

Level 2 Statement of Intent Weeks 5 and 6 Term 3 2019

Important Dates	Reading	Writing	Maths	Developmental	Related Learning Areas
<p>Week 5- 12/8</p> <p>15/8 Grade 1 Excursion to the Ecocentre</p>	<p>Maintaining Fluency</p> <p>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) -Changing reading when noticing quotation marks -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</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: How to use synonyms and antonyms to make writing more exciting.</p> <p>Grade 2 Mini Lessons: How to use similes and metaphors to make writing more exciting.</p>	<p>Time</p> <p>When learning about the concept of Time, the students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> - Using and responding to language that compares and describes time - Ordering daily events on a daily timeline - Understanding that clocks are used to tell the time and that analogue and digital clocks provide the same information - Estimating the time of the day - Recognising o'clock, half past, quarter past and quarter to times on an analogue clock - Telling the time on a digital clock in hours and minutes - Measuring with timers or standard units - Calculating times before or after given times - Making and reading simple schedules/timetables - Understanding the meaning of am and pm notation - Knowing simple time facts e.g. 60 seconds in a minute, 7 days in a week, etc. <p>Vocabulary being developed:</p> <p>Time, before, during, after, today, tomorrow, yesterday, day, week, month, year, seasons Summer, Autumn, Winter, Spring, clock, analogue, big hand, little hand, hour hand, minute hand, digital, hour, minute, second, o'clock, half past, quarter-past, quarter to.</p>	<p>VEYLDF: Wellbeing</p> <p>Children take increasing responsibility for their own health and physical wellbeing</p> <p>This may look like:</p> <ul style="list-style-type: none"> - Children making decisions about clothing based on weather such as taking off jumper if too hot or putting jumper on before going outside. - Using the toilet and getting a drink at appropriate times during the day. - Hygienic practices eg: using a tissue, washing hands, using their elbow when coughing. 	<p>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: Mini cities, timetables, schedules, sensory tables, measuring tape, trundle wheels, Andrea Beaty books, design briefs, clip boards</p> <p>Making Table: Recycled materials, scrap paper, kinder circles, clock stamps, paper plates, split pins, art inspiration ie pictures of famous art work, natural habitats</p> <p>Reading Corners: Box for students to put their favourite books in, book recommendations, book review templates, whisper phones, iPads</p> <p>Maths Resource Area: Muffin tins, stop watches, playing cards, clock stamps, timetables, arrays, sand timers</p> <p>Writing Area: Timetables, diaries, calendars, time connectives</p>
<p>Week 6- 19/8 Book Week</p> <p>21/8- Dress Up Day 22/8- Author Visit- Adam Cece</p>	<p>Book Week</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> -Sharing and reading our favourite books - Identifying and discussing our personal preferences for books - Discussing what makes books interesting for us - Recommending books for our peers - Engaging in an author visit from Adam Cece 	<p>Handwriting: We will be refreshing our knowledge of how to form ground/ tail letters <i>q. y. p. g. j. z</i></p> <p>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>SMART Spelling Foci: Grade 1- ck as in duck Grade 2- air as in hair</p>	<p>Multiplication</p> <p>The students will be exploring the following learning intentions</p> <ul style="list-style-type: none"> - Consolidate and revise skip counting skills. - Use a variety of strategies to solve multiplication problems such as grouping, skip counting, repeated addition, arrays and algorithms - Make a number of groups of a given size - Devise number stories to show problems that use multiplication in everyday life - Recognise when a problem could be solved using multiplication. - Represent multiplication in number sentences using the x symbol. <p>Vocabulary being developed:</p> <p>Arrays, repeated addition, groups of, lots of, multiply by, multiplied, times by, product, patterns, skip counting, algorithm, problem solving, equals, multiples and factors.</p>	<p>YCDI: I can do it!</p> <p>Manners Matter: Respecting the opposite gender</p> <p>Environment: Biodiversity- What animals live in Elwood?</p>	<p>Tinker Table: Tools, old clocks, measuring tape, sorting trays</p> <p>Science: Measuring jugs, chemistry materials, habitat books, bin sorting game</p> <p>Role Play Experiences:</p> <ul style="list-style-type: none"> 1L- Detectives 1J- Vet 1T- Toy Shop 1A- Ice-Cream Shop 1N- Movie Theatre 2C- Chinese Restaurant 2N- Optometrist 2A- Gears 2S- Detectives 2TL-Bakery 2O- Florist