



**Room One/Kowhai Class**  
**at**  
**Matahui School**



# HELLO

**Welcome to our class - we are  
glad you are here!**

As your child starts school, a few things to remember -

The bell goes at 5 to 9 and home time is 3.05.

If your child is going to be absent please phone in to school  
before 9 am to let us know.

Class library day is Friday.

Your child will need:

A named plastic cup (we have water available in the  
classroom),

a long sleeved old shirt for painting,

and a scrapbook at home for cut up sentences.

We look forward to a long and happy association with you  
and your child.

Many thanks

Christine Croskery &

Donna McDonald





## Reading

Dear Parents,

We would like to share some positive ways in which you could help your child with reading development.

Set aside a regular time each night to read to your child. The bedtime story is a very valuable way to ensure a healthy attitude towards reading. Make this time enjoyable and free from tension. Remember to talk about the pictures and make the story interesting by reading with expression.

Every night your child will bring home some reading to share together. Listen to your child read.

Encourage them to look first at the pictures and talk about them. Eg. What is it about? Who are the people? Using pictures is one of the first major reading skills they develop.

Let your child "read" their book to you. Memory reading is an important early reading skill.

Encourage your child to point to the words as they read, as this helps them to match their reading to the written words. As they are just getting the idea that print carries a message, don't expect them to know many words in isolation.

Encourage your child to gain sense from the story. Resist jumping in and correcting mistakes but ask questions like - "Does this make sense?" "What can you tell me about ....?" Our aim is to create in children a love of books and to lead them towards being independent readers.

Encourage your child to retell a story in his or her own words.

Words are everywhere. When you go shopping or out and about, read signs and labels together.

Later, as your child develops and has reached the early stage of reading, remember they still need your encouragement and praise, praise, praise for their efforts. If, when reading, your child comes to a word they don't know this is what we do at school. It would be very helpful if you could also do the same at home.

*What can you do when you don't know a word?*

- Go back to the beginning of the sentence.
- Read again.
- Say the first sound.

*If you get stuck again:*

- Go back to the beginning of the sentence.
- Read again.
- Say the first sound, then ....
- Read on to the end of the sentence

*Now have a try:*

- Does it make sense?
- Does it look right?
- Does it sound right?
- After 2 prompts if the word is not correct, tell him/her the word.

At Matahui School, we aim to provide a happy, secure and caring environment with each child actively involved in the learning process.



Warm Regards - **Christine Croskery & Donna McDonald**



## Cut Up Sentence

Dear Parents,

Your child will be bringing home a cut up sentence each night. The sentence has been taken from the shared book we are reading together at school.

Shared reading provides an enjoyable reading experience for children, and they participate in an exciting way, using expression and intonation in their voices.

The shared book can also involve artwork, dramatisation, music and movement, writing and word study.

Before the sentence comes home, together we model it in our shared writing book.

Through Shared Book the children are learning:

1. To read for meaning, making guesses that would make sense.
2. That print runs from left to right, with a return sweep, and that there is one to one correspondence between the written and spoken word.
3. To predict, using context, pictures, sentence structure and letter details.
4. To recognize high frequency words.
5. To hear and use sentence patterns.
6. To make visual and auditory discrimination about letters and letter clusters.
7. To become familiar with punctuation marks.

The cut up sentence is worked at three levels:

**Level 1 - Matching.** The children match the cut up words to the model sentence. They are to then check it and read the sentence back to you, pointing to each word as they say it.

The cut up sentence can then be pasted into a scrapbook at home, and this can be re-read at a later date. Usually there is a picture or photograph to accompany the sentence.

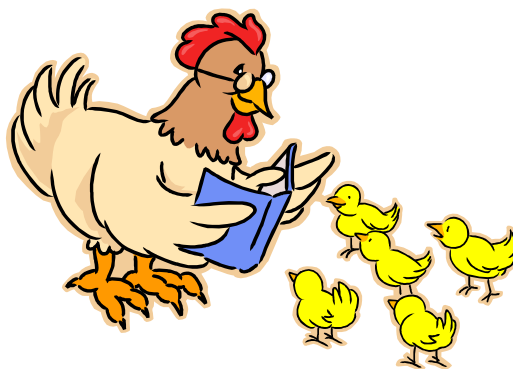
**Level 2 - Reading.** The children have to read the words and sort them into a sentence that makes sense. The children are encouraged to look at the initial sound of unknown words. They then read the sentence, pointing to each word as they say it. Paste this into scrapbook, as in Level 1.

