

Level 2 Statement of Intent - Term Weeks 7 and 8, Term 1 2018

Donations: Only for our 2J and 2S classrooms, due to 2JL, 2A, 2M and 2O classrooms being packed up and moved during this fortnight.

Our tinkering tables are in need of a few items and we thought we would ask if you had some lying about your house that you no longer use and would be happy to donate. If you have any old toasters, keyboards, hard drives, nuts, bolts, screw drivers, wrenches etc please pass them on to your classroom teacher

(please nothing with a screen or glass ie: phones, computers)

Dates	Developmental	Reading	Writing	Maths	Related Learning Areas
<p>Week 8 19/03 19/03 Grade 2 Responsible Pet Ed 21/03 Parent Teacher Interview Evening</p>	<p>Developmental Focus: Children become aware of fairness <u>This may look like:</u> -sharing resources and equipment -taking turns when playing games -ensuring everyone has a go -think critically about fair and unfair behaviour</p>	<p>Monitoring and Correcting The students will be exploring the following learning intentions when monitoring and correcting:</p> <ul style="list-style-type: none"> -Using words I know to help me understand what I am reading -Rereading sentences to problem solve, self-correct, or confirm -Looking for clues in the pictures and the text to help understand -Using prior knowledge to monitor and self-correct -Beginning to cross-check one kind of information against another to monitor reading (eg. Meaning and visual information) -Rereading to confirm word solving by checking for meaning -Consistently check on understanding and search for information when meaning breaks down -Self-correcting intonation when it does not reflect the meaning when reading -Continuing to monitor accuracy and understanding, self-correcting when errors detract from meaning 	<p>Explicit Text Type: Narratives When learning how to construct their own narratives, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> -Identifying that the main purpose of a narrative is to entertain or send a message to an audience -Identifying and explain key elements of a narrative text -Identifying and explain the structure of a narrative text -Identifying the main event and conclusion within a narrative text -Using graphic organisers to sort information -Identifying WOW words within a narrative text <p>Writer's Notebook Seed: Teacher's Choice</p> <p>Mini Lessons: - Purpose/Audience - Language</p> <p>Big Write: 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 (What Worked Well) and some points that would make it even better (Even Better If). Students will engage in lots of conversation and positive feedback discussions. This is the students' opportunity to set and review personal goals.</p> <p>Handwriting: Ground Letters - tail letters: q, y, p, g, j, z,</p>	<p>2D and 3D Shapes The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> -Identifying and naming basic 2D shapes such as triangles, circles, squares, rectangles (rhombus and hexagon for Grade 2) -Identifying and naming 3D objects such as spheres and cubes (pyramids, cones and cylinders for Grade 2) -Drawing 2D shapes by hand and with the use of technology -Identifying the properties of a shape eg. Sides, corners, faces, edges and vertices -Classifying and sorting shapes according to their properties -Recognising when two shapes are congruent -Deconstructing 3D objects into their respective nets -Recognising when a shape has been transformed and describing what transformation has occurred -Sliding a shape and explaining how they have transformed the shape -Flipping and/or turning a shape and explaining how they have transformed the shape -Enlarging/reducing a shape and explaining how -Recognising shapes that have line symmetry and explaining where the line of symmetry is -Drawing and creating shapes that have line symmetry -Recognising shapes that are not symmetrical (asymmetrical) <p>Vocabulary that students will be using: 2-dimensional/2D, 3-dimensional/3D, Triangle, Circle, Square, Rectangle, Rhombus, Hexagon, Sphere, Cube, Cone, Prism, Pyramid, Cylinder, Properties, Side, Corner, Face, Edge, Vertice, Classify/sort, Venn diagram, Congruent, Net</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, 3D objects, 2D shapes, shape nets</p> <p>Making Table: Paper planes, Origami, sewing, animal patterned paper, clay, blank colour paper, paints,</p> <p>Reading Corners: Author study votes, iPads, photographic prompts, listening post, opportunities for buddy reading</p> <p>Maths Resource Area: MAB stamps, dice, 100's charts, matchsticks and plasticine, paper shape nets, 3D objects, 2D shapes, Tangrams, geoboards, Tap Tap</p> <p>Writing Area: Story dice, narrative plans, character profiles, puppets, storybox of objects/prompts, special writing pens, coloured paper, magnetic punctuation</p> <p>Science Lab: Magnifying glass, leaves from around the school, microscope, insects, rocks, sand, dirt, grass, Osmo (Tangram/Words/Number).</p> <p>Tinker Table: Old harddrives, old keyboards, nuts and bolts, old calculators, magnets</p> <p>Role Play Experiences: 1P: Post Office 1TS: Space Station 1S: Music Room 1C: Hair Salon 1J: Hospital 1L: Florist 2O & 2JL: Newsroom 2J: Cafe 2S: Puppet Theatre 2M: Cafe 2A: Removalist</p>
<p>Week 9 26/03 29/03 End of Term 2:30pm Dismissal End of Term Assembly 2:15pm</p>	<p>You Can Do It - Getting Along: Taking Turns</p> <p>Manners Matter: You're Welcome</p> <p>Enviro/Science: Reducing Waste- where does our waste go?</p>				