

Level 2 Statement of Intent Weeks 5 and 6, Term 1 2017

Important Dates	Reading	Writing	Maths	Other
<p>Week 5 27th of Feb</p> <p>1st of March: Gr2 Incursion - Fancy Feathers</p> <p>4th of March: Community Market</p>	<p>Solving Words using Decoding Strategies Students will be using some of the following strategies to decode unknown words:</p> <ul style="list-style-type: none"> - Chunking the word in to sound patterns - Stretching out the sounds in the word slowly so that you can hear the word - Looking at the pictures to help give you clues for what the word might be - Skipping over the word, read the whole sentence then think about what word would make sense - Thinking, does this make sense? - Using known words, or parts of words, to make connections to new words and help decode. - Using the first letter, sound or spelling pattern to help decode - Recognising high frequency words - Solving words 'on the run' 	<p>Writer's Workshop During this Writer's Workshop cycle the students will be exploring the following learning intentions:</p> <p>Seed: Teacher's Choice</p> <p>Grammar: The students will be finding, identifying and using Verbs and Adverbs in their writing to make it more exciting.</p> <p>VCOP: Punctuation Students will be engaging in lots of hands on games to practise identifying, using and upleveling their use of punctuation in their writing.</p> <p>Handwriting: The students will be practising the 'magic C letters' a, c, o, d, g, q. They are called the 'magic c letters' because they all start with the curved c shape.</p> <p>Big Write: A Magic Jacket - Narrative</p> <p>Break Down Buddies: During Break Down Buddies (BDB) we will be analysing a sample of writing to find out what the author has done well and some points that would make it even better. Students will engage in lots of conversation and positive feedback discussions.</p>	<p>Counting and Patterns When learning about counting and patterns the students will be exploring the following learning intentions</p> <ul style="list-style-type: none"> - Making connects between number names, numerals and collections - Locating numbers and patterns on a number line - Describe number sequences resulting from skip counting by 2s, 5s and 10s - Continuing and describing simple patterns involving numbers and objects with and without the use of digital technology. - Counting to and from, and order numbers up to hundreds, thousands or tens of thousands - Recognising increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, - Identifying the missing element in a number sequence, and use digital technology to produce sequences by constant addition <p>Place Value When learning about place value the students will be exploring the following learning intentions</p> <ul style="list-style-type: none"> • A number is a representation that can be substituted for: <ul style="list-style-type: none"> o Materials that show a quantity o A word that describes the quantity o A numerical symbol that records the number succinctly • Our numbers are a part of a number system • The system has 10 digits, 0 through 9 which are the basis for all numbers • Ten is significant in our number system. It signifies the movement from one set of numbers to the next • Each digit in a number has a value • The position of a digit represents its value • The symbol for zero exists and it holds a place in a number, telling us that there isn't any of that value <p>Vocabulary that students will be using: Number, place value, quantity, amount, digits, ones, tens, hundreds, thousands, read, record, order, model, smallest, largest, MAB, bundling, and renaming.</p>	<p>Developmental Focus: VEYLDF - Identity: Children learn to interact in relation to others with care, empathy and respect</p> <p>In Grade 2 this may look like: *displaying awareness of and respect for others' perspectives *showing interest in other children *engaging in and contribute to shared play experiences</p> <p>In Grade 1 this may look like: *reflecting on their actions and consider consequences for others. *empathising with and express concern for others using a nice tone</p> <p>You Can Do It: Playing together and sharing... Playing together means sharing our spaces and our games sensibly so that everyone can enjoy their playtime.</p> <p>Manners Matter: May I... If you're unsure about whether or not the other person would appreciate having something done for them, such as the door held open, you can ask politely, "May I get the door for you?" This gives the other person an opportunity to accept or decline.</p> <p>Environment: Recycling</p> <p>Maths Challenge: Check out the newsletter for the latest Maths Challenge from Corey. This one is about 'patterns'.</p> <p>Completed entries can go in the box outside 2L in the LTC or in the SS outside 2C.</p>
<p>Week 6 6th of March</p>	<p>Immersion in to the text type of: Narratives</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Recognising and explaining the purpose of a narrative text - Identify the main character and describing what techniques the author has used to engage us with the character i.e. adjectives - Identify the main event and conclusion within a narrative text - Use graphic organisers to sort information - Identify WOW words within a narrative text - Identify the use of tools the author is using to signal the change between beginning, middle and end such as paragraphs and time connectives 			