

Term Dates 2020

Term 3: Wed 22 July – Fri 25 Sep
 Term 4: Tues 13 Oct – Wed 16 Dec

Term Dates 2021

Term 1: Thu 28 Jan – Thu 1 April
 Term 2: Wed 21 Apr – Fri 25 June
 Term 3: Wed 21 July – Fri 17 Sep
 Term 4: Tues 5 Oct – Wed 15 Dec

2020

Term 2

Wednesdays	9-11am	Basketball with Jerome
Fridays	9-11am	Basketball with Jerome
Tues 8 Sep	AM	In-house Tinkering
Weds 23 Sep		Snack Attack (organised & served by Kinma Staff)
Fri 25 Sep		End Term 3



Education Leader

"I'm wondering what to read next."

Matilda, Roald Dahl



Dear families,

I hope this newsletter finds you with a "Spring" in your step and a song in your heart.

At Kinma we aim to create "Reading Communities" within groups, classrooms, preschool pods and all around, up trees, under tarp, in tunnels (you get the idea!) throughout Kinma.

Teachers at Kinma read aloud quality and varied literature to children for a number of reasons - to model as well as to be a role model, to improve vocabulary and comprehension, develop background knowledge and connect concepts, to stimulate curiosity and develop a sense of story, genre and text structure.

"The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." Teale, cited by Kaye Lowe.

We balance and intertwine whole language and immersive literacy as well as toolbox sessions where we explicitly teach phonics that focus on the introduction, manipulation and use of phonemes (the sounds you can hear) and graphemes (letters/symbols that represent sounds). At Kinma we follow a sound to writing approach whereby we start with the sounds of our language and introduce graphemes that represent sounds.

Children meet new sounds through games, activities, books, environmental print and practise. We build sound and word recognition and transfer this information to other contexts so we can apply and extend decoding skills and increase automaticity.

The mechanics of sounding, blending, segmenting and manipulating a word is visited regularly through toolbox sessions. Reading skills such as fluency, sequencing, comprehension of important events, characters and feelings are explored through shared books, paired reading, book (and reading) buddies and one to one time with a teacher. We also learn strategies to look ahead, re-read and try to make sense of the context and text.



Every child has a different reading journey. At some stage we move from “learning to read” to “reading to learn”. As we progress through our journey our texts become increasingly more complex. To equip us on our travels we need a repertoire of strategies that we can draw upon and apply in a variety of contexts.

Reading is an active process and we utilise strategies before, during and after reading and these may be interchangeable. Before reading we use prior knowledge to think about the topic, make predictions about what the text might be about and for younger children we might do a “picture flick” and older children might get a preview with a quick scan of the text. During and after reading we make meaning and understand through questioning, thinking about, reflecting on ideas and information, clarifying understanding and extending our understanding in critical and creative ways.

To create a reading community at home I am attaching some tips for home reading by Kaye Lowe PHD.

- • Establish a home reading routine. Read aloud with your children everyday. Ten minutes for each child around a book of his/her choice. If English is your second language, read in your home language. If you lack confidence in reading aloud, the fact that you are reading with your child is what matters. Talk about the illustrations and contribute where you can. Share your excitement for reading and this will be the model your child will adopt.
- The reader holds the book! There is a lot of power and control in the world of reading. The reader needs to have the power.
- During home reading time, turn off electronic devices and give each child ten minutes of your undivided attention.
- Before you read a book, set your child up for success. Reading is not a test! Reading time is only ten minutes so do some of the following: Keep the introduction short – one minute is enough. Talk about the illustrations and the title. Read the blurb and talk about the author, talk about any unusual words, read a page here and there as your child flicks through the book, discuss the characters. This is a short introduction, not an interrogation. If the book is already a familiar one, then this step is unnecessary.
- If reading time is stressful, move the reading to a new location. Instead of sitting at the kitchen bench, move to the lounge room floor, or go outside and sit under a tree or take the books to the local coffee shop.
- Find a reading time that works for your family. Limit the time and set the timer if reading in the past has always been difficult. It is better to have an enjoyable 10 minutes than a laborious 30 minutes where everyone is left feeling frustrated.

