



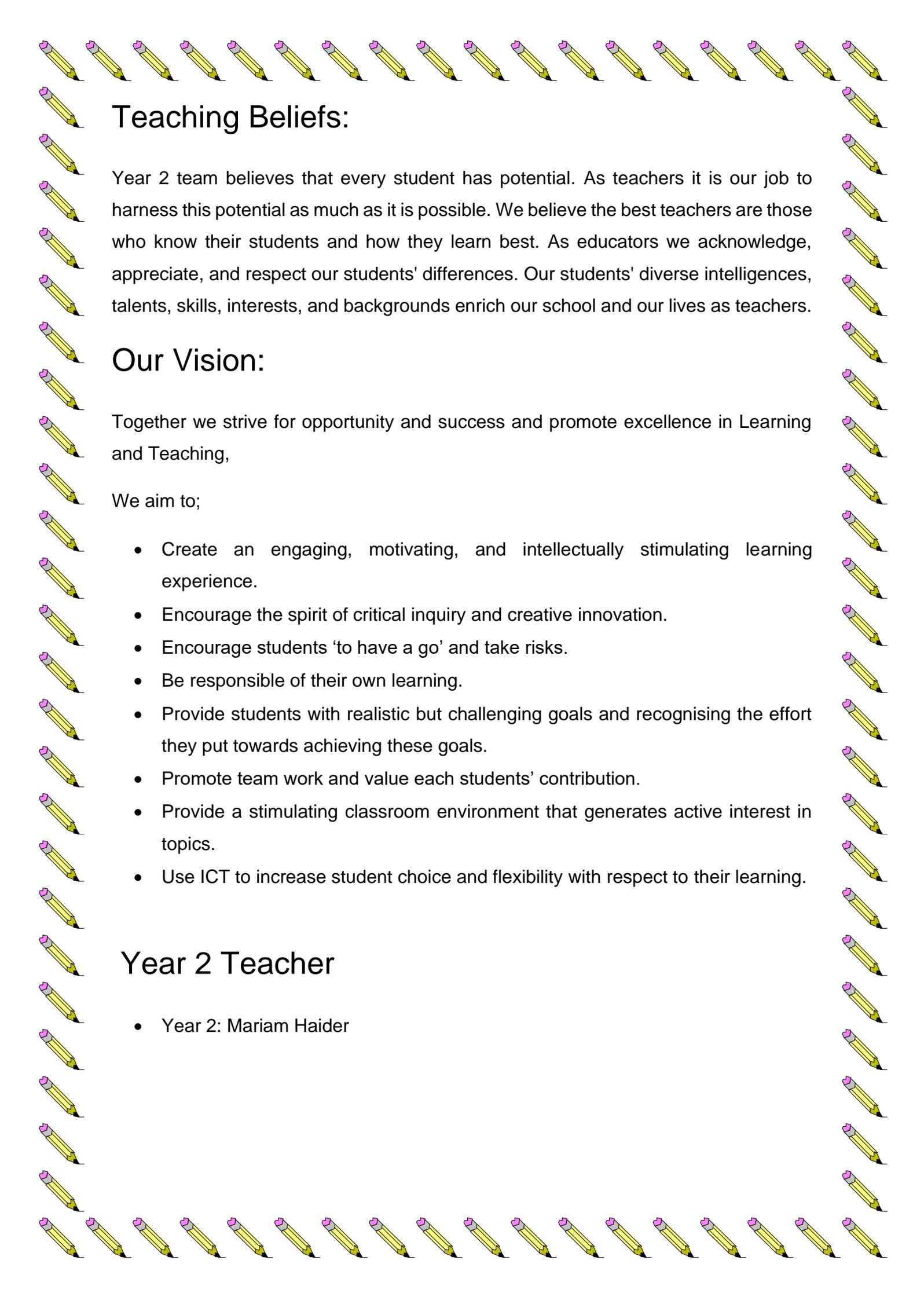
# Islamic School of Canberra

## Information Pack

# Year 2

## Term 3

# 2020



## Teaching Beliefs:

Year 2 team believes that every student has potential. As teachers it is our job to harness this potential as much as it is possible. We believe the best teachers are those who know their students and how they learn best. As educators we acknowledge, appreciate, and respect our students' differences. Our students' diverse intelligences, talents, skills, interests, and backgrounds enrich our school and our lives as teachers.

