

## ROOM 17 CLASSROOM HANDBOOK

Date: 15/02/18

Teacher: Miss Emily Oostdam Leenhouders

### Classroom Timetable \*Subject to change

	Monday	Tuesday	Wednesday	Thursday	Friday
8.35 – 8.50	Doors open: change home reading book, practise sight word spelling.				
8.50 – 9.10	Fitness	Fitness	Fitness	Library	Assembly (odd weeks)
9.10 – 10.00	Literacy Block	Literacy Block	Literacy Block	Sport	Literacy
10.00 – 10.50				Maths	Spelling Test/ Grammar
10.50 – 11.10	Recess				
11.10 – 12.00	Maths	Maths Block	Maths Block	Science	Maths
12.00 – 12.50	Computer				Music
12.50 – 1.30	Lunch				
1.30 – 2.10	Maths	HASS	Handwriting Punctuation	Junior Sport	Art/iPads
2.10 – 3.00	Indonesian			Health	

### Morning Routines

Students are invited into the classroom with the teacher from 8.35am. Once children come into the class they need to:

- Place lunch box in the basket, drink bottle in the big tray and Crunch 'n' Sip on their desk.
- Change their home reading book with the help of an adult. Students are allowed to take home a book which is at, one below or one above their reading level. This is indicated on the reading log sheet.
- Set up their chair and sharpen their pencil.
- Practise their sight word spelling.

### Morning Fitness and Sport

Your child will require a hat each day. Students without sun safe hats won't be allowed in the sun at recess and lunch to play. They may also miss out on participating in sport and morning fitness. Sun safe hats can be purchased from the uniform shop. Please also ensure that your child is wearing appropriate footwear and has sunscreen.

### Crunch 'n' Sip

Our classroom supports the school policy of Crunch 'n' Sip. Eating fresh fruit and vegetables and drinking water is encouraged in the classroom. Students should store their water bottle on the assigned table to avoid any potential accidents with spillages on student work.

### Library Bags

Please bring Library bags to school every Thursday. These may be brought in early and placed in the big tray next to our computers.

### Parent Helpers

Please let me know if you are available to listen to students read, test students on sight words or assist with swapping students' home reading books in the morning. Any help between 8.35am and 8.55am would be greatly appreciated. If you are able to help, please sign your name on the sign-up sheet.

## Homework: Weekly Sheet

Homework will be similar across the Year Two classes. Students will receive a homework sheet each Monday. Spelling, writing and working out for maths can be completed in their lined-paper homework books. Students will need to place their homework folder which includes their weekly homework sheet, sight word spelling words and homework book in the homework box on Friday morning.

## Homework: Sight Words

Students will also take home a sight word list as part of their homework. Please choose five-ten words each week for your child to practise and cross them off the list. Your child should write these words into their homework book each day. Once your child has completed the sight word list, return the list to me and I will print off the next set of sight words.

## Homework: StudyLadder

Our school has paid for every student to have a StudyLadder account where teachers can assign students learning activities that support the concepts covered in class. Most weeks I will assign students one literacy and one maths task to be completed as part of their homework. Students earn points for every correct answer they enter and they enjoy spending these on editing their StudyLadder characters. These points also accumulate to earn certificates on StudyLadder. For further motivation, students will receive a prize in class for every StudyLadder certificate they earn.

\* Students have computer on Mondays where they will receive some time to go on StudyLadder.

\* Please ensure internet consent forms have been signed and returned.

## Home Reading



Home reading folders are sent home daily and should be returned when the book has been read. Please encourage your child to read their book thoroughly and ask them reading comprehension questions relating to the content of the book. Example questions and prompts are attached toward the end of this document. You will need to ensure that the book is recorded in their orange 'Home Reading Log' and signed by the person who listened to your child read. Their home reading file will need to be brought in to class at

the beginning of each day. All books must be signed out by the teacher or a parent in the '*Home Reading Record Book*' before they are taken home. In order to keep track of stock, please make sure that children only have one home reader at a time.

- Reminder: Students are allowed to take home a book which is at, one below or one above their reading level. This is indicated in the '*Home Reading Record Book*'.

## Behaviour Management- 123 Magic

I want to explain a very effective behaviour management system that I use in my classroom called 123 Magic. Every student begins the day with their name tag on the 'Superstar' sign. If a class rule is broken, the student's name is placed on a one. If a second behaviour problem occurs, the student's name is placed on a two. If a third behaviour problem occurs, the student's name is placed on a three and he/she is sent to timeout for 5 minutes. If the student continues to misbehave after returning from timeout, his/her name tag will again be moved in sequence. If the student reaches a three he/she will be sent to buddy class for 15 minutes. Finally, if a student continues to misbehave after returning from buddy class they will be sent to the office upon reaching the third three.

\* Some serious misbehaviour may warrant being sent straight to the office.

## **Class Dojo**

Class Dojo is a point system app that allows you to view your child's behaviour during the day. Points are awarded to students for positive behaviours such as working hard, completing homework and helping others. Points can also be deducted for negative behaviours such as talking, fighting and not staying on task. The app allows you to see how many points your child has and a brief reason why he/she gained or lost points. Students receive individual class rewards every time they earn 50 points. The whole class will receive rewards for every 1000 points earned.

