

# Papatuanuku Term 3 2018

## NEWSLETTER Papatuanuku Teachers

**Paul Brownlie:** Year 2 Teacher in Tararua

**Bronagh Crook:** Year 2 Teacher in Orongorongo.

**Anna Kananghinis:** Year 2 Teacher in Orongorongo  
(Until week 8)

**Sarah Moorhouse:** Year 1 Teacher in Rimutaka.

**Deb Remacha:** Year 1 Teacher in Rimutaka.

**Amanda Smith:** Reception Class in Waiopahu.



Hi everyone and welcome back to Term 3. I hope you all had a wonderful holiday. I spent the holidays in the USA and Canada. It was nice to spend some time in the heat of the Northern Hemisphere summer. This term we have another busy programme and our inquiry on 'water' continues with the emphasis on the The Arts. I am looking forward to the students having the opportunity to express themselves in dance, drama and music! I wish everyone a happy Term 3, sharing lots of exciting learning experiences together.



Kia ora everyone. I hope you managed some down time over the last couple of weeks and that you are well rested. We have several community learning experiences in the first few weeks of term for various classes. Thank you for all the offers of support with these. It is much appreciated! A special welcome to all our new families, we hope you enjoy being part of our learning community. I look forward to getting to know you. Amanda.

Kia Ora everyone! I hope you have had a lovely break! I spent my holidays in Hawkes Bay and Auckland visiting family and friends. This term Rimutaka welcomes lots of new friends! Hataitai's newest teacher Deb, will be collaboratively teaching in Room 8, supporting the growing year one roll. We welcome eight new smiles to Rimutaka, transitioning from Waiopahu last term.

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We also welcome Renee Balcazar-Cruz, a student teacher from Victoria University who will be with us for seven weeks. We are looking forward to learning together as one large class in one awesome space. Sarah M.



Hi everyone! I am the newest teacher in Rimutaka class. I will be teaching with Sarah in a team teaching role. I look forward to meeting you all in Term 3.



Kia ora, it is lovely to be back after a nice break and we are looking forward to another exciting term. It is always enjoyable working with your children at this time of the year as they know the routines and have matured as Year 2s. Bronagh will be away from Week 2 as she has family arriving from England, so Kaye will be filling in for her for three weeks. The children all know Kaye so it shouldn't be a problem. We are excited about the term's focus and look forward to working with you and your child/children to ensure they have quality learning experiences. Bronagh & Anna



Kia ora Whanau, I hope you all have had a nice break and you ready for term 3. It was lovely to catch up with everyone just before the end of term. Tom really enjoyed meeting you all and thank you for all your cards. Well done to the Junior team. Your performance during Matariki Night was awesome. See you all soon. I will be back on September 10th.



## Meet Our Support Team

From Left to right

Joanna, Maria, Jan and Dion.



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# Important Dates

- Odd One Out

WEEK THREE

Tuesday 7<sup>th</sup> August at 11.30am in Te Auaha in Wellington.

- Papatuanuku Art Exhibition

Week Nine

Date TBC

## Rain Coats and Warm Clothing

Please ensure that your child comes to school with warm clothing and a raincoat daily. Wellington weather can be unpredictable.



## School Hours

Our school opens at **8:15am** and our learning begins at 8:55am. Please make sure that your children are here from 8:30 am onwards to ensure they have had enough time to read the message board, sign in and help set up the classroom. Please ensure your child has packed their book bag and/or poetry book in their bags.

We encourage families to leave by **8:45am** to give children time to settle and play with friends.

**Please inform the school office as well as the classroom teacher** if your child will not be attending school on any given day. If your child is late for school then you will need to sign them in at the office.

After school, children are to be picked up from their homeclass.

Please inform your child's homeclass teacher if they will be attending After School Care and/or Kelly Sports so that we can ensure they get to the right place after school.

