

Information Package Level 2 2009.



Welcome to the Level 2 Team

- Amanda Dwyer 1/2D – Team Leader
- Rachel Farfaglia 1F
- Sarah Clusker 1C
- Drew Baxter 2B
- Ainslie Peszynski 2P

Specialists

- PE – Melinda Downes
- Library – Kim Wheatley
- Music – Lorelle Caulfield-Lloyd
- Art – Vito Manfredi
- Reading Recovery - Rhonda Lush

English

At level 2, students read independently and respond to short imaginative and informative texts with familiar ideas and information. They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience. At Level 2, students write short texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known audiences. They re-read their own writing and use a range of editing resources to revise and clarify meaning. At Level 2, students listen to and produce spoken texts that deal with familiar ideas and information. They contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication.

Early Year Literacy

2 hour block, 5 times a week.

Reading activities:

- Whole group, big book with a reading focus
- Task board, with visual representation of group tasks for the day
- Small group with rotating activities e.g. specific games & activities to reinforce skills.
- Guided Reading, teacher not to be interrupted (focus group)
- Whole group, share bear time (Today I have learnt...)

Writing activities:

Includes a variety of genres; procedural, report, explanation, recount, narrative features, e.g. Postcards

Writing block also incorporates:

-Handwriting sessions. A handwriting pack attached for some activities you may wish to complete at home.

-Spelling (sounds, blends topic words etc).

Speaking & Listening

Each class will allow time for news and presentations. This is an opportunity for each child to bring something into school to talk about or they may wish to just talk to the class about something they are interested or involved in. This is a great way to add to the opportunities for each child to become a confident speaker in front of the class, incorporating skills such as; voice projection and eye contact.

Reading Recovery

Reading Recovery is an early intervention literacy program designed as a second chance for children who, after one year at school, are having difficulty getting on the way with reading and writing. It offers intensive daily instruction in order to bring the lowest literacy performers up to at least average classroom levels within 12-20 weeks.

The Reading Recovery program was developed by Dame Professor Marie Clay at the University of Auckland in New Zealand, and the program has been embraced and implemented in Australia, USA, UK and Canada. It is based on sound theory and constant research.

The Reading Recovery program aims to take what children can do in reading and in writing, however minimal this may be, and to build on this base. It aims to provide a scaffold for children to learn to read and write with fluency and success, so that they can take control of their own learning once they return to the regular classroom program.

The program has done its job when children have in place a set of problem-solving strategies (we call "in the head" strategies) which will allow them to reach out for the precise words and meanings of a slightly more difficult text. They can then continue to learn from their own efforts and benefit fully from the on-going classroom literacy program. The classroom teacher and I will continue to monitor their progress at this stage.

What is it that successful readers do?

Successful readers:

- Expect what they read to make sense
- Can predict what is to come in the text on the basis of their understanding of the context, of language, and of print
- Can confirm their predictions
- Can correct themselves when they find their predictions to be unsatisfactory

How are children chosen?

In consultation with classroom teachers, children who are identified, and may be in need of such instruction, are given an extensive Observation Survey, and from there 4 children are selected to begin the program. At this stage parents will be asked to come and discuss how the program will operate for the specific needs of their child.

Daily follow-up work at home is an essential element for successful reading and writing experiences to be reinforced. I see it as a 3-way partnership, with the child, the home, and the school, all working together. When one child discontinues from the program, another

commences. I go back to the Observation Surveys and check with the classroom teachers in terms of who is next in need.

Mathematics

At Level 2, students model the place value of numbers from 0 to 1000. They order numbers and count to 1000 by 1s, 10s, and 100s. Students skip count by 2s, 4s and 5s from 0 to 100 starting from a given number. They add and subtract one and two digit numbers by counting on and counting back. They mentally compute simple addition and subtraction calculations involving one or two digit numbers, using number facts such as, complement to 10, doubles and near doubles. They describe and calculate simple multiplication as repeated addition and division as sharing. At Level 2, students recognise lines, surfaces, corners, boundaries two-dimensional and 3 dimensional shapes. They recognise and describe symmetry and make, describe and compare measurements of length, area, volume, mass and time, using informal units.

