

# T∞T

livingschool

Students' Newsletter

Term 4 Week 3 -somuchtosee



Welcome to our

- FIRST EDITION -

**TOOT!**  
our LivingSchool kids' news  
9 August 2020

Editor: Opi Chetcuti

**W**e are thrilled to showcase our first edition of Living School's kids' news, and the editorial debut of Opi.



Hi Everybody,

My name is Opi Chetcuti and I have been working very hard to bring you this first edition of Toot.

I thought it would be a good idea to start a kid's newsletter. I thought it would be a great way for us to come together, share ideas, information and knowledge. As John says, Living School is the kids' school.

I have tried my best to make sure this first edition is interesting, fun and creative. So the first edition includes:

- Teacher interviews
- Write 4 fun with Indiana Hutchinson
- What makes a good friend?
- Nut/honey popcorn and spiced apple juice recipe
- Science experiments
- Stage news

We are looking for people interested in helping with the newsletter. It will be on a regular basis every two weeks. So, if you have one off ideas or contributions to make, like comic strips, jokes, poems, drawings, recipes, an article on something you are passionate about, random facts, etc., etc.... please come to a Toot meeting. They are on every Thursday at lunch time in the train of open thought with John.

Thanks for reading  
Love the Toot Team

# Write 4 Fun!

By Opi Chetcuti

**H**i readers, I spoke with Indiana Hutchinson, a former entrant of Write 4 Fun. Indi has passed the first round and is onto the second round.

Write 4 Fun is a writing competition for all ages and “encourages young student writers and artists with fantastic competitions by publishing top quality books and conducting interactive fun work shops across Australia”.

Indi is in the running for some great prizes, including up to \$1000 in cash apple Ipad, Xbox one or a PlayStation 4 as well as a chance to have her short story published in their book.

I asked her how it feels to be an aspiring writer, here’s what Indi had to say:

*Opi: “What inspired you to enter the competition?”*

Indi: “I always wanted to enter, and I thought I could win so I entered for my sick brother.”

*Opi: “How does it feel to be onto the second round?”*

Indi: “It feels exciting and I’m happy, I’m thinking, wow!”

*Opi: “What do you want to be when your older?”*

Indi: “I want to be a singer, a teacher, dancer and writer.”

*Opi: “How old are you?”*

Indi: “I’m 7 turning 8.”

*Opi: “what did you enjoy about writing this story?”*

Indi: “I enjoyed all the adventures.”

*Opi: “Who is your favourite author?”*

Indi: “JK Rowling and Roald Dahl.”

*Opi: “what was your favourite part of your story?”*

Indi: “It was when Atlas goes into the forest to pick berries, and finds the dragon.”

I’d like to say thank you to Indi for her time, and her great patience.

The announcement of the winner has been delayed. For further information go to [www.write4fun.net](http://www.write4fun.net).

Best of luck Indi.



# What makes a good friend?

I think that friendship is important, and I think that sometimes we all need to be reminded about kindness and care. So I asked some of you this question? What makes a good friend? Here are your responses.

We loved everybody's amazing answers. Love the newsletter team!

- "I think a good friend displays these qualities: kindness funniness and caring"  
- Opi 8yrs
- "I think that being a good friend is you don't bully people and be nice. Don't always be bossy and let people have a go at things."  
- Marley Hollowman 8yrs
- "A friend is someone who is honest and never keeps a secret"  
- Anonymous
- "I think what makes a good friend is to help them out, to be nice to them, and to be kind."  
- Aroura 8yrs
- "Someone who is kind and honest, who will unconditionally love you. And someone who will be there for you when you are very sad or when your very happy."  
- Amelie 14yrs
- "Make up games and draw pictures"  
- Ryder 7yrs
- "I think a good friend would be, if someone helped you after you got hurt or if they want to play a game and you have nothing to do, join in too. And if someone is upset and they don't have anything to do, let them join into your game."  
- Mason 7yrs
- "Kindness"  
- Joelle 6yrs
- "Nice, stay positive, respect each other's ideas."  
- Steel 8yrs
- "I think a good friend is somebody who knows you well and accepts and likes you for who you are because they have chosen you as a friend. Loyalty, that someone supports you and that they care about you, maybe that they like you just for who you are."  
- Laura
- "Someone who is nice and that will help you out when you want and will be there to comfort you if you like feel upset or anything."  
- Griffin 13yrs



# Interviews with a teacher...

## Tori

Opi: "Do you like being a teacher?"

Tori: "I love being a teacher."

Opi: "Who inspires you the most?"

Tori: "My friends inspire me the most, I love seeing them work towards and achieve their goals. That inspires me!"

Opi: "What do you think you would be if you weren't a teacher?"

Tori: "I'd love to be in events management, to bring and connect people together."

Opi: "What sport do you play?"

Tori: "I do a mix of yoga, pilates, boxing and I get outside for a walk everyday."

Opi: "What do you love doing?"

Tori: "I love going on adventures and exploring new things with people. That I love!"

Opi: "What's your favourite food?"

Tori: "My favourite food is anything Mexican!"

Opi: "Describe what kind of child you were."

Tori: "I was quite shy as a child, but was cheeky. Once you got to know me you would find me outside playing in rivers, lakes and oceans, any wide open spaces.

Thank you Tori for your time.

## John

Opi: "Do you get tired of being principal?"

John: "No I don't, but I get tired! I find that there's lots and lots of things to do and I've got so many ideas and I know that people around me think that my brain is popcorn!"

Opi: "How does it feel to work hard and see your dreams come true?"

John: "For me it's always a pleasure, but I never feel satisfied. I always think there are more things to be done and more things to do. But I really encourage that people are supporting me and I sometimes feel a real pressure to achieve everybody's expectations."

Opi: "What was your favourite subject when you were a kid?"

John: "I had a few, my favourite subjects at school was English, tech drawing, history, and biology/science."

Opi: "Did you enjoy school when you were a kid?"

John: "I loved school! I always loved school! So when other people said they hated school I couldn't understand it, because I thought school was just terrific!"

Opi: "What made you want to be a teacher?"

John: "Holidays! I thought being a teacher would give me lots of holidays. I never ever realised I would become this busy, but work is my purpose."

Opi: "What would you be if you weren't a teacher?"

John: "A farmer!"

Opi: "What's your hobby?"

John: "My hobby is surfing and shaping surfboards."

Thank you John for your time!

## Karen

Opi: "When you were a kid, what did you want to be when you got older?"

Karen: "I wanted to be a photographer and a writer."

Opi: "How does it feel to be a teacher?"

Karen: "It feels, when my days are good, they are very good and when they are bad, they are horrid!"

Opi: "Do you get tired of being a teacher?"

Karen: "No never!"

Opi: "Who is your favourite famous person?"

Karen: "David Bowie"

# Recipes

## Spiced Apple juice

### Ingredients:

- 1 litre of fresh apple juice
- 4 Cloves
- 1 tablespoon honey
- Orange peel
- Lemon peel
- 1 cinnamon stick



### Method:

1. Combine all of the ingredients into a saucepan and put it on the stove on medium heat.
2. Stir and let the mix simmer for 10-15 minutes, with the lid on.
3. Strain, pour into cups and enjoy warm.

## Nut and Honey Popcorn

### Ingredients:

- 1 tablespoon oil or butter
- 1/3 cup popcorn kernels
- 2 tablespoons nut butter of your choice
- 2 tablespoons honey or maple syrup
- 2 tablespoons of sesame seeds

### Method:

1. Heat the oil in a saucepan over medium heat. Add popcorn kernels and cook with the lid on, until all the kernels have popped. If you have a popcorn maker you can use this to pop the corn kernels instead. Transfer the popcorn to a bowl.
2. Turn down the heat and using the same saucepan, gently heat the nut butter, honey or maple syrup and seeds until they are smooth and combined.
3. Stir the mixture into the bowl of popcorn so that it is completely coated. Enjoy!



# Science Experiments

Science is one of my favourite subjects! I just love doing experiments!

I have put down two here for you to try at home. Please write or draw your hypothesis, (what you think is going to happen, based on the things that you already know) and a little report of your findings once you have finished the experiment.

Find out in our next edition how you went and the scientific facts behind your experiment.

## Colourful Magic or Science?

### Materials:

- 4 teaspoons sugar
- 20 teaspoon water
- Food colouring
- Bowl
- Sunny spot

### Steps:

1. Stir the sugar into the water until it dissolves.
2. Add a few drops of food colouring.
3. Leave the bowl in a sunny spot for a few days.

What happens?

What is your Hypothesis?

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# MS Readathon

Starts the 1/8/20 ends the 31/8/20

**H**i Everyone,

Are you interested in books? well the MS readathon is a great opportunity to READ!!!

Multiple sclerosis (MS for short) is a disease that effects the central nervous system (the brain and optic nerve as well as the spinal cord.) the brain is like a computer that tells the body what to do MS slows these messages down or sometimes not transmit them at all because of the scars that develop on the covering of the nerves.

I am trying to read as many books as I can during this month to raise money and awareness about MS. There will be a lolly jar in the office you pay \$one dollar to guessing how many Lego pieces are in the jar, if you guess your class will get a Lego lesson with robots and free build.

At the end of the month, we can check out how many books each student has read and how much money each student has raised for a good cause.

Thank you  
Opi

# Kindy are kinder.

## Literacy

This week we have been continuing to practice our sentence writing. We are focussing on our capital letters and full stops.

We read the book Pink is for Boys and made our favourite colour collage.

Our home reading is going really well with many children already achieving the milestone of reading 10 books so far.

## Maths:

In maths we are looking at aspects of time. We made a seasons wheel to show us which months make up Winter, Summer, Spring and Autumn. We have also been investigating what things we can do in one minute such as writing our name, hopping, building a block tower and writing numbers to 10. We are learning about friends of 10 which is the combinations that make 10

## Music

Laura and Christina are doing a wonderful job teaching Kindy kids so much about music, singing, playing and song writing! They all worked together writing asong about animals and using the Bundjalung language for kangaroo (gurraman) koala (burrabi) and turtle (binging)

## Art

Kindy children with the excellent guidance of Penny are creating and designing masks. It will be very exciting to see the finished art work

## PE/SPORT

This was our first week with Graham, Wilf and Tom. The kids got to test out their dodging and weaving skills with an agility challenge. They began to learn and practice the ball skills associated with touch football and played a great game of Rob the Nest

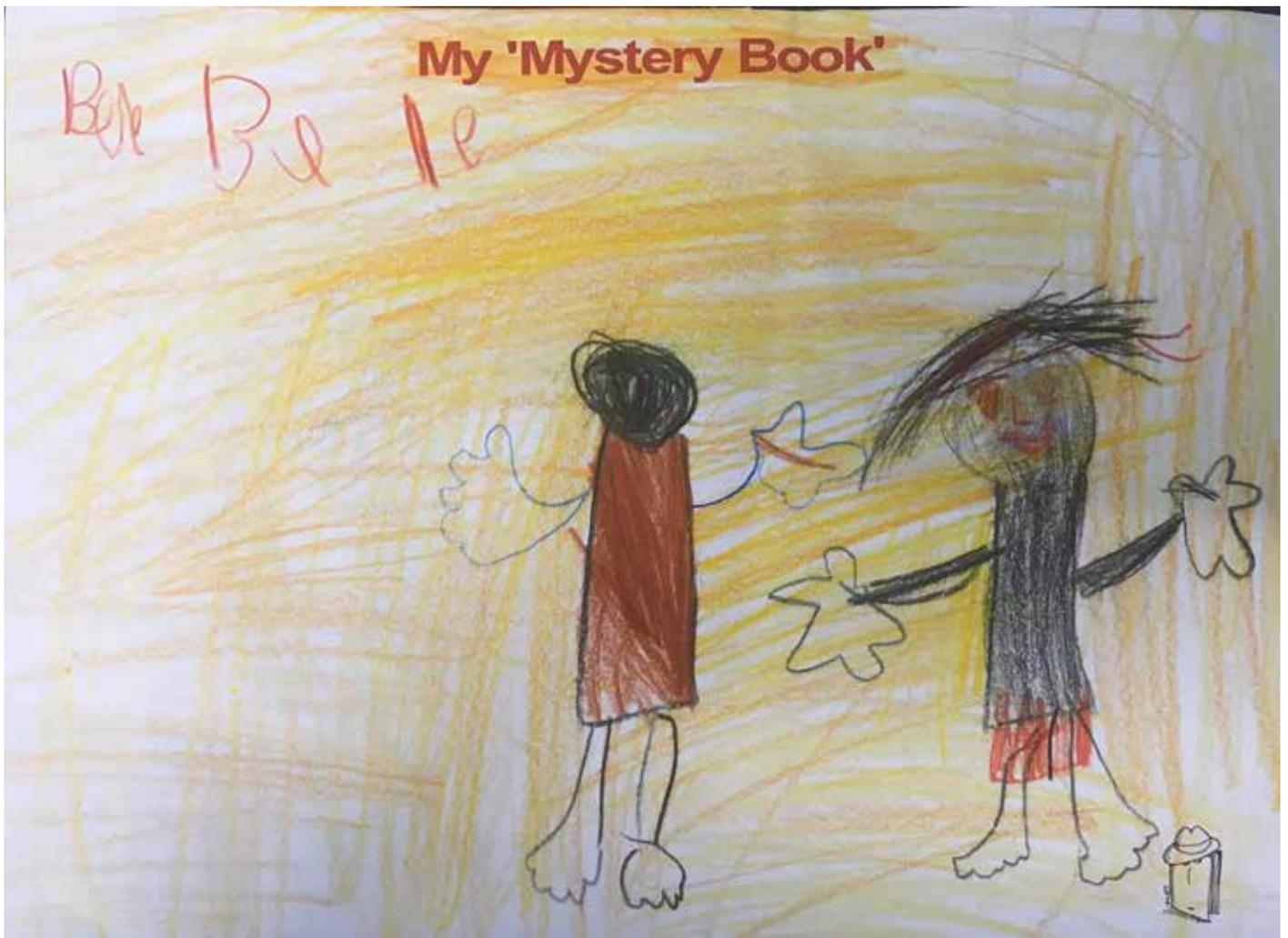
## ON LAND LEARNING

All children have now settled into their family groups. On a cold, rainy day the whole school participated in an obstacle course and got to decide on an area for their shelter. We have begun digging holes for our organic toilet and our fire pit. In the coming weeks we will be focussed on designing and constructing a shelter.

Please remember for every day:

**HATS AND WATER BOTTLES  
AND SPARE FABRIC WOULD  
BE APPRECIATED FOR OUR  
INVESTIGATIONS TIME**





Belle from Kindy created this book review for the Lismore Public Library on “Tell ’em” by Katrina Germein and Rosemary Sullivan. Belle’s beautiful effort was recognised on the Lismore Library’s Facebook page.



# Stage 1 have had a fantastic 2 weeks of learning surrounding Civilisation.

## **Literacy:**

### **Take Home Readers:**

It has been fantastic to see so many students taking responsibility for their learning, and growing independence, while completing their take home reader most nights. We hope that you are enjoying their reading at home too.

### **Reading & Writing:**

In conjunction with our Civilisation inquiry, students have been reading and writing poems over the past fortnight, challenging their comprehension and a deeper level of interpretation. An author who we find inspiration from for our poems, is Dallas Clayton. Stage 1 have been drawing on his creativity to write their own literal or abstract poems.

During our daily reading rotations, all students have been stepping into the personality of another as we read plays. The students have been expressing themselves through this world of another as they read with accents and intonation.



### **Parent Readers Changes:**

Thank you to all the parents who have already volunteered their time to read with the K-2 students' thus far – this is such a special time for the students', and they look forward to it each week. Due to some timetable changes, our parent readers will now take place on a Thursday morning 9:15-10:45am.

**Our Library session** has now also been moved to **Thursday morning, 9:15 – 10:45am**. It is within this, that we would love to invite our parents along each week to support with walking the students to the library, reading with them in the library, supporting with finding and choosing books, borrowing books through the computer, and spreading a love of learning within our Lismore Library. The Google Document has been updated to accommodate this. We appreciate and are very grateful for any, and all, involvement from our parents.

## **Civilisation:**

After researching and learning about Lismore's history, in particular the landscapes, Stage 1 created their own Lismore Window from what they believed the land and town looked like in the past. This was in response to Jeannie Baker's book, Window. Students made predictions and were able to identify and describe the features of Lismore and how it was/is different to the features today.

## Numeracy:

Stage 1 applied themselves with great level of persistence, curiosity, and determination in multiplication. Students began to understand times tables and were enthusiastic to delve into them through drawing cities through multiplication arrays cities, solved real-life worded problems and created their own worded problems for each other.

The most efficient strategies for critically understanding multiplication and its place value are. This wording, and these strategies are strongly encouraged if/when students are engaging in multiplication at home too:

- Arrays: Rows and columns with an equal amount in each
- Equal Groups: the same number of ones in each group
- Repeated Addition:  $3 \times 5 = 15$ , is the same as  $5 \times 5 \times 5 = 15$

## Wellbeing:

Our continuing wellbeing focus has been around the manta 'We don't have to be friends, but we do have to be friendly'. With conversations around what 'fills our bucket' (emotional intelligence and understanding) based around the picture book 'Have you Filled a Bucket Today' by Carol McCloud, Stage 1 have not only been inquisitive about their own emotional needs but extending that to the needs of others.

School is not just about learning facts. The benefit of Living School is we see the development of good characters as the foundations underpinning our culture. To this end, behaviour is learned. We teach considerately, carefully, and kindly, with the understanding that there can be emotional moments within social dynamics, however, these are moments that become our priority to raise kind human beings.

## Stage 1 Specialist timetable:

**Monday:** Music

**Tuesday:** Art

**Wednesday:** Sport (Activewear and runners are highly recommended)

**Thursday:** Library (Parent Helpers)

**Friday:** On Land Learning



## Stage 2.

In the past fortnight, Stage 2 started to investigate Australia's version of democracy by untangling our political system. The students are developing research skills by exploring online resources and learning how to effectively take notes. Our new SmartBoard has given us access to a world of resources that are allowing us to engage with the web that is Australian politics. We'll be looking at key moments in Australian political history and learning about how our democracy functions.

We've been playing a grid-based strategy game in maths and the class has been recording the moves made in each game and using this data to develop strategies for subsequent rounds. They've taken this information and created their own grid-based strategy games. They'll be teaching each other their games throughout the term and publishing them as a resource for the rest of the school.

In sport, we're developing our touch footy skills so it's important that the kids are wearing sports gear on Wednesdays.

We've moved our library day to Thursday so make sure library cards and books are in the bag. I've noticed some inconsistencies with hats and as we're moving around town a bit more, it's important that they come to school with a hat and a water bottle each day.



## Stage 3.

The children in Stage 3 have continued to investigate some of the key characteristics of civilisations; focusing on the development of pictograms, symbols and written language. We investigated cuneiform, one of the earliest written languages, and pressed our names into clay slabs in the style of the ancient Sumerians. The experience fostered a new respect for pencils, paper and... computers.

This week, in small groups, Stage 3 are designing their own civilisations; imagining the place and time that their imaginary society will/would have been living, the government system, agriculture, language, housing, artforms, religion, jobs etc. The project has spawned interesting discussions about the development of various civilisations globally.

In our Concept Frame each day, the students in Stages 3 and 4 have continued to work in the areas of Maths, Science and Literacy. They have adapted well to the changing subjects, teachers and spaces throughout the 4 rotations. Thank you for providing your children with the pencil cases and equipment to make these transitions easier and more efficient.

Chess club is up and running on Wednesday lunchtimes. All ages and abilities are welcome to join in and play friendly games. We are grateful to have Jess (Kiya's and Bonnie's dad) in attendance, to offer his expertise and strategic thinking skills.



