

# Level 2 Statement of Intent - Term Weeks 5 and 6, 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><b>Week 5</b> <b>6/11</b></p> <p>7/11 Public Holiday</p>	<p><b>Developmental Focus:</b> <i>Community:</i> Children become socially responsible and show respect for others and for the environment.</p> <p>This may look like: -Showing an interest in and an awareness of others. -Accepting differences. -Working alongside others. -Sharing views and opinions with others. -Respecting others.</p> <p><b>You Can Do It:</b> Respecting the opinion of others</p>	<p><b>Making connections</b> The students will be exploring the following learning intentions: -Making connections between what I am reading and my own life. -Making connections between this text and other texts I have read. -Knowing that connections can relate to topic, characters, settings and/or endings. -Identifying recurring characters or settings -Using background knowledge to interpret and think about characters and events. -Using background knowledge to understand texts before, during and after reading. -Sharing knowledge of personal experiences to help interpret characters and events that are not within the reader's experience. -Making connections between the reader's real-life experiences and people who live in diverse cultures, distant places and different times. -Making connections between characters in different texts.</p>	<p><b>Writer's Workshop Cycle</b> During this Writer's Workshop cycle the students will be exploring the following learning intentions:  <b>Seed:</b> Teacher Choice  <b>Writing Cycle:</b> Students will be learning and practicing their skills in the <b>editing</b> phase of writing.  <b>VCOP:</b> This fortnight students will be focusing on embedding their use of <b>Boundary Punctuation</b>. Particularly full stops, exclamation marks and question marks and always following these with a capital letter.  <b>Big Write:</b> Students will be writing a <b>Recount</b>. - Grade 1: Ripponlea excursion. - Grade 2: Werribee Zoo excursion</p>	<p><b>Problem solving using the four operations of multiplication, division, addition and subtraction.</b>  When learning about these strategies the students will be exploring the following learning intentions:  - 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: - <i>counting on and back</i> - <i>doubles and near doubles</i> - <i>skip counting forwards and back</i> - <i>tens friends,</i> - <i>known number facts</i> - <i>inverse operations</i> - <i>add and subtract 10/100/1000</i> - <i>solve a simpler problem</i> - <i>partitioning using place value</i>  - 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>	<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</p> <p><b>Making Table:</b> Paper planes, Origami, Sewing, Animal patterned paper, clay, blank colour paper, fake animal fur.</p> <p><b>Reading Corners:</b> Author study votes, Book review templates, Photographic prompts, Paper chains to represent connections</p> <p><b>Maths Resource Area:</b> Open ended operation prompts, Teddies, MAB stamps, Dice, Number lines, Whole School Maths challenge, Maps upcoming excursions.</p> <p><b>Writing Area:</b> Opinion templates, Advertisements, images of hobbies, magnetic punctuation, letter tracing paper.</p> <p><b>Science Lab:</b> Magnifying glass, fake animal fur, leaves from around the school, microscope, insects, rocks, sand, dirt, grass.</p> <p><b>Tinker Table:</b> Old harddrives, old keyboards, nuts and bolts, old calculators</p> <p><b>Role Play Experiences:</b> 1D: Toy shop 1RT: Camping 1S: Cafe 1C: Vet 1J: Puppet Theatre 1K: Hair salon 2O: Zoo 2L: Zoo 2J: Hair Salon 2R: Sports Shop 2C: Science Lab 2A: Zoo</p>
<p><b>Week 6</b> <b>13/11</b></p> <p>Ripponlea Gr 1 1S &amp; 1K -14/11 1C &amp; 1J - 15/11 1RT &amp; 1D - 17/11</p> <p>14/11 Werribee Zoo - Gr 2</p>	<p><b>Manners Matter:</b> Listening</p> <p><b>Enviro/Science:</b> Where are the water sources at our school?</p>	<p><b>Immersion into Persuasive texts</b> The students will be exploring the following learning intentions: -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>	<p><b>Break Down Buddies:</b> 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><b>Handwriting:</b> We will be focusing on <b>head letters</b> which are letters 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>		