

# Level 2 Statement of Intent Weeks 3 and 4 Term 3 2017

Important Dates	Reading	Writing	Maths	Other
<p><b>Week 3</b> 31st of July</p> <p>Mon and Tues: Mad About Science Gr 2 Incursion</p> <p>5th of August: Community Market</p>	<p><b>Exploring the reading skill of: Maintaining Fluency</b> The students will be exploring the following learning intentions</p> <ul style="list-style-type: none"> <li>- Point crisply and read at a steady rate slow enough to match voice to print without long pauses</li> <li>- Take notice of full stops</li> <li>- Put words together in phrases</li> <li>- Change reading for words in bold (louder in fiction)</li> <li>- Change reading when noticing quotation marks</li> <li>- Use punctuation for pausing and intonation while reading aloud</li> <li>- Demonstrate appropriate stress on words in a sentence</li> <li>- Demonstrate an awareness of a full range of punctuation</li> <li>- Solve most words in the text quickly and automatically to support fluency</li> <li>- Read at an appropriate pace (not too fast or slow)</li> <li>- Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing (Grade 2)</li> </ul>	<p><b>Explicit Text Type : Narrative</b></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"> <li>- Working on our ability to develop a character</li> <li>- Using our senses to help describe the orientation (setting) to our intended audience</li> <li>- Writing a narrative that includes the main features of the text structure such as orientation, character description, main event and concluding ending</li> <li>- Following the writing cycle from exploring, planning, drafting, revising and editing to publishing and celebrating</li> </ul> <p><b>Big Write:</b> Narrative - Falling into the book <b>Handwriting:</b> Walking Sticks m, n, r</p>	<p><b>Multiplication</b></p> <p>The students will be exploring the following learning intentions</p> <ul style="list-style-type: none"> <li>- Develop skip counting skills.</li> <li>- Make a number of groups of a given size</li> <li>- Use skip-counting and arrays to solve multiplication and division problems.</li> <li>- Devise number stories to show problems that use multiplication in everyday life</li> <li>- Recognise when a problem could be solved using multiplication.</li> <li>- Make and read arrays modeling multiplication</li> <li>- Represent multiplication in number sentences using the x symbol.</li> </ul>	<p><b>Developmental Focus:</b> <b>VEYLDF</b> - <u>Communication</u> Children interact verbally and non-verbally with others for a range of purposes.</p> <p>This may look like:</p> <ul style="list-style-type: none"> <li>- Recognise verbal and non-verbal cues</li> <li>- actively participate in group discussion</li> <li>- exchange ideas, feeling and understandings using language and representation in play</li> <li>- interact with others to explore ideas and concepts.</li> </ul> <p><b>You Can Do It:</b> Teamwork</p> <p><b>Manners Matter:</b> Respecting Adults</p> <p><b>Environment Focus:</b> Weather - linking changes in the daily weather to the way we modify our behaviour and dress for different conditions, including examples from different cultures</p>
<p><b>Week 4</b> 7th of August</p>				