HOTDOGS FOR LUNCH THIS FRIDAY (FRIDAY 13TH):

THAT'S RIGHT FOLKS, FRIDAY 13TH IS UNLUCKY FOR SOME BUT NOT FOR US. WE HAVE HOTDOGS FOR LUNCH. PRICE IS YET TO BE FINALISED BUT IF YOU KEEP AN EYE ON OUR FACEBOOK PAGE ALL WILL BE REVEALED.



What Do Good Readers Do As They Read?

One way that researchers have studied what good readers do, has been to ask them to think aloud as they read. From these studies, researchers have determined that the seemingly effortless activity described as “good reading” is made up of a set of highly complex, well-developed, and well-practiced skills and abilities. Particularly impressive is the way in which good readers actively and consciously coordinate these skills and strategies before, during and after reading a text.

Before reading, good readers tend to set goals for their reading. They note the structure, or organization of the text, and often create a mental overview or outline of the text to help them decide whether it is relevant to their goals. During reading, good readers read words accurately and quickly, and simultaneously deal with the meanings of those words – as well as the meanings of the phrases and sentences into which the words are grouped. Good readers connect the meaning of one sentence to the meaning of another. If something is confusing to them, they use their background knowledge to try to clarify the meanings of words and phrases.

Sometimes good readers interact with the text by asking themselves questions about its content and reflecting on its ideas. They are adept at using their background knowledge to make predictions about what might happen next and to understand ideas as they encounter them. Good readers continuously evaluate their predictions and revise them as needed. Good readers are selective as they read. They are likely to focus more of their attention on the parts of the text that are most closely tied to their reading goals. They may decide to skip some parts of a text because they already understand the content or because they do not think the parts are important to what they need (or want) to learn from the text. They may decide, after reading several pages, to skip the rest of the chapter because they recently read something similar.

On the other hand, they may decide – either because they do not clearly understand the content or because they find the topic interesting – to reread a passage or chapter before going on. They also may summarize the content of a passage as they read it. In doing so, they may consciously determine what is important, what is supportive, and what is less important. As they read, good readers often make inferences. They may draw on their background knowledge or look for cues in the text to supply information about characters or events that the author has not provided directly. Some good readers may also create mental images, or visualize a setting, event, or character to help them understand a passage in a text.

Good readers monitor their comprehension as they read. When they realize that they do not understand what they are reading, they apply procedures to “repair” or “fix-up” their lack of understanding. For example, they may ask themselves questions about the meaning of what they are reading, they may rephrase a passage in their own words, they may look up the meanings of difficult words, or they may outline the content of the text. After reading, good readers often think about, or reflect on what they read. They may mentally summarize major points or events in the text, or even go to other sources to find additional information about the topic of the reading. In short, good readers are most often strategic readers. That is, they use a number of comprehension strategies to get meaning from text. Comprehension strategies are conscious plans or procedures that are under the control of a reader, who makes decisions about which strategies to use and when to use them.