

Level 2 Statement of Intent Weeks 5 and 6, Term 4 2018

Important Dates	Developmental	Reading	Writing	Maths	Related Learning Areas												
<p>Week 5 5th of November</p> <p>6/11 Public Holiday</p>	<p>Developmental Focus</p> <p>VEYLDF: Community: Children become socially responsible and show respect for the environment</p> <p><u>This may look like:</u></p> <ul style="list-style-type: none"> - Demonstrate an increasing knowledge of, and respect for, natural and constructed environments - Show growing appreciation and care for natural and constructed environments - Develop an awareness of the impact of human activity on environments and the interdependence of living things - Showing respect to all adults in our classrooms. <p>You Can Do It: Respecting the opinion of others</p> <p>Manners Matter: Listening</p> <p>Enviro/Science: Where are the water sources at our school?</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>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>Mini Lessons: Varying the structure of sentences</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 focusing on head letters which are letters that rise into the top third of the dotted lines. The students will also be engaging in a variety of strengthening exercises to assist with pencil grip and letter formation.</p>	<p>Problem solving using the four operations of multiplication, division, addition and subtraction.</p> <p>When learning about these strategies the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Revising how and when to use addition, subtraction, division and multiplication to solve a mathematical problem. - Identifying when a number problem involves more than one operation. - Using a variety of mental computation strategies to solve problems such as: <ul style="list-style-type: none"> - counting on and back - doubles and near doubles - skip counting forwards and back - tens friends, - known number facts - inverse operations - add and subtract 10/100/1000 - solve a simpler problem - partitioning using place value - Solving open ended problems to find all the possible solutions. - Representing their solutions in a variety of ways such as a T-chart, picture or number sentence. 	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: MAB, blocks, book characters, measuring tape, number balls, clipboards and pencils, design briefs, Lego, balsa wood, PVA glue and rulers.</p> <p>Making Table: leaves, floweres, twigs, collage materials, string, fishing wire, paint resources, stamps, character outlines, letter stamps, 'make your own' paint resources and clay.</p> <p>Reading Corners: Making connections games, character venn diagrams, connection prompts, author study, varied version fairytales, fractured fairytales, revolting rhymes, magnetic letters and mini whiteboards.</p> <p>Maths Resource Area: variety of dice, number games, triqo blocks, 100's chart puzzle game, MAB, tens friends, counters, dominoes, 'get out of my house' game, '4 for 50' game and bundling sticks.</p> <p>Writing Area: sentence strips, connectives to make varied sentences, connective cards, examples of persuasive text, adverts, magnetic punctuation, persuasive prompts, magnetic sight words, writing seeds, spelling prompts and class Writer's Notebook.</p> <p>Tinker Table: Old electronics, creating robot templates, tools, protection gear, woodwor,k balsa wood, planning templates, nuts, bolts, books, clipboards, vests, word prompts and magnets.</p> <p>Sensory Table: Harma beads, water beads, tap taps, nature experiments, sensory box, motar and pestle, listening posts, water play, rocks and sewing.</p> <p>Role Play Experiences:</p> <table style="width: 100%; border: none;"> <tr> <td>1J: Supermarket</td> <td>1L: Campsite</td> <td>1C: Farm</td> </tr> <tr> <td>1P: Detective</td> <td>1TS: Mariana Trench (Oceans)</td> <td>1S: Vet</td> </tr> <tr> <td>2O: Travel Agent</td> <td>2M: Fantasy</td> <td>2J: Cafe</td> </tr> <tr> <td>2S: Zoo</td> <td>2JL: Florist</td> <td>2A: Optician</td> </tr> </table>	1J: Supermarket	1L: Campsite	1C: Farm	1P: Detective	1TS: Mariana Trench (Oceans)	1S: Vet	2O: Travel Agent	2M: Fantasy	2J: Cafe	2S: Zoo	2JL: Florist	2A: Optician
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<p>Week 6</p> <p>12th of November</p> <p>15/11</p> <p>Werribee Zoo - Gr 2</p>	<p>You Can Do It: Respecting the opinion of others</p> <p>Manners Matter: Listening</p> <p>Enviro/Science: Where are the water sources at our school?</p>	<p>Immersion into Persuasive texts</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> -Recognising and explaining the purpose of a persuasive text. -Understanding that some persuasive texts are biased. -Identifying the difference between opinions and facts. -Matching arguments with justifications/evidence. -Verbalising opinions and providing evidence. -Recognising persuasive techniques i.e. rhetorical questions and emotive language. -Exploring conclusions and different ways to end/tie together an argument. -Voicing opinions on an argument and explaining if they have been persuaded by someone else's argument. 	<p>Handwriting: We will be focusing on head letters which are letters that rise into the top third of the dotted lines. The students will also be engaging in a variety of strengthening exercises to assist with pencil grip and letter formation.</p>	<p>Problem solving using the four operations of multiplication, division, addition and subtraction.</p> <p>When learning about these strategies the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Revising how and when to use addition, subtraction, division and multiplication to solve a mathematical problem. - Identifying when a number problem involves more than one operation. - Using a variety of mental computation strategies to solve problems such as: <ul style="list-style-type: none"> - counting on and back - doubles and near doubles - skip counting forwards and back - tens friends, - known number facts - inverse operations - add and subtract 10/100/1000 - solve a simpler problem - partitioning using place value - Solving open ended problems to find all the possible solutions. - Representing their solutions in a variety of ways such as a T-chart, picture or number sentence. 	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: MAB, blocks, book characters, measuring tape, number balls, clipboards and pencils, design briefs, Lego, balsa wood, PVA glue and rulers.</p> <p>Making Table: leaves, floweres, twigs, collage materials, string, fishing wire, paint resources, stamps, character outlines, letter stamps, 'make your own' paint resources and clay.</p> <p>Reading Corners: Making connections games, character venn diagrams, connection prompts, author study, varied version fairytales, fractured fairytales, revolting rhymes, magnetic letters and mini whiteboards.</p> <p>Maths Resource Area: variety of dice, number games, triqo blocks, 100's chart puzzle game, MAB, tens friends, counters, dominoes, 'get out of my house' game, '4 for 50' game and bundling sticks.</p> <p>Writing Area: sentence strips, connectives to make varied sentences, connective cards, examples of persuasive text, adverts, magnetic punctuation, persuasive prompts, magnetic sight words, writing seeds, spelling prompts and class Writer's Notebook.</p> <p>Tinker Table: Old electronics, creating robot templates, tools, protection gear, woodwor,k balsa wood, planning templates, nuts, bolts, books, clipboards, vests, word prompts and magnets.</p> <p>Sensory Table: Harma beads, water beads, tap taps, nature experiments, sensory box, motar and pestle, listening posts, water play, rocks and sewing.</p> <p>Role Play Experiences:</p> <table style="width: 100%; border: none;"> <tr> <td>1J: Supermarket</td> <td>1L: Campsite</td> <td>1C: Farm</td> </tr> <tr> <td>1P: Detective</td> <td>1TS: Mariana Trench (Oceans)</td> <td>1S: Vet</td> </tr> <tr> <td>2O: Travel Agent</td> <td>2M: Fantasy</td> <td>2J: Cafe</td> </tr> <tr> <td>2S: Zoo</td> <td>2JL: Florist</td> <td>2A: Optician</td> </tr> </table>	1J: Supermarket	1L: Campsite	1C: Farm	1P: Detective	1TS: Mariana Trench (Oceans)	1S: Vet	2O: Travel Agent	2M: Fantasy	2J: Cafe	2S: Zoo	2JL: Florist	2A: Optician
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