

Tarwin Lower Primary Newsletter

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Tarwin Lower Primary School

Small School, Big Opportunities

20th July 2022

Newsletter No. 9

Dear Families,

Welcome back to all our families for term 3. I hope you had a relaxing and enjoyable break over the holiday break.

This term we would like to welcome Mr Whittle to our school. He will be here every Monday for 5 weeks teaching Music and also in the Year 2/3 class.



Over the holidays we continued with our maintenance program around the school. We have had the wattle trees

removed, the stage repaired and a new fence at the front of the school is almost finished.

Latest Department of Education information regarding COVID

The Victorian Government is providing up to three further deliveries of rapid antigen tests in Term 3 and again in Term 4 to schools. It is recommended that rapid antigen tests are used by students and staff when symptomatic. Household contacts are required to test negative using a rapid antigen test on at least 5 out of 7 days if they are attending or working at a school onsite.

Please remember if your child is sick or unwell, the best place for them is at home. Even if they have had a negative RAT test, please keep them home. This includes when your child is displaying cold/flu like symptoms. Please see the recent Compass news for attachments on COVID and influenza.

Child safety and wellbeing at Tarwin Lower Primary School: information for families and the school community

The Victorian Government has announced new Child Safe Standards to further strengthen child safety across organisations, including schools. The

new standards recognise the critical importance of families and the broader school community in maintaining and promoting child safety and wellbeing.

Tarwin Lower Primary School has reviewed and updated our child safety policies and procedures to ensure they meet the requirements of the new standards. These are available to view on the school's website.

We are committed to continuous improvement in our approach to child safety and wellbeing and welcome feedback from families and members of our school community on ways we can further strengthen our child safety policies, procedures and practices.

Reporting to Families

Student reports for Semester 1 are available in Compass.

This term we are introducing an exciting and important new practice every mid-year - Student Led Conferences. These will be held on Wednesday 3rd August between 8.30am to 5.30pm. These conferences will be in place of our traditional parent/carer – teacher interviews.

Your child will lead the conference to reflect on their progress, show you their work, explain why they are proud of it, and receive your feedback. To ensure your child has time to shine and not to rush, each session will be 20 minutes. You, your child, your child's teacher, and any other adult your student or the teacher would like to invite, will participate in the conference.

Student-Led Conferences are a very important way to engage children in understanding and taking ownership of their learning. We also believe this conference structure will help to build better communication and stronger relationships with all families. Of course, anyone who feels they need a private meeting with a teacher will still be able to schedule one.

Kindness

Cooperation

Resilience

Respect



On this day students will only be required at school to attend their conference. There will be no classes running on this day, so teachers have the time to spend with each family.

As parents and family members, you are critical partners in helping support your child's learning and growth. Our new conference structure will be a very important way to show this support. We are counting on 100% participation as we launch student-led conferences.

Please advise the school if you would like to book your child into Their Care on this day, and we can ensure that this service will run.

Outside school hours care attracts Child Care Subsidy for parents / guardians who have an active Child Care Subsidy Claim. This means you can get up to 85% of your sessional fees covered by Services Australia (Centrelink). Claims are made through the myGov portal, for more information [click here](#).

If you are experiencing temporary financial hardship, studying, starting a new business or are a grandparent who has custody of your grandchildren there is more subsidy available (up to 100%) from Services Australia (Centrelink) through the "Additional Child Care Subsidy" program. It is a simple five step process to apply through your myGov portal. [Find out more here](#).

2023 Prep Enrolments

Prep enrolments for next year are now being taken. Children must celebrate their fifth birthday by 30th April 2023 to be eligible for school. Parents are required to supply the following information when enrolling:

- Proof of age (birth certificate or passport)
- Immunisation certificate

Please contact the school if you wish to have a school tour. [Enrolment forms](#) are available from the office or on our website.

Warm Regards,

Jen Cox

Student Free Day

For Term 3 2022, the Department of Education and Training has provided schools with the option to hold each teacher's allocated professional practice day on the same day for all staff. This is to enable the most effective and efficient use of this day.



As a result, we have scheduled our professional practice day for **Friday 2nd September**. Students will therefore not be required to attend school on this day.

TheirCare is available for students on this day, for the whole day. Please register at <https://theircare.com.au/theircare-video/>.

