

**Level 2 Statement of Intent
Weeks 7 and 8, Term 1 2017**

Important Dates	Reading	Writing	Maths	Other
<p>Week 7 13th of March (Monday is Labor Day PH)</p> <p>Friday the 17th: Ride 2 School day</p>	<p>Maintaining Fluency The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Point crisply, read at a steady rate slow enough to match voice to print without long pauses - Take notice and change reading of punctuation such as full stops, question marks, quotation marks and commas. - Put words together in phrases - Demonstrate appropriate stress on words - Solve most words in the text quickly & automatically to support fluency - Read at an appropriate pace (not too fast/slow) - Demonstrate phrased, fluent, oral reading - Read dialogue with phrasing & expression that reflects understanding of characters & events - Demonstrate stress on words, pausing, phrasing & intonation, using size of font, bold & italics as appropriate - Use multiple sources of information (language, structure, meaning, fast word recognition) to support fluency & phrasing 	<p>Explicit Text Type: Narratives</p> <p>When learning how to construct their own Narrative, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Working on our ability to develop a character - Using our senses to help describe the orientation (setting) to our intended audience - Writing a narrative that includes the main features of the text structure such as orientation, character description, main event and concluding ending - Following the writing cycle from exploring, planning, drafting, revising and editing to publishing and celebrating - Using the pink highlighter during revision lesson to up level use of connectives <p>Handwriting: The students will be practising the tall sticks l, f, b, h, k They are called the 'tall stick letters' because they all reach up to the head line of the dotted thirds.</p>	<p>Chance</p> <p>When learning about the concept of chance, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Describe outcomes of simple familiar events using 'will happen', 'won't happen' or 'might happen'. - Identify outcomes of familiar events involving chance & describe them using everyday language such as 'will happen', 'won't happen' or 'might happen'. Choose simple questions & gather responses - Explain why they think an event is 'certain' or 'impossible'. - Identify practical activities & everyday events that involve chance. - Describe outcomes as 'likely' or 'unlikely' & identify some events as 'certain' or 'impossible'. Gather data relevant to the question. 	<p>Developmental Focus: VEYLDLF -</p> <p>Grade 2: Identity- Children feel safe, secure and supported: This may look like:</p> <ul style="list-style-type: none"> - Children respond to ideas and suggestions from others - Initiate and join in play - Openly express their feelings and ideas in their interactions with others <p>Grade 1: Community: Children become aware of fairness. This may look like:</p> <ul style="list-style-type: none"> - working together as a team - resetting learning areas in shared and classroom space - playing fairly and sharing - discussing the link between fairness and respect and tl importance of both of these things
<p>Week 8 20th of March</p> <p>20th of March: Grade 2 Choir at assembly</p> <p>23rd of March: Parent and Teacher Interviews</p>	<p>Monitoring and Correcting The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Use words I know to help me understand what I am reading - Reread sentences to problem solve, self-correct, or confirm. - Look for clues in the pictures and the text to help understand - Use prior knowledge to monitor and self-correct - Begin to cross-check one kind of information against another to monitor reading (e.g.. Meaning and visual information) - Re read to confirm word solving by checking for meaning - Consistently check on understanding and search for information when meaning breaks down - Self-correct intonation when it does not reflect the meaning when reading - Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning 	<p>Big Write: In week 8 the students will be taking part in a Cold Write so that we can see how they use all their mini lessons to produce an independent piece of writing.</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>2D and 3D Shape</p> <p>When learning about the concept of shape, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Understanding that our world is made up of shapes that can be represented and described - Visualising shapes in our head - Naming 2D shapes such as a triangle, circle, square, rectangle, rhombus and hexagon and describing them using language such as sides and corners - Naming 3D shapes such as a cube, sphere, pyramid, cone and cylinder and describing them using language such as faces, vertices and edges 	<p>You Can Do It: Taking Turns When turn taking, it is important to wait patiently, allow others to finish and give others a chance to have their c too.</p> <p>Manners Matter: You're Welcome A polite way to respond to someone saying thanks; is to say - 'You're welcome.' Other ways of saying "you're welcome" can include, "no worries" or "no problems." For example, a friend might say, "Thanks for helping me with my work" and we can respond with, "No problems" because it is informal and we know each other well.</p> <p>Environment: Reducing waste at home</p>