



# Year 2 Parent Information Afternoon

# 2020

# Welcome to 2020

Team members:

- Tammy Voukelatos/Carey Dewerson 2 DV
- Julie Case 2C
- Virginia Irvine 2I
- Georgina Petty 2Pe
- Belinda Randall 2R

# P.T.S Conferences ...

- Will be held on Tuesday 17th March for Foundation- Year 2. Further information will be in the newsletter.

# Intervention and Extension

- In our endeavour to cater for all students' abilities and effectively support and extend each individual learner, students will work in targeted (Fluid) groups for some Literacy and Numeracy sessions.
- Fluid Groups are based on the results students produce from completing a Pre-Test
- These groups will change regularly according to the different needs of the students in relation to specific learning outcomes.
- During these times, your child may move to a different classroom and be taught by a teacher other than their classroom teacher.
- The Year 2 team works closely together to plan these sessions and monitor the progress of each child.
- Robyn Law has been assigned to support the Year 2 students and teachers, with planning and instruction of these sessions.

# Proficiency Scales

Each separate dot point describes the skill and/or knowledge proficiency towards the ultimate mastery of that concept.

Proficiencies increase in complexity and depth as students progress through each level

NUMERACY PROFICIENCY SCALE	
Curriculum/Strand: Fractions	Student: Year: Five
<b>Power Standard:</b> <ul style="list-style-type: none"> <li>Compare and order common unit fractions and locate and represent them on a number line</li> <li>Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator</li> </ul>	
<i>In depth problem solving and application of the information and/or processes</i>	
<b>EXTENDING</b>	<i>I can:</i> <ul style="list-style-type: none"> <li>solve word problems involving fractions</li> <li>add and subtract fractions with the same or related denominators using efficient strategies</li> <li>compare and order fractions with related denominators and represent them on a number line</li> <li>find common denominators of fractions through effective written methods</li> <li>explain the relationship between fractions and division e.g. <math>\frac{1}{2}</math> of 30 = <math>30 \div 2 = 15</math></li> <li>represent a quantity as a fraction, decimal and percentage e.g. .6, <math>\frac{6}{10}</math>, 60%</li> </ul>
<b>EXPANDING</b>	<i>Independently begin to apply the information and/or processes</i> <i>I can:</i> <ul style="list-style-type: none"> <li>identify equivalent fractions e.g. <math>\frac{3}{4} = \frac{6}{8}</math></li> <li>compare fractions with related denominators</li> <li>represent a quantity as a fraction and a decimal</li> </ul>
<b>ESTABLISHED</b>	<i>No major errors or omissions regarding any of the information and/or processes (simple or complex) explicitly taught</i> <i>I can:</i> <ul style="list-style-type: none"> <li>add fractions with the same denominators using number lines, diagrams, shapes and fraction wall e.g. <math>\frac{1}{4} + \frac{1}{4} = \frac{2}{4}</math></li> <li>subtract fractions with the same denominators using number lines, diagrams, shapes and fraction wall e.g. <math>\frac{1}{4} - \frac{1}{4} = \frac{0}{4}</math></li> <li>compare unit fractions to identify between the larger and smaller e.g. <math>\frac{1}{2} &gt; \frac{1}{4}</math></li> <li>order unit fractions and represent them on a number line</li> </ul>
<b>DEVELOPING</b>	<i>No major errors or omissions regarding the SIMPLER information and processes but some help needed with the more complex information and processes</i> <i>I can:</i> <ul style="list-style-type: none"> <li>model fractions with diagrams and materials, showing the proportion of the whole number</li> <li>demonstrate equivalence between fractions using drawings and models</li> <li>identify the components of a fraction e.g. numerator (Top) &amp; denominator (Bottom)</li> <li>convert improper fractions to mixed number fractions e.g. <math>\frac{12}{7} = 1\frac{5}{7}</math></li> <li>convert mixed number fractions to improper fractions e.g. <math>1\frac{5}{7} = \frac{12}{7}</math></li> </ul>
<b>BEGINNING</b>	<i>With 1:1 HELP, a partial knowledge of some of the simpler information and processes</i> <i>I can:</i> <ul style="list-style-type: none"> <li>represent improper fractions and mixed number fractions pictorially</li> <li>count by quarters, halves and thirds, including with mixed number fractions</li> <li>investigate equivalent fractions by using a fraction wall</li> </ul>

Learning statements (Power Standards) taken directly from the Victorian Curriculum.