Early year Numeracy

A hands on and often open-ended approach incorporating concrete materials /written equations, problem solving & estimation. The five main areas in Numeracy are:

- ❖ **Number:**
Counting, pattern and order, place value, operations and processes, automatic response
- ❖ **Measurement:**
Volume, capacity, mass, length, area, time
- ❖ **Space:**
Shapes, patterns and mapping
- ❖ **Chance and Data:**
Graphs and elements of chance
- ❖ **Working Mathematically:**
Calculators, identification of measuring instruments



Year One Children

Digit Bear will be sent home for your child and your family to enjoy over a seven day period. Your child is also required to fill in a Journal of what activities were completed. This is a great way in which we can link home and school and enhance your child's learning experience.

Year Two Children

The Maths Bag/case will be sent home for your child and your family to enjoy over a seven day period. Your child is also required to fill in a Journal of what activities were completed. This is a great way in which we can link home and school and enhance your child's learning experience.

Integrated Learning

Our focus is on learning through an inquiry process and the Thinking Curriculum – challenging and extending children's thinking. There is a focus on the development of research skills via the use of technology in the classrooms, the Library and various support services and references.

*Excursion Levy is \$100 to be paid in FULL before 17/3/09

Term 1 Under the Sea

Excursion to the Melbourne Aquarium

Term 2 Long, long Ago

Excursion to the Melbourne Museum



Term 3 The Good Old Days

Excursion to Yarrabee

Term 4 Scientists at Work

Excursion to Science works

*Sustainability is a whole school focus that will be implemented into the integrated curriculum.

ICT

Computers will be utilised in all areas of the curriculum. Every classroom has four computers, which we be utilised for a variety of activities such as, research, publishing and Mathematics. Each class is timetabled for a one hour session in the lab, which will be run by the classroom teacher.

Home Reading:

- ❖ Please listen to your child read nightly when possible. This is to be a positive experience. You are seeking to develop fluency, confidence and enjoyment of reading. Books sent home are well within the reading capability of each child. However, if a child brings a difficult book home, the approach should be a book orientation.
- ❖ Encourage children to take care of the books.
- ❖ Inside your child's reader cover is a wordlist of the most commonly used words. Read these with your child. Once your child can read these quickly you may like to focus on the spelling of these words.

How can I help my child read?

- ❖ Read to your child as often as you can.
- ❖ Before you begin to read talk a little about the book.
- ❖ Talk about the books read including the plot, characters and settings of stories.
- ❖ Draw attention to illustrations when reading to your child.
- ❖ Hold the book so that your child can see the pictures and writing.
- ❖ Encourage your child to join in and read too.
- ❖ Help your child to tell the story from the pictures in the book.
- ❖ Sometimes point to words as you read.
- ❖ Accept and praise your child's attempts to read.

Prompts to support the use of reading strategies.

- ❖ Try____. Would it make sense/sound right?
- ❖ Check the picture.
- ❖ Does it make sense?
- ❖ Does that sound right?
- ❖ You said____. Can we say it that way?
- ❖ Do you know a word that starts/end with those letters?
- ❖ What do you know that might help you?
- ❖ Something wasn't quite right or you're nearly right. Try it again.
- ❖ You made a mistake. Can you find it?
- ❖ I liked the way you worked that out.
- ❖ Can you read this quickly?
- ❖ Put your words together so it sounds like talking.



Homework

Starting in Term 2 for Grade 2 and Term 3 for Grade 1. The children will be given a fortnightly homework task. It will alternate between a Maths task and a Literacy task. For Maths it will be a Maths Share task which will go home to be completed as a family. For Literacy it will be a task related to a whole class focus. Homework will go home on a Friday and is due back the Friday a fortnight later.

Children's Responsibilities

In Level 2 we endeavor to develop independence within each child. Some of the things they are expected to do are;

- ❖ Pack up after an activity
- ❖ Complete tasks
- ❖ Locate equipment and replace it
- ❖ Care for personal belongings and school equipment
- ❖ Putting their lunch order into the basket
- ❖ Notes brought from home to go in the notice tub



School Norms

Presently we are focusing on thinking about, discussing and deciding on the important aspects of a happy and productive learning community; working towards establishing the classroom '**norms**' (How do I want to be treated at school?/How will I treat others?). This forms the foundations for a positive learning environment and the fostering of social skills that will allow each individual child to fulfil his or her potential.

