

Level 2 Statement of Intent Weeks 7, 8 and 9 Term 1 2020

Important Dates	Reading	Writing	Maths	Developmental	Related Learning Areas
Week 7 9/3 - Labour Day	<p>Immersion into Narrative texts</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> -Identifying that the main purpose of a narrative is to entertain or send a message to an audience -Identifying and explaining key elements of a narrative text -Identifying and explaining the structure of a narrative text -Identifying the main event and conclusion within a narrative text -Using graphic organisers to sort information -Identifying WOW words within a narrative text 	<p>Writer's Workshop Cycle</p> <p>During this Writer's Workshop cycle the students will be exploring the following learning intentions:</p> <p>Seed: Teacher Choice Seed:</p> <p>Writing Cycle : Students will be learning Writing Cycle and practising following the phases of the writing cycle. VCOP:</p> <p>The students will be focusing on VCOP: embedding their use of Boundary Punctuation. Particularly full stops, exclamation marks and question marks and always following these with a capital letter.</p> <p>Handwriting: Grass Letters - body letters: <i>a . s . e . r . i . t . c . o . x . v . n . w . u . m</i></p>	<p>Counting and Patterns</p> <p>The students will be exploring the following learning concepts:</p> <ul style="list-style-type: none"> • Numbers have names that can be matched to objects and symbols (eg One, *one star, 1) • One-digit numbers are the basis for all numbers • Number names have a fixed order (ie. Counting pattern) • Each object to be counted must be assigned one and only one number name • The order in which the objects are counted doesn't matter • The last number name said tells how many • We can count forwards or backwards • We can start counting from any number in the sequence (counting on or counting back) • We can skip count by different values • Patterns are everywhere, they are a key element of all mathematics • We can create patterns using numbers • Patterns of numbers have a rule and that rule can be described • When we are skip counting we are following a pattern • Patterns can be increasing, decreasing, repeating • Our number system has a lot of specially built in patterns that make it easier to work with numbers • We can use number patterns to help us solve problems quickly and efficiently • Vocabulary being developed: counting, repeat, skip counting, count on, count back, forwards, backwards, collection, total. 	<p>Developmental Learning:</p> <p>Children develop a range of skills and processes such as problem solving, inquiry, hypothesising, researching and investigating</p> <p>You Can Do It:</p> <p>Getting Along - Taking Turns</p> <p>Manners Matter: You're Welcome</p> <p>Science/Environment: Reducing Waste at Home</p>	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: shape blocks, pattern prompt cards and questions, wooden blocks, foam blocks, Kapla</p> <p>Making Table: old magazines, clock stamps, tissue paper, kinder squares, kinder circles, paper plates, paint, natural materials, tree trunk template, cotton wool, cotton buds, beading, twine, pom poms, stamps, confetti, buttons</p> <p>Reading Corners: reading strategies posters, Post-it notes, pencils, just right bookmark, reading challenge cards, atlases, chunking strips, whisper phones</p> <p>Maths Resource Area: teddies, counters, see through counters, hundred charts, number lines, calculators, stop watches, nets, blank calendars</p> <p>Writing Areas: seeds, natural objects, seasonal seeds, pencils, fancy pens, coloured paper, card, template of text types, example of text types, dictionaries, thesauruses, shape picture books, chalk, magnetic letters, shape notebook</p> <p>Science Lab: dishwashing liquid, vinegar, bi-carb, flour, PVA glue, test tubes, magnifying glasses, baking soda, corn flour, seeds, soil</p> <p>Tinker Table: bolts and nuts, tools, old electronics, shapes, old clocks, books about robotics and electronic machines and questioning prompts.</p> <p>Role Play Experiences:</p> <p>1A, 1T & 1J – Travel Agent 1N, 1DS & 1L - School 2M, 2S, 2A & 2J – The Vet 2C – Café</p>
