



Mokoia School Newsletter

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Phone: 06 273 4106



Congratulations!

This week our awards went to children who all showed Kaitiaki like behaviours– those of guardians and caretakers. Edward, Ezra and Ivy were wonderful “Kaitiaki Hipi” (or caretakers of our sheep) and both Cerys and Ivy were wonderful and looking after other members of our kura and working hard.



Working Bee

This Saturday is an opportunity for us to get together as a school community and prepare for the upcoming Pet Day and presenting our school to the public.

Please come along at 10am with (named) gardening tools, gardening gloves etc. if you have them. We will get the place tidy, and then share a lovely BBQ lunch together. Feel free to bring friends and family.



Dates for Your Diary

9 Sept	Parent-Teacher Consultation
14 Sept	Teacher Only Day– school closed for instruction
Saturday 19th September	Pet Day 11am-1pm
24 September	Last Day of Term (25 Sept day off in lieu for Sat 19 Sept– Pet Day)

Missing Things

Over the past two days, toys, certificates, and food have gone missing from children’s bags.

As a result, we will be taking several precautions to help prevent this from happening again. Firstly, we ask that children do not bring toys to school, except for Show and Tell on Thursdays. If your child has a specific need for a transition toy, please speak with their teacher so we can work together to support them.

We will also be keeping lunch boxes in the office during lesson times to help ensure that children’s food is kept safe.

In addition, we have had some whole-school discussions about why people might take things that do not belong to them, and how we can work together as a community to support one another in changing behaviours that can be hurtful to others.

Thank you for your understanding and support as we work together to create a safe, respectful, and caring environment for all our children.

PET DAY Please see the next page for how you can help. **Please return any cups or trophies.**



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PET DAY

We are so excited to be preparing for **Pet Day**, and we can't wait to celebrate this special occasion with our school community!



This year, Pet Day will be held on a **Saturday**, giving us a wonderful opportunity to welcome not only our school families, but also the wider community.

Opening our school to the public is an important step for us. It allows us to build stronger relationships within our community, create greater awareness and support for our school, and showcase our **amazing educational environment** as a place where families actively choose to send their tamariki.

A huge amount of preparation is already underway, and now **we need your support to make the day a success!**

How You Can Help

There are lots of ways you can get involved:

- **Attend Pet Day** and help us create a fantastic atmosphere.
- **Spread the word!** Excitedly promote Pet Day to your family, friends and on social media.
- **Provide home baking** for our baking stall.
- **Come along to the Working Bee** the week before to help us get everything ready.
- **Bring an animal!** We have calf, lamb, small pet, dog and cat categories, and we would love to have strong representation across every category.
- **Supervise your child** throughout the day.
- **Sell raffle tickets** and encourage others to get involved.
- **Donate 2–3 items** for our food raffle by next Friday.
- **Volunteer your time on the day** — whether that's helping with set-up, tidying up, supervising a stall or game, or simply lending a hand wherever needed.

Every Helping Hand Makes a Difference

Pet Day is a wonderful opportunity to come together as a school community, showcase our school, and make connections with the wider community. **Please contact us this week to let us know how you can help on the day.** This will allow us to coordinate adult support and make sure everything runs smoothly.

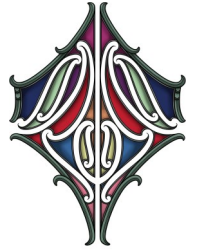
Thank you so much for your enthusiasm, generosity and support. **We truly couldn't do it without you!** We're looking forward to an amazing Pet Day!



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Spellings

Junior Class
Year 1
Mum
Dad
Come
We
Put
Me

Junior Class
could
should
would
couldn't
wouldn't
shouldn't

Senior Class--
admission
expression
permission
progression
transmission
long
strong
made
morning
name

Senior Class-- Level 6
acquire
broccoli
Caribbean
cemetery
committed
curiosity
equipment
guarantee
nuisance
psychology

Whole School Learning

This week we have been finishing off our cartouches, which are beginning to look amazing for Pet Day.

The main learning though, has been the shop that we have let the children create for themselves. They have not disappointed. It has begun to shape up as a department store, with a make-up counter, toy department, general produce and DIY departments. Children have created all the signage, prices, organised and made resources to sell, as well as created tills, receipts and sale signs. One student offered prices at 50% off, and displayed both the original and sale price. He even thought about pricing with 99c so that if they paid cash they would have to round up to the dollar amount, and he could "scam" them out of an extra cent!.

Another child made the most amazing make-up- she made a lego mascara that had a wand that came out of the container, for application, as well as a blusher palette. The make-up counter was really interesting to watch to see how the children took on roles and then shared them.

The funniest moments were when the shop got held up by multiple robbers (they had to go to prison and pay the money back) and then one of the robbers wanted to become the police man! We had a good discussion about what you could do (or not do) with a criminal record!





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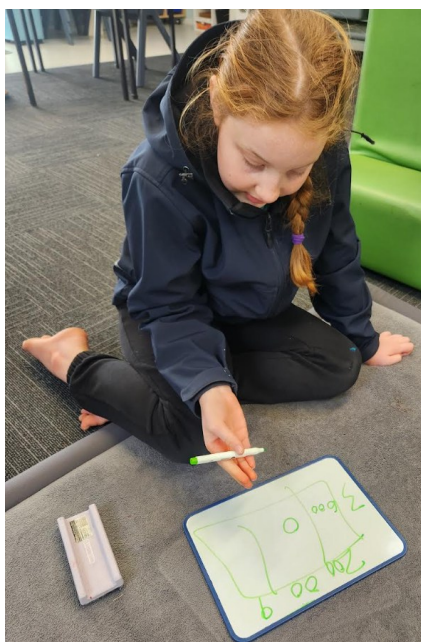
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Senior Learning

This week in the senior room, we have been focused on multiplication! We started by using an area model to help us visually see each multiplication, and then connected that understanding to column solution methods. Some students prefer to use the "expanded" version, which lets them see the parts of the multiplication separately before adding them together, and some prefer the "shortcut" ver-

sion (standard algorithm), which allows you to add as you go. Our class has been doing amazing so far! We will continue to work on multiplying larger numbers and learning 2x2 digit multiplication next week.



In literacy, we are still researching and designing our passion projects. We also are working on improving our writing by learning about different sentence structures. We reviewed subjects, predicates, fragments, and run-on sentences.



We have also been using books and a kid-friendly website to research our passion projects— which this year are all about Ancient Egypt.





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Junior Learning

This week, in maths, we have been learning about measurements and decimals. We have spent the week doing different experiments about the distance that cars travel down a ramp. We tried changing variables, like the type of vehicle used, the height of the ramp and the surfaces that the vehicle lands on.

As part of our work, we measured the distance travelled, using metre rulers. This enabled us to measure distances bigger than a metre and to connect metres and centimetres with decimals. For example, if the car travels 1m34cm it's equivalent to 134cm or 1.34m. The older children were then able to make bar charts out of this data and to look for patterns, anomalies and discuss their ideas about what has happened. We have had some fantastic language come out of these discussions from the children, including "velocity" and "gravity". We then applied this knowledge to start to measure perimeters of shapes, using rules and for the older ones looking at decimals with mm.

Our younger mathematicians have been focusing on comparing length and ordering objects by length, or compared to an objects (e.g. bigger than or smaller than a block). They have also been measuring pictures and objects using non-standard units (e.g. multilink). For perimeter, they used toy fences around a "paddock" to understand boundary and count how many pieces they needed.

In literacy we have been reading "Giraffes Can't Dance" and thinking about what the characters might be saying. Year 3-4 have been turning this into direct speech (e.g. as if it were in a narrative and not speech bubbles). They have also been working on editing skills to improve their work. Younger children have been working on writing in a line, leaving finger spaces. We have been ordering words to create sentences that make sense and learning how to use the ABC cards to help them develop independence.