- □ At the end of the 10 minutes, ask questions that encourage discussion, for example: What was your favourite part? Tell me about the characters. What do you think will happen next? What did you think about that setting? What do like/ dislike about this book? There is no need to interrogate the reader. Make it a conversation as you would in a book club.
- □ Encourage your child to read independently. A bedside light is one of the best enticements for your child to read before going to sleep. After the 10 minutes of reading with you, the child can elect to continue reading independently.
- □ The less you interrupt the 10 minutes of reading, the more you are supporting the readers independence, resilience and confidence. Zip your lips, monitor the miscues, and listen as your child reads.
- □ Avoid judging your child's reading with words such as: 'good', 'excellent' or 'getting better'. Instead say things about the strategies your child uses when reading such as: 'I like how you read on when you came to that difficult word.' 'I like how you changed your voice to be the voice of the character in the story'. 'I noticed that you reread the bit that did not make sense.'
- □ Visit the local library — make it a family ritual on a set day every week. Let your children select their books while you select books you are interested in reading. Not every book has to be read cover to cover. Your child might select books based on illustrations or factual information about a topic of interest.
- □ Independent readers pick and choose what they read. They are entitled to read some and reject others. They are entitled to not complete books because they are boring. Readers make choices.
- □ Model what it means to be an enthusiastic reader. Create a home of readers where everyone reads – It is just what we do in this

Until next time, in the words of Holbrook Jackson,

“Never put off till tomorrow the book you can read today.”

Love Michelle xx

Admin

Dear families,

I am writing to keep everyone informed with the ongoing vigilance that we as carers are undertaking. Last weekend Saturday 29th August between 12.30- 2.30pm at Warriewood Square a customer that visited shops has tested positive for coronavirus.

Please, this is not written to cause alarm, but the opposite. This to keep you informed, and if you were at the centre on Saturday allows you to keep an even more watchful eye on your loved ones and seek medical advice if required.

The numbers of active and new cases in NSW are very low and we all continue to follow the NSW Health advice of physical distancing, hygiene and monitoring signs of being unwell to avoid any increase in outbreaks.

Please do not hesitate to contact the School if you have questions or concerns.

Keep safe and well.

2/9/2020

Further to my note yesterday a family has mentioned another suburb St. Ives has also had a similar experience in their shopping mall. The date for the confirmed coronavirus case at the St. Ives shopping centre was 24th August. If you would like to keep up to date on any further outbreaks please connect with the Department of Health NSW via web or twitter.

<https://www.nsw.gov.au/covid-19/latest-news-and-updates#areas-and-suburbs-with-increased-testing>

Regards,
Julie Carr
Manager
3/9/2020

PRIMARY WHOLE GROUP CATCH-UPS

Dates have been set for these and Zoom links sent out. Please check your emails and diarise the times for your group.

Group 4	Group 1	Group 2	Group 3
Mon 14 th Sep at 3.45pm 🔗 Zoom link to follow	Thurs 10 th Sep at 3.45pm	Thurs 17 th Sep at 3.45pm	Tues 8 th Sep at 3.45pm

Julie, Claire, Carin and Narelle

So much love!

Look at this !!!!! SO MUCH LOVE.

We're almost there. We especially need more crochet squares for the second blanket. Let me know if you need help, needles etc. Our first blanket will be stitched together quite soon. Looking forward to more squares, rectangles or oblongs with gratitude.



Julie, Claire, Carin and Narelle

Group 2

Stories abound in Group 2! Not only have we been continuing with our Storybox sessions, which involve lots of creative writing time, peer feedback circles, peer editing groups, publication and book cover art (and then reading each others' works during Jam and Bread!), we have also been enjoying Writer's Challenges!