- ❖ School Norms-Respect, Encourage, Value, Care, Challenge, Responsible
- ❖ Consequences relative to situations
- ❖ Positive environment
- ❖ Norm booklets will be provided to each child. The norms will be discussed and the booklet will be sent home with your child, so that they can discuss the norms with you. Each child needs to sign their own booklet and then return them to school.



Routines

- ❖ Children to leave bags in line outside except if it is raining
- ❖ School starts at 9.00am please have children here on time, if not, a parent needs to sign their child in at the office and a late slip is to be brought to the teacher when the child enters the classroom. It is important your child is ready to begin the day on time, so please have your child here by five to nine, so that they are in line when the music begins to play.
- ❖ Children change their own reader in the morning
- ❖ Money Day-Tuesday
- ❖ Bank Day-Wednesday
- ❖ Canteen is Monday and Friday. Children are responsible for putting their own lunch order into the basket.
- ❖ Absences please send a note the next day, phoning the school or verbally telling the teacher is NOT classified as a written note.

Sun Smart

Please remember that Term 1 and 4 are Sun Smart terms. Students are to wear a named sun smart hat. Students are encouraged to wear sunscreen which may be applied before recesses and lunchtime.

Teacher/Parent Communication

Term 1 is an opportunity for parents, teachers and students to meet for our Family Teacher Meetings. It is at this forum that parents have the opportunity to provide information to the classroom teacher that will support the child's learning. Written reports are provided at the end of Term 2 and 4. After reports are sent home in June there is a time set for parents and teachers to meet to discuss the student report. These reports will indicate the expected levels in Level 2 and the level your child has achieved. Appointments can be made at different times over the year by both the parent and the teacher when there are issues requiring discussion.

Medical Issues

If a child is well enough to attend school but requires medication to be administered during school hours, parents should supply the medication in a pharmacy-dispensed container that gives the name of the student and the dose required. The name of the medication should be clearly marked on the container. Accompanying the container, parents are requested to provide written instructions regarding the medication required, the date/s to be administered, the dose and the time it is to be given. Proformas are available from the office. Please note non-prescription medications will not be administered.

Parent Helpers:

As part of the home-school link we invite parents to help facilitate the daily implementation of school curriculum. Helpers will be required for various activities such as excursions, set block activities, secretarial duties & special day activities. If you would like to be a helper a form will be sent out in the near future. Your help will be much appreciated.

Specialist Program:

ART

Hello from the Art Room. Visual education is more important than ever in our media saturated environment. This is so for providing the skills needed to negotiate and participate in such a world, and to provide an alternative hands on, tactile, three dimensional experience. The Art Program at Wattle Park provides a range of projects across media and art forms in two and three dimensions. Some of the art forms covered are printmaking, clay sculpture, and jewellery in polymer plastics, drawing and painting.

The Art Room is now equipped with a large LCD screen directly connected to the internet in order to enhance the support for particular projects and provide visual inspiration for students when required.

The program in the early years tends towards exploring materials and gaining basic skills and understandings. Middle school builds on the skill base, engaging with more challenging materials and projects, and projects will tend to build conceptual links between school and the outside world, for example the suburban environment.

All students should have a sturdy smock, preferably water repellent.

Vito Manfredi
Art Teacher

MUSIC

The children in grades 1 and 2 visit the Music room for a one hour lesson each week. The program is conceptually based with the children participating in activities focusing on areas such as beat, pitch, dynamics, tempo, form and tone colour. At this level children are

introduced to formal notation which they are encouraged to read and use in a variety of situations.

The emphasis in Music is on participation as the children explore and respond to a range of music through dance, movement, singing, creating and playing. The children are introduced to a variety of musical instruments, mainly tuned and untuned percussion, that are incorporated into weekly lessons.

Performance is a big part of the Music program at Wattle Park. The most notable performances are our School Concert held at the Camberwell Civic Centre and Carols night at the school. The children learn the material in Music classes and are supported by additional rehearsals with their class teachers. More details about these will be provided closer to the dates.