Supervision arrangements before and after school

Student safety at Tarwin Lower Primary School is our highest priority and the safe and appropriate supervision of students is an important element of our duty of care to students. Part of this duty is ensuring parents and students are aware of our student supervision arrangements before and after school.

Before school: School grounds are supervised at 8.45am.

After school: School grounds are supervised until 3.30pm.

Students on school grounds outside these times will **not** be supervised (unless they are attending a before or after school care program or supervised extracurricular activity).

Parents/carers are requested to ensure that students do not attend school outside of these supervised times unless they are attending before or after school care, or a pre-arranged supervised activity (i.e. sports practice).

Families are encouraged to contact Their Care on <https://theircare.com.au/theircare-video/> or call 1300 072 410 for more information about the before and after school care facilities available to our school community or if you would like any further information about our student supervision arrangements.

For a copy of our school's Yard Duty and Supervision Policy please see our website <https://www.tarwinlowerps.vic.edu.au/policies>. This policy includes Tarwin Lower Primary School's student supervision arrangements across the school day, including before and after school.



Exemptions for testing and isolation

The period of time when someone is considered a recently confirmed case and therefore exempt from testing and isolation requirements has been reduced from the previous 12 weeks to 4 weeks.

This means that staff and children who are household contacts of people with COVID-19 are now required to undertake the testing and isolation requirements from 4 weeks after completing isolation with COVID-19. Previously, this exemption period was 12 weeks.

After the 4-week exemption period, students and staff members who are a household contact of a new COVID-19 case, must follow the rules for household contacts, including reporting this to their school.

As part of this they must take 5 rapid antigen tests (RATs) over 7 days and receive negative test results and wear a face mask (if over 8 years old) in indoor spaces.



Families and staff will also have to report being a household contact to their school after this 4-week period.

Why Reading the Same Book Repeatedly Is Good for Kids (Even If It Drives You Nuts)

Does your child have a favourite book they want to read over and over again? Or worse, wants *you* to read over and over again? I bet you've memorized every word. You loved its adorable illustrations and clever text when you first brought it home, but now you've grown to hate it. You might even wish it would disappear forever. I feel your pain. I know it can be maddening, but before you toss this particular book, you may want to reconsider. Despite its annoyances, repetitive reading — whether you're reading to your child or they're reading to you — offers a surprising number of benefits for new readers.

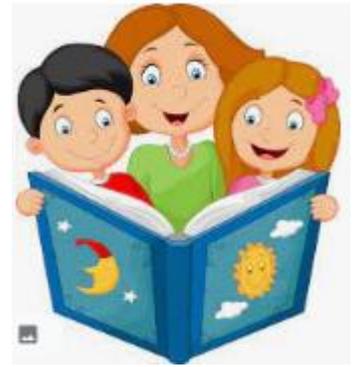
Vocabulary and Word Recognition

The more a child reads, the larger their vocabulary becomes. When a child reads or hears the same book multiple times, they become familiar and comfortable with a greater number of words. That text you've memorized? Chances are your child has

too, and that's a good thing.

Pattern and Rhythm

Hearing favourite stories read aloud helps children become aware of the pattern and rhythm of text. Language is more than just words — it's how words sound and connect to each other. Parents can model the rhythms of reading for children who are just learning how language works.



Fluency

Fluency is the ability to read text “accurately, quickly, and with expression.” Repetitive reading allows a child to read without stumbling or stopping, and reading time becomes more pleasant for everyone. Once a child masters one book, it makes moving on to another more appealing.

Comprehension

Reading comprehension is the ability to understand all the components of a story — from plot to character development to symbolism. Comprehension is “the essence” of reading. Each time your child reads or hears a book read to them, they learn more about the story itself. Each pass through the text or illustrations allows them to dive deeper into the story's meaning, preparing them for more complex narratives down the road.

Confidence

With fluency and comprehension comes greater reading confidence. Children who can follow a story and don't stumble over words are more self-assured about their abilities and more likely to enjoy reading.

Knowing that repetitive reading is good for your kids may not make reading *Goodnight Moon* for the thousandth time any easier, but maybe it'll help you stay sane while you do it.





Year 5/6 Transition

All year 5/6 students will be visiting Leongatha Secondary College on Tuesday 26th July. They will be participating in a technology class and a photography class, followed by a free sausage sizzle, before returning to TLPS.

