

Level 2 Statement of Intent Weeks 1 and 2, Term 3 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 i.e.: phones, computers)

Important Dates	Developmental	Reading	Writing	Maths	Related Learning Areas												
<p>Week 1 16th of July</p>	<p>Developmental Focus Grade 1 VEYLDF: <i>Community</i> Children become socially responsible and show respect for the environment <i>This may look like:</i> - developing an awareness of the impact of human activity on environments and the interdependence of living things - demonstrating an increased knowledge of and respect for natural and constructed environments - showing growing appreciation and care for natural and constructed environments</p> <p>Grade 2: VEYLDF: <i>Community</i> Children become aware of fairness. <i>This may look like:</i> - discovering and exploring some connections amongst people - becoming aware of ways in which people are included or excluded from physical and social environments - becoming empowered to make choices and problem-solve to meet their needs in particular contexts</p> <p>You Can Do It: Listening Manners Matter: Respecting Differences Environment/Science: Nude Food revisit and make a class focus. Make links to Gr 1 dinner and Gr 2 sleepover</p>	<p>Maintaining Fluency The students will be learning to use the following strategies to help them read fluently:</p> <ul style="list-style-type: none"> -Pointing crisply and reading at a steady rate -Putting words together in phrases -Changing reading for words in bold (louder in fiction) -Using punctuation for pausing and intonation while reading aloud -Demonstrating appropriate stress on words in a sentence -Reading dialogue with phrasing and expression that reflects understanding of characters and events 	<p>Writer's Workshop During this Writer's Workshop cycle the students will be exploring the following learning intentions:</p> <p>Seed: Teacher's Choice</p> <p>Mini Lessons: The Writing Cycle - teachers will explore each phase of the writing cycle as they see the need in their classroom.</p> <p>VCOP: Over these two weeks the students will be engaging in many hands on games and focus groups to build their knowledge of openers and how to vary the beginning of a sentence to create flow.</p> <p>Big Write: Grade 1 - BTN Clip 'Free on a Tree' Grade 2 - Rocket and Space scape</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 student's opportunity to set and review personal goals.</p> <p>Handwriting: We will be refreshing our knowledge of how to form numerals 0 - 9. The focus will be ensuring we are using the correct starting point, direction and that all numerals will be facing the correct way.</p>	<p>Fractions When learning about the concept of fractions, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Understanding that fractions are parts of a whole, either an object or a collection - Showing halves, quarters, eighths and thirds in a variety of different ways - Knowing and demonstrating that fractions can be recorded and modelled in a variety of ways (focus on oral recording first. When students are very confident and clearly understand what is meant by ½ and ¼ etc., they then move onto written recording) - Relating fractions to addition, division and multiplication - Identifying the numerator and denominator - Finding a fraction as a number with a place on the number line <p>Vocabulary being developed: Fraction, whole, part, numerator, denominator, half, quarter, third, eighth, equal, even</p>	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: Kapla, foam blocks, toy animals, MAB blocks, dice, cars and trucks, Numblocks, boxes, tubes, sticks, logs, balsa wood, corks, fraction wall, setting images, Mobillo, measuring tapes, tap taps hammers.</p> <p>Making Table: rocks, sticks, leaves, flowers, paints, patterned paper, origami, wool, sewing materials, kinder circles, photos of characters, felt, pop sticks, fabric, dolly pegs, cotton wool.</p> <p>Reading Corners: author study votes, iPads, photographic prompts, reading challenge cards, listening post, opportunities for buddy reading, variety of narratives and puppets.</p> <p>Maths Resource Area: dice, number cards, 100's charts, number lines, tens frames, counters, Unifix, teddies, calculators, deck of cards, fraction magnets, fraction cakes, coloured strips and kinder circles/squares, real-life fraction prompts.</p> <p>Writing Area: narrative samples, story dice or cards, writer's toolkits, character profiles, variety of templates/plans, fancy paper, special writing pencils, seed box, writing cycle display, comic templates, notepads, VCOP games and opener flash cards.</p> <p>Tinker Table: old appliances, nuts and bolts, old calculators, magnets, a variety of tools.</p> <p>Sensory Table: playdough, air dry clay, tools, Harma beads, beading, paint, mortar and pestle, flowers, leaves, essential oils, threading, sensory box, pom pom templates, wool.</p> <p>Role Play Experiences:</p> <table style="width: 100%; border: none;"> <tr> <td>1P: Supermarket</td> <td>1TS: Post Office</td> <td>1C: Farm</td> </tr> <tr> <td>1S: Pizza Shop</td> <td>1J: Party Shop</td> <td>1L: Airport</td> </tr> <tr> <td>2J: Hospital</td> <td>2S: Cafe</td> <td></td> </tr> <tr> <td>2O & 2M: DIY Shop</td> <td>2JL & 2A: Puppet Theatre</td> <td></td> </tr> </table>	1P: Supermarket	1TS: Post Office	1C: Farm	1S: Pizza Shop	1J: Party Shop	1L: Airport	2J: Hospital	2S: Cafe		2O & 2M: DIY Shop	2JL & 2A: Puppet Theatre	
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<p>Week 2 23rd of July</p> <p>27/7 Big Night Out</p>		<p>Immersion in to Narratives The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Recognising and explaining the purpose of a narrative text - Identifying the main character and describing what techniques the author has used to engage us with the character i.e. adjectives - Identifying the main event and conclusion within a narrative text - Using graphic organisers to sort information - Identifying VCOP elements within a narrative text - Identifying the use of tools the author is using to signal the change between beginning, middle and end, such as paragraphs and time connectives 															