ESTABLISHED is the proficiency level expected for each student by the end of each year

These statements demonstrate the sequence and progression of learning, from a student working with 1:1 support towards a student independently problem solving.

# Specific and Personalised

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EXTENDING	<i>In depth problem solving and application of the information and/or processes</i>
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EXPANDING	<i>Independently begin to apply the information and/or processes</i>
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DEVELOPING	<i>No major errors or omissions regarding the SIMPLER information and processes but some help needed with the more complex information and processes</i>
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BEGINNING	<i>With 1:1 HELP, a partial knowledge of some of the simpler information and processes</i>
	<b>I can:</b> <ul style="list-style-type: none"> <li>represent improper fractions and mixed number fractions pictorially</li> <li>count by quarters, halves and thirds, including with mixed number fractions</li> <li>investigate equivalent fractions by using a fraction wall</li> </ul>

Each student will receive a personalised version of their Year Level relevant Proficiency Scale. The items highlighted show individual achievement and attainment. There will be six scales throughout the year.

# Literacy: Reading

This year students will learn:

- That different text types have identifiable structures and language features
- Strategies that will assist students to develop a deeper understanding of what they are reading. These comprehension strategies include -Predicting, Visualising, Think Aloud, Summarising and Questioning
- To read with fluency and expression using punctuation, pace, tone, volume and to 'voice' different characters
- To be able to decode text using a variety of strategies including - phonic knowledge, re-reading, reading on and context
- To be able to discuss and compare opinions about characters, events and settings



# Literacy: Classroom Libraries

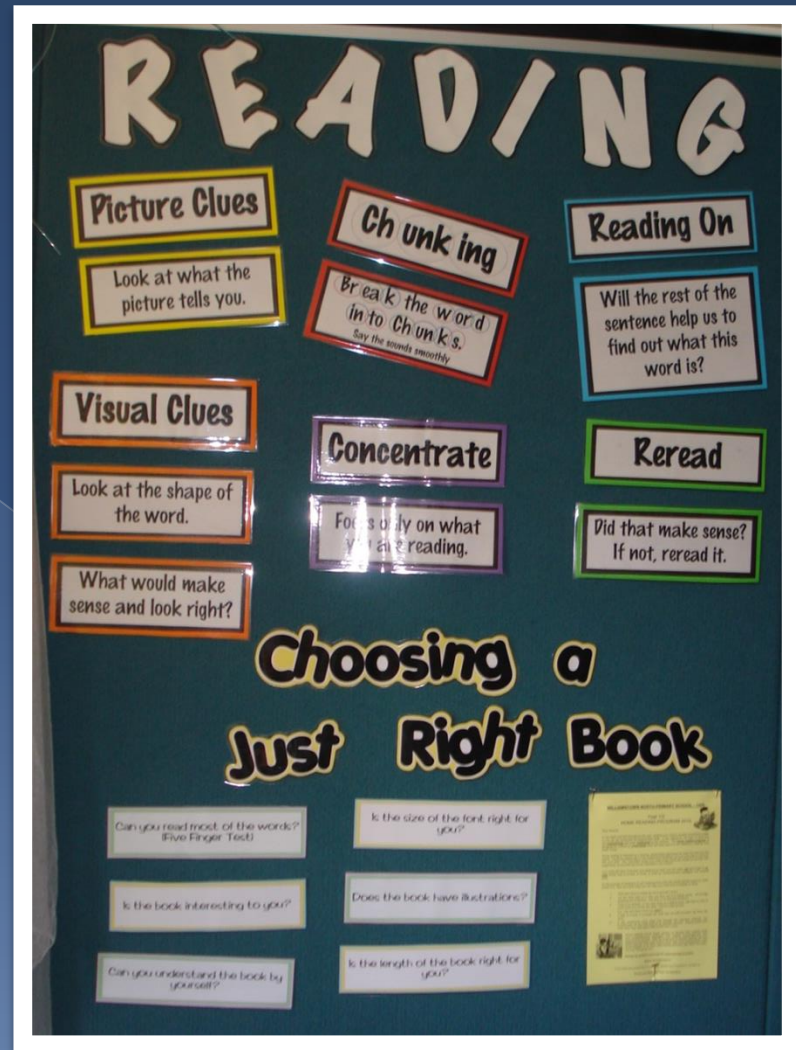
- Classroom libraries are filled with reading materials designed to engage our students in fostering a love of reading for pleasure, enjoyment and learning
- The different text types have identifiable structures and language features
- Students work collaboratively to develop their classroom library
- Classroom libraries complement our Literacy Program





# Literacy: Choosing Just Right Texts

- Students choose 'Just Right' Books from the Classroom or School Library
- Students learn to choose these books based on interest, knowledge of an author or topic and recommendations by other students
- Students will be bringing home a variety of texts including readers, guided reading books and just right texts (These include chapter books for independent readers)



# Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

**1,800,000 words**



*90<sup>th</sup> percentile*

Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

**282,000 words**



*50<sup>th</sup> percentile*

Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

**8,000 words**



*10<sup>th</sup> percentile*


## Why is reading daily so important?

By the end of 6<sup>th</sup> grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

# Literacy: Home Reading & the Reading Log

- Students regularly read with their teacher and discuss reading goals.
- Please remember to record your child's home reading in their book.
- Reading logs will be checked by the classroom teacher at least once a week.

Independent Reading Log 

Term 1	2	3	4							
Week 1	2	3	4	5	6	7	8	9	10	
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday			
1. <i>Possum Magic</i>				MH	MH		MH			
2. <i>Rumble in the Jungle</i>	MH	MH	MH			MH				
3.										
4.										
5.										
6.										
7.										

**My Weekly Reading Goal**

My goal is to remember to stop at full stops and take a breath.

**Reflection By Teacher Or Parent**

I like the way you are making predictions as you read through the texts.

# Spelling

- Spelling comprises of students learning to correctly spell frequently used words, along with developing their knowledge of spelling patterns and word families.
- Spelling occurs daily in each classroom.
- Students will each have an individual spelling program comprising of 5 words per week that are based on their needs.

# Literacy: Speaking and Listening

This year students will develop their understanding in:

- Asking open-ended questions.
- Developing their confidence speaking to different audiences in a variety of situations.
- The importance of eye contact and voice modulation
- Presenting with greater depth and purpose.
- To organise their ideas in order to make themselves understood
- To listen to information and follow instructions with greater independence.

# Literacy: Writing

## **This year students will learn:**

- How to plan, write and edit different text types including narratives, recounts, information reports, procedures, letters, arguments, opinions and poems.
- To use increasingly complex grammatical features e.g linking ideas in a sentence using pronouns and conjunctions.
- To be able to identify nouns, adjectives, verbs and adverbs.
- Expand their vocabulary and use descriptive language.
- Focus on spelling will continue through their writing.
- How to accurately punctuate their writing.
- How to reflect on their learning and set personal writing goals.



# Numeracy: Number and Algebra

This year students will learn:

- To identify and order numbers up to 1000 and beyond
- To create number patterns
- To use skip counting and recognise patterns created by these numbers
- To use addition and subtraction for numbers up to 1000 and beyond
- To use equal groups to model multiplication and sharing for division
- To divide shapes into equal parts to develop the concept of a simple fraction as part of a whole
- To order and carry out simple calculations with money amounts in dollars and cents



# Numeracy: Measurement and Geometry

This year students will learn:

- To identify key features of shapes and solids
- The names of familiar 2D and 3D shapes
- To visualise and describe transformations such as flips, slides and turns
- To construct and follow directions
- To use formal and informal units of measurement
- To recognise time units
- Time patterns and cycles
- To tell time using analogue and digital clocks

# Numeracy: Statistics and Probability

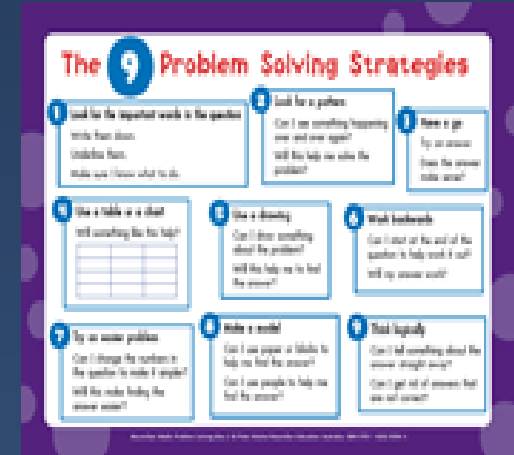
This year students will learn:

- To pose and respond to questions leading to data collections
- How to use a variety of graphs to organise and present data
- To use a variety of terms to describe everyday chance events
- To interpret data in context
- To describe outcomes and familiar events using everyday language

# Numeracy: Working Mathematically

This year students will learn:

- To use mathematical language to describe and reflect on their learning
- To investigate and explain solutions for open ended problems
- To explain the relationship between numbers
- To use calculators to check estimations and solutions to simple equations



# Shared Inquiry Learning

- This term our Shared Inquiry is 'Happy Healthy Me'

We will investigate:

- How to be a great mate
- Regulating emotions and developing mindfulness
- The thinkables and unthinkables
- What makes me different from others
- And introduce the children to their next terms focus



In Term 2 our Shared Inquiry focus is 'Health' and – recognise situations to promote their own health

# Interpersonal Development

Students will learn:

- To behave appropriately in a range of social situations
- To identify the feelings and needs of other people, and that there are consequences for our actions
- Appropriate steps to resolve conflicts (3 step Rule)
- To work in teams
- To stay on task
- To complete structured activities within set timeframes
- To share resources fairly
- Empowering the children to solve their problems independently
- Encourage students to become more independent by packing own bags/readers etc.

# Homework

- Homework may include spelling investigations, numeracy problems, reading and organisational skills
- Homework activities are usually handed out on Tuesday and are due on the following Monday
- Homework is only 20 minutes per week in addition to reading
- Wherever possible, practise counting and automatic recall of number facts

# Home Learning - Online

- **WUSHKA** - Online book boxes for home reading with comprehension questions to promote understanding.
- **Mathletics** - Maths activities that revise learned skills through questions and games.
- **Spellodrome** - Spelling activities centred around their focus word list.



# Parent Helpers

## Ethics of helping in the class

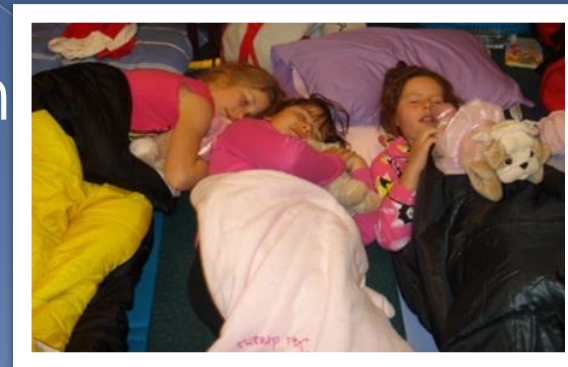
- Work with all children in the class
- All children are individuals, they have individual abilities which should not be compared
- Information about all children is confidential
- Refer to reading support information in The Independent Reading Log on how you support children
- Be prepared to assist with all aspects of the classroom: listening to children read, photocopying, cutting ...Add your name to Parent Helpers Term Calendar that will be on display at the bottom of the internal stairs.
- For excursions where we have more interested parents than places, names will be randomly drawn.
- Parent helpers will commence in Term 2.

# Year 2 Camp In



Year 2s will:

- Have dinner
- Movie
- Sleepover
- Plenty of additional information to come in term 3 and 4.



# Thank You

- If you have any questions please write it down and place it in the box. We will answer these in the e-news.