

Level 2 Statement of Intent Weeks 1, 2 and 3, Term 2 2019

Important Dates	Developmental	Reading	Writing	Maths	Related Learning Areas
<p>Week 1 - 23/4</p> <p>25/4 - Anzac Day</p>	<p>Developmental Focus:</p> <p>VEYLDF - Learning: Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>This may look like:</p> <ul style="list-style-type: none"> - Expressing wonder and interest in their environments - Being curious and enthusiastic participants in their learning - Using play to investigate, imagine and explore ideas - Following and extending their own interests with enthusiasm, energy and concentration - Initiate and contribute to play experiences emerging from their own ideas 	<p>Predicting</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Make predictions using information from pictures - Predict the ending of a story after reading beginning and middle - Make predictions based on the information I have read - Make predictions based on my background knowledge - Make predictions about the problem and solution in a story - Use evidence from the text or background knowledge to support the predictions I am making - Make predictions based on knowledge of characters or type of story - Search for information to confirm/refute predictions I have made 	<p>Writer's Workshop</p> <p>During this Writer's Workshop cycle the students will be exploring the following learning intentions:</p> <p>Seed: Teacher's Choice</p> <p>Mini Lesson Focus: Students will be engaging in Mini Lessons designed to meet the needs of each year level.</p> <p>Grade 1 Mini Lessons: Use of capital letters including proper nouns</p> <p>Grade 2 Mini Lessons: Using ambitious vocabulary</p>	<p>Place Value:</p> <p>When learning about place value the students will be exploring the following learning intentions</p> <ul style="list-style-type: none"> • A number is a representation that can be substituted for: Materials that show a quantity • A numerical symbol that records the number succinctly • Our numbers are a part of a number system • The system has 10 digits, 0 through 9, which are the basis for all numbers • Ten is significant in our number system. It signifies the movement from one set of numbers to the next • Each digit in a number has a value • The position of a digit represents its value • The symbol for zero exists and it holds a place in a number, telling us that there isn't any of that value. <p>Vocabulary that students will be using:</p> <p>Number, place value, quantity, amount, digits, ones, tens, hundreds, thousands, read, record, order, model, smallest, largest, MAB, bundling, and renaming.</p>	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: Lego city, MAB, Kapla, Mobilo, paper skylines, teddies, animals, little people, boxes, tubes, sticks, logs.</p> <p>Making Table: weaving, origami, painting, pegs, textured paintbrushes, stamps, crinkle cut scissors, spinners.</p> <p>Reading Corners: Postcards, book reviews, predicting reading posters, author study books, soft toys, puppets, felt boards.</p> <p>Maths Resource Area: Place value flipcharts, MAB, dominos, guess my number templates, hundreds charts, dice, calculators.</p> <p>Writing Area: Postcards, envelopes, KWL charts, adjective, flash cards, examples of information reports, stamps, author study voting jars.</p> <p>Science Lab: Magnets, experiment books, experiment templates, light box</p>
<p>Week 2 - 29/4</p> <p>3/5- Grade 2 Scienceworks Excursion Biggest Morning Tea</p> <p>4/5- School Market</p>	<p>- Persevering and experiencing the satisfaction of achievement</p> <p>- Persisting even when they find a task difficult.</p> <p>You Can Do It: Punctuality</p> <p>Manners Matter: Give Way</p> <p>Environment: Earth and Space - What causes day and night?</p> <p>How does the earth rotate? How long does it take?</p>	<p>Immersion in to the text type of: 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>Big Write Week 3: Narrative - Falling into the Book</p> <p>Handwriting: We will be refreshing our knowledge of how to form sky Letters - head letters - d, l, f, b, h, k, The focus will be ensuring we are using the correct starting point, direction and that all letters will be facing the correct way.</p>	<p>Chance and Data</p> <p>When learning about the concept of chance and data, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Asking simple questions that interest them and gathering responses in an organised way - Use tallies & tables to record answers to questions & summarise the answers - Sorting data in to categories - Represent data with objects & drawings where one object or drawing represents one data value - Create displays of data using lists, tables and picture graphs and interpret them - Describe outcomes of simple familiar events using 'will happen', 'won't happen' or 'might happen'. - Identify practical activities & everyday events that involve chance. - Describe outcomes as 'likely' or 'unlikely' & identify some events as 'certain' or 'impossible'. <p>Vocabulary that students will be using:</p> <p>Research, survey, response, data, collection, sort, display, graph, chart, records, lists, tables and tallies</p>	<p>Tinker Table: Old desktops, nuts and bolts, spanners, old cameras, colanders, duct tape</p> <p>Role Play Experiences:</p> <p>1L- School 1J- Ice-cream Shop 1T- Detectives 1A- Hairdresser 1N- Chinese Restaurant 2C- Zoo 2N- Bakery 2A- Cafe 2S- Airport 2TL- Vet 2O- Space</p>
<p>Week 3 - 6/5</p> <p>7/5- Parent Info Night "Volunteering at EPS"</p> <p>8th and 9th- Mother's Day Stall</p>	<p>- Persevering and experiencing the satisfaction of achievement</p> <p>- Persisting even when they find a task difficult.</p> <p>You Can Do It: Punctuality</p> <p>Manners Matter: Give Way</p> <p>Environment: Earth and Space - What causes day and night?</p> <p>How does the earth rotate? How long does it take?</p>	<p>Immersion in to the text type of: 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>Big Write Week 3: Narrative - Falling into the Book</p> <p>Handwriting: We will be refreshing our knowledge of how to form sky Letters - head letters - d, l, f, b, h, k, The focus will be ensuring we are using the correct starting point, direction and that all letters will be facing the correct way.</p>	<p>Chance and Data</p> <p>When learning about the concept of chance and data, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Asking simple questions that interest them and gathering responses in an organised way - Use tallies & tables to record answers to questions & summarise the answers - Sorting data in to categories - Represent data with objects & drawings where one object or drawing represents one data value - Create displays of data using lists, tables and picture graphs and interpret them - Describe outcomes of simple familiar events using 'will happen', 'won't happen' or 'might happen'. - Identify practical activities & everyday events that involve chance. - Describe outcomes as 'likely' or 'unlikely' & identify some events as 'certain' or 'impossible'. <p>Vocabulary that students will be using:</p> <p>Research, survey, response, data, collection, sort, display, graph, chart, records, lists, tables and tallies</p>	<p>Tinker Table: Old desktops, nuts and bolts, spanners, old cameras, colanders, duct tape</p> <p>Role Play Experiences:</p> <p>1L- School 1J- Ice-cream Shop 1T- Detectives 1A- Hairdresser 1N- Chinese Restaurant 2C- Zoo 2N- Bakery 2A- Cafe 2S- Airport 2TL- Vet 2O- Space</p>