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## Getting in Contact

**Meeting with Teachers-** We love to build relationships with Whanau members. However, before school teachers are busy preparing for the day ahead or may be in a meeting, so if you need more than a few minutes of our time, please make an appointment. If at anytime you have any concerns, questions, information and/or positive feedback to share, please contact your home class teacher as your first port of call.

Emails are generally checked between 3:30 -6pm. Due to the nature of our profession we are often unable to respond to emails within the same day. We endeavor to respond as soon as possible.

Please ensure that your child knows their after school care arrangements before they arrive at school as teachers are not able to check emails regarding updates during the day. Any last minute changes must go through the office.

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# Mathematics Focus

## Stage 2—3 Counting All Multiplication & Division

I can skip count forwards and backwards to 20 in twos and fives.

I can solve simple multiplication and division problems by counting all the objects.  
e.g. 4 groups of 2...



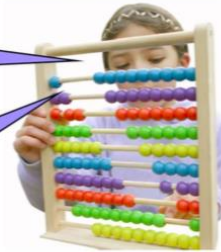
## Stage 4 Advanced Counting Multiplication & Division

I can skip count forwards and backwards to 100 in twos, fives and tens.

I know doubles and matching halves to 20.

I can solve multiplication problems using skip counting.  
e.g.  $4 \times 2$  as 2, 4, 6, 8

I can solve division problems using: skip counting, fair sharing, using my doubles or halves to 20.



## Stage 5 Early Additive Multiplication & Division

I can solve multiplication and division problems using repeated addition or known addition facts.  
e.g.  $4 \times 6 = (6 + 6) + (6 + 6) = 12 + 12 = 24$

I can solve multiplication and division problems using know simple multiplication facts or repeated halving.  
e.g.  $20 \div 4 = \square$   
 $1/2$  of 20 = 10 and  $1/2$  of 10 = 5  
so  $4 \times 5 = 20$

I know x2, x5 and x10 multiplication facts and matching division facts.



## Stage 6 Advanced Additive Multiplication & Division

I can solve multiplication and division problems by using known facts and mental strategies to derive the answers.

Place value  
 $13 \times 5 = (10 \times 5) + (3 \times 5) = 65$

Rounding and compensating  
 $3 \times 18 = 3 \times 20 - 6$

Using known facts  
 $3 \times 6$  so  $2 \times 6 + 6 = 18$

Doubling and halving  
 $4 \times 8 = 2 \times 16 = 32$

Doubling  
 $4 \times 7$  as  $2 \times 7 = 14$   
so  $4 \times 7 = 28$

Reversibility  
 $63 \div 9$  as  $9 \times \square = 63$

Halving  
 $36 \div 4$  as  $1/2$  of  $36 = 18$   
and  $1/2$  of  $18 = 9$

I know multiplication facts to x10 tables and some matching division facts.

I know multiplication facts with tens, hundreds and thousands.

The children will also explore algebra and measurement focusing on volume, mass and length throughout this term.

Useful Mathematics websites- Click on the links below

[BBC Bitesize](http://www.bbc.com/bitesize)



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## Studyladder



[StudyLadder](#)

All the Year 2 Children have been assigned a StudyLadder account. The free version allows the children to complete 3-4 tasks outside of school hours. There is a cost if you would like your child to have unlimited access to activities and accessories for their avatar.

Please note: It is not necessary to purchase the full version.

## Reading with your child at home

Reading with your child will encourage a positive attitude to books and reading. Your child will bring a book home each day/and or a poem. Your child would have read this book with an adult unless it is an independent book which may be a level lower than what they would read with their teacher. Please do not be alarmed if your child has gone backwards over the holidays. During the holidays they are not having their targeted reading sessions at school, getting new readers and working on new strategies. Give your child a few weeks to get back into the routine of school.

