



# St Oliver's Mini Newsletter

Term 3

Week 9

2015

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## Gospel Mk 7:31-37

### He makes the deaf hear and the dumb speak.

Returning from the district of Tyre, Jesus went by way of Sidon towards the sea of Galilee, right through the Decapolis region. And they brought him a deaf man who had an impediment in his speech; and they asked him to lay his hand on him. He took him aside in private, away from the crowd, put his fingers into the man's ears and touched his tongue with spittle. Then looking up to heaven he sighed; and he said to him, 'Ephphatha,' that is, 'Be opened.' And his ears were opened, and the ligament of his tongue was loosened and he spoke clearly. And Jesus ordered them to tell no one about it, but the more he insisted, the more widely they published it. Their admiration was unbounded. 'He has done all things well,' they said 'he makes the deaf hear and the dumb speak.'

## Reflection

People are amazed that Jesus can cure deafness. They are probably also amazed that Jesus would even be interested in giving any attention to a person who cannot hear. In his culture it was a popular belief that if you were deaf or blind or disabled in any way, it was because of a sin – your own sin or the sin of your parents. Anyone with such a condition was considered a social outcast, but Jesus is modelling a new type of behaviour. He reaches out to anyone and everyone – even the ones most people are afraid to touch or talk to. We can at times be deaf, blind and mute when it comes to our faith. When we receive the Eucharist truly in our hearts we can then see the needs, hear the calls of people who yearn to see Jesus and we can talk freely about our faith. As a community we have power in prayer and actions just as the crowds banded together and helped the deaf man, we too can band together especially in the Prayer of the Faithful during Mass.

### In Brief

- God opens our eyes and ears.
- The Lord champions the poor.
- What is inside counts the most.
- God frees us from the darkness and silence of sin.
- We need to be open to God.

## Answering Jesus' Call

What makes someone a social outcast in your school? Who decides who the social outcasts are? Is there complete agreement, or do different people have different ideas of who is acceptable and who is not acceptable? Does everyone know their own status? Is everyone aware that they are cast as acceptable or not acceptable? If so, how do they know?

What would Jesus say about the social aspects our school circles of friends? What advice would Jesus give you? Are you willing to follow it? Why or why not?

Do you have any friends or relatives who are deaf? Do you know any sign language? If you yourself are deaf, what is it like not hearing in a world built for those who can hear?



Congratulations to the students who are receiving the Sacrament of Confirmation this Friday 11<sup>th</sup> at 7pm at St Oliver's Church. All welcome to attend.



## Father's day Prayer

**One night a father overheard his son pray: Dear God, make me the kind of man my Daddy is. Later that night, the father prayed, Dear God, make me the kind of man my son wants me to be.**

*Anonymous*

## Sacraments of Initiation

All students who are eligible to receive the sacraments (Reconciliation, First Holy Communion and Confirmation) in 2016 are asked to contact one of these parishes:

St Patrick's Cathedral  
Phone: (02) 8839 8460

Holy Trinity Granville  
Phone: (02) 9637 1904

Holy Family Parish  
Phone: (02) 9637 1904

*Franca Bonserio - Religious Education Coordinator*

# Focus On Learning



## Spelling

This week we continue to look at the spelling skills and strategies to be taught in each Stage as outlined in The NSW English Syllabus.

The following are the expectations for **Stage 2** (Year 3 & Year 4):

### Segmenting to spell

- Use knowledge of word families when spelling unknown words, *eg prefixes, suffixes, compound words*
  - A prefix is a group of letters placed at the beginning of a word to modify or change its meaning, *eg disagree, semicircle*
  - A suffix is a group of letters placed at the end of a word to make a new word, *eg dictionary, musician*
  - A compound word is a word made by joining 2 words together, *eg gold/fish, rain/bow*

### Sound–letter relationships

- Spell words using knowledge of letter combinations, including double letters
- Classify words into groups according to the way in which they are spelt, *eg thought, bought, ought*
- Use known letter patterns and sound sequences, not just individual letters, when spelling unknown words
- Become familiar with the various ways of representing a particular sound in writing, *eg meat, meet, metre*
- Correctly represent consonant blends when spelling unknown words
  - A consonant blend is a collection of two or three different consonant sounds that are each heard when the word is pronounced, *eg branch, splash*
- Use common consonant and vowel digraphs in attempting unknown words
  - A digraph is a group of two letters that represent a single sound
  - Vowel digraphs include:  
*ai (rain), ay (day), ea (teach), ea (bread), ea (break), ee (free), ei (eight), ey (key), ie (piece), oa (road), oo (book), oo (room), ow (slow), and ue (true)*
  - Consonant digraphs include:  
*ch (church), ng (king), ph (phone), sh (shoe), th (then), th (think), and wh (wheel)*

### Sight words

- Use an increasing bank of known words written automatically

### Strategies

- Spell words using spelling rules *eg 'i before e except after c'*

### Proofreading

- Identify spelling errors in own writing when a word does not 'look or sound right'
- Consider meaning when spelling words, *eg when choosing between words such as their/there/they're*
- Become familiar with various spelling resources, *eg spell check, dictionary*

# Stage 2 – Super Sentences

*This year Stage 2 having been participating in Drama Literacy. This term they have been focusing on the picture book “The ghost of Miss Annabel Spoon” by Aaron Blabey. Following are some super sentences the children wrote in response to a scene from the book.*

Sentence starter: “As Herbert entered the room .....

As Herbert entered the room he saw bright red blood oozing from the spiders body and it was dropping from the ceiling. He touched the dusty cobwebs with huge hairy spiders on the sticky webs. **By Ares and Serena**

As Herbert entered the room he could see the blood drops dripping from the ceiling and felt the sticky slime as if it was boiling on his feet. **By Luise and Aarav**

As Herbert entered the room he heard Miss Annabelle Spoon, crying on the rusty table. Herbert suddenly smelt the rotten flesh from the dangling wings of the bats hanging from the ceiling. He was nervous about what was going to happen next. **By Komalpreet and Joseph L**

As Herbert entered the room, he touched the sticky spider’s web and they flicked around his face, sounds of a wolf in the forest was heard in the distance. He saw bright red blood oozing out of a painting. The sight of the portrait moving made his blood run cold. **By Olivia and Liam**