## **Parent-Teacher Communication**

I am available most days after school for a quick informal chat. If you would like a formal interview, or have a sensitive issue to discuss, just let me know and we will arrange a suitable time. If you are unable to come into the school I can also be contacted via email: [emily.oostdamleenhouwers@education.wa.edu.au](mailto:emily.oostdamleenhouwers@education.wa.edu.au). Last year many parents preferred communicating via the messaging system on the Class Dojo app so I encourage you to create a Class Dojo parent account.

## **Attendance & Illnesses**

Regular school attendance is critical to the learning process and it is also important that your child arrives on time to class. When students are absent or tardy they miss valuable instructional time. A dated and signed note is required to explain any absence from school. If you have planned holidays, please advise the Administration Office to seek approval. If you need to collect your child early, please ensure they are signed out at the front office before you leave the school.

## **Summary- Key Messages**

- Home reading should be completed and signed off every night or as frequently as possible.
- Homework is handed out on Monday and is due Friday each week.
- I encourage you to download the Class Dojo app on your phone and create a parent account. This is a very quick and easy way for parents and teachers to communicate, key messages to be sent home and meeting times to be arranged.
- Please have your child practise 5-10 sight words each week in his/her homework journal. If possible, please test your child on these words on Thursday night. Only cross the words your child spelled correctly off his/her list of words to practise.
- Please sign and return your child's Seesaw permission slip. I will be uploading photos of your child and his/her work during the year. After receiving permission slips I will send home student codes so you can create an account and view your child's photos and work.
- Please notify the office of any holidays you plan to take during the school year.
- If you would like to be a parent volunteer please let me know what times you are available. We mainly need helpers in the morning before the siren to assist with changing home reading books, testing students on sight words and listening to students read.

## **Conclusion**

I hope this handbook has given you a good understanding of my expectations of students. I am looking forward to an exciting year with my students. Thank you for your cooperation in getting this year off to a great start!

Sincerely,

*Miss Emily Oostdam Leenhouwers.*

## Home Reading Questions and Prompts

Home reading is very important as helps your child learn to read sight words, decode new words, develop reading fluency and comprehend texts. It is recommended that you sit next to your child while he/she reads so you can see the words and illustrations. Asking your child questions about the text (both before and after reading) will help improve your child's ability to comprehend and retell the story. Here you may also choose to share your opinions. Below are some questions you may use as a guide to discussing the story with your child.

### **Reading Comprehension Strategies**

#### **Predicting**

- What do you think the text is about?
- What is on the cover of the book? What does this tell you about the content inside?
- How do you think the character will solve the problem? How would you solve the problem? (Ask after the problem occurs in the story).
- What do you think will happen next?
- How do you think the story will end?
- What do you think would happen if \_\_\_\_\_?

#### **Connecting**

- What have you read that is similar to this book?
- Does this book remind you of any movies you have seen?
- How does the main character remind you of a different book?
- Was this book enjoyable to read? Why/why not?
- Does this story remind you of something that has happened to you?
- Who was your favourite character? Why?
- How does the main character remind you of someone you know?
- Do you think this problem can happen in real life?
- How can you relate to the main character?

#### **Comparing**

- How are two of the characters similar or different?
- How are you similar or different to the main character?
- How did the character change during the story?
- How is this story similar or different to something else you have read?

#### **Inferring**

- Why do you think the character \_\_\_\_\_?
- What other way could the story have ended?
- Give the book a new title. Why did you choose that title?
- What do you think the characters did after the story ended?

## Creating Images

Read a small passage from the text and have your child draw a picture of what they think it looks like.

## Self-Questioning

Have your child ask you some questions about the text. Have them think about what they would ask the author if he/she was here.

- Why did...
- What would happen if...
- Why did the author...

## Summarising

- Can you retell the story to me? (without looking at the book)
  - Beginning, middle and end.
  - Beginning, problem, events and solution.
- Who were the characters in the story?
- Where did the story take place?
- What are the most important ideas or events?
- What does the author want you to learn from this? (moral of the story).
- Who was the most important character in the story? Why?

## Grammar & Punctuation

- Find the nouns in the story (person, place, thing or animal).
- Find the proper nouns in the story (name of a specific person, place, thing or animal).
- Find the verbs in the story (action words).
- Find the adjectives in the story (describing words).
- Name the types of punctuation you can see. How do these affect how you read the story?
- What do you do when you see a full stop/comma/question mark/exclamation mark/speech marks).

## Developing Fluency

Fluent readers read at a suitable pace, use expression and attend to punctuation. As a parent you can help teach this through echo reading. Here you will read the sentence or paragraph, then have your child reread the same passage back to you. Here you will focus on modelling:

- Expression: Read with expression to make the story more exciting and engaging. This will largely be influenced by the punctuation in the text.
- Punctuation. Demonstrate and discuss how to attend to punctuation. E.g. longer pause for full stops, short pause for commas, expression for exclamation marks, changing your voice for speech marks and emphasising any words in **bold** writing.
- Pace. Read at a pace that is not too slow and not too fast.