We have been set the challenge to write short stories set in either Ancient Greece or pre-colonisation Australia and integrate the skills and knowledge picked up in Writer's Workshop sessions and theme experiences into our narratives.

Over the term we have been looking at sizzling starts to grab our readers' attention, the 'tense' that we use throughout our stories, using paragraphs and creating detailed descriptions of characters and settings. We've also been exploring fictional genres and playing with cross-genres in our writing.

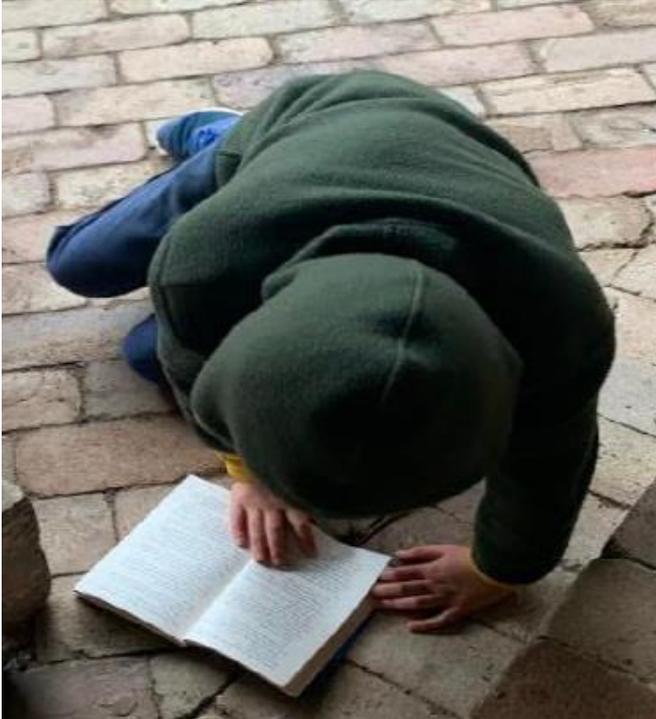
We have also been playing with the idea of a Story Arc. We've been able to use the arc to plan our stories and break them into different parts. When doing this we consider:

1. Describing our character's normal life
2. Introducing a conflict
3. Explaining a series of increasingly dramatic events
4. Bringing our story to a climax
5. Detailing winding down events
6. Tying up loose ends to reach a resolution

This has been really useful to give our stories structure and make them even more exciting.



Group 2 be Jammin' (and breadin'). Reading is an important aspect, and in Group 2 it is something we explore everyday. We read a book to ourselves, with others... and recently..... To things!? That's right! Every Friday after we have some quiet reading, we then venture forth past the walls of our classroom to read to something. A tree? Sure! A brick? Of course! A cone? Certainly! It is a great opportunity for us to develop our reading fluency; the ability to **read** with speed, accuracy, and proper expression.



Themey goodness

Art has been all about exploring different mediums surrounding our theme! We have dabbled in canopic jar creations and our recent ancient artistic venture led us to Greece. In particular, S-P-A-R-T-A! We read about how the societal system varied from the rest of Ancient Greece. The pros were that 'Huzzah! Education for all!' vs the cons 'Oh no! Plucked from our family homes at the young age of 6-7!'

After these ponderations, Group 2 got crafty, constructing our very own Spartan helmets out of cardboard and masking tape. It was such a great, hands-on experience and everyone was filled with delight as 2D cardboard transformed into a wearable 3D object!



Exploring 'jobs' in Indigenous culture led to exciting discussions and experiences. We have explored fish trap making (both in research and practice), as well as fire making and the crowd pleaser of making damper (a sticky but very fun task!). Here are some photos from these experiences. :)



Kate, Kimberley and Group 2

Group 3

Hey Hey, it's Week 7!