**Level 3 - Cut up word.** As in Level 2, but one word is cut up into letters. For the week, they will have rhyming words, such as cat, mat, hat, sat.

Your support with this is most appreciated and certainly makes a difference to your child's progress.

Warm Regards

**Christine Croskery & Donna McDonald**



## Games to Enjoy with your Children



Games you can make:

### 1. A Memory Game

Match capitals and small letters of the alphabet.

### 2. A Memory Game

Match words that are the same but one has a capital letter and one a small one. For example - The the

### 3. Go Fish

- Make two sets of high frequency words. (Copy some of the words from the ring of words your child has in their book bag). Place them face down on the floor. Children take turns to pick up two.
- Are they the same?
- What do the words say?

If they match, the child can keep them and have another turn.

4. Play 'Snap' with the same cards in point 3. When they get 2 cards the same, they say 'snap!' but also what the word says.

### 5. Word Lotto

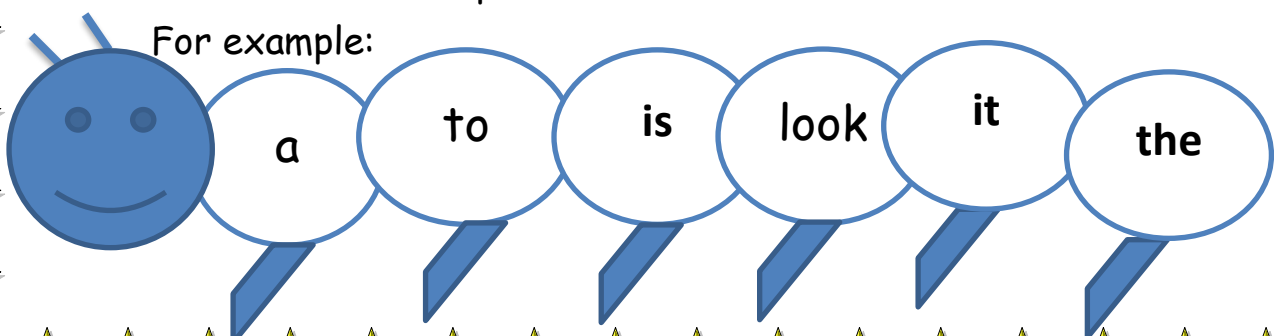
Make up cards with 9 words on. For example:

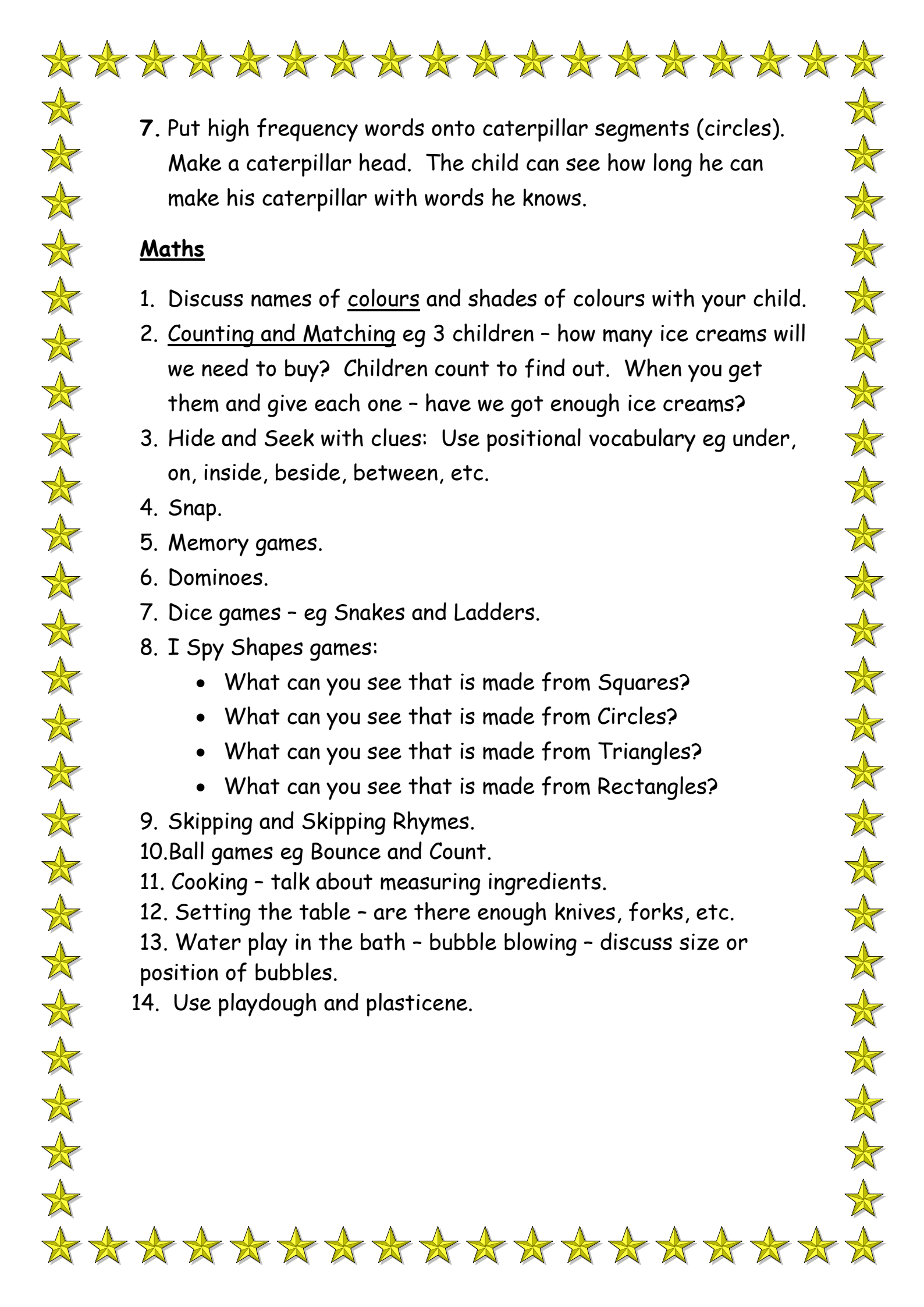
is	am	the
see	to	at
like	look	me

You also need cards with each word on to show the child. If he has the word on his card he must say the word and then can match it to the correct one on the card.

6. Make a word caterpillar for the child to match words on to.

For example:



- 
7. Put high frequency words onto caterpillar segments (circles).  
Make a caterpillar head. The child can see how long he can make his caterpillar with words he knows.

### Maths

1. Discuss names of colours and shades of colours with your child.
2. Counting and Matching eg 3 children - how many ice creams will we need to buy? Children count to find out. When you get them and give each one - have we got enough ice creams?
3. Hide and Seek with clues: Use positional vocabulary eg under, on, inside, beside, between, etc.
4. Snap.
5. Memory games.
6. Dominoes.
7. Dice games - eg Snakes and Ladders.
8. I Spy Shapes games:
  - What can you see that is made from Squares?
  - What can you see that is made from Circles?
  - What can you see that is made from Triangles?
  - What can you see that is made from Rectangles?
9. Skipping and Skipping Rhymes.
10. Ball games eg Bounce and Count.
11. Cooking - talk about measuring ingredients.
12. Setting the table - are there enough knives, forks, etc.
13. Water play in the bath - bubble blowing - discuss size or position of bubbles.
14. Use playdough and plasticene.



## Playdough Recipes

### Cooked

1 cup flour      1 tbsp oil  
½ cup salt      2tsp cream of tartar  
1 cup water      Food colouring

Stir all ingredients together and cook over low heat until it leaves the sides of the pot. Store in an airtight container. Lasts for ages.

### Uncooked

Mix together 2 cups boiling water, 2 tbsp oil, 2 tbsp cream of tartar  
½ cup salt. Beat in 2 cups flour and colouring. Also lasts for ages!

