

## Level 2 Statement of Intent Weeks 1 and 2, Term 4 2017

**Donations:** Our fabulous collage 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. So if you have any fabric, buttons, felt or wool, please donate it to your child's classroom teacher.

Dates	Developmental	Reading	Writing	Maths	Related Learning Areas												
<p><b>Week 1</b></p> <p>9/10</p> <p>Our <b>Henny Penny</b> chicks are in the <b>JLC</b> this week and next. Please look in the newsletter for adoption notices.</p>	<p><b>Developmental Focus:</b> <b>Communication:</b> Children use information and communication technologies to access information, investigate ideas and represent their thinking</p> <p>This may look like: - Researching areas of interest during Investigations</p>	<p><b>Immersion in to the text type of: Recounts</b></p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> <li>- Recognising and explaining the purpose of a recount text</li> <li>- Identify the 5 Ws in a recount (who, what, when, where and why)</li> <li>- Identify the use of time connectives to sequence a recount such as first of all, afterwards and finally</li> <li>- Verbalise the main event in a recount</li> <li>- Explain why we read recounts for example, to be informed by a retell i.e. a book or movie, to reflect on past memories and experiences, to go back to a space in time.</li> </ul>	<p><b>Writer's Workshop Cycle</b> Writer's Notebook Seed <b>Grammar:</b> Students will be learning how to up level their use of <b>adjectives</b> to make their writing lively.</p> <p><b>VCOP:</b> This fortnight the students will be exploring how to use a variety of <b>openers</b> to create flow in their writing. For example: meanwhile, eventually, often and to my surprise.</p> <p><b>Big Write:</b> Familiar Narrative Grade 1 : Henny Penny - The Talking Chick Grade 2: Tabloid Sports - And The Winner Is.</p>	<p><b>Place Value</b> When learning about place value the students will be exploring the following learning intentions</p> <ul style="list-style-type: none"> <li>• A number is a representation that can be substituted for: <ul style="list-style-type: none"> <li>o Materials that show a quantity</li> <li>o A word that describes the quantity</li> <li>o A numerical symbol that records the number succinctly</li> </ul> </li> <li>• Our numbers are a part of a number system</li> <li>• The system has 10 digits, 0 through 9 which are the basis for all numbers</li> <li>• Ten is significant in our number system. It signifies the movement from one set of numbers to the next</li> <li>• Each digit in a number has a value</li> <li>• The position of a digit represents its value</li> <li>• The symbol for zero exists and it holds a place in a number, telling us that there isn't any of that value</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> MAB, Kapla, Lego, figurines, numbered pebbles, tape measure, calculator, stop watch</p> <p><b>Making Table:</b> split pins, dolly pegs, pipe cleaners, material, felt, shoe boxes, sewing, sense prompt words, place value crowns, snail and crab links</p> <p><b>Reading Corners:</b> Narrative texts, recount books, puppets, place value maths books, clipboards with templates and pencils, roll a story cube, book review templates, reader's theatre scripts</p> <p><b>Maths Resource:</b> Bundling sticks, place value charts, MAB, flip charts, number lines, feely box with digits(numbers) inside, playing cards, variety of dice</p>												
<p><b>Week 2</b></p> <p>16/10</p>	<p>- Using ICT tools to record and share their thinking</p> <p><b>You Can Do It:</b> Good winners and losers</p> <p><b>Manners Matter:</b> Taking Turns</p> <p><b>Enviro/Science:</b> How much water is there on earth?</p>	<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>- 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 and analyse the cause and effect</li> <li>- Take perspectives that may be unfamiliar in interpreting</li> </ul>	<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 personal writing goals to work on for the next fortnight.</p> <p><b>Handwriting:</b> We will be focusing on the body letters which sit in the bottom 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><b>Vocabulary that students will be using:</b> Number, place value, quantity, amount, digits, ones, tens, hundreds, thousands, read, record, order, model, smallest, largest, MAB, bundling, and renaming.</p>	<p><b>Writing:</b> 5 W's prompts, orientation pictures of settings, comic strips, character development games, feely box using adjectives to describe, recount prompts such as beach ball, goggles, feathers, luggage, postcards and photos</p> <p><b>Tinker Table:</b> chains and locks, a variety tools (not hammers), old electrical items, nuts and bolts</p> <p style="text-align: center;"><b>Role Play Experiences:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1RT - Camping</td> <td style="width: 50%;">1S - Cafe</td> </tr> <tr> <td>1D - Hairdressers</td> <td>1J - Puppets</td> </tr> <tr> <td>1K - Nursery</td> <td>1C - Vet</td> </tr> <tr> <td>2A - Zoo</td> <td>2R - Sports Shop</td> </tr> <tr> <td>2J - Home</td> <td>2C - School</td> </tr> <tr> <td colspan="2">2O and 2L - Bunnings DIY</td> </tr> </table>	1RT - Camping	1S - Cafe	1D - Hairdressers	1J - Puppets	1K - Nursery	1C - Vet	2A - Zoo	2R - Sports Shop	2J - Home	2C - School	2O and 2L - Bunnings DIY	
1RT - Camping	1S - Cafe																
1D - Hairdressers	1J - Puppets																
1K - Nursery	1C - Vet																
2A - Zoo	2R - Sports Shop																
2J - Home	2C - School																
2O and 2L - Bunnings DIY																	