## Our Vision:

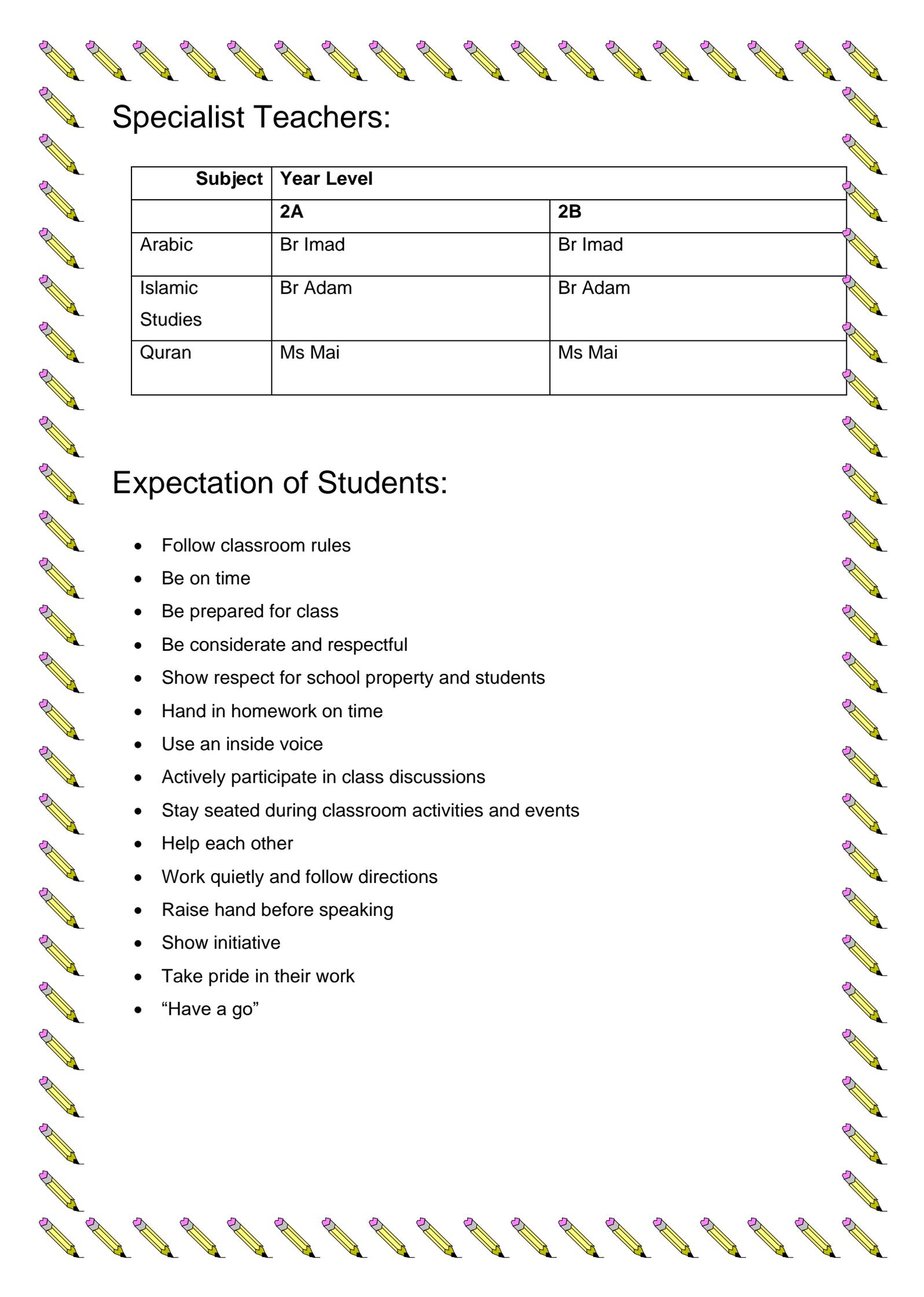
Together we strive for opportunity and success and promote excellence in Learning and Teaching,

We aim to;

- Create an engaging, motivating, and intellectually stimulating learning experience.
- Encourage the spirit of critical inquiry and creative innovation.
- Encourage students 'to have a go' and take risks.
- Be responsible of their own learning.
- Provide students with realistic but challenging goals and recognising the effort they put towards achieving these goals.
- Promote team work and value each students' contribution.
- Provide a stimulating classroom environment that generates active interest in topics.
- Use ICT to increase student choice and flexibility with respect to their learning.

## Year 2 Teacher

- Year 2: Mariam Haider

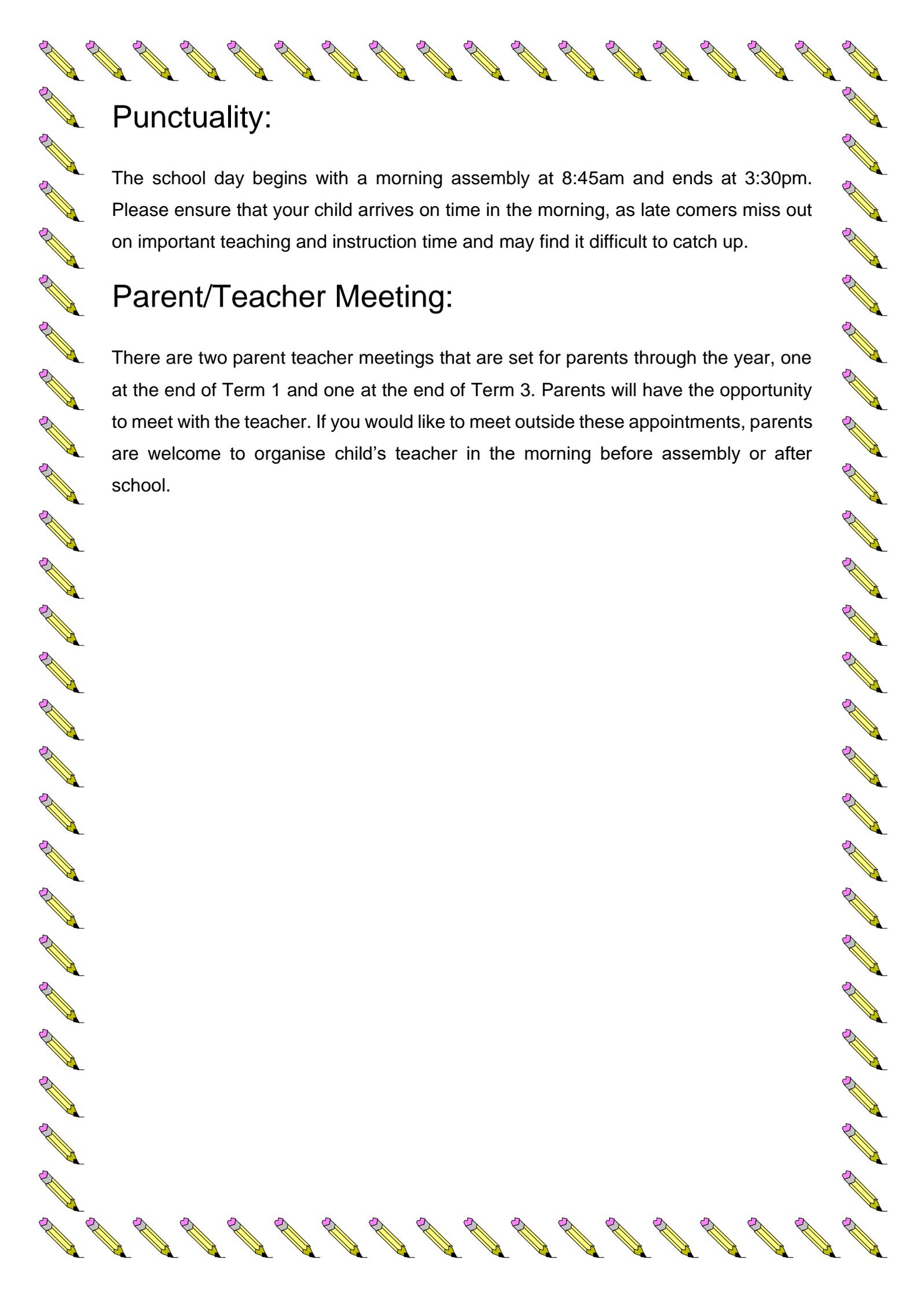


## Specialist Teachers:

Subject	Year Level	
	2A	2B
Arabic	Br Imad	Br Imad
Islamic Studies	Br Adam	Br Adam
Quran	Ms Mai	Ms Mai

## Expectation of Students:

- Follow classroom rules
- Be on time
- Be prepared for class
- Be considerate and respectful
- Show respect for school property and students
- Hand in homework on time
- Use an inside voice
- Actively participate in class discussions
- Stay seated during classroom activities and events
- Help each other
- Work quietly and follow directions
- Raise hand before speaking
- Show initiative
- Take pride in their work
- “Have a go”

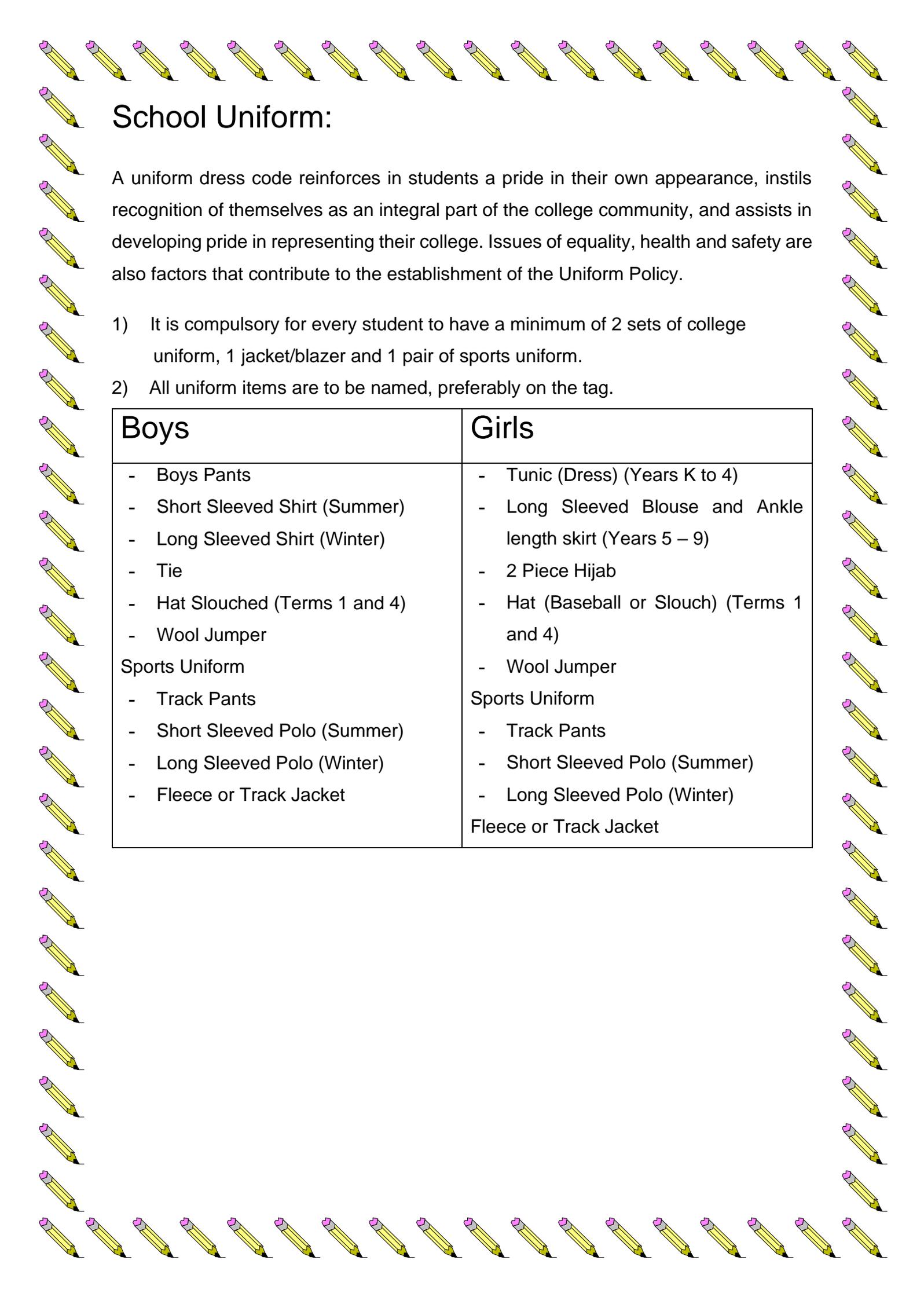


## Punctuality:

The school day begins with a morning assembly at 8:45am and ends at 3:30pm. Please ensure that your child arrives on time in the morning, as late comers miss out on important teaching and instruction time and may find it difficult to catch up.

## Parent/Teacher Meeting:

There are two parent teacher meetings that are set for parents through the year, one at the end of Term 1 and one at the end of Term 3. Parents will have the opportunity to meet with the teacher. If you would like to meet outside these appointments, parents are welcome to organise child's teacher in the morning before assembly or after school.

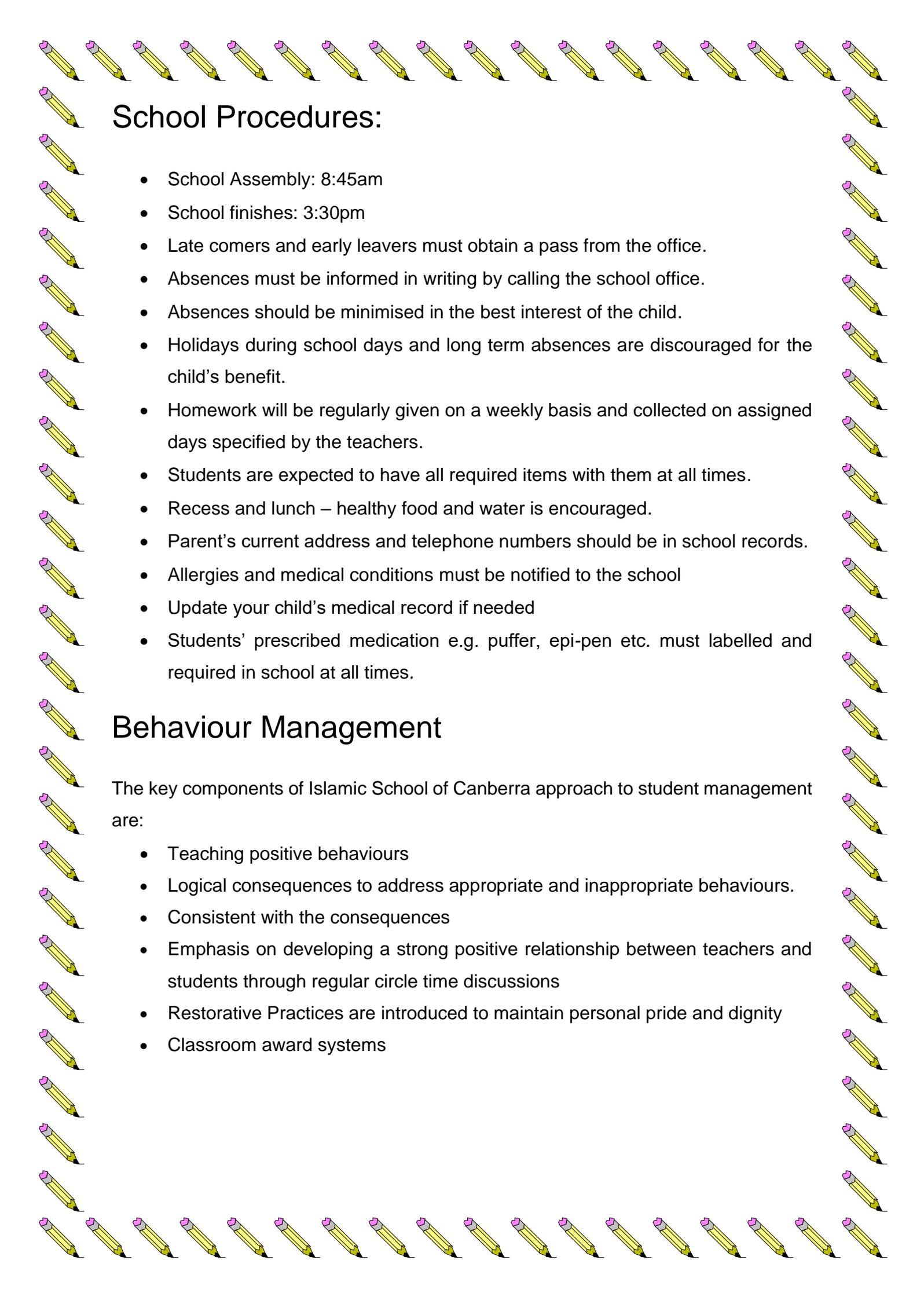


## School Uniform:

A uniform dress code reinforces in students a pride in their own appearance, instills recognition of themselves as an integral part of the college community, and assists in developing pride in representing their college. Issues of equality, health and safety are also factors that contribute to the establishment of the Uniform Policy.

- 1) It is compulsory for every student to have a minimum of 2 sets of college uniform, 1 jacket/blazer and 1 pair of sports uniform.
- 2) All uniform items are to be named, preferably on the tag.

Boys	Girls
<ul style="list-style-type: none"><li>- Boys Pants</li><li>- Short Sleeved Shirt (Summer)</li><li>- Long Sleeved Shirt (Winter)</li><li>- Tie</li><li>- Hat Slouched (Terms 1 and 4)</li><li>- Wool Jumper</li></ul> <p>Sports Uniform</p> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li><li>- Fleece or Track Jacket</li></ul>	<ul style="list-style-type: none"><li>- Tunic (Dress) (Years K to 4)</li><li>- Long Sleeved Blouse and Ankle length skirt (Years 5 – 9)</li><li>- 2 Piece Hijab</li><li>- Hat (Baseball or Slouch) (Terms 1 and 4)</li><li>- Wool Jumper</li></ul> <p>Sports Uniform</p> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li></ul> <p>Fleece or Track Jacket</p>



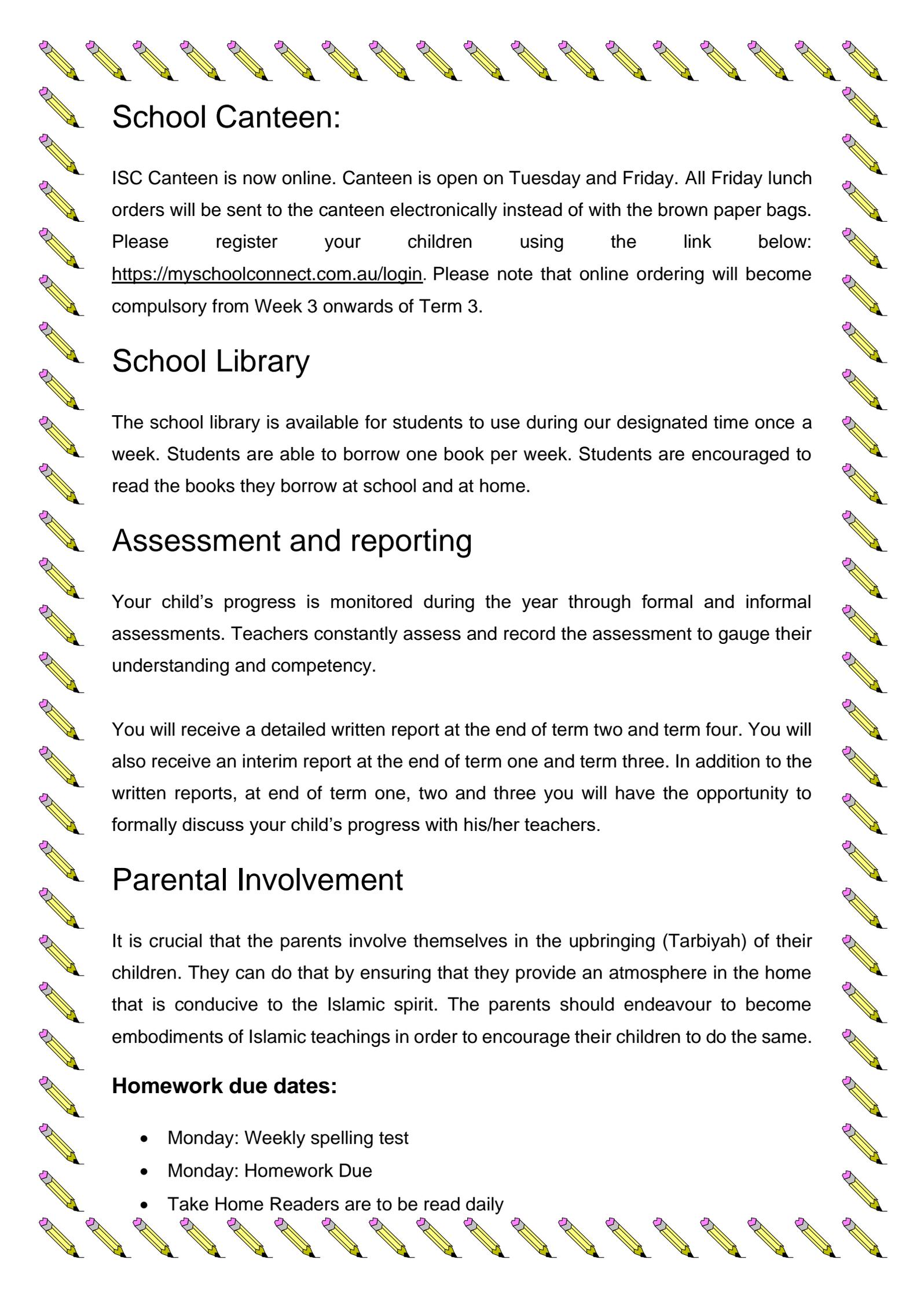
## School Procedures:

- School Assembly: 8:45am
- School finishes: 3:30pm
- Late comers and early leavers must obtain a pass from the office.
- Absences must be informed in writing by calling the school office.
- Absences should be minimised in the best interest of the child.
- Holidays during school days and long term absences are discouraged for the child's benefit.
- Homework will be regularly given on a weekly basis and collected on assigned days specified by the teachers.
- Students are expected to have all required items with them at all times.
- Recess and lunch – healthy food and water is encouraged.
- Parent's current address and telephone numbers should be in school records.
- Allergies and medical conditions must be notified to the school
- Update your child's medical record if needed
- Students' prescribed medication e.g. puffer, epi-pen etc