Week 8 18/3 - Parent and Teacher Interviews	<p>Maintaining Fluency</p> <p>The children 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) -Changing reading when noticing quotation marks -Using punctuation for pausing and intonation while reading aloud. -Demonstrating appropriate stress on words in a sentence -Demonstrating an awareness of a full range of punctuation -Solving most words in the text quickly and automatically -Demonstrating phrased, fluent, oral reading -Reading dialogue with phrasing and expression that reflects understanding of characters and events -Using multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing -Practising reading some texts in order to read them aloud with expression or dramatic performance 	<p>Explicit Text Type: Narratives</p> <p>When learning how to construct their own narratives, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> -Identifying that the main purpose of a narrative is to entertain or send a message to an audience -Identifying and explain key elements of a narrative text -Identifying and explain the structure of a narrative text -Identifying the main event and conclusion within a narrative text -Using graphic organisers to sort information -Identifying WOW words within a narrative text <p>Handwriting: Ground Letters - tail letters: q, y, p, g, j, z,</p> <p>Week 8: Spelling</p> <p>Grade 1: 'sh' as in shark</p> <p>Grade 2: 'or' as in fork</p>	<p>Capacity and volume</p> <p>When learning about measurement the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Identifying words related to capacity and volume - Exploring how much a container holds - Filling a container to its capacity - Estimating and checking the capacity of containers - Identifying the materials needed to find the capacity of a container - Identifying the formal units of measurement used to measure capacity and volume - Making a container that holds exactly 1 cup 	<p>You Can Do It:</p> <p>Getting Along - Taking Turns</p> <p>Manners Matter: You're Welcome</p> <p>Science/Environment: Reducing Waste at Home</p>	<p>Tinker Table: bolts and nuts, tools, old electronics, shapes, old clocks, books about robotics and electronic machines and questioning prompts.</p> <p>Role Play Experiences:</p> <p>1A, 1T & 1J – Travel Agent 1N, 1DS & 1L - School 2M, 2S, 2A & 2J – The Vet 2C – Café</p>
Week 9 27/3 Last Day of Term 2:30pm finish	<p>Maintaining Fluency</p> <p>The children 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) -Changing reading when noticing quotation marks -Using punctuation for pausing and intonation while reading aloud. -Demonstrating appropriate stress on words in a sentence -Demonstrating an awareness of a full range of punctuation -Solving most words in the text quickly and automatically -Demonstrating phrased, fluent, oral reading -Reading dialogue with phrasing and expression that reflects understanding of characters and events -Using multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing -Practising reading some texts in order to read them aloud with expression or dramatic performance 	<p>Explicit Text Type: Narratives</p> <p>When learning how to construct their own narratives, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> -Identifying that the main purpose of a narrative is to entertain or send a message to an audience -Identifying and explain key elements of a narrative text -Identifying and explain the structure of a narrative text -Identifying the main event and conclusion within a narrative text -Using graphic organisers to sort information -Identifying WOW words within a narrative text <p>Handwriting: Ground Letters - tail letters: q, y, p, g, j, z,</p> <p>Week 8: Spelling</p> <p>Grade 1: 'sh' as in shark</p> <p>Grade 2: 'or' as in fork</p>	<p>Capacity and volume</p> <p>When learning about measurement the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Identifying words related to capacity and volume - Exploring how much a container holds - Filling a container to its capacity - Estimating and checking the capacity of containers - Identifying the materials needed to find the capacity of a container - Identifying the formal units of measurement used to measure capacity and volume - Making a container that holds exactly 1 cup 	<p>You Can Do It:</p> <p>Getting Along - Taking Turns</p> <p>Manners Matter: You're Welcome</p> <p>Science/Environment: Reducing Waste at Home</p>	<p>Tinker Table: bolts and nuts, tools, old electronics, shapes, old clocks, books about robotics and electronic machines and questioning prompts.</p> <p>Role Play Experiences:</p> <p>1A, 1T & 1J – Travel Agent 1N, 1DS & 1L - School 2M, 2S, 2A & 2J – The Vet 2C – Café</p>