Myrtleford SPORTS DAY
On June 15th the day after the Monday public holiday and the report writing day the second last sport’s day at Myrtleford will be held. Therefore the first day of the school week after the long weekend will be a sports day for 4/5/6
The postponed sports day will now be Tuesday June 22nd

ACTIVE KIDS ARE SMARTER KIDS

After School Softball
This is a free After School Activity.
Hopefully Keith will back Tuesday 21st, last opportunity for the term. Lets hope it isn’t raining 😊

PIE DAY MONDAY June 20th

We have one more pie day left. We will have pie and sausage rolls for the last Monday of the term. Please send back forms with money by Friday 17th so that I know how many packets to purchase.
Term 3 Hot lunches will be back after the holidays. Families will be able to send in food wrapped in tinfoil that we will put in the oven ready for lunch each day. We will still sell pies however that will just require a note from home with money attached if a pie is needed on that day. Thank you

This week’s Reminders

- Sunsmart
- The children do not be need to wear their sunhats.
- PLEASE LET KRISTIE KNOW IF YOU STILL WANT A BEANIE. WE HAVE QUITE A FEW ON HAND $8.00 EACH

STAR PERFORMERS
Elaina Higman, James Logan and Gus Smiles. All commended for their manners and co-operation this week

What happened this week?

- Art van with Katrina was here. Jo is Ok but was on sick leave on Thursday, however she will make a welcome return after the holidays
- Swimming was cancelled
- Ms Thomson filled in for Mr Ferguson
- After school softball was cancelled. Back next week 😊
- 4/5/6 returned from 15 Mile Creek Camp.

IMPORTANT

We will finish at 2.30pm on Friday June 24th.
Year 4/5/6 will go swimming at 1.00pm so that they will finish at 2.30pm for an early pick up at the pool.

Providing Little kids with Big Futures

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Julie Smith
Principal
Books by Us (Teachers' Resources and Children's Fiction)

Reading With Your Children at Home

The message is clear and, thank goodness, frequent: "Help your child become a more successful reader by reading to him OR her from the time your child is born." Research has shown that it works better than any reading drills, expensive pre-school programs or reading instruction to help a child learn to read. Besides that, it's cheap and it's fun for both parent and child. However, there's more. It's not enough to just read aloud for a few minutes, kiss the child goodnight and leave the room. You've got to stick around a while.

Now, if you take the time to talk about the book you can expect your child to have an increase in vocabulary, critical thinking and the art of conversation, and discussion. You may even get some insight into your child's view of the world and his/her values. Not that it's easy. Don't expect your first book discussion to result in earth shaking insights on your part or on that of your child. Go slowly.

First, book selection matters. Every child loves the familiar and sometimes it's hard to get away from reading the same book every night or a television or movie rip-off. If that's a problem, extend the session. Read the child's old favourite and then bring out your choice. If you need help, librarians are often very knowledgeable about good books and about kids. It's important that you choose the right book for the right time for your child.

It's important that you like the books you share with children. If a book is supposed to be funny, even if it's for a four year old, it should strike you, as a living breathing adult, funny. If it's supposed to be sad, you should have trouble getting through it without at least a lump in your throat. Let your child know what you feel.

When you've finished the book, or maybe before then, it's time for talk. If you say, "Did you like the book?" You may not get the discussion you hoped for. A yes or no question is apt to get a shrug or a one word answer -- end of discussion. Go slowly, don't launch into a treatise on the meaning of the book and on life in general, but saying something like, "I'm surprised at the way it ended. I though he'd know it was just his echo" might be more likely to elicit a response from the child. Whatever you get, accept it. Be careful not to give the impression that there's only one meaning or logical opinion and it just happens to be yours. Sometimes a book will remind you of an experience or anecdote. Be sure to share it. Just as you're the best reader that child knows, you're also the best storyteller and everybody likes a good story, especially if it's true, or almost true.

You may think your job is finished once the child has learned to read, but it's just begun. Don't punish the child for learning to read by taking away something both of you enjoyed: reading aloud to your child. To be sure, when a child is mastering the art of reading, he/she needs plenty of opportunities to do so at home as well as at school, and you must listen, painful though it is, at times. But that's not instead of reading aloud, it's in addition to it. Good parenting is very time consuming. Some older children prefer to read to and by themselves and you must respect those wishes, but many children love being read to right through middle school or even adulthood. If they do elect to read alone, you're still not off the hook. Read the same book, another book by the same author, or a book on the same subject on your own. I've written several articles for this magazine on what I call "Parallel Reading" wherein parent and child read books at their own levels on the same topic and then talk about what they've discovered.

As children get older, you can get into more novels and the discussions can become quite heated. Fourth graders who love baseball might like Maniac Magee or Thank You, Jackie Robinson. There's ample fodder for discussion in either of those: racism, survivalist mentality and acts of random kindness, for starters. If you're reading to multi-ages, try books which can be understood on many levels like Redwall by Brian Jacques, the Narnia series by C. S. Lewis, The Moffat series by Eleanor Estes, or the Bagthorpe series by Helen Cresswell.

If your child is being read to at school, (and if not, find out why and pressure for it to start, because
it's not a frill; it's a necessity), take some cues from that reading. If your child really likes the book in progress at school, try another one by that same author, or a similar kind of book. If the one the teacher has going is not to your child's taste, strike out in a new direction.

Once you get into the novels, give the author a chance by reading a couple of chapters before you decide you don't like it. Some of them take a while to warm up.

