

Level 2 Statement of Intent - Weeks 6 and 7, Term 1 2018

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 ie: phones, computers)

Dates	Developmental	Reading	Writing	Maths	Related Learning Areas
<p>Week 6 05/03</p>	<p>Developmental Focus: <i>Children interact verbally and non-verbally with others for a range of purposes.</i></p> <p><u>This may look like:</u> -Hands to yourself -Inviting people to join in -Using positive verbal and body language -Actively listening and responding appropriately -Being a willing participant -Sharing roles fairly in a game (leading versus bossing)</p> <p>You Can Do It: Getting Along: Playing together.</p> <p>Manners Matter: May I?</p>	<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 -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>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: This fortnight 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>Big Write: Students will be writing a Description.</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 students' opportunity to set and review personal goals.</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. <u>Body letters:</u> a, s, e, r, i, t, c, o, x, v, n, w, u.</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>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: Tessellations, tangrams, blocks, shape blocks, geoboards</p> <p>Making Table: Friendship bracelets, beads, noodles, number paint stamps</p> <p>Reading Corners: Fairytales, puppets, examples of narratives, listening post, reader's theatre scripts</p> <p>Maths Resource Area: Laminated hundreds charts, counters, abacuses, marbles, calculators, teddies, counters, unifix, natural resources (eg leaves, gumnuts, pebbles), mendalas</p> <p>Writing Area: Pictures of characters and settings, story dice, story box, fancy pens, textas and paper, blank comic strips</p> <p>Science Lab: Magnets, experiment books, experiment templates, light box</p> <p>Tinker Table: Old desktops, nuts and bolts, spanners, old cameras, colanders, duct tape</p> <p>Role Play Experiences: 1L: Florist 1TS: Emergency room 1S: Music Room 1C: Cafe 1J: Hospital 1P: Vet 2S: Puppet theatre 2A: Removalists 2J: Zoo 2M: Cafe 2O & 2JL Chinese restaurant</p>
<p>Week 7 12/03 Labour Day Public Holiday</p>	<p>Enviro/Science: Reducing waste: What can and can't be recycled?</p>	<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>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. <u>Body letters:</u> a, s, e, r, i, t, c, o, x, v, n, w, u.</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>In your child's classroom this may look like the below or something similar depending on each classroom.</p> <p>Construction: Tessellations, tangrams, blocks, shape blocks, geoboards</p> <p>Making Table: Friendship bracelets, beads, noodles, number paint stamps</p> <p>Reading Corners: Fairytales, puppets, examples of narratives, listening post, reader's theatre scripts</p> <p>Maths Resource Area: Laminated hundreds charts, counters, abacuses, marbles, calculators, teddies, counters, unifix, natural resources (eg leaves, gumnuts, pebbles), mendalas</p> <p>Writing Area: Pictures of characters and settings, story dice, story box, fancy pens, textas and paper, blank comic strips</p> <p>Science Lab: Magnets, experiment books, experiment templates, light box</p> <p>Tinker Table: Old desktops, nuts and bolts, spanners, old cameras, colanders, duct tape</p> <p>Role Play Experiences: 1L: Florist 1TS: Emergency room 1S: Music Room 1C: Cafe 1J: Hospital 1P: Vet 2S: Puppet theatre 2A: Removalists 2J: Zoo 2M: Cafe 2O & 2JL Chinese restaurant</p>