Each year we also hold a Music incursion that enhances the existing program, exposing the children to a variety of art forms. This year we have Oz Opera performing The Sound Garden at the School. This performance will allow the children to appreciate Opera as an effective way of communicating a story, whilst observing professionals at work. All levels will attend, with the support material providing the basis of the Music program in the preceding and precluding weeks.

ICT is also introduced to the children at this level. We have recently taken possession of five new computers which the children will access throughout the year, initially using a program called Groovy Music.

There are also additional opportunities for interested students to further pursue areas of interest in Music. These are as follows;

Junior Choir – The Junior Choir meets for a practice each Monday at 9.30 am for half an hour. It is open to children from grades 1 – 3. (Later in the year grade 3 children have the opportunity to become involved in the Senior Choir.) The main aims of the Junior Choir are to enjoy singing, have fun, be part of a team and to build a repertoire of songs for particular performances throughout the year.

The children also have access to individual tuition in **piano** and **guitar**, details of these programs are contained in the enrichment program leaflet or see Lorelle Caulfield-Lloyd for information.

Lorelle Caulfield-Lloyd
Music Teacher

LIBRARY

All Level 2 Children participate in a weekly one hour Library lesson. The Library program focuses on enjoying and developing an appreciation of a wide variety of children's literature. Many of the titles we share lend themselves well to discussions related both to the current Level 2 integrated topic and the school norms. The children have opportunities to consolidate and further develop the skills necessary to be able to form opinions and share their thoughts and ideas with an audience. At Level 2 the children continue to investigate the role of authors and illustrators and enhance their understandings about the different elements of fictional texts.

The Library program aims to develop skills that will assist students to become independent Library users. Like other classrooms we have just received new computers. The children will participate in a variety of activities to enhance their ability to search and locate specific items and information in both narrative and informational texts using the Library search program. We look forward to further extending our research skills using our newly acquired resource.

Throughout the year children will participate in a variety of whole school events such as the Premier's Reading Challenge, the Book Fair and a variety of Book Week activities. You will receive specific information closer to these events. All children will be encouraged to browse and borrow regularly. Please ensure your child has a **strong Library bag** to take their selections home in. Library bags are available from the uniform shop if you do not have one.

I have a wonderful group of parents who assist with a wide variety of tasks both at home and in the Library; if you are interested in joining us please do hesitate to let me now. I look forward to meeting new parents and welcome all offers of assistance.

Kim Wheatley
Library Teacher

PHYSICAL EDUCATION

Physical Education (P.E.) is the process through which motor skills and fitness skills are taught in conjunction with the development of the child's personal and social skills.

It promotes the development of understanding and, where relevant, skills in a range of areas, including:

- Fundamental movement patterns and coordinated body actions
- The concept of fitness
- Physical activity
- Growth and development
- Effective relationships
- Identity
- Safety, challenge and risk
- Food and nutrition
- Health

What to bring to P.E.

At Wattle Park P.S. all children from Prep to grade 6 participate in the program for a minimum of 1 hour per week. As the program is based around physical activity it is highly recommended that the children wear runners to school on their P.E. day (listed below). They should also bring along a drink bottle filled with water. During terms 1 and 4 students also need to have a broad brimmed hat and it is advised that they have a small tube of their own personal sunscreen to apply.

P.E. Timetable

Level 1 – Prep – Tuesday. Teacher – Melinda Downes.

Level 2 – Grades 1 and 2 – Friday. Teacher – Melinda Downes.

Level 3 – Grades 3 and 4 – Wednesday. Teacher – Melinda Downes.

Level 4 – grades 5 and 6 – Tuesday. Teacher – Nick Farley.

Swimming

The aquatics component of the program is run late in term 4 for the entire school. It is held at the P.L.C. pool by qualified staff and all children are expected to attend. You will receive more details of the swimming program later in the year.

Melinda Downes and Nick Farley
PE Teachers

CONCLUSION:

If you wish to come and see us at any time about anything you are more than welcome, but please come before 9:00am or after 3:30pm. As we have many before and after school duties to attend to, sometimes an appointment may have to be made.

Rachel Farfaglia, Amanda Dwyer, Sarah Clusker, Drew Baxter and Ainslie Peszynski