



GRADE 2 CURRICULUM OVERVIEW

TERM 3 2017

LITERACY – Reading, Writing and Spelling

Writing:

The genre we will be focusing on this term is **Information Reports and Persuasive Writing**.

Persuasive text is used by a writer to persuade others.

<p>Identifying structures of a Persuasive Text are:</p> <ul style="list-style-type: none"> • It tells a short statement about the topic • The writer’s point of view • Reasons supporting the writer’s view 	<p>Identifying features include:</p> <ul style="list-style-type: none"> • A stated position or belief • Factual supports • Logical argument/point of view 	<p>Language features include:</p> <ul style="list-style-type: none"> • Emotive words • Action verbs, adjectives <p>Connective words (<i>firstly, secondly, thirdly</i>)</p>
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Information Reports

An information report is a factual text, which means it provides information about something. An information report is used as a way to gain a better understanding about a living or non-living subject.

An information report:

- uses facts to explain something
- gives details about a topic
- does not contain personal views &
- is usually written, but can also be presented orally (spoken).



Examples of information reports

Topics or subjects found in information reports can be about one specific thing or a group of things.

Some examples of topics might include:

- * cars
- * ocean animals
- * rainforests
- * pollution
- * computers
- * horses

Structure of an information report

Formal written information reports usually follow a very specific structure.

- The first part of an information report is the **title**, or **heading**, of the report. This will tell the reader what topic is covered in the report.
- The first **introductory paragraph**, known as the **classification**, explains the aspects of the topic that will be covered in the report.
- The following information is contained in the **body paragraphs**. This is where the topic of the report is covered in more detail. These paragraphs use factual information to give the reader a better understanding of the topic. Often, these paragraphs are broken up by **sub-headings** to help organise the information.
- The **conclusion** of an information report gives any final details or facts about the topic. It may also be used to review what the report was about.
- **Visual elements** are important because they help the reader to understand the topic better. Visual elements can include drawings, photographs, graphs, maps or diagrams.
- A **glossary** is often put at the end of an information report. A glossary is a list of technical words used in the report and their definitions.
- The **bibliography** is a list of resources like books, magazines and websites, which were used to help write the information report.

Creating an information report

The first step in preparing an information report is to choose the topic of the report. Then you will need to research the topic. Textbooks, websites, an encyclopaedia and other information reports are good places to gather information. You might also want to look for pictures and diagrams to use in your report.

Once you have the information, you will need to organise it into the structure of an information report.

It is also important to make a list of any important words to use in the glossary. Information reports are generally written in the present tense.

When you have finished writing the report, read it again to make sure that it **uses facts, gives details, and does not contain personal views**. Always check your text for correct spelling, grammar and punctuation.

Writing skills we continue to focus on:

- Using a detailed plan - thinking about what I will write and recording key words.
- Developing sentence structure - Does that make sense?
- Using capital letters, full stops, and question marks and talking marks (punctuation).
- Developing proof reading skills.
- Using conjunctions to expand sentences. Conjunctions are joining words e.g. and, but, because, so, then, after, while, before, although, as, when,
- Sequencing of ideas.
- Using adjectives to make their writing more interesting.
- Publishing and understanding the writing process.

Writing: Seven Steps to Writing Success

We will be continue to explore the seven steps to writing using:

1. Plan for Success
2. Sizzling Starts
3. Tightening Tension
4. Dynamic Dialogue
5. Show, Don't Tell
6. Ban the Boring Bits
7. Exciting Endings



We will be using these steps in all genres including procedural, narratives, recounts and information reports.

Spelling:

Identifying spelling strategies and how they help to learn words.

The 3 main strategies are:

The **Sound** Strategy – using your knowledge of sounds and sound patterns

The **Visual** Strategy – using the way a word looks, breaking words up, remembering tricky parts

The **Meaning** Strategy – being able to think about the meaning of a word, what we know about words

Students will use the **LOOK, SAY, NAME, COVER, WRITE, CHECK** approach as one method of learning new words.

LOOK at the word (take a picture of it in your head)

SAY the word

NAME the letters in the word

COVER the word

WRITE the word

CHECK each letter (A tick is placed over the correct letter and a dash – is to be placed over an incorrect letter.)



Onset and Rime:

The students will continue to develop an understanding of onset and rime. Onset and rime can greatly improve both reading and spelling skills. Learning to distinguish rime (a combination of letters and the accompanying sound they make, such as 'ay' or 'aw') gives the students a valuable tool that provides quick access to spelling patterns. Onset is the beginning sound of a word and allows them to create new words with familiar endings.

