

Level 2 Statement of Intent Weeks 4 and 5 Term 2 2018

Important Dates	Reading	Writing	Maths	Developmental	Related Learning Areas
<p>Week 4 7/5 8/5 First Aide Training 13/5 Mother's Day 10/5 & 11/5 Mother's Day Stall</p>	<p>Visualising</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Using pictures to assist reading the story - Know what Visualising is and why it is important - Use senses to create a mental image of the story - Choose parts and words of a text to make help make mental images - Create images using personal experiences and to better understand the text - Look for connections between words and pictures 	<p>Explicit Text Type - Procedural</p> <ul style="list-style-type: none"> - Identify the purpose of a procedure e.g. recipe - instructions – directions - Locate verbs at the beginning of sentences/instructions - Read and follow a simple procedure - Verbally give directions to another student to follow - Recognise the structure of a procedural text e.g. goal, aim, materials, steps, conclusion - Identify the purpose of features within a procedural text e.g. sub headings and pictures 	<p>Addition</p> <p>When learning about addition the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - use counting strategies to solve problems that involve comparing, combining and separating these sets - solve simple addition and subtraction problems using materials - partition numbers using place value and carry out simple additions and subtractions using counting strategies - group collections of objects in units, tens and hundreds, and write and solve number sentences involving addition or subtraction - perform simple addition and subtraction calculations using a range of strategies <p>find the total value of simple collections of Australian notes and coins use digital technology to produce sequences by constant addition</p> <ul style="list-style-type: none"> - apply place value to partition, rearrange and regroup numbers to help with calculations and solve problems - describe, continue and create number patterns formed by repeated addition and subtraction <p>recognise and explain the connection between addition and subtraction.</p> <ul style="list-style-type: none"> - recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation - continue number patterns involving addition and subtraction 	<p>Developmental Focus: Communication</p> <p>VEYLD - Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour.</p> <p>This may look like:</p> <ul style="list-style-type: none"> - Compromising on roles in games - Cooperating in a group to achieve a shared goal - Seeing the other side of an argument or story - Think about your part in a conflict - Using strategies to not hurt others - Counting to ten and walking away - Seeking help from a yard duty teacher - If you don't have anything nice to say don't say anything nice at all - Use the 3 stop steps - Take 3 deep breaths - THINK before you speak –is it true, is it helpful is it inspiring, is it necessary or kind? <p>YCDI: Making decisions in a group</p> <p>Manners Matter: Saying "Excuse me"</p> <p>Environment: Energy - Where does it come from?</p>	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: Kapla, toy animals, MAB Blocks, foam blocks, dice, cars and trucks, numblocks</p> <p>Making Table: Oragami, paint, crinkle cut scissors, sewing, blank coloured paper, stencils,</p> <p>Reading Corners: Author Study Box, listening post, procedural texts, opportunity for buddy reading</p> <p>Maths Resource Area: Dice, counters, MAB, 100's chart, \$100 challenge, number lines</p> <p>Writing Area: Procedure plans, special writing pens, stamps, writing paper, coloured paper</p> <p>Science Lab: Magnets, experiment books, experiment templates, light box</p> <p>Tinker Table: Old desktops, nuts and bolts, spanners, old cameras, colanders, duct tape</p> <p>Role Play Experiences: 1L: Cafe 1TS: Dinosaur Museum 1S: Puppets 1C: Lolly/Party Shop 1J: Ice Cream Shop 1P: Science Lab 2S: Sports shop 2J: Arcade 2A & 2JL: Physio 2O & 2M: Vet</p>
<p>Week 5 14/5</p>	<p>Making Connections</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Making Text to Self connections: connections between what I am reading and my own life. - Making Text to Text connections: connections between this text and other texts I have read. - Making Text to World connections: connections between the reader's real-life experiences and people who live in diverse cultures, distant places and different times. - Know that connections can relate to topic, characters, setting, endings - Use background knowledge to interpret and think about characters and events - Use background knowledge to understand texts before, during and after reading - Share knowledge of personal experiences to help interpret characters and events that are not within the reader's experience. - Use knowledge from one text to help develop understandings of diverse cultures and settings encountered in new texts. 	<p>Big Write: Procedure</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 (What Worked Well) and some points that would make it even better (Even Better If) . Students will be using the yellow highlighter to identify verbs and uplevel vocabulary.</p> <p>Handwriting: We will be refreshing our knowledge of how to form Grass Letters-Body Letters; a, s, e, r, i, t, c, x, v, n, w, u, m. The focus will be ensuring we are using the correct starting point, direction and that all letters will be facing the correct way.</p>	<p>Money</p> <p>When learning about Money the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Recognise Australian coins - Order coins based on their value - Group coins in the same denomination to make \$1 - represent money values in various ways and correctly count out - change from financial transactions - Add up groups of the same/different coins to make a certain value - Group like coins to improve efficiency when counting - Round to the nearest dollar to estimate or check total cost - Calculate change 	<p>Developmental Focus: Communication</p> <p>VEYLD - Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour.</p> <p>This may look like:</p> <ul style="list-style-type: none"> - Compromising on roles in games - Cooperating in a group to achieve a shared goal - Seeing the other side of an argument or story - Think about your part in a conflict - Using strategies to not hurt others - Counting to ten and walking away - Seeking help from a yard duty teacher - If you don't have anything nice to say don't say anything nice at all - Use the 3 stop steps - Take 3 deep breaths - THINK before you speak –is it true, is it helpful is it inspiring, is it necessary or kind? <p>YCDI: Making decisions in a group</p> <p>Manners Matter: Saying "Excuse me"</p> <p>Environment: Energy - Where does it come from?</p>	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: Kapla, toy animals, MAB Blocks, foam blocks, dice, cars and trucks, numblocks</p> <p>Making Table: Oragami, paint, crinkle cut scissors, sewing, blank coloured paper, stencils,</p> <p>Reading Corners: Author Study Box, listening post, procedural texts, opportunity for buddy reading</p> <p>Maths Resource Area: Dice, counters, MAB, 100's chart, \$100 challenge, number lines</p> <p>Writing Area: Procedure plans, special writing pens, stamps, writing paper, coloured paper</p> <p>Science Lab: Magnets, experiment books, experiment templates, light box</p> <p>Tinker Table: Old desktops, nuts and bolts, spanners, old cameras, colanders, duct tape</p> <p>Role Play Experiences: 1L: Cafe 1TS: Dinosaur Museum 1S: Puppets 1C: Lolly/Party Shop 1J: Ice Cream Shop 1P: Science Lab 2S: Sports shop 2J: Arcade 2A & 2JL: Physio 2O & 2M: Vet</p>