



# Rocky River Public School Newsletter

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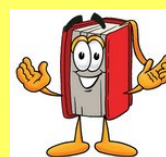
**TERM 3, WEEK 7– 26th August 2015**

## IMPORTANT DATES TO REMEMBER

- 24–28th August–  
Book Week
- 27th August –Book  
Week Assembly  
9am
- 28th August–Zone  
Athletics Carnival
- 18th October–  
Proposed Car Boot  
Sale

## DON'T FORGET

**Book Week Assembly  
Tomorrow Thursday 27th  
August at 9am**



## CANTEEN

### Every Wednesday

#### Price List:

Pizza Singles.....	\$3
Chicken Nuggets (4)...	\$2
Beef Lasagne.....	\$3
Spaghetti Bolognaise...	\$3
Sausage Roll.....	\$2.50
Pie .....	\$2.50
Ice Cream .....	\$1.50
Popper .....	\$1.50

#### CANTEEN ROSTER:

**2nd Sept–Erica Peterson**

**9th Sept–**

**Jocelyn Reynolds**

## Rocky River Public School P&C

The Rocky River P&C is looking for more input at the monthly meetings – and more fundraising ideas. The P&C's primary focus is on improving equipment and resources for all students at the school. Unfortunately, we often have to cancel or postpone decision-making at our monthly meetings due to the lack of a quorum (not enough people in attendance). This means that fundraising opportunities are missed and event organization becomes problematic. We understand that every member of the P&C is busy with work and family commitments. However, one short meeting every month is not a big commitment to make when the outcome is for the benefit of your kids. Kids are welcome to come to the meetings and the members who currently put in so much work would love to see some new faces and lighten the load. Remember: many hands make light work! If you have any questions or would like to talk to me feel free to call me on 0403082875.

Jen Marsh. P&C president.

## P&C

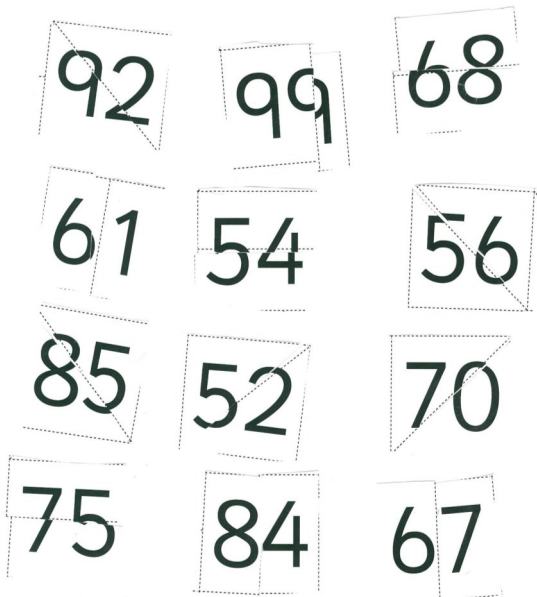
The next P&C meeting will  
be on Wednesday 2nd  
September at 5.30pm

**ALL WELCOME**

## LOOK WHAT'S BEEN HAPPENING IN LOWER DIVISION



Here are the numbers you are joining.  
52 61 70 68 75 92 56 85 99 67 54 84



Well done  
Sarah G!



### Patterns and rules – translating patterns

We can make our patterns speak in different languages.

This pattern goes ☆ ☆ △ ☆ ☆ △ Say it out loud.

We can change it to ● ● ○ ● ● ○ Say it out loud.

Or 🚗 🚗 🚲 🚗 🚗 🚲 Say it out loud.

When you say the patterns, does the rhythm stay the same?

1 a Colour the △s red and the □s blue.



b Now colour the △s yellow and the □s green.



Congratulations! You have made this pattern speak another language.

2 This time change the shapes. Plan it.

I will change the △ to a ▱ ✓

I will change the □ to a ○ ✓



Neat work

Aubrey!





