From Miss Priddle...

Dear Parents & Caregivers,

What a wonderful Week 6 & 7! While we missed many of our Year 4, 5 and 6 students who were away at the ICPA sports camp our school was still a hive of activity. It was also great to welcome Miss White back to school this week.

Thank you to staff, parents and helpers who made the Comet SS Olympics, held last week, possible. A fun day was had by all as students participated in a number of fun games and activities. We also loved having the Playgroup families join us for the morning. It was great to see all the smiling faces 😊

On another note, a big thank you to all families who have been able to join us for reading on a Thursday morning. This is a great opportunity to listen to your child read aloud and join in with the fun. I have had lots of positive reports from staff, students and parents who have had an enjoyable time. We love hearing our children read aloud and be read to! I would also encourage you to read the attachments to the newsletter this week that is part of our series about “Reading”. This week the article is about the importance of reading at home with your child. Thank you for your continued support.

Last Thursday we held a Parent Information Session about Numeracy. It was great to be part of the discussions and a big thank you to the parents and staff that attended. If you missed the session but would like to know more, please contact the school office.

Over the next 2 weeks our students will be learning their poems and songs for the Eisteddfod. Mrs Kylie Bain will be coming into the school for 4 half days and 1 full day to teach the students and help them to practise for the competition. Thank you to the P&C for your continued support of the Eisteddfod. Our students will be performing on Thursday 8th September from between 8.45-11.30 am for the Small Schools choir at the Denison State School Hall and from 12-2pm for the Verse Speaking at the Emerald North SS Hall. We would love to see you there to support our students.

Have a great weekend 😊

Yours in Learning,
Kate Priddle
Comet SS Fete and Market Day 2016 

News!

* P-2 Jar Stall - If anyone would happen to have some jars and or small items to place in the jars please drop into the P-2 classroom. All help is appreciated!

* 3-6 Plant Stall – Thank you to Mrs Vermeer for helping with our Plant Stall and keeping our plants alive. If you have any cuttings, seedlings, seeds or any pots or potting mix that you would like to donate, we would appreciate it very much!

Our Attendance for Term 3 is: 91.7%

We all have a key role in ensuring all students attend school every day.

Why is regular attendance at school important? Regular school attendance will mean that your child gets a better chance at being successful in life. Your child will achieve better when they go to school all day, every school day:

- They learn better
- They make friends
- They are happier
- They have a brighter future.

Our Attendance Goal for the end of Semester 2 is 95%

Remember: Every Day Counts!
From The P&C President...

Our next P&C Meeting is on Tuesday 6th September @ 3.10pm in the 3-6 classroom. All Welcome.

Morning Reading, Thursday mornings

Next Thursday morning we will be starting our first before school, morning reading session in the P-2 room. The classroom will be open from 8.15am. We encourage parents to attend and read with their child. We will also have some activities set up for when students have finished reading their books. All staff will be reading with students, so there will be no motor program on Thursday mornings. Looking forward to seeing you there!

National School Support Staff Week

National School Support Staff Week is from the 29th August to 2nd September. To thank the AMAZING support staff at Comet SS, we will be holding a Morning Tea on Thursday 1st September @ 11am to show our appreciation.

A special Thank you: Terry (Admin), Kym (Teacher Aide), Jenny (Teacher Aide), Kylie (Cleaner), Kath (Cleaner), Sandi (Admin) and Larry (Grounds).

We are so lucky to have you all on our staff, our school wouldn’t be where it is without you and we want you to know how much we appreciate all the things that you do ☺

DATES TO REMEMBER 2016

<table>
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<tr>
<th>Date</th>
<th>Event Details</th>
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<tr>
<td>29th August to 2nd September</td>
<td>Book Week, CSS Book week parade Tuesday 30th August. National School Support Staff Week.</td>
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<td>1st September</td>
<td>2017 Prep Interviews</td>
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<td>2nd September</td>
<td>Footy Colours Day – Gold Coin Donation</td>
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<td>5th September</td>
<td>Year 6 ESHS Transition Day</td>
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<td>6-9th September</td>
<td>Eisteddfod Emerald</td>
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<td>7th September</td>
<td>Pre-Prep Transition Program 9am-11am</td>
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<td>14th September</td>
<td>Pre-Prep Transition Program 9am-11am</td>
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<td>16th-18th September</td>
<td>Attendance Awards &amp; Celebration Day Comet River Campdraft</td>
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<td>6th October</td>
<td>Dance North Dance Workshop 2pm</td>
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<td>7th October</td>
<td>Swimming Lessons – Emerald Aquatic Centre 11.15am to</td>
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<td>28th October</td>
<td>World Teachers Day</td>
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Terry’s Roster

Monday morning 7.30-11.30am
Tuesday morning 7.30-11.30am
Thursday 8.30am-5.00pm

Please make payments during these times. Thank you.

NOTES & QUOTES

- The Comet Playgroup is held every Wednesday at Comet SS from 9am. All families welcome.
- The School Mobile Number is: 0477 371 234 for those needed to contact the school outside of school hours
- As the weather is starting to cool down and the mornings are very crisp, please remind students to come to school in appropriate warm clothing that is in the school colours of black or red (with no brand logos). Thank you ☺
- Q Parents: Please contact the school for more information.
- Thank you very much to Mrs Horn who brought in pizza for our students as a special treat for lunch. It was delicious and I can say
Dear Parents,

It’s been a packed couple of weeks for the 3-6 classroom. We had a big week last week with everyone competed in the Comet Olympics; it was such a great day. Thank you to all the staff that assisted with the day, the supportive community and the all of wonderful kids who participated.

Last week we began our Thursday morning reading program. The morning went off incredibly well with a great turn out. The kids had a great time and the staff loved getting the chance to spend their time listening to our wonderful readers at Comet. We’re looking forward to seeing you all there next week for another great session.

We’ve also welcomed back our Soccer programme with Blair every Wednesday. Soccer is a great activity that all the students love getting involved with. We certainly have a few more red faces in our last session after Blair’s sessions.

Over the past couple of weeks the 3’s and 4’s have been working on their fractions. They have been working really hard converting improper fractions and mixed numbers and placing them on the number line. Give them a challenge and ask them to give you examples of equivalent fractions, improper fractions or mixed numbers. They are officially pro’s when it comes to fractions. Our 5’s and 6’s have been have been plotting points on the Cartesian plane this week. They have been doing a great job with a difficult topic and we couldn’t be more proud of them for their dedication to numeracy learning.

All of the students had a loud, energetic and musical Wednesday afternoon this week, with our Arts Council session, Ghana Beat My Drum. Our instructor, Jonas, was very entertaining and got all of our kids up, dancing and making lots of noise.. We are all looking forward to our next Arts Council in Term 4.

The students have spent the past few weeks learning a great deal from our wonderful teacher Mrs Hutton. Thank you Mrs Hutton for being such a fun influence on our community. We are, however, very excited to have Miss White back this week. All of the students are very excited to hear about her wonderful trip and to have her back in the classroom. Welcome back Miss White!

We only have a few more weeks left till the end of term and we can’t wait to pack in as much learning as we possibly can into the time we have left.

We hope you all enjoying the last few weeks of term.

Miss Priddle and Miss Childs
A peek at our week in P-2

This week has flown by in the blink of an eye, it is so hard to believe we are nearing the end of term 3.

In math the Kung Fu group is continuing to deepen their knowledge of measurement, capacity and area while the Captain America group are working on doubles, near doubles and the days of the week. The boys absolutely love Mrs Lucas’ actions and songs that help them remember these concepts.

In English the students are learning how to write informative sentences from facts in narratives. We have been reading ‘A Fox and Fine Feathers’ and learning about different varieties of birds which are mentioned in this narrative.

‘Ghana Beat my Drum’ was a huge success and the P-2 boys proved they have some serious dance moves. Attached are some photos of their fantastic afternoon, we are so lucky to have had Jonas come and teach us about his instruments.

Hope you all have a lovely weekend,

Miss Conroy.
Photos from the Comet Olympics
Photos from “Ghana Beat your Drum”
Reading Comprehension & Decoding Strategies
at Home

Learn how to support your developing reader during this exciting learning period.

By Michelle Anthony, PhD

Trying to find a book that is the right level for your child?

There are two reading levels you want to know for your child: his or her independent reading level (the level books they can successfully read and comprehend completely on their own), and their instructional reading level (the level books they can read with support and guidance from you or a teacher).

School Reading Levels:
In a school environment, the expectation is that children will read independently at virtually 100% accuracy, 100% comprehension. Instructional level reading would use the 95% rule: for any 100 words, your child should not struggle to read/understand more than 5, with 90% accuracy on independent comprehension questions (also called the 5-finger rule). Any lower accuracy would be described as being at your child’s frustration level, where minimal new learning could happen.

At-Home Reading Levels:
However, in a home environment, where you are reading one-on-one with your children, and your support is on them exclusively for the entire reading time (and thus you can support their comprehension throughout), you may find the below demarcations more useful.

To find their at-home independent reading level, use the 45% rule. Early phonic readers often have only a few words per page. Thus, your child should be able to read (even slowly or carefully) most of the book, although they may need reminders from you to use their decoding and comprehension strategies. Again, they must also be able to give you a retell with most of the details of the story and show 80% accuracy on (independent) comprehension questions.

To find their at-home instructional reading level, you still want them to understand most of what they read, and to be successful at getting larger chunks of text. It does not benefit young readers to always struggle to decode words or decipher meaning. Thus, your child will learn more at a supported level of reading, as opposed to a struggling level of reading. Don’t forget the confidence-building that comes from reading books with ease! Thus, you can use 90% accuracy in reading and 80% accuracy in comprehension as ballpark figures when supporting instruction in at-home readers. If your child is struggling to read, find a different book, or play some sight word/phonics games to build his decoding skills. Be sure you are drawing on a variety of strategies, as opposed to simply asking your child to sound out a word.
There are many benefits to children choosing their own books, even those above their level, for “reading” or taking picture walks through. If your child is motivated, they deserve to interact with the book however they might like! It is simply important to know what your child’s skills are in relation to choosing texts that they can “really read” alone, or with support.

It is expected that children this age will struggle at times in applying letter-sound understanding to actual words in a real story.

Instead of simply telling him to “sound it out,” try these tricks:

- **Say nothing.** Give him a chance to figure it out.
- **Say, “Look at the picture.”**
- **Say, “Let’s get the first sound.”**
- **Say, “What would make sense?”** Even if he gets the wrong word, you can say “Yes, it’s a kind of house, but the author chose a different word. Look at the first letter and see if you can get it now.”
- **Say, “Chunk it.”** Are there smaller words in the bigger ones (e.g., ‘going’ has the word ‘go’ in it)?
- **Say, “Let’s reread.”** Before you tell your child the word, see if he can re-read the sentence and get it with a “running start.”

- **Say, “Close your eyes. Now look again.”** Have him close his eyes, open them, and see if his brain can just “get” the word as a sight word, without trying to sound it out.
- **Say, “Say it like a word.”** Decoding will only take you so far. If you know how to make the sounds come together like a word you know, it makes reading so much easier. It’s not about saying the sounds faster; it’s about saying them like a word. Country can be sounded out as “cow-n-try” or “count” “try.” But if they “say it like a word,” they are more likely to get to country. You can use a slinky to help them literally “see” what it looks like when they say stretched out sounds. Have them collapse the slinky as they “say it like a word.”

- **Skip the word** and come back when they have the context of the sentence (be sure they do).
- **Look at word families.** If your child knows ‘at’, they will more easily be able to identify ‘hat.’
- **Get the main word first.** Then add on prefixes or suffixes. You can use your finger to cover up parts of the word while your child gets the main word.
- **Tell them the word.** You do not want to hinder the comprehension of a story by belaboring a single word. Instead, give your child the word and have her re-read the sentence so that the word sticks in her mind for the next time she encounters it!
If your child misreads a word:

Ask yourself:
- **Does it matter?** Saying ‘house’ instead of ‘home’ or misreading a character’s name won’t change the meaning of the story. Let it go.

Tell her to:
- “**Check it:**” Does it look right, sound right, make sense?
- “**Make a picture in your head.**” What word doesn’t fit?
- “**Flex it.**” This is the way to tell your child to try the other sound the letter makes (e.g., long vs short a, or ‘j’ for g, as in giraffe).

Ask him:

“**Does it fit the picture/story?**”
- “**Does that sound like a word you know? Say it like a word.**”
- “**What is happening here and how does this sentence fit in?**”

To facilitate comprehension/thinking strategies, have your child:

- **Ask a question** about what he has already read (to themselves, or to you).
- **Infer** what is going on or might happen, based on what they already know and what they have read.

- **Make a connection:**
  - **Make a text-to-text connection** where he relates this book to another he has read.
  - **Make a text-to-world connection** where he relates the book to an experience going on in our world (e.g., truffula trees being chopped down and our own struggles with deforestation).
  - **Make a text-to-self connection** where he relates the book to himself or an experience he has had (e.g., remembering a time he was not listened to, even when he knew better than the other person).

- **Visualize:** Encourage your child to create a mental image or play the scene like a movie in her head.
- **Evaluate:** Determine the importance of characters, events, or details.
- **Synthesize** information means taking information you learn along the way and combining it with the information you know.
Other tips:
• Make a prediction.
• Take the character’s perspective or relate to the character’s feeling.
• Read it like a sentence. If your child reads haltingly, have them re-read the same sentence to get the fluency (and confidence!) aspect of reading. It’s hard to comprehend disjointed sentences.

If learning to read is hard for your child, he needs support. The newest research on literacy development in children emphasizes the importance of providing reading interventions as soon as possible.

For more information about reading at home with your child, please visit: http://www.scholastic.com/parents/resources/article/developing-reading-skills/reading-comprehension-and-decoding-strategies

Great Books to read with your child: