

'This is Me' Summary of expected learning

Plan and implement logically sequenced teaching programs to develop higher order thinking skills, general capabilities and understanding of core concepts

From 9-11am each day these will be the focuses for each specific area. Ensure you know what the focus is in your area and are helping children work towards these outcomes.

Establish clear expectations that students will focus consistently on classroom tasks

Area	Syllabus focus	Explaining it to children:	Week
Group time/shared reading	<ul style="list-style-type: none"> Helps to formulate class rules. Participates in the shared and guided reading of visual and written texts. Uses the illustrations on the cover of the book to make predictions about what the story is going to be about when reading. Expresses a personal opinion. Demonstrates attentive listening. With encouragement, contributes to class discussions. Follows agreed conventions for class discussions that are culturally appropriate. 	<ul style="list-style-type: none"> It's important we have rules in our class and everybody knows what they are so we can keep each other safe. We read together everyday because it will help you to become an even better reader and to read by yourself. There are lots of reasons we need to learn how to read: pleasure/fun, mail, newspaper, shopping lists, so we can read road signs and drive safely, so we can read maps and know where we are going, TV guides, instructions to put new toys together, recipes etc. There is writing everywhere. It is important that we learn to talk in nice clear voices and tell people how we feel about things otherwise they won't know how we are feeling. We also need to learn how to listen to other people and think about what they are telling us. Then we will know how they are feeling and understand them better. 	2-9

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing corner</p>	<ul style="list-style-type: none"> • Writes spontaneously for self or audience. • Holds writing implement with only thumb, index and middle fingers. • Reads labels accompanying pictures. • Recognises and interprets print in the environment. • Writes a text using random marks and scribbles, ie engages in writing-like behaviour. • Uses symbols in writing that may be unconventional. • Experiments with and practises ways of representing ideas and information using written and visual symbols. • Dictates a range of text types for adults to write. • Writes a few recognisable letters. • Groups letters into words. • Talks about the person to whom they are writing a message (friend, teacher, aunty) 	<ul style="list-style-type: none"> • There are lots of reasons we need to learn how to write: it is a way that we can communicate with people. We can write letters to people that we don't get to see every day. We can also write lists to help us remember things like shopping lists. We can also write stories like the books we read which is lots of fun. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2-9</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Playdough</p>	<p>Engages in conversations with known peers in home language.</p> <p>Talks with class teacher about topics of personal interest and school-related topics.</p> <p>Talks and listens to others in small group and whole class discussions.</p>	<ul style="list-style-type: none"> • “Did you know playing with playdough makes your hands and fingers stronger?” • Encourage conversation on a range of topics, trying to engage all children and develop relationships with them. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2-3, 8-9</p>

Teacher reflection

“The three teachers who work in kindergarten during the morning session all have release from face to face teaching at the same time. Each week part of this time is used to evaluate the morning sessions, discuss student interests that have developed, looking at ways to extend these and talk about any changes that need to be made for the following week.”

Design and implement differentiated learning strategies responsive to the strengths and needs of individual students from diverse backgrounds

Notes from week 5:

- Brayden showing interest in lizards. Follow up on him bringing his lizard for news by changing drawing activity to focus on drawing lizards.
- Nadine to find factual texts on lizards to use as drawing stimulus
- Bring in sand trough with rocks leaves etc to create environment for children to put the toy lizards in that they have been bringing from home.
- Taking a long time to listen to each child read and change home readers over. Liz to get multiple copies of same text from reading room so children without home readers can read in groups of two or three so everyone gets a turn everyday without having to rush.
- Happy with computers. Children still engaged so will keep the same for another week.
- Children not that interested in writing area. Add photos from this week as stimulus.