

Level 2 Statement of Intent - Term Weeks 7 and 8, Term 4 2017

Donations: 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 7 20/11</p>	<p>Developmental Focus: <i>Learning</i> Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>This may look like: -Continuing to try new strategies when faced with a difficult task - Showing resilience when challenged -Taking on extra responsibilities -Working alongside others. -Sharing views and opinions with others. -Respecting the opinions of others.</p> <p>You Can Do It: Leadership</p> <p>Manners Matter: Please and Thank You</p> <p>Enviro/Science: How much water does a dripping tap waste?</p>	<p>Summarising The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Remembering what the story is about during reading - Remembering information to help understand the end of the story - Remembering important information - Discussing the text after reading, remember important information or events - Remembering a simple sequence of events in a story - Noticing a series of events in order to link them - Remembering important information from a factual text - Understanding the problem of a story and its solution - Following and remember a series of events over a long text - Remembering episodes in the text in the order they happened - Identifying important ideas in a text and report them in an organised way, either orally or written - Summarising for the purposes of research - Summarising factual information into your own words 	<p>Explicit Text Type: Persuasive Students will be working through the writing cycle (explore, plan, draft, revise, edit, publish and celebrate) to complete a persuasive piece of writing.</p> <p>We will be focusing on some of the following:</p> <ul style="list-style-type: none"> - Identifying persuasive texts and exploring and using persuasive tactics - Understanding the structure of a persuasive text - Using text forms to suit purpose and audience - Writing an opening statement that reveals the position to be taken in the text - Providing some context for the argument following - Concluding with a personal statement - Writing using personal viewpoint - Writing using language close to speech - Using writing to persuade others <p>Big Write: This fortnight's Big Write will be a persuasive piece 'Pool for The School'</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: We will be focusing on capital 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>Money and Skip Counting: When learning about these strategies the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Recognising Australian coins and notes - Ordering coins based on their value - Counting in 5s, 10s and 20s (50s) - Grouping coins in the same denomination to make \$1 - Adding up groups of the same/different coins to make a certain value - Grouping like coins to improve efficiency when counting - Rounding to the nearest dollar to estimate or check total cost - Calculating change - Counting coins by 5s, 10s, 20s, 50s, 1s and 2s <p>Vocabulary that students will be using: Dollars, cents, coins, notes, hundreds, price, cost, highest, lowest, value, change, difference, addition, total, currency, place value, order, change</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</p> <p>Making Table: Paper planes, Origami, sewing, animal patterned paper, clay, blank colour paper, fake animal fur.</p> <p>Reading Corners: Author study votes, book review templates, photographic prompts, paper chains to represent connections, menu's (for adding money value), advertising materials.</p> <p>Maths Resource Area: Open ended operation prompts,teddies, MAB stamps, dice, number lines, whole school maths challenge, play money, 100's charts.</p> <p>Writing Area: Opinion templates, advertisments, images of hobbies, magnetic punctuation, letter tracing paper.</p> <p>Science Lab: Magnifying glass, fake animal fur, leaves from around the school, mircroscope, insects, rocks, sand, dirt, grass.</p> <p>Tinker Table: Old harddrives, old keyboards, nuts and bolts, old calculators, magnets</p> <p>Role Play Experiences: 1D: Toy shop 1RT: Camping 1S: Detective 1C: Camping 1J: Newsroom 1K: Hair salon 2O & 2L: Farm 2J: Zoo 2R: Sports Shop 2C: Science Lab 2A: Forces and Movement</p>
<p>Week 8 27/11 29/11 Family Picnic</p>					