It is a great opportunity for students to become familiar with the secondary college and the teachers. All students are invited to come along for the day, regardless of which secondary college they may enrol in, in the future. There is no cost to this excursion.

Policy Updates

Please be aware that the following policies have been updated and are available on our website:

- [Anaphylaxis](#)
- [Camps and Excursions](#)
- [Health Care Needs](#)
- [Respect for School Staff](#)
- [Yard Duty and Supervision](#)



Congratulations to our award winners from last term (above) and the first week of this term (below). Well done to you all!



Whole School Bike Education Program

All students of Tarwin Lower Primary will be participating in a four week Bike Education Program, beginning Tuesday 2nd August. Students will be learning basic care and maintenance of their bicycles and knowledge and understanding of the road traffic environment and the law. The program will be run by external instructors through Ride Nation. This is part of the Sporting School Victoria initiative, which we are very excited about. Students will be supervised in their groups by their classroom teacher. Student will have an opportunity to develop necessary skills to manage a bike safely and to develop responsible behaviours, attitudes, and decision-making skills for the safe use of bicycles both on and off the road.

Please note - Your child will need to have a suitable and roadworthy bicycle, as well as an appropriate bike helmet at school for the four riding lessons. The bikes can be stored in the locked shed when not in use, or can be picked up each Tuesday.

If your child does not have a bike or helmet, OR you are unable to transport the bike to school, please contact their classroom teacher or office by 29th July, and loan bikes can be supplied.



Great effort from these students who won awards for their attendance of 95% or greater for Term 2.



Smiling Minds Update



Students have started working on the Smiling Minds Program this term. Students have the opportunity to participate in the program up to 3 times a week. Our recent mindfulness topics have focused on **Savouring** and **Movement**.

Savouring: Savouring is based on the positive psychological concept of savouring positive experiences.

There are two meditation options the children will be involved in. One is mindful eating practice, which invites children to slow down and fully pay attention to the experience of eating. The other is a meditation inviting children to explore and savour a special place. Remembering and savouring positive experiences and places helps children build their inner strength.

Movement: Mindful exploration of the body through different postures and simple movement sequences, can help support the development of mindful awareness and encourage embodiment. Children spend so much of their time at school seated, engaging their brains. These practices can be used to help children reset and refocus by encouraging connection to their bodies through movement.

Below is a link to the Smiling Minds website. It is a useful website of great resources and care packs for parents and careers.

Care packs-

<https://www.smilingmind.com.au/kids-care-packs>





From the Chaplain...

Dear families,

The school holidays are over, and we are well and truly back into the swing of third term learning. I hope that you were able to enjoy some special family time over the holidays and maybe even managed to visit some warmer parts of Australia.



I enjoyed six wonderful days on the Sunshine Coast in QLD and benefitted from the change of pace and scenery. It was not without its challenges though, as my flights were rescheduled four times without my consent, and we finally reached our accommodation at 2:00 AM in the morning, instead of 2:00 PM in the daylight. With little sleep and feeling quite disorientated, we got up a few hours later, determined to enjoy our holiday! That took a change of mindset and perspective on my part especially, as I was feeling particularly grumpy and inconvenienced. "After all," I muttered to myself, "It is 2022 and we should not still be experiencing all these problems with air travel." With some effort on my part and some serious brain washing, I was able to refocus on the positives of being in QLD. Yes, it had been a stressful start, but the rest of the week was pregnant with possibility. Redirecting my thoughts in this manner made all the difference to my emotional well-being. I was also reminded afresh of the importance of living a life where we choose to be resilient, responsible, and grateful. These skills are so vital on those days where everything seems to be going wrong and nothing seems to be going right.



Adversity is a good trainer of resilience muscles and despite the difficulties of the past two years we still have much to be grateful about. If I could, I would wave a magic wand and declare 'Covid be gone' and gone it would be! Unfortunately, vanishing Covid is out of our control, but there are things that we can do to prevent its spread and longevity.

What I can do, I should do and what I can't change, I can choose not to fret about because it greatly diminishes my emotional well-being.

That doesn't mean that I bury my head in the sand, like a dissociative ostrich, and come up for air when all is well with the world again. This is not a helpful way of dealing with Covid or many of lifes

challenges. We can keep some degree of equilibrium though by taking responsibility for what we should take responsibility for, flexing those resilience muscles and by practicing gratitude. I am not professing to be an expert at this, but I find it helps me to implement these strategies and hope that it will help you too. (And our students of course.)

Lastly, don't forget that we also need each other and that a burden shared is often a burden halved. One of the many benefits of being in a community is that we can lean on each other and help each other in practical ways. If you would like a chat with me, or require some practical assistance, please don't hesitate to contact me via the school. There are organisations that I can refer you onto.

I enjoyed speaking to several of you on the phone last week and look forward to some face-to-face conversations in the school grounds and parking lot, as well. Come and say hi. I promise I won't bite!

The well-being of you, the staff and the students at Tarwin Lower Primary School will continue to be one of my top priorities.

Sue

Helping our Children to Manage Emotions

While as adults, we've learnt to understand and manage our emotions, we still find it difficult to express them at times. For children it is even more so as they're developing and still coming to terms with their emotions, their feelings and how to express them appropriately.

As we struggle to help our children to do this, the following ideas may be useful as we help them learn that it is healthy to talk about emotions and the ways they can express them in an OK space.



- 1. Model calm behaviour**
If you're feeling worked up, take a moment to calm yourself before responding. This will model to your child to do the same when faced with situations that are frustrating.
- 2. Talk about how feelings can be expressed**
Set a good example and let them know feelings can be expressed through communicating and talking about it. Encourage them to express themselves whenever possible and let you know how they're feeling by using their words.
- 3. Teach skills to nurture inner strength**
This can include teaching and modelling a growth mindset and positive thinking, self-belief and self-discipline.
- 4. Name the feeling**
Naming each feeling is the first step to helping your child identify them. When they're having a meltdown, calmly ask what they are currently feeling and say it out loud. Is it sadness? Anger? Embarrassment? This helps them to become more in tune with each emotion.
- 5. Identify feelings in others**
Having empathy and understanding other people's emotions is also important. A great way to do this is through cartoons or books. Ask questions like "How do you think they are feeling?" "How would you feel if that happened to you?"

The Fathering Project: February 2022

**Term 2 – important dates**

Tuesday 26th July	Grade 5 & 6 visit Leongatha Secondary College - Transition activities
Tuesday 2nd - 23rd August	4 week Bike Education Program - whole school on Tuesdays
Tuesday 2nd August	School Council
Wednesday 3rd August	Student Led Conferences 8.30am - 5.30pm Students only required at school for their own conference.
Thursday 4th August	Discovery Science Incursion
Thursday 4th - 17th August	BOOKFAIR IS COMING !!!
Wednesday 24th August	Regional Arts performance - Pinocchio
Tuesday 30th August	School Council
Friday 2nd September	Staff Professional Practice Day - students do not attend.
Friday 9th September	Responsible Pet Ownership
Friday 16th September	Last Day of Term 3 - 2.20pm finish

From the office...

- If you would like to order uniforms, please contact the office for an order form. I will be sending off another order soon.
- New book club catalogues were handed out last week. They are due in this Friday.
- Don't forget that book fair commences on the 4th August for 2 weeks. Unlike last year, we **can** invite parents into the office to look at the books! Bookfair will be open all day on Tuesday, Wednesday and Thursday. Bookfair will only be open before and after school on Monday and Friday. Hope to see you there!!

Happy Birthday

We hope you had a great time on your special day

- **Adalyn**
- **Clare**
- **Tate**
- **Violet**
- **Mrs Cox**



SCHOLASTIC Book Fairs

You're invited to our Scholastic

BOOK FAIR

Come. Stay. Read a Great Tale!

Find these books and hundreds more at the Fair!

EVERY PURCHASE YOU MAKE EARNS LEARNING AND LITERACY RESOURCES FOR OUR SCHOOL

Date 4th - 17th August 2022 Time Tue - Thu - All Day
Mon & Fri - Before & after school

Place Tarwin Lower Primary School

SCHOLASTIC

School Bank Details

ACC NAME: Tarwin Lower Primary School
 BSB: 633108
 ACC: 151500626



Dear parents and carers

We are writing to you as parents/carers of a child or children in government, Catholic and independent schools across Victoria.

The Victorian Department of Health strongly recommends that face masks are worn in indoor settings.

As a result, we are asking all students aged 8 and over and all staff in all schools across Victoria to wear masks when in class (except where removing a mask is necessary for clear communication) from now to the end of winter.

Students won't be required or expected to wear masks when outdoors, and this expectation won't stop student participation in the full range of school activities, including music, sport and performances.

We are asking for your support in explaining to your child or children the importance of this simple step that will help keep our schools as safe as possible.

We also ask that you make sure your child (or children) takes a mask to school (and wears it if they are travelling on public transport) or collects a mask when they arrive at school.

We all appreciate how important it is for students to be back at school. This action will help make sure as many students and staff as possible are protected from COVID and other winter illness.

Thank for your help with this collective effort to keep our communities safe and healthy.

Dr David Howes
Deputy Secretary

Victorian Department of
Education and Training

Michelle Green
Chief Executive

Independent Schools
Victoria

Jim Miles
Executive Director

Catholic Education
Commission of Victoria



20th July 2022



"Small School, Big Opportunities"
Kindness, Cooperation, Resilience, Respect

Tarwin Lower Primary School

School Road
Tarwin Lower 3956
Ph. 5663 5263
tarwin.lower.ps@education.vic.gov.au

11/07/2022

Dear Families,

I am writing to inform you about the impact of influenza (flu) among our school community and measures we can all take to reduce the spread of flu as we enter into the colder months.

I want to reassure you that we are taking this very seriously and continue to follow the expert advice of the Department of Education and Training and Department of Health, to help ensure that our school continues to run effectively.

To help protect our school and the wider community, we ask that unwell students stay home, given the impacts of flu and colds on our school community.

To help reduce the spread of flu, colds and COVID-19, students are being encouraged to;

- wash and sanitise their hands regularly
- avoid touching their eyes, nose, and mouth with unwashed hands
- cover their nose and mouth when they cough or sneeze

get tested for COVID-19 if they feel unwell and follow the current [Department of Health isolation requirements](#) if a positive result is shown

if unwell, stay at home until their symptoms pass.

Face masks are available in all schools and can be worn by any staff or students who wish to do so, including those who are medically at risk.

Vaccination remains the best protection against both COVID-19 and flu, and we encourage you to get your child vaccinated. Flu vaccinations can be booked through GPs and pharmacies, many of which can also provide COVID-19 vaccinations.

Please see the [letter from the Royal Australian College of General Practitioners](#), Victoria Faculty Council Chair, about the importance of protecting your children and family.

If your child does become sick while at school, please also ensure that we have correct emergency contact details for yourself. This is so we can get hold of you as quickly as possible.

I am aware that this is a challenging situation, and we thank you for your understanding and support at this time.

Thank you again for your support.

Yours sincerely,

Jennifer Cox



Managing illness in schools and early childhood education and care services – information for parents and carers

One of the most important things we can do to slow the spread of coronavirus (COVID-19) in our community is to stay at home when we are unwell, even when we have the mildest of symptoms.

What you need to know

If your child is unwell, even with the mildest of symptoms, they must stay home.

- If a child becomes unwell during the day, they should be collected from early childhood education and care (ECEC) or school as soon as possible.

If your child has any symptoms of coronavirus (COVID-19) below, however mild, they should get tested for COVID-19:

- fever
 - chills or sweats
 - cough
 - sore throat
 - shortness of breath
 - runny nose
 - loss of sense of smell or taste
- Some people may also have headache, muscle soreness, stuffy nose, nausea, vomiting and diarrhoea. For more health advice:
- call the 24-hour COVID-19 Hotline 1800 675 398
 - call your child's general practitioner (GP)
 - call Nurse on Call 1300 606 024

Your child can be tested with a rapid antigen test at home, or a PCR test. They must stay at home until they receive a negative result and their symptoms have resolved. If you can't get a rapid antigen test or if you're still worried about your child, you can find and go to a testing site for a PCR test. Some testing sites have rapid antigen tests as well.

If a rapid antigen test is negative but your child is symptomatic, your child should have a PCR test done.

Find advice about [getting tested](#), as well as [parent and carer information about rapid antigen testing](#).

If your child has a negative COVID-19 test and their symptoms have resolved, they can return to ECEC or school.

- You don't need written medical clearance from COVID-19.
- There are illnesses other than COVID-19 where your child must stay at home for a certain amount of time – these are listed on the Department of Health ECEC and [school exclusion table](#).