Rhyming Words:

We will be using poetry to engage the students in rhyming. Rhyme is an effective way of teaching students how to spell. They will be exploring different rhyming/spelling patterns, which will help increase their knowledge and understanding of spelling unfamiliar words. Examples of rhyming words are: she, tree, flea, spree and key.

High Frequency Words:

These are words which are used most frequently in your child's reading and writing. The spelling of these words needs to become automatic. Students will be involved in activities to support their learning of these words at school.

Reading:

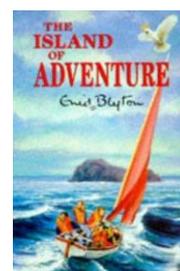
Focus areas in reading will include:

- Using the 7 decoding strategies – look at the picture, get your mouth ready, re-reading, does it look right? Does it sound right? Does it make sense? And looking for chunks.
- Using expression – An interesting characters voice and tone of which the text is read.
- Using phrasing – Looking at the punctuation to guide when they need to take a pause/breathe when reading.
- Using fluency – Reading smoothly or just like talking.



Comprehension strategies:

- Making and answering questions (literal, inferential and evaluative) before, during and after reading.
- Making connections – Text to self, text to text and text to world.
- Summarising – Keeping the main points of the text, deleting unimportant ideas, maintaining the author's point of view, sequencing the information logically.
- Visualising – Making mental images using their 5 senses (hear, smell, taste, touch, see) to trigger their imagination of what is happening in the story. Visualising should happen before during and after the story.
- Thinking aloud – Reader recognise and talks out loud about the process that is occurring in their head as they read. Students who can think aloud can monitor their own thinking processes, adjust their thinking to achieve clearer comprehension and use that adjustment for any future refinement in making meaning as they read.



Independent Reading:

The students will continue to participate in daily Independent Reading sessions. They will be involved in further developing their classroom libraries, to ensure that it contains a variety of text types, such as fiction, non-fiction, poetry, magazines etc and that the topics appeal to the individual interests of the grade. Each student will have a collection of 4 to 5 books to read during independent reading time. They'll further



develop their understanding of how to choose a Just Right Book, by making sure the book that they have chosen is not too easy or too difficult.



Science and Inquiry

Term 3's Science and Inquiry Unit is 'Natural Environments & Living Things'. The Grade 2 Department have booked an excursion to the Werribee Zoo on Thursday the 3rd of August, 2017. The children will participate in the zoo education program; Habitat Detectives. This program enables children to transform into investigators, where they will use their senses to explore the world around them, searching for clues in local habitats and discover which animals are living nearby. Through a facilitated workshop, students will investigate what animals need to survive. In addition to attending the 40 minute education program, we will get to travel around the zoo on the Safari Bus and we will have some time to explore the rest of the zoo as a class.

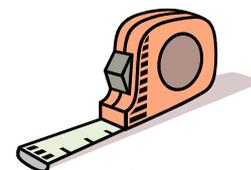
In the classroom we will be building an Ecosystem and designing our own creatures making them out of play doh. We will be learning about different habitats, animals and different food chains.



MATHEMATICS

Maths concepts and processes that will be continually addressed during the year:

- Oral counting by 2's, 4's, 5's, and 10's to 100 and beyond, counting from various starting points, continuing written patterns forwards and backwards.
- Using mental strategies such as nearest 10, doubles/near doubles and ten facts.
- Numbers that come before and after numbers to 999.
- Making, naming and recording numbers of 2 and 3 digits.
- Identifying place value i.e. the value given to digits in a number, for example $24 = 2$ tens and 4 ones. 43 equal 4 tens and 3 ones. Exploring the value of digits and expanding numbers, for example $24 = 20 + 4$.



Focus areas in Maths will include:

Multiplication

- Using terminology such as 'groups of, rows of and set of'.
- Using strategies when calculating groups of numbers.
- Modelling, solving and recording multiplication problems.

Division

- Using terminology such as "shared between and how many".



- Using strategies when dividing such as, sharing (8 shared between 4).
- Modelling, solving and recording division problems.

Area

- Exploring area will involve estimating the area of objects.
- Discovering which objects are most appropriate for measuring certain areas.

Location and Mapping

- Exploring language such as right, left, forward and backwards.
- Locating a point on a simple map.
- Participate in activities where they follow or give accurate instructions to get from point A to point B.

Chance and Probability

- Classifying a list of everyday events according to how likely they are to happen and using the language of chance such as likely, unlikely and impossible.



Thank you for your ongoing support. We're looking forward to another fun filled term with your child. If you have any questions please contact your child's teacher.

Kind Regards

Jodi Kenny, Kate Nikolic, Joanne Mathrick and Melissa Wendt

