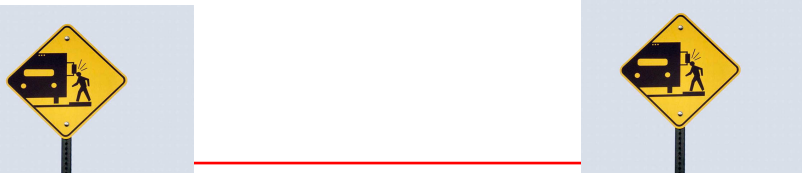


I hope you enjoy the long Easter weekend with your children.
 School will be closed Friday 30th March and start again
 on Wednesday 4th April.

Lost Property

There is a large bin of unclaimed children's clothing in the office and more in classrooms. We occasionally put this lost property out around the flagpole which makes it easier for the children to identify their stuff. At the end of each term we donate unclaimed clothing to charity as we have limited storage. It does help if everything is very clearly named so that we can give back to the owners.



CROSSING THE ROAD

The pedestrian crossing is patrolled from 8.30 – 8.55am and 3.15pm daily. Please talk to your children about using the crossing. I have witnessed parents crossing the road with children close to but not on the crossing. This is not a safe practice to model to your children. The traffic on Bankwood Rd is extremely heavy and the drivers only seem to respond to the lollipop signs. Please be aware and train your children to be super careful.

Headlice Alert!

Please check your child's hair and treat if necessary. If you need advice please contact the office, as product is available if required.

Dates - 2018

Day	Date	What
Friday	30 Mar	Good Friday
Monday	2 Apr	Easter Monday
Tuesday	3 Apr	Easter Tuesday
Friday	13 Apr	Term 1 ends
Monday	30 Apr	Term 2 begins

It's School Holiday Time!!
16th to 27th April 2018

Check out our active and fun filled Holiday Programme at our five fantastic venues:
 Hamilton Girls' High, Southwell, Te Totara, Bankwood and Leamington Schools
 We are OSCAR/WINZ Approved

Programme and bookings www.kellysports.co.nz
 Email: waikato@kellysports.co.nz
 Phone Kim or Hine 07 839 9017
 Text 022 0532425

Sports Notices

- Miniball**
Wednesday 28 March
Tigers 5.15pm YMCA 2
- Friday** 30th March
Wolves No play
- Touch**
Completed for Term 1
- Inline**
Wednesday 28th March
Blades 4.12pm

Reminder

If you want your child to play sports in term 2 please return pink registration forms to the office by 4th April

Regards- Kay Cleaver, Principal



Vampire Bat
A Vampire Bat is a flying mammal.

Appearance
A vampire bat is a very small animal. It is brown, pinkyish and white in colour. It has 2 legs and 2 small feet with claws. A Vampire bat has 2 wings at the end of each wing there is a claw. It have llarge ears and 2 small eyes. A Vampire bat has a big nose it's shape is like an upside down heart. Tt has a mouth full of sharp teeth and a longish tounge.

Habitat
A Vampire bat lives in dark caves, hollow trees and old wells.

Diet
A Vampire Bat eats other mammals blood.

Conclusion
Vampire bats have webbed feet so they can glide through the air. They mostly like to eat bigger animals and only like mammals blood. Vampire bat use eco- location (sound) to find little prey like moths and mozzies. The vains in a Vampire bats wings are actually fingers and the and the claw at the top is the thumb.

J'hazquin Edmonds- Beach, Yr5

Red Fox
Red foxes are forest mammals and are the biggest breed of fox

Appearance
Red foxes have a smaill pointed muzzle. They have long pointed ears. Red foxes have sharp pointy teeth. This animal has whiskers on it's face. Their chest is icy white. A Red foxes feet are black. On thier head they have 2 shiny black eyes. They have a soft bushy tail that has a snowy white tip.

Habitat
Red Foxes are mostly found in grasslands, forests, mountains and deserts.

Diet
Red foxes are omnivores. Thye eat mammals, catepillars, crickets and grasshoppers.

Conclusion
Male red foxes are called "dog foxes and fe,ales"vixens". They dig underground to keep their cubs safe from predators. Red foxes have excellent hearing.

Jayda Sharif- Yr 5

I can write an information report that uses the correct structure to inform a reader.

		You	Me
Title <small>(Names what you are writing about)</small>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classification <small>(Describes what it is)</small>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sub-title/ sub-heading <small>(titles in the report that break up each idea)</small>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Habitat- where it lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Diet- What it eats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Conclusion- interesting facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Topic language <small>(scientific terms)</small>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Labelled diagram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Achieved with excellence- AE
Achieved- A
Yet to Achieve- YTA

Self assessment- How do you think you went?

Teacher feedback- This is what Whaea saw.....

Your Next Step:

In Room 2 our focus is on student agency. This means we chat about what it looks like to be successful with this genre of writing. Then we create a set of guidelines called success criteria. The students researched an animal, insect, reptile of their choice and wrote their findings as an information report. Students were able the have our SC to check along the way. Once done they feedback with challenges and triumphs and we discuss a goal for thier next peice. The writing was amazing.