Once you've got a book that works, then start thinking, talking and even more important, listening. You've got the material and, yes, you've got the time. It's important

Carol Hurst’s Children’s literature site Booksintheclassroom.com

Reminder that Kristie usually works on a Tuesday and Thursday. This week her days will be swapped to fit in with activity at both schools. Wednesday afternoon and all day Thursday.

Money, notes and forms are to be posted in the mail slot in Kristie’s office door if she is not at work.

This week a round of applause goes to:

- Glenn Jackson who has assembled the new cupboard in Kristie’s office so that all the new uniform items can be stored there neatly. If you need uniform items Kristie has quite a good range available now.

- IGA Ritchie’s donations
  
  - $164.19 March  
  - $34.08 April  
  - 2016 total $198.27  

Thank you

E-SMART NEWS

Social networking describes a variety of services like Facebook, YouTube, Instagram, World of Warcraft, Moshi Monsters, Twitter, Skype, Snapchat, Minecraft and many others. All of these services enable direct interaction between individuals. Users can post information about themselves, display photos, tell people what they've been up to, chat and play games. Social networking forms a part of the social identity of many teenagers.

Grooming

Online grooming is the illegal act of adults making contact with a child online for the purpose of establishing a sexual relationship. Often this will be

- via a social networking site, but it may also be through other online services.
- Stay involved in your child’s use of new technology. Set up your own account and learn about privacy settings so you can understand how you can best protect your child. It can be fun for you too!
- Check the age restrictions for the social networking service or game.
- Some social networking sites (such as Club Penguin) are created especially for children under the age of 13, but most mainstream sites like Facebook, Instagram and others require the user to be 13 or older.
- Advise children to set their accounts to private so that only people they want to see it can view their information.
- Encourage children to think before they put anything online. Information posted online can be difficult or impossible to remove.
- An inappropriate image posted today can have a long term impact on their digital reputation.
- Show them how to set up location services on their phone so they are not inadvertently broadcasting their location.
- Remind children to be careful when making new friends online; people may not be who they say they are. Never arrange to meet an online friend unless a trusted adult is with them.
- Report any abuse or inappropriate content to the social networking site and show children how to do this too.
- Learn how to keep a copy of online conversations and how to block people prior to an issue occurring.

For more information on managing your children’s access to particular social networking sites, visit cybersmart.gov.au/parents.aspx
Mrs Reid  
Term 2  
Week 9

Grade 4/5/6  
15 Mile Creek

This week the 4/5/6 class had a wonderful time at 15MC. It was great to see all students participating in all activities and represented our school in such a great way. Here are the students responses to the question “what was the best thing about camp?”

Indiah: “Woodworking, abseiling and the flying fox.”
Molly S: “When I went rock climbing and when we went orienteering and got lost.”
Grace: “I liked orienteering during the day, abseiling, rock climbing and bike riding, just all of it.”
Amber: “Well I liked all of it but probably rock climbing and abseiling was the best and orienteering during the day was fun.”
Owen: “Rock climbing, abseiling, flying fox and orienteering
Maximus: “Rock climbing and abseiling.”
William: “My favorite thing about camp was rock climbing, abseiling, mountain bike riding, the flying fox, camping meeting Andy.”
Jackson: “It was going bike riding, going through bog holes with Gus, falling over and going canoeing.”
Gus: “well I liked going bike riding and going through the big puddle that was 15 meters and it was fun when we went canoeing. I liked the flying fox because it was dark, really fun and scary.”
Eliza: “The flying fox and making habitats for animals.”
Kira: “The flying fox and the habitats.”
Molly W: “The flying fox actually everything. Everything was fun!”
Zeek is very capably demonstrating his understanding of not only number sequencing, but one to one correspondence. Preppies often come to school being able to chant numbers, but then cannot actually count a number of items in a group. Sometimes they can count units that are identical, but when asked to count items in a group that are a different size and shape, they become quite confused. You can see Zeek has done a great job, and has only been tricked by the last example. Sometimes simply knowing the difference between numbers and letters is a challenge, and getting them all around the right way takes quite a bit of work. Zeek is making real progress and counts orally using a variety of sequences and is confidently recording his numbers accurately. Well done Zeek
Television

Television is both a boon and a curse for parents. Its use has been widely researched and found to have both positive and negative effects on children's behaviour, language and attitudes. It is widely criticised for not only being used as a baby-sitter, but for keeping children away from more active or educational activities. Television does have its good points. It is entertaining, relaxing and offers programs high in educational content. Television itself is not the problem, rather the way it is used. The key is to be selective in the programs that children watch.

**Bright ideas (for taming the television)**

- Place reasonable, sensible limits on television use. A weekly maximum of 10-12 hours viewing is highly recommended. Restrict your own viewing as well.

- Keep the television OFF. Only turn it ON when someone has decided to watch a program, then switch it off when it has finished. This self-discipline shows children that the television is their servant and not their master.

- Encourage children to choose a program from the TV guide before turning the television on.

- From time to time children should keep a weekly record or diary of the programs they watch. Encourage them to record their thoughts or reactions.

- Have a television-free day once a week and try alternative forms of entertainment such as games, reading, and so on.

- Teach children the ratings system and use it as a viewing guide: Know what children are watching so that you can make an informed decision about the suitability of programs.

- Sit with children and discuss what they have seen, including the commercials. Talk about controversial or topical issues that may be presented.

**Try this novel approach**

- Pay your child a sum of money at the start of the week and charge him or her a certain amount for each half-hour's viewing. The child keeps the money left at the end of the week. This will encourage him or her to be a more discerning viewer.