It's been a busy couple of weeks with Coding starting up, play rehearsal a go go and art with Group 4!

Coding

Our first session of coding went swimmingly with uninterrupted internet, and everyone on their own laptops. The content of each lesson will build on the previous session. All of Group 3 enjoyed it and learned something new regardless of their skill/experience level.

Some feedback from Group 3...

"I really enjoyed it because Nate and I moved through all the levels that we could!"

"It was a great intro to coding"

"It was fun, and really nice being on a laptop".

"I really liked coding because we got to learn more about how to work laptops and how whole worlds are coded. And it's really fun!"

"My favourite part was playing the games".

Play Rehearsals and Prop Making a-Go-Go

Yes, things are slowly coming together...



What is laddoo?

This was something that came up during our reciprocal teaching session where we focus on the Fab Four comprehension skills: Predicting, Clarifying, Summarising, Questioning (see previous newsletters for more information).

Our article was about the Hindu deity, Ganesh (as linked to India and our upcoming performance) and his penchant for an Indian sweet called, Ladoo. There were requests for a cooking session-making connections is also very important when reading so we decided to proceed...Now in the time of Covid-19 cooking is no easy feat but we made it work. Group 3 have now all eaten a laddoo. Why don't you ask them what they thought?



Here is the recipe in case you wish to recreate Ganesh's favourite dessert at home. We didn't include nuts and reduced the sugar (*we used a combination of coconut and muscovado*). We rolled our laddoo in coconut and added currants for those who wanted them.

- 1 cup besan gram flour, sifted, 125 grams (measured after sifting the flour)
- 1/4 cup ghee clarified butter, 60 ml, not melted
- 1/2 cup powdered sugar 65 grams, also known as confectioners sugar, you can add more to taste
- 1/4 teaspoon cardamom powder
- 2 teaspoons chopped nuts
like almonds,
- cashews (optional)



- Before you start, sift the besan and then measure it. It should come to 1 cup (125 grams). Keep it aside.
2. To a heavy bottom pan, add the ghee and let it melt on low heat.
 3. Once the ghee melts, add the sifted besan to the pan. Heat should be low at all times.
 4. Mix the besan and the ghee together, at first it will form a clump. Don't worry and keep stirring, it will start to loosen up a bit. (See pictures above to see how it looks at every stage!)
 5. Keep stirring continuously on low heat. Besan will continue to loosen up and after around 15 minutes (see picture 6 above), it will turn into a smooth paste like consistency.
 6. I roasted the besan for around 25 minutes on low heat until it had a nice golden-ish color. Your kitchen will also be filled with a aroma by then.
 7. Remove pan from heat. If you want, transfer the besan to another container so that it doesn't cook further and doesn't burn.
 8. I didn't transfer it. So after removing pan from heat, I kept stirring for 2 to 3 minutes until it cooled down a little.
 9. Then add the cardamom powder and mix and now let the besan cool down for at least 15 to 20 minutes. Do not add sugar to hot besan else the sugar will melt and then you won't be able to bind the laddoos.
 10. After 15 to 20 minutes, the besan would cool down and be easy to touch. Add in the sugar and nuts/raisins (if using).
 11. Mix everything together until the sugar and nuts are well combined. You will get a smooth besan dough.
 12. Now, pinch a small bowl from the dough. Press and roll between your palm to form a round shape. Repeat with the remaining dough.
 13. You would get 8 to 10 laddoos.
 14. Store besan laddoo in airtight container and enjoy! You may garnish with nuts or edible silver leaves (chandi ka vark).
- Recipe from <https://www.cookwithmanali.com/besan-laddoo/>

ART with Group 4

On a beautifully sunny afternoon, one of our first, in Spring, twoGroups came together to create Alexander Calder- inspired mobiles. There was collecting sticks, cutting, creating coloured shapes and tying knots. Everyone had a lovely time. Thanks Group 4!



Deepika, Chris and Group 3