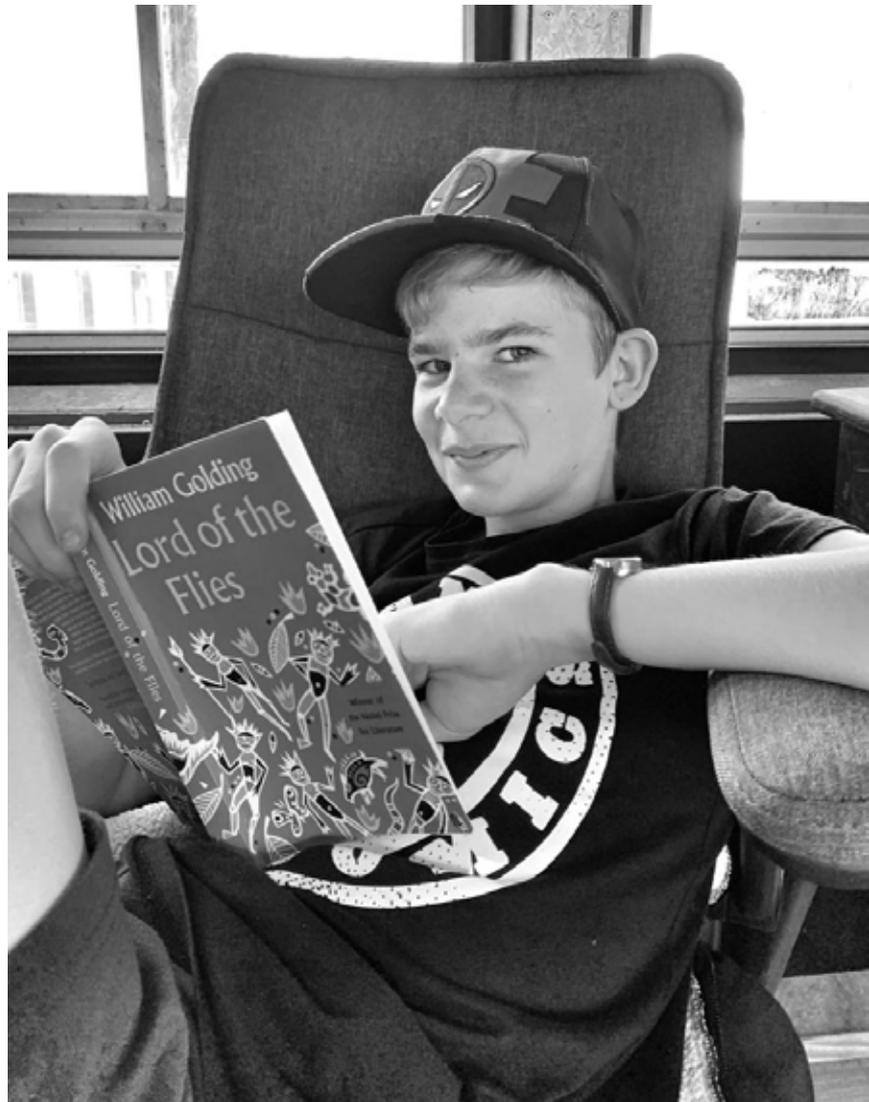




## Stage 4.

The last couple of weeks in Stage 4 has seen us considering Ancient Greece as an example of civilisation. We have discussed what actually makes a group, a civilisation - including the complexity of the classification of civilisation. To this point, I would like to quote a student who evidence fantastic critical thinking and empathy when they said, “When we create the category of civilisation it allows us to exclude people and then remove certain rights from them.”

We then turned our attention to the city states of Athens and Sparta as two case studies of how civilisation has expressed itself in the context of Ancient Greece (circa 750BC until the Roman Empire conquered it). As part of this exploration, students have begun a group project which has them investigating the question, ‘Where would you rather live, Athens or Sparta?’ They will consider various aspects of both these cities, including gender roles, values and beliefs, everyday life and education, in order to develop an informed response to the question. We wait eagerly to hear their thinking as groups will need to debate in order to come to a shared response that will be presented to the class.



In literacy we have continued to following our curiosity about how civilisations, or groups, might organise themselves. Lord of the Flies has afforded us the opportunity to consider this from the luxury of the Hartness Room, but discussion has entered our own lives where we have considered what leadership might emerge if we were stranded on an island without adults.

Along with this, we have continued to develop our understanding of how authors affect their readers through the choices they make, and we have tried to learn from and imitate some of these choices with regard to how we begin stories and describe setting. Already we have seen some beautiful writing and creative thinking. One student wrote the following fantastic opening sentence: “My breath twists, weaving in and out, trying to hold on to a last slither of understanding.”

It has been such a joy to hear students reading their creative writing. This is the sort of thing that really gets me excited! Let us keep progressing with this curious engagement and creative risk taking.

- Jonny Wouters