- It is important that your child understands what they are reading as well as being able to read fluently.
- Talk about the story and the pictures, other stories you have read, and experiences you have both had that are like those in the story.
- Sometimes you can be the listener, sometimes the reader and sometimes you can take turns. They might like to read to the cat, the dog, their teddy or a sibling.
- All children like to be read to, so don't stop reading to them – no matter how old they are.
- Encourage your child to read all sorts of things – the TV guide in the newspaper, street signs, food labels. Simple recipes are great and you get to eat what you've read about, too!
- If your child comes across a word they don't know wait a few seconds and give your child time to think. If this does not work try: Looking at the beginning of the word and discuss the letters and sound. Talk about words that would make sense in the sentence and look for clues in the pictures. Ask your child to go back to the beginning of the sentence or to read on to the end of the sentence. If your child still doesn't know the word, tell them and prompt them to read the sentence again.
- Ask your child lots of closed (one word answers) and open questions (those that have many different answers) and then encourage your child to talk about different parts.



### Early Reading Stage Levels 3 - 14

**Reading Behaviours**  
Once your child is at yellow level, they no longer need to point to the words. Encourage your child to read with his eyes not his/her finger. Being able to retell a story and to answer questions about the story are very important at this stage. Some children become very good at decoding words, but do not understand what they are reading. Discussing the book when you are reading with your child is an excellent way to foster understanding and comprehension. Remember to keep reading a fun time.

**Fluency Reading Stage Levels 15 - 24**

**Fluency**  
Good readers read quickly. They use expression and correct phrasing. Reading sounds like talking. Reading books with direct speech or plays are excellent ways to make reading sound interesting.

**Comprehension**  
Reading shifts focus once children are at the fluency stage of reading. They are no longer learning how to read but reading to get information from books.

### Reading levels explained



New Zealand reading books are levelled according to colour and number. Books start at Magenta, (Level 1) and go up to Silver, (Level 24). To make it easier, the reading levels have been organized into three groups: Emergent, Early and Fluency.

**Emergent**  
Levels 1 & 2 (magenta)

**Early**  
Level 3-14 (red to green)

**Fluency**  
Levels 15 + (orange to silver)

Most reading books have a colour wheel or chart on the back cover to indicate the book level. To make it easier, some books are the same colour as the reading level of the book.

For further information click on the link below:

[Ideas to help with reading, writing and maths](#)

# Observation survey of early literacy achievement (aka Six Year Net)

The standardised Observation Survey of Early Literacy Achievement is the worldwide name for what has been commonly known in New Zealand as the Six Year Net. The creator, New Zealander Marie Clay, envisaged this assessment being best used after one year of school instruction (generally age six in New Zealand) to determine a student's grasp of basic reading and writing concepts and skills, and to pinpoint any gaps in understanding. Your child will be tested within a few weeks of their 6th birthday by Jacinta.

## When do you use it?

Administered one-on-one, this observational test, or set of tasks, is designed to check an individual's basic reading and writing concepts so that early intervention can be put in place if necessary – often, but not exclusively, Reading recovery.

## What does it give you?

The test will gain detailed knowledge about the approaches a student takes towards unlocking the code of reading, something that is particularly beneficial in cases where incorrect assumptions or practices may have developed. This knowledge is also a helpful starting point for discussing progress with family and whānau.

The one-on-one administration of the test takes approximately 45 minutes to complete.

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There may be a follow up meeting to discuss results with families if necessary and all information is passed onto your child's classroom teacher.

## An overview of the components

The Observation survey of early literacy achievement includes six assessment tasks:

- **Concepts about Print** to discover what the student understands about the way spoken language is represented in print.
- **Letter Identification** to find out which alphabetic symbols the student recognises.
- **Word reading** to indicate how well the student is accumulating a reading vocabulary of frequently used words.
- **Writing Vocabulary** to determine if the student is building a personal resource of known words that can be written.
- **Hearing and Recording Sounds in Words** to assess phonemic awareness and spelling knowledge through hearing and recording sounds in English spelling.
- **Running Records** to provide evidence of how well the student is learning to use knowledge of letters, sounds, and words to understand the messages in text.