



## **Dinosaur Class Newsletter**

### **June 2025**

Hello Dinosaur Class Parents,

May had a great deal of focus on the drama play, and the kids all learnt their lines nicely and had a lot of practice with trying to correct pronunciation and intonation, which has a different appeal to when they practice the same for their reading. It is quite entertaining to see how the kids also have learnt their friends' lines that are in their same groups. Which proved useful when a child was able to cover his/her lines in their classmate's absence. In June we will have a whole new set of goals to work towards, including speeches for graduation which is only another month away so it's real early still, but the kids will have a chance to provide input into their own personal story to share. This is also the main reason we don't participate in the reading contests this semester.

### **Reading**

The reading reviews were interesting to see, as kids showed how well they are able to read even older books they may have potentially forgotten about. But they either remember them perfectly well or are able to read off the cuff and work out pronunciation through phonetic strategy and word recognition, possibly even a combination of the two. In June we will see a new set of books, as usual one per week, and we will hold onto the books for two weeks at a time, maintaining 2 of the most recent books in the class for continued practice until they can take them home and show off how well they can read. The June schedule is as follows:

Week 1: Grumpy Monkey: The Egg Sitter

Week 2: Little Critter: Just My Best Friend

Week 3: Little Critter: Monster Truck

Week 4: P.J. FunnyBunny Camps Out

Week 5: I am Helpful

### **Phonics**

Phonics is really one of the most important classes/ subjects which helps kids with pronunciation, spelling and word recognition. The rules are being understood so well at this stage that kids are using them for spelling and for reading and can use them in real time and often, without having to think too hard, like the easier long vowel and short vowel rules. The text book is focusing a lot more on word recognition now than teaching new

rules, as well as fill in the missing words and comprehension tests. This will continue to be true until graduation.

The June schedule is as follows:

Week 1: P175, 177, 178	(Contractions)
Week 2: P181, 182, 183, 184	(Plurals)
Week 3: P185, 186, 187, 188	(Inflectional Endings)
Week 4: P189, 190, 191, 192	(Inflectional Endings)
Week 5: P193, 194, 195, 197	(High-Frequency Words)

### **MPM Math (Multiple Practice Module)**

MPM has a lot of logic and problem solving elements to the exercises, and the kids thoroughly understand how the activities work, so often times they are inclined to try rush ahead, and to counteract this we have a 'go' rule and for a specified colour which is always unpredictable so they have to wait and listen to the instructions to get it right, they also get points for their teams for completing on time and accurately. The problems don't get much more difficult than the level it has reached at the moment, and we tend to whizz through the exercises. If not for listening to instructions aspect. The kids enjoy the point winning part of this subject more than anything, and this should remain much the same until graduation.

The June schedule is as follows:

Week 1: F4: P13-18
Week 2: F5: P01-06
Week 3: F5: P07-12
Week 4: F5: P13-18
Week 5: Prepare for Graduation

### **Grammar - Space**

Grammar is currently the cornerstone for learning in K5 and the rules and exercises continue to help improve the kids fluency more and more. They do understand most of the rules to date, but require a lot more practice to start practicing these in their day to day life. If they are exposed to more English programming on their TV time, and if they keep reading a lot of English books, then they will not have to study grammar as hard, as much as they will naturally pick it up through hearing it spoken correctly in a fluent manner. So I encourage parents to try give their kids as much English exposure as possible to help with this.

The June schedule is as follows:

Workbook	Homework
Week 1: P66-69	P33,34
Week 2: P70-73	P35,36
Week 3: P74-77	P37,38
Week 4: P78-81	P39,40
Week 5: P82-85	P41,42

### **Spelling**

During the drama play practices we just did reviews of all the older vocabulary from weeks previous. The kids all really enjoyed the friday tests as well because the words were unpredictable, since they were picked at random, and because of this difficulty aspect, I offered double points. We are since then back to normal fresh sets of vocabulary that comes from the wonders, grammar or phonics books.

The June schedule is as follows:

Week 1: brick, thing, sink, dish, since, people, hard, huge, use, such, inside, dishwasher  
Week 2: these, fresh, snack, block, drink, sink, clean, class, place, ice, pants, pencil, circle  
Week 3: train, might, later, first, faster, after, where, there, mountain, ocean, place, horse  
Week 4: bread, breakfast, wheat, shape, grape, taste, sale, vine, ripe, pile, sale, with  
Week 5: flour, first, truck, sack, crush, mush, wash juice, plant, buy, food, soon

### **Writing**

Like I mentioned in other subjects, the students' overall abilities are improving at a great pace and when we work on stories and sentences that kids should write independently, and creatively, they manage to complete the tasks with increasingly less and less help from me. The workbook is still useful in that it gives a variety of topics to discuss and then practice making sentences with. The true gold is when kids are writing their own stories about what they did on the weekend, this usually requires a fair amount of assistance though as they want to use vocabulary they are not familiar with. The picture stories seem to elicit observations from kids rather than creative storytelling, but it's a working progress. The June schedule is as follows:

Week 1: P70-71  
Week 2: P72-73  
Week 3: P72-73  
Week 4: P74-75  
Week 5: P76-77

### **Conclusion**

As usual I hope the update leaves parents feeling confident about all the students' current progress and their future potential as well.

Teacher Iris and I are always open to suggestions though and willing to help with any questions or concerns, so please don't hesitate to ask. Thank you for taking the time to read the May Newsletter.

Regards,  
Teacher Justin