

# Level 2 Statement of Intent Weeks 8 and 9, Term 2 2018

Important Dates	Developmental	Reading	Writing	Maths	Other
<p>Week 8 4/6</p>	<p><b>Developmental Focus</b> - Community:</p> <p><b>VEYLDF:</b> <i>Children respond to diversity with respect.</i></p> <p>This may look like:</p> <ul style="list-style-type: none"> <li>- awareness of others</li> <li>- acceptance of diversity</li> <li>- interest in others</li> <li>- recognising importance of interacting with others</li> <li>- developing empathy for others</li> <li>- developing respect for others</li> </ul>	<p><b>Inferring</b></p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Recall key ideas from a text</li> <li>- Recognise literal and implied meaning in texts.</li> <li>- Identify the characters' feelings and motives through a range of reading strategies.</li> <li>- Provide evidence for your inferences.</li> <li>- Talk about the pictures to interpret a problem or a character's feelings</li> <li>- Understand that pictures reveal a problem or characters' feelings.</li> <li>- Talk about cause of feelings and motives of character</li> <li>- Look for changes in characters over time and identify reasons for change</li> <li>- Infer causes and their effect implied in text</li> <li>- Justify inferences with evidence from the text</li> <li>- Infer the big ideas or message (theme) of the text.</li> <li>- Infer the big idea and analyse the cause and effect and provide evidence for your inferences</li> <li>- Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action or themes.</li> </ul>	<p><b>Writer's Workshop</b></p> <p>During this Writer's Workshop cycle the students will be exploring the following learning intentions:</p> <p><b>Seed:</b> Teacher's Choice</p> <p><b>Grammar:</b> This fortnight the students will be learning about the different types of sentences that we can use in our writing. This will include simple, compound and complex sentence structures.</p> <p><b>VCOP:</b> Over these 2 weeks students will be engaging in games and activities to practice using punctuation for statements and questions.</p> <p><b>Big Write:</b> Open Purpose In week 9, students will be presented with a seed and have the choice to decide what type of writing they will do.</p>	<p><b>Length</b></p> <p>When learning about length the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Use precise words (not just little and big) to describe length</li> <li>- Compare and order lengths of objects using descriptive terms such as longer, taller</li> <li>- Measure length using non-standard and standard units</li> <li>- Measure accurately with a ruler without leaving gaps between or overlapping the unit</li> <li>- Choose appropriate units of measurement for the object being measured</li> <li>- Estimate and measure the length and perimeter of an object</li> </ul>	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p><b>Construction:</b> Kapla, toy animals, MAB Blocks, foam blocks, dice, cars and trucks, numblocks, measuring tape, metre rulers.</p> <p><b>Making Table:</b> Paper planes, Origami, sewing, patterned paper, clay, blank colour paper, paints</p> <p><b>Reading Corners:</b> Author study votes, iPads, photographic prompts, listening post, opportunities for buddy reading</p> <p><b>Maths Resource Area:</b> Dice, 100's charts, metre rulers, grid paper</p> <p><b>Writing Area:</b> Story dice, character profiles, puppets, storybox of objects/prompts, special writing pens, coloured paper,</p> <p><b>Science Lab:</b> Magnifying glass, natural objects, microscope, insects, rocks, sand, dirt, grass, Osmos</p>
<p>Week 9 11/6</p> <p>11/6 - Queens Birthday</p> <p>12/6 - Curriculum Day</p> <p>14/5 - Gr 1 Excursion NGV</p>	<p><b>You Can Do It:</b> Setting Goals</p> <p><b>Manners Matter:</b> Including Others</p> <p><b>Environment:</b> Energy - Dressing for the weather, heaters, coolers, IWB, computers, light switches.</p>	<p><b>Immersion in to Poetry</b></p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Identify and explain the purpose of poems</li> <li>- Enjoy the imagery language within poetry</li> <li>- Comprehend that there are many different types of poems i.e. rhyming, acrostic, cinquain, haiku and limerick</li> <li>- Break down different types of poetry into their structures</li> <li>- Understand the purpose of metaphors and similes</li> <li>- Recite poetry using fabulous fluency and excellent expression</li> </ul>	<p><b>Breakdown Buddies:</b> Students will be using the green highlighter to identify and uplevel boundary punctuation.</p> <p>Handwriting: We will be refreshing our knowledge of how to form the grass letters - a, s, e, r, i, t, c, o, 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><b>Location</b></p> <p>When learning about location the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Recognise and understand direction words such as left, right, between, under etc</li> <li>- Give and follow directions accurately</li> <li>- Understand maps and why/how they are used</li> <li>- Use a grid to read a map</li> <li>- Construct informal maps</li> <li>- Identify, locate and understand the features of a map and how they are used.</li> </ul>	<p><b>Tinker Table:</b> old hard drives or keyboards, nuts and bolts, old calculators, magnets</p> <p><b>Role Play Experiences:</b> 1TS: Dinosaur museum 1S: Supermarket 1P: Camping 1C: Toy shop 1J: Ice-cream parlour 1L: Hospital 2JL: Pizza Shop 2S: Supermarket 2M &amp; 2O: Supermarket 2J: Supermarket 2A: Science- Light</p>