

Level 2 Statement of Intent - Weeks 6, 7 and 8, Term 1 2019

| Dates | Developmental | Reading | Writing | Maths | | Related Learning Areas |
|--|---|--|--|---|--|--|
| <p>Week 6 4/3</p> <p>4/3 - Clean Up Elwood Day</p> <p>4/3 - Grade 2 students performing at assembly</p> <p>5/3 - Curriculum Day</p> <p>7/3 - Responsible Pet Ed - Gr 1</p> <p>8/3 - Responsible Pet Ed - Gr 2</p> | <p>Developmental Focus:</p> <p>Community</p> <p><u>This may look like:</u></p> <ul style="list-style-type: none"> - partaking in the 'Clean Up Australia Day' initiative - including others in play scenarios - using the 'Friendship Tree' and checking on friends - inviting a friend to a lunchtime club - playing with friends in the shade if they forget their hat <p>Week 6</p> <p>You Can Do It: Getting Along: Playing together.</p> <p>Manners Matter: May I?</p> <p>Enviro/Science: <u>Reducing waste:</u> What can and can't be recycled?</p> <p>Weeks 7 and 8</p> <p>You Can Do It: Getting Along - Taking Turns</p> <p>Manners Matter: You're Welcome</p> <p>Science/Environment: Reducing Waste at Home</p> | <p>Solving Words using Decoding Strategies:</p> <p>Students will be using some of the following strategies to decode unknown words:</p> <ul style="list-style-type: none"> - Chunking the word into sound patterns - Stretching out the sounds in the word slowly so that you can hear the word - Looking at the pictures to help give you clues for what the word might be - Skipping over the word, read the whole sentence then think about what word would make sense - Thinking, does this make sense? - Using known words, or parts of words, to make connections to new words and help decode - Using the first letter, sound or spelling pattern to help decode - Recognising high frequency words - Solving words 'on the run' <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 -Solveing 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, fact word recognition) to support fluency and comprehension. <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</p> <p>Writing Cycle: Students will be learning and practising following the phases of the writing cycle.</p> <p>VCOP: The students will be focusing on 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: We will be focusing on body letters which are letters that stay within the first 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. Grass Letters - body letters: a, s, e, r, i, t, c, o, x, v, n, w, u, m</p> | <p>Grade 2</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 - Making and reading simple schedules/timetables - Naming, describing and ordering the days of the week, months of the year and the 4 seasons <p>Vocabulary being developed: Time, before, during, after, today, tomorrow, yesterday, day, week, month, year, seasons Summer, Autumn, Winter, Spring and cycle</p> | <p>Grade 1</p> <p>2D and 3D Shapes</p> <p>The students will be exploring the following learning intentions:</p> <ul style="list-style-type: none"> -Identifying and naming basic 2D shapes such as triangles, circles, squares, rectangles -Identifying and naming 3D objects such as spheres and cubes -Identifying, classifying and sorting shapes according to their properties e.g.. Sides, corners, faces, edges and vertices <p>Vocabulary that students will be using: 2-dimensional/2D, 3-dimensional/3D, Triangle, Circle, Square, Rectangle, Rhombus, Hexagon, Sphere, Cube, Cone, Prism, Pyramid, Cylinder, Properties, Side, Corner, Face, Edge, and Vertices</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, 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>1L: Camp Site 1T: Ice Cream Shop 1B: Bakery 1A: Travel Agent 1N: Haunted House 2C: Vet 2S: Physio 2N: Hairdresser 2A: Detective 2O: Airport 2TL: Space</p> |
| <p>Week 7 11/3</p> <p>11/3 -Labour Day Public Holiday</p> | | | | <p>Both Grade 1 and Grade 2</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 <p>Vocabulary being developed: counting, repeat, skip counting, count on, count back, forwards, backwards, collection, total.</p> | | |
| <p>Week 8 18/3</p> <p>18/3 - Grade 1 performing at assembly</p> <p>20/3 - Parent and Teacher Interviews</p> | | | | | | |