A medical certificate is not needed, but may be helpful if your child:

- **has ongoing symptoms due to underlying conditions such as hay fever or asthma**
 - ◇ If their symptoms are usual for their condition, they can keep going to ECEC or school.
 - ◇ A medical certificate describing their condition can help ECEC and schools better know your child's health and care plans.
- **is younger (pre-school up to Grade 2) and has ongoing symptoms after a viral illness**
 - ◇ Children can still have a cough or runny nose after recovering from some common [viral illnesses](#) – if they are otherwise well, they can go to ECEC or school.
 - ◇ Your ECEC or school might ask for a medical certificate from their GP to make sure your child is otherwise well.

Remember: if your child's symptoms are different or worse than usual, they should stay at home, get tested for COVID-19 again, and seek health advice.

If your child has a positive COVID-19 test, they must stay at home:

- Follow the [checklist for people with COVID-19](#).
- If a [rapid antigen test](#) at home is positive, report the result as soon as you can so your family can start getting advice and help:
- Tell the [Department of Health](#) by online form or COVID-19 Hotline 1800 675 398.
- Tell your ECEC or school (including other children at home who are [household contacts](#)).
- Answer [texts and surveys from the Department of Health](#).
- You may be able to get [financial help](#) or [other help](#) to look after your family safely at home.
- **When your child finishes their quarantine period, you don't need written medical clearance from COVID-19 to return to ECEC or school.**

Further information

- All families can plan and prepare ahead for COVID-19 at home using [this checklist](#).
- You can find information about COVID-19 in [different languages](#).

This advice has been prepared by the Department of Education and Training and the Department of Health.



1-2-3 Magic & Emotion Coaching Program

Free live ONLINE program for parents of children aged 2 to 12

Tired of yelling and nagging?

Resolve difficult behaviour in children aged 2 to 12.

In 3 sessions parents will learn:

- How to discipline without arguing, yelling or smacking;
- How to handle challenging behaviours;
- How to use emotion coaching to encourage good behaviour;
- Strategies for encouraging good behaviour;
- How to sort behaviours and choose correct strategies using "The 3 Choices Model".

We'll also work on strategies so you can:

- Strengthen your relationship with your child;
- Strengthen your child's emotional resilience.

Parents will receive:

- A FREE workbook (valued at \$12) to apply the concepts learnt
- A Certificate of Completion

Do this highly sought after parenting program FROM THE COMFORT OF YOUR OWN HOME -Hurry! Places are limited-

When?

11:30am – 2:30pm

Over 3 Tuesdays:

August 9th
August 16th
August 23rd, 2022

Cost?

FREE

Get in touch Bookings are essential!

Please contact:

Mark Brookes
Uniting Gippsland
5662 5150

gippsland.leonaatha.reception@vt.uniting.org

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VICTORIAN ABORIGINAL CHILD CARE AGENCY

Every child deserves to smile
Become a foster carer with VACCA
www.vacca.org



MEENIYAN BASKETBALL

Meeniyán Junior basketball for 5-16 year old's will commence Early August. Wednesday (Aussie Hoops 5 & 6 yo) & Friday (Mini's, Intermediate & Youth 7-16yo)

Meeniyán Basketball Fess are \$50, plus Basketball Victoria Insurance (if due)

Please check our "Meeniyán Basketball Association" Facebook page from Wednesday 20th July for details regarding Playing and completing an Expression of Interest form, for the upcoming season (Places are limited).

If you are not on Facebook or need further information, please contact Darlene Jones 0417640035 or Kim Byrnes 0427346048



Have you been thinking about becoming a foster carer? Kids in your area need care!

Are you able to provide Aboriginal children and young people with a positive and nurturing family life experience that will support their needs?

Will you be prepared to support a child's cultural and emotional needs?

At VACCA we are seeking carers who are open to a journey that is both challenging and rewarding; carers who believe that they can make a positive impact on a child's life.

Make this the year you make a difference, express your interest by visiting www.vacca.org or by calling one of our offices.



AFRICAN GROOVE

DRUMMING



Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A" reads **20 minutes** each day

3600 minutes in a school year

1,800,000 words



90th percentile

Student "B" reads **5 minutes** each day

900 minutes in a school year

282,000 words



50th percentile

Student "C" reads **1 minute** each day

180 minutes in a school year

8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)