

Level 2 Statement of Intent Weeks 5 and 6, Term 3 2018

Donations: We are wondering if any families have any old **WORKING** C.D and Tape players as we need them for our reading groups. Students will be listening to stories to practise their listening and responding to text skills.

Important Dates	Developmental	Reading	Writing	Maths	Related Learning Areas									
<p>Week 5 13th of August</p> <p>13/8: Gr 1 Choir performing at whole school assembly 3pm</p>	<p>Developmental Focus</p> <p>VEYLDF: Community - Children respond to diversity with respect</p> <p>This may look like:</p> <ul style="list-style-type: none"> - Noticing and reacting in positive ways to similarities and differences among people. - Listening to others' ideas and respect different ways of being and doing <p>You Can Do It: I can do it!</p>	<p>Predicting</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Make predictions using information from pictures - Predict the ending of a story after reading beginning and middle - Make predictions based on the information I have read - Make predictions based on my background knowledge - Make predictions about the problem and solution in a story - Use evidence from the text or background knowledge to support the predictions I am making - Make predictions based on knowledge of characters or type of story - Search for information to confirm/refute predictions I have made 	<p>Writer's Workshop Cycle</p> <p>During this Writer's Workshop cycle the students will be exploring the following learning intentions:</p> <p>Seed: Students will be exploring a new 'seed' in their class Writer's Workshop Notebook to inspire them for their own personal writing</p> <p>Grammar: The students will be exploring how to identify and use synonyms and antonyms in their writing.</p>	<p>Multiplication</p> <p>The students will be exploring the following learning intentions</p> <ul style="list-style-type: none"> - Consolidate and revise skip counting skills. - Use a variety of strategies to solve multiplication problems such as grouping, skip counting, repeated addition, arrays and algorithms - Make a number of groups of a given size - Devise number stories to show problems that use multiplication in everyday life - Recognise when a problem could be solved using multiplication. - Represent multiplication in number sentences using the x symbol. <p>Vocabulary being developed:</p> <p>Arrays, repeated addition, groups of, lots of, multiply by, multiplied, times by, product, patterns, skip counting, algorithm, problem solving, equals, multiples and factors.</p>	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: mini cities, familiar characters, array visuals, dice, cars and trucks, boxes, tubes, natural materials, Lego, toys, balsa wood, corks, setting images, measuring tapes and calculators</p> <p>Making Table: rocks, sticks, leaves, flowers, paints, patterned paper, origami, wool, sewing materials, photos of characters from Kylie Dunstan books, felt, pop sticks, fabric, dolly pegs, cotton wool.</p> <p>Reading Corners: author study votes, iPads, photographic prompts, book recommendation templates, book week data collection templates, reading challenge cards and Kylie Dunstan information and books</p> <p>Maths Resource Area: skip counting number lines, array visuals, multiplication challenge cards, problem solving vocab cards, geo boards, marble runs, dice, number cards, 100's charts, counters, Unifix, teddies, calculators, deck of cards</p> <p>Writing Area: synonym and antonym vocab cards, synonym and antonym board games, writer's toolkits, character profiles, variety of templates/plans, fancy paper, special writing pencils, seed box, writing cycle display, comic templates, handwriting templates, envelopes, notepads and VCOP games</p> <p>Tinker Table: old appliances, nuts and bolts, key and locks, old calculators, magnets, a variety of tools.</p> <p>Sensory Table: playdough, air dry clay, tools, Harma beads, beading, paint, mortar and pestle, flowers, leaves, essential oils, threading, sensory box, pom pom templates, wool.</p> <p>Role Play Experiences:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1TS: Post Office</td> <td style="width: 33%;">1C: Lego Land</td> <td style="width: 33%;">1P: Zoo</td> </tr> <tr> <td>1S: Chinese Restaurant</td> <td>1J: Vet</td> <td>1L: Library</td> </tr> <tr> <td>2O & 2M: Fairy tales</td> <td>2J & 2S: Hospital</td> <td>2JL & 2A: Airport</td> </tr> </table>	1TS: Post Office	1C: Lego Land	1P: Zoo	1S: Chinese Restaurant	1J: Vet	1L: Library	2O & 2M: Fairy tales	2J & 2S: Hospital	2JL & 2A: Airport
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<p>Week 6 20th of August</p> <p>21/8: Parent Maths Information Night</p> <p>Book Week 22nd: Dress Up and Book Parades 23rd: Kylie Dunstan Author Visit</p>	<p>We are going to have a big focus on being independently organised as well as being a resilient problem solver</p> <p>Manners Matter: Respecting the opposite gender</p> <p>Enviro/Science: Weather- What causes the seasons? What is the relationship between the seasons and weather?</p>	<p>Book Week</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> -Sharing and reading our favourite books - Identifying and discussing our personal preferences for books - Discussing what makes books interesting for us - Recommending books for our peers - Engaging in an author visit from Kylie Dunstan <p>Kylie Dunstan is an award winning author and illustrator of children's picture books. Her first book 'Collecting Colour' won CBCA Picture Book of the Year in 2009. She has since written and illustrated four more books and is working on her sixth. Kylie lives in Melbourne with her family. You can visit her website at www.kyliedunstan.com</p>	<p>VCOP: We are learning how to up level the vocabulary in our writing to include more ambitious words.</p> <p>Cold Write: There will be no Big Write this fortnight, as there will be a whole school moderated writing piece which we call a 'Cold Write'. It is run the same as a Big Write, however the students will get the seed at school on the day instead of being sent home.</p> <p>Handwriting: We will be practising our head letters of Dd, Ll, Ff, Bb, Hh and Kk</p>	<p>Vocabulary being developed:</p> <p>Arrays, repeated addition, groups of, lots of, multiply by, multiplied, times by, product, patterns, skip counting, algorithm, problem solving, equals, multiples and factors.</p>	<p>Writing Area: synonym and antonym vocab cards, synonym and antonym board games, writer's toolkits, character profiles, variety of templates/plans, fancy paper, special writing pencils, seed box, writing cycle display, comic templates, handwriting templates, envelopes, notepads and VCOP games</p> <p>Tinker Table: old appliances, nuts and bolts, key and locks, old calculators, magnets, a variety of tools.</p> <p>Sensory Table: playdough, air dry clay, tools, Harma beads, beading, paint, mortar and pestle, flowers, leaves, essential oils, threading, sensory box, pom pom templates, wool.</p> <p>Role Play Experiences:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1TS: Post Office</td> <td style="width: 33%;">1C: Lego Land</td> <td style="width: 33%;">1P: Zoo</td> </tr> <tr> <td>1S: Chinese Restaurant</td> <td>1J: Vet</td> <td>1L: Library</td> </tr> <tr> <td>2O & 2M: Fairy tales</td> <td>2J & 2S: Hospital</td> <td>2JL & 2A: Airport</td> </tr> </table>	1TS: Post Office	1C: Lego Land	1P: Zoo	1S: Chinese Restaurant	1J: Vet	1L: Library	2O & 2M: Fairy tales	2J & 2S: Hospital	2JL & 2A: Airport
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