## LOOK WHAT'S BEEN HAPPENING IN UPPER DIVISION



Lily

Fantastic Mr Fox Roald Dahl

### My predictions

He might be a fox ~~look~~ gets <sup>heaps</sup> of chicken s. ✓  
 he may be having a new child. ✓  
 He is a dancing fox. ✓

### Fantastic Adjectives

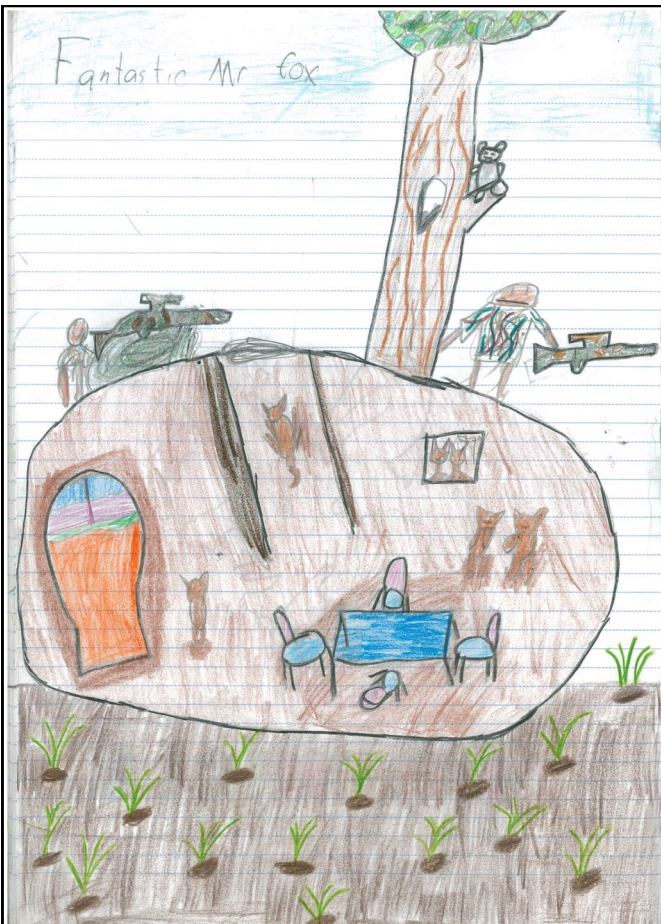
An adjective is a describing word  
 it describes (adds a meaning) a noun  
 or person ✓

On a hill above the valley there was a wood.

On a green hill above the long valley  
 There was a dark, black, scary wood.



30/7 Jan



Fantastic Mr Fox  
 Roald Dahl

My predictions... Are that his tail  
 gets shot off, and his kid gets hurt.

### Fantastic Adjectives

An adjective is a describing word.  
 It describes (adds meaning) to a noun  
 or person. On a <sup>deep</sup> hill above the <sup>dark</sup> valley there was a wood.



30/7 Jan  
 Fantastic

2

### Mr Fox

On a hill above the valley there was a wood.  
 In the wood there was a huge tree.

Under the tree there was a hole.

In the hole lived Mr Fox and Mrs Fox and their four small foxes.

Every evening as soon as it got dark, Mr Fox would say to Mrs Fox, 'Well, my darling, what shall it be this time? A plump chicken from Boggis? A duck or a goose from Bunce? Or a nice turkey from Bean?' And when Mrs Fox had told him what she wanted, Mr Fox would creep down into the valley in the darkness of the night and help himself.

Harrison





# Is your child under 7?

Does your child like hockey?

Does your child not know about hockey?

Then,  
this **FREE** clinic  
is for your child.

We will be running a few sessions specifically designed for children under 7.

No previous playing experience needed.

There will be no contact . Games will be non-oppositional therefore no mouth guards or shin pads required. Quality coaches will be running the sessions together with Blair Chalmers, Hockey New South Wales Regional Coaching Co-ordinator.

**ALL EQUIPMENT WILL BE SUPPLIED.**

All your child needs to do, is turn up.

<b>WHEN:</b>	Saturday 29 <sup>th</sup> August, Saturday 5 <sup>th</sup> September
<b>WHAT TIME:</b>	9.45am
<b>WHERE:</b>	T1, Hockey New England Hockey Centre, University of New England
<b>CONTACT:</b>	<a href="mailto:admin@hockeynewengland.org.au">admin@hockeynewengland.org.au</a>  Or Blair – 0431 104 488
<b>RSVP:</b>	<a href="mailto:admin@hockeynewengland.org.au">admin@hockeynewengland.org.au</a>





## HOW YOUNG KIDS LEARN TO UNDERSTAND NUMBERS

The building blocks to maths begins with kids learning to count – eggs, pegs ... anything you can think of.

One of the first experiences kids have with numbers is counting. Counting starts as learning a pattern of words, just like a nursery rhyme. As kids' counting develops, they begin to relate the words to a number of 'things'.

**How do kids learn to count and use numbers?**

Kids learn the pattern of counting by repeating the numbers. At the beginning, this pattern may have gaps where your child may leave out a number in the sequence, or they may invent numbers. It's common to hear kids say "20-10" after counting to 29.

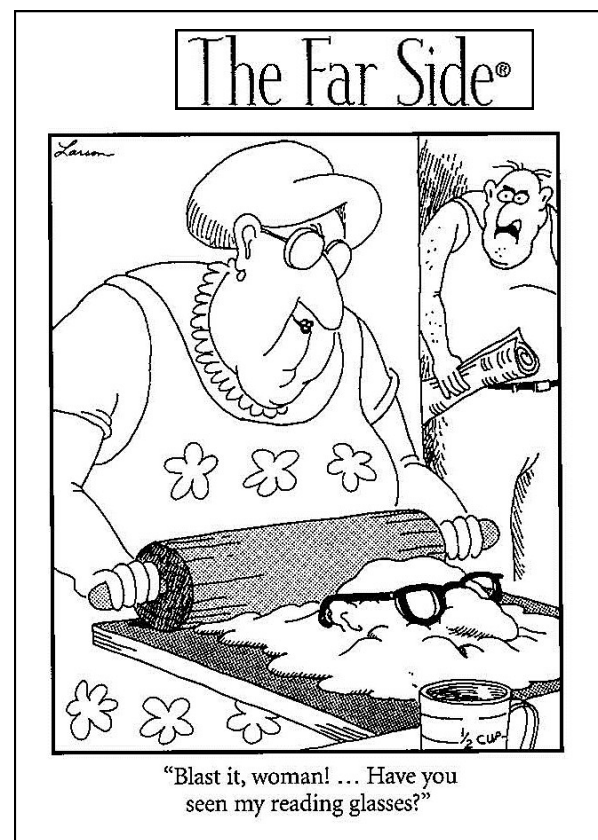
Remembering the words for each number in the correct order such as '1, 2, 3' is only part of counting. To count, kids need to match saying the number words with the correct number of things ie, saying the number "three" for three cars. Kids should be given lots of opportunities to practise and explore counting groups of things as well as making groups. Children also need to recognise and name numbers.



## Counting with your child at home

- Count with your child the number of buttons as you do up a cardigan or shirt.
- Encourage your child to count the number of pegs used to hang out the washing.
- Count the number of steps from the front door to the letterbox.
- Count the number of eggs in a carton, and again after some have been removed.
- Count the number of times you and your child can throw a ball to each other without dropping it.
- Read and talk about stories and rhymes that use numbers.
- Sing songs and nursery rhymes that include numbers such as *Five Little Ducks* and *Baa Baa Black Sheep*.

Have your child count as far as they are able to go and then encourage them to join you while you continue counting.



Warm regards Rocky River Students & Staff.