

Room 4 School Work Term 2

Dear parents/caregivers,

We hope you have managed your time and patience over the 2 week holiday lockdown period. Because of the remaining Covid 19 situation, schools have been ordered to remain closed for at least the next 2 weeks. We have included the previous information sent to you and updated **new resources** that you might find useful.

Again, we strongly recommend you do not try and keep a "regular school day", with morning teas, lunchtime, or starting at 9, finishing at 3. Do what is manageable for your household. Many will have several children home all at different levels/ages, so to expect parents to create a normal school environment is unrealistic.

Reading:

Because you will not have access to school readers over this time, use the texts that are available to you at home. Have your child(ren) read to you each day. Encourage them to use their sound knowledge to sound words out and to read for meaning.

Once you have read the text, ask your child(ren) to tell you what happened in the story, without looking at the book. This is to help develop their recall abilities. Also ask them a range of questions, either as you go through the book, or once you have finished reading it. You should ask literal (the answer is literally on the page) and inference (they need to put clues together to work out the answer) type questions. Also check their understanding of the language in the text. Ask them what various words mean, particularly words you suspect they do not know the meaning of. Clarify any misunderstandings.

Here is a website that will take you to sumdog. Attached to this email is a username and password for your child(ren) to access their account. There are reading resources there for you.

https://www.sumdog.com/user/sign_in

Another useful website is Epic. Attached to this email is a username and password for your child(ren) to access their account. The children have assigned books, or you may choose another if high interest. Some are independent, reading to reading with, and audio. There are quizzes attached at the end of some texts.

<https://www.getepic.com/>

Attached to this email is 20 short story cards for you to use throughout the school closure period.

Other online reading resources that are free for you to access.

<https://storybird.com/>

<https://readingeggs.co.nz/>

Spelling:

We have attached a copy of the essential spelling list to this email. With your child(ren) check what gaps they have and focus on learning to spell those words. Also, play word games like Scrabble, Bananagrams, Boggle etc, or create your own.

Writing:

Last term we have been working on report writing and grouping our ideas. We have studied dinosaurs and slugs and snails. What we recommend is at the start of each week, choose an animal to look at. Watch some YouTube clips to gather facts. You record the facts that your child identifies.

Depending on the ability of your child, go with the following:

From the group of facts identify 4 or 5 of them to create a piece of writing from.

From the group of facts, group them into the main ideas e.g.

1. **Culture** (habitat, where etc.)

Sentence example: Over 100 million years ago, dinosaurs roamed the planet.

2. **Bodies** (parts of their bodies.)

Sentence example: Interestingly, snails and slugs have a foot as their body.

3. **Types** (Different more specific facts.)

Sentence example: There are over 65.000 types of Gastropods.

And then expand these ideas with 2 or 3 more sentences around that idea.

Templates

<https://drive.google.com/drive/folders/1crvJQzEUOaw6JK51ibLPxTMlo5k4RuLF>

<https://drive.google.com/drive/folders/1T9rvl-01WJStcxdteUABfBmWKOeenFfc>

We have been working on Simple, Adverb starts, Red White and Blue and -ing start sentences. Examples below. It is expected that they use at least one of each in their writing. Remind them to use capital letters, full stops and commas where needed. Go back over their work, offer advice on how to improve it, suggest they look at words that are misspelt and try again using their sound knowledge and the essential spelling list. Where the correct sounds are represented praise for the use of sound knowledge (e.g. because spelt bekuz)

Simple sentence - has a "who" and a "do" e.g. **The old dog** slept quietly on the mat.

Adverb start - sentences start with an adverb followed immediately by a comma e.g. **Suddenly,** the old dog sprang up from the mat.

Red White and Blue - three or more ideas about a subject e.g. **The naughty dog** ate my sausages, my shoes, and my writing homework.

-ing start - starting a sentence with a verb ending in ing e.g. **Smiling to himself,** the dog lay back down on the mat.

Attached is a username for the website nightzookeeper. Here is a really exciting resource for your child(ren) to use for their writing. We can see and evaluate their work, they are able to chat and share ideas and notes. We think it is worth the value and have paid for a one month subscription for Room 4.

<https://www.nightzookeeper.com/>

Maths:

Please use this time to work on your child(ren)'s basic facts. We have attached a list of the facts that they should know instantly and a range of games that you can play to help them with this. Do not worry about problem solving strategies, ingraining these basic facts will be a massive help to your child's mathematical development.

Here is a website that will take you to sumdog. Attached to this email is a username and password for your child(ren) to access their account. Your child(ren) will be assigned maths activities to complete. These aren't supposed to be brain drainers, but practice for your child.

- https://www.sumdog.com/user/sign_in

We have signed up to studyladder and attached is your child(ren)'s username and password.

- <https://www.studyladder.co.nz/>

Science

We have been working on our scientific observation skills this term via chemical reactions. We have been making bread and using our senses to make scientific inference observations. We have looked at yeast and how it develops and affects the dough, then a yeast vs no yeast dough. A good idea is to look at different cultures and how they may use bread for certain traditions etc and follow recipes with your child(ren). E.g. fry bread, naan bread, rawene bread etc. The main aim is for the children to be as specific as they can with what they observe. Or another option could be that you go into the garden observe flowers, snails, slugs, a pet..... it is all about developing your child's ability to accurately identify factual observations, (something being cute is not an observation, it is an opinion. Saying something has 4 legs is a factual observation). There is no need to write anything down, it is about developing the skill and drawing out the vocabulary.

This term we will begin to look at the Solar System. We have signed up to studyladder and attached is your child(ren)'s username and password. There are assigned tasks that are optional.

<https://www.studyladder.co.nz/>

We recommend that you embark on the challenge of baking mooncakes with your child(ren). Here are two recipes:

Easy

https://www.dltk-holidays.com/china/easy_chinese_mooncakes.htm

Hard:

<https://www.finedininglovers.com/recipes/dessert/chinese-mooncake-recipe>

Please send us photos of your culinary expertise.

As well as everything above, here is a link to a Google Doc with some websites you may find useful: <https://bit.ly/kokopucarona2>

<https://www.scouts.org.uk/the-great-indoors/>

https://docs.google.com/forms/d/e/1FAIpQLSfINxNM0jzbZJjUqOcXkwhGTfii4CM_CA3kCxImbY8c3AABEA/viewform?fbclid=IwAR3naSLu_Z3T2kxviAmsetK62goXU20ll01ORhcd306j77jFu6fd2f-WfAM Harry Potter digital escape room

Relevant upcoming events:

ANZAC Day

Here are some relevant sites for ANZAC day materials to use.

New Zealand Curriculum Resources.

<https://nzcurriculum.tki.org.nz/Curriculum-resources/National-events-and-the-NZC/Anzac-Day>

Poopy Art and Craft

<https://www.bakerross.co.uk/craft-ideas/category/kids/themes/poppy/>

ANZAC Biscuits Recipe

<https://www.foodinaminute.co.nz/Recipes/Anzac-Biscuits>

During the shutdown, should you have any questions, we will be available via email. we will check this a few times a day, so while a reply will not be instant, you will get one.

We finish this daunting list the way we started, do not try to be "school". This is a stressful time for families, so please structure this as works for you and your child/children.

We look forward to seeing you all back at school in a few weeks' time.

Regards:

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