

# BETHANY CATHOLIC PRIMARY SCHOOL NEWSLETTER



Term: 3 | Week 6 | Friday 20th August, 2021

## PRINCIPAL'S MESSAGE



Dear Bethany Families,

This week I read a poem by the author **Jaime Ragsdale** called, *What If Instead Of Being Behind These Kids Are Ahead?*

What if, instead of falling behind, our kids are **advanced?**

What if they have more **empathy**, they enjoy **family connection**, they can be more **creative** and **entertain themselves**, they love to read and express themselves in writing?

What if they enjoy the **simple things**, like their own backyards and balconies, sitting near a window in the quiet?

What if they **notice** the birds and the dates and different flowers emerge and the calming renewal of a gentle rain shower?

What if our kids are the ones to **learn to** cook, organise their space, do their laundry and help keep a well run home?

What if they **learn to** stretch a dollar and live with less?

What if they **learn to** plan shopping trips and make meals at home?

What if they **learn the difference** between want and need?

What if they **learn the value** of eating together as a family and finding the good in sharing the small delights of every day?

What if they are the ones who **place great value** on our teachers and educational professionals, librarians, public servants and the previously invisible essential workers like truck drivers, grocers, cashiers, healthcare workers... just to name a few who are taking care of us right now while we are sheltered in place?

What if among these children a great leader emerges who had the benefit of a **slower pace** and **simpler life** to truly **learn what really matters** in life?

**What if they are ahead?**

# PRINCIPAL'S MESSAGE CONTINUED

The author's premise is to get us to rethink our view about how the current situation will affect children's education. We know there is a level of worry that children will be "behind" when we eventually return to school and teachers, families and education systems are all working hard to ensure that children are progressing with their learning. However, Jaime Ragsdale is presenting us with an **alternative view** which focuses on the silver lining of these dark times - a view which can help to alleviate some of the anxiety around children not undertaking lessons in classrooms.

The poem not only spoke to me about the current situation but reminded me of my early life experience. When I was 8 years old my family moved back to Italy and I missed a significant

"What if  
instead of  
'behind' this  
group of kids  
is advanced  
because of  
this?"



[www.altogethermostly.com](http://www.altogethermostly.com)

amount of school time for a number of reasons. Whilst this may have been **disruptive**, my year in Italy was filled with beautiful times spent with both sets of grandparents, helping with day-to-day chores and in conversation or listening to stories of their life experiences. I also learnt much about the simplicity of the local lifestyle and culture.

The educationalist, **John Hattie**, points out that when the earthquakes occurred in Christchurch, New Zealand a few years ago, schools there were closed for an entire term and there was no online program provided. Interestingly, student results had not regressed when they returned to school and, in fact, many improved. We can take some comfort from Professor Hattie's observations and remember that in the long run it is going to be okay.

Although there is no doubt that this is a most challenging period for families and schools, Jaime Ragsdale's poem is a **provocation** worthy of consideration. It encourages us to think about this time in a more **positive light**, with a **sense of hope** that children will emerge from this "disruptive" experience with **learning of a different kind** and perhaps a greater appreciation of **what really matters in life**.

Until next time,

Sergio Rosato

**Principal**

# ASSISTANT PRINCIPAL'S MESSAGE



Dear Parents and Carers,

**Listening to your child** read may seem daunting, terrifying or even stressful at times, however, listening to your child read is a **crucial element** in the **learning to read** process.

The books that children bring home to read should be at a slightly lower level than what they are reading in the classroom. It is meant to be an **enjoyable experience** for both parents and their children. Not stressful! If your child is getting stuck on every second word, then the book is too hard for them. This can get frustrating for both you and your child which is not setting them up for a positive experience.

**Make reading part of your daily routine.** It's about finding the right time for you and your child. Whether it be just before they go to bed, or first thing in the morning. Do what works for you!

**Ease Into The Book.** Get your child thinking about what the book might be about by asking some questions before you start reading.

- What do you think this book is about? Why?
- Do you think this is a story or a fact book? Why?
- Can you read the title? Does this give you some more clues?
- What can you notice about the picture on the front of the book?

**Don't Tell Them, Guide Them.** If you tell your child every word they get stuck on, they won't learn to use the reading strategies they are learning at school and will expect you to tell them every time. This isn't going to help them to develop and grow as readers.

**Make it Enjoyable!** Reading is meant to be a fun enjoyable time with your child. If you are getting frustrated with them, this will rub off on them. If they are finding it hard or they are too tired – read a page each. Get them to follow along with you and make silly mistakes! Your children will love correcting you.

**Comprehension is Important** When they have finished reading the book. Ask a few questions to check for comprehension. Your child's comprehension is a vital component of them learning to read. Getting into the habit of asking some questions at the end will help your child with their comprehension skills. They don't have to be difficult questions.

- What was your favourite part of the book and why?
- How did you feel when you read that story?
- What did you learn from this story?
- What was the problem in the story?
- Which character did you like and why?

Next week we celebrate Book Week. What a perfect opportunity to spend time reading with your child!

**“Parents are a child's first and most important teachers” - author unknown**

Go gently,

Rebecca Lloyd

**Assistant Principal**





Look at the picture

Think about the story



and



## How can I help myself ?

### **1. WHAT THE READER SHOULD DO**

Go back to the beginning of the sentence and re-read the whole sentence.

1.

**BACKTRACK**



#### **FOR YOUR INFORMATION**

\* helps to develop self-monitoring of what's being read by either confirming that the word was correct or showing that another attempt/strategy is needed

\*The reader should be encouraged to use this frequently to help monitor their own understanding of what is being read

\*is a quick and easy strategy to use

### **2. WHAT THE READER SHOULD DO**

Re-read the sentence and say the first sound of the unknown word, then read to the end of the sentence.

2.

**SAY THE FIRST SOUND**



#### **FOR YOUR INFORMATION**

\*helps the reader to narrow the scope of probable words by focusing on the first letter and hearing what would make grammatical sense

\*is still a fairly quick strategy to use

### **3. WHAT THE READER SHOULD DO**

Look only at the unknown word and use some of these:

- break the word into **chunks**
- look for **little words** in the big word
- look at beginning and ending **clusters of letters**

3.

**LOOK FOR PARTS**



#### **FOR YOUR INFORMATION**

\*this strategy is used last because reading actually has to stop in order to focus on the unknown word

\*comprehension may be lost because of this so after using this strategy the reader should backtrack because their reading has been interrupted and they need to refresh their understanding of the previous bit

\*is a slow strategy

4.

**ASK FOR HELP**



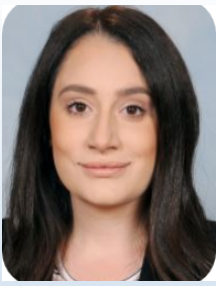
#### **FOR YOUR INFORMATION**

\*sometimes, after unsuccessfully trying various strategies, the reader just needs to be told the word – they then backtrack to refresh their understanding and keep reading

### **4. WHAT THE READER SHOULD DO**

Ask someone to tell them the unknown word & re-read the whole sentence.

**Mrs Lloyd**



# RELIGIOUS EDUCATION



This week in Religious Education, students have been learning about Mary, the Mother of Jesus. We began the week by celebrating the Feast of The Assumption.

In Week 7, student learning will be focused on Marian prayer and devotion. The word 'Marian' refers to prayers and devotions where we ask Mary to intercede for us or the people we are praying for.

One Marian devotion that our Bethany community is familiar with is The Angelus. As a school community, we are called to pray The Angelus daily at 12pm through the ringing of bells. This is a practice observed throughout the entire Parramatta diocese.

## ***Why pray 'The Angelus'?***

The Angelus is a prayer of devotion that helps us to remember the gift of God's son. It is called The Angelus because of the opening line "The Angel of the Lord declared unto Mary". The Angelus is a prayer where we choose to say 'Yes' to God just as Mary did.

At school, we say 'yes' when we stop whatever it is we are doing and pray as a community.

The prayer has three verses that are each followed by a 'Hail Mary'. It includes other prayers that are dedicated to the Blessed Mary as well as a concluding prayer. Traditionally, The Angelus is prayed three times a day: at 6am, noon and 6pm.

The Angelus can be said privately or with a group of people. When it is said as a group, one person leads the prayer for the community. At Bethany, our Year 6 students lead us in prayer.

## ***Why do we ring bells before praying The Angelus?***

The Angelus, as a prayer, has developed over time and can be traced back to the 11th century where monks would pray three Hail Mary's during night prayers at the last bell of the day. The structure of The Angelus that we are familiar with began in the 16th century.

In the 1857 painting by Jean-Francois Millet, field labourers are depicted stopping the potato harvest at dusk to pray The Angelus. St Bonaventure began the tradition of ringing bells before praying The Angelus. Just as they are at Bethany, the bells were a call to prayer.

The bells are rung in three sets of three followed by nine consecutive bells. This mimics the structure of the prayer.

During The Easter season, this prayer is traditionally replaced by the Regina Caeli to focus on Jesus' Resurrection.



*The Angelus, by Jean-Francois Millet*

# RELIGIOUS EDUCATION CONT'D

## The Angelus

Verse: The Angel of the Lord declared unto Mary.

Response: And she conceived of the Holy Spirit.

In this first line, we recall Mary's willingness to rise to God's calling.

Hail Mary, full of grace, The Lord is with thee.  
Blessed art thou among women and Blessed is the fruit of thy womb, Jesus.

Holy Mary, Mother of God,

Pray for us sinners now

And at the hour of our death.

The Hail Mary is prayed three times throughout the prayer just as the monks prayed three Hail Mary's during night prayers.

V: Behold the handmaid of the Lord.

R: Be it done unto me according to thy word.  
(Hail Mary...)

Recalling this statement, we remember Mary's perfect obedience to God's will and how we can imitate her 'yes' in our lives.

V: And the Word was made Flesh.

R: And dwelt among us.  
(Hail Mary...)

This line of the prayer reminds us of God's unending for love by sending forth his Son. Through Jesus' Passion and cross, we may share in the glory of His Resurrection.

V: Pray for us, O Holy Mother of God.

R: That we may be made worthy of the promises of Christ.

In this line we ask for Mary's intercession.

### LET US PRAY

Pour forth, we beseech Thee, O Lord, Thy grace into our hearts; that, we to whom the Incarnation of Christ, Thy Son, was made known by the message of an Angel, may by His Passion and Cross, be brought to the glory of His Resurrection. Through the same Christ our Lord. Amen.

In this final prayer we ask to be filled with grace to Jesus' presence and promise in our lives.



# LIBRARY

Dear Parents and Carers,

For over 70 years Book Week has been celebrated in schools around Australia and at Bethany this year we want to make sure students and their families and staff can enjoy some memorable times as we celebrate all that is wonderful about books and the characters that "jump out" from their pages.

Each year, there is a special Book Week theme and accompanying poster. This year's theme is

## Old Worlds, New Worlds, Other Worlds

What images on the poster suggest old, new and other worlds? What stories from their past can grandparents and parents share with their children as they head into the future?

The child is carrying an opened book in their hand as they head into the future...a reminder of the enduring nature of physical books.

Books provide a portal into old, new and other worlds.

Books:

- ▶ allow readers to visit different worlds in time and place....here and now, life in the past, created worlds-worlds that were, are or might be!
- ▶ allow readers to expand their knowledge, experience and understanding;
- ▶ provide opportunities to glimpse other people's lives and thoughts, explore ideas through characters' lives and help readers develop empathy through the reading of other's stories.



**To celebrate books during Book Week, here are some fun things to become involved in:**

- ❑ **Students dress up as a book character.** Encourage children to be creative and use everyday items they have at home to transform themselves into a book character. It can be any book character - the things you have at home will help you decide-it doesn't have to be a favourite character and you don't have to have the book at home with you. When your child joins their teacher on zoom next week, they can explain who they are and why they chose to dress as this character.
- ❑ **Book Character Family Dinner.** Choose a night next week to hold a family dinner when all the family dress up as a book character. Guess who the characters are and what book they are from. Talk as a family about books you enjoyed as children...or still enjoy reading today. Did these books tell about Old Worlds, New Worlds or Other Worlds? Maybe you could even zoom with older family members and they could remotely join your **Book Character Family Dinner** and share stories, books and characters they enjoyed as children.



# LIBRARY CONT'D

- **A Celebration of the "Old World" of the 1980s.** For some of us, the 1980s are referred to as "the olden days" but for others of us they were "the golden days" of our youth...or maybe the youth of our parents or grandparents!! When watching a book being read on Story Box Library about the 1980s, I realised that this book is a portal into an "Old World" for our students. As a family it would be a great book to listen to one night during Book Week and will provide opportunities to talk about "old world" fashion, cassette tapes and phones you couldn't walk around with! The Story Box Library storyteller even suggests you find some fluoro clothes and some 80s music and have a little family disco - straight from the "old world of the 1980s". We would love to hear about your family disco.

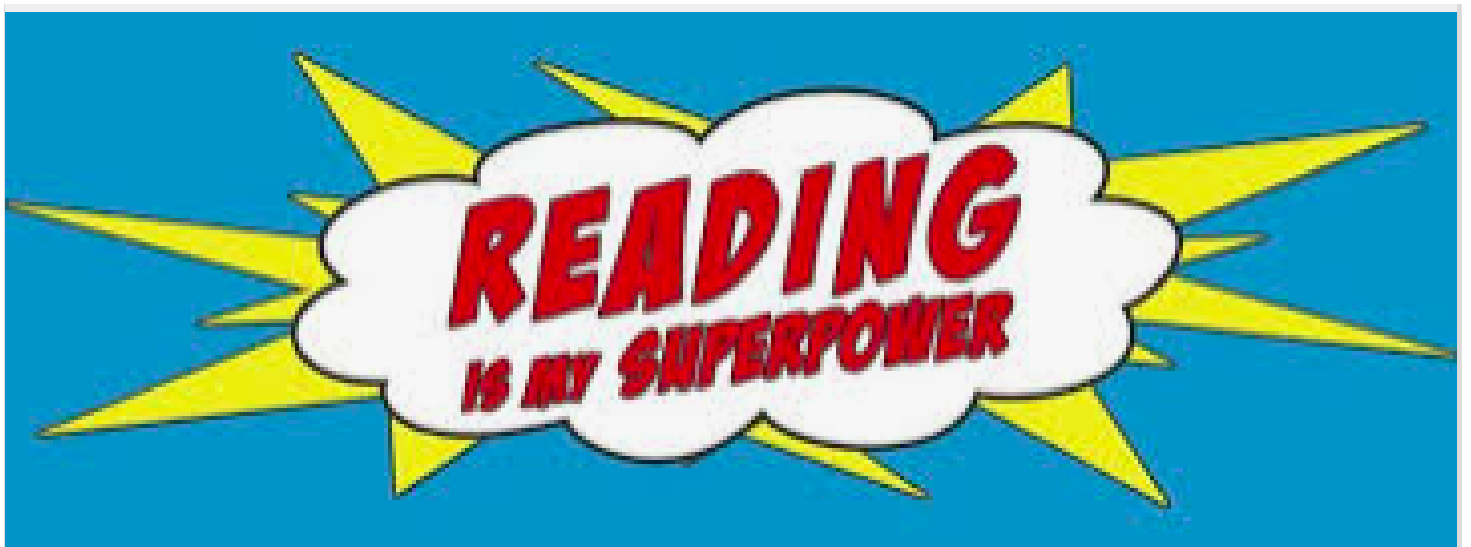


Go to <https://storyboxlibrary.com.au> (Username: **bethanycps** Password: **stories**)

Search for "**My Folks Grew Up In The 80s**" by Beck and Robin Feiner and read by Nadine Garner. You can search by storyteller or authors.

Lesley Emmett

**Bethany Library**



**Mrs Emmett**



# HEALTH AND SAFETY

Our priority remains the safety and wellbeing of all in our community. With this in mind, we wish to reinforce that if your child is unwell whilst at school you will be called to collect them immediately.

NSW Health advises that anyone with symptoms should isolate and be tested immediately.

Parents need to provide the school with a COVID test result in such circumstances. Please send a screenshot of the results via the Bethany email [bethany@parra.catholic.edu.au](mailto:bethany@parra.catholic.edu.au)

Please keep children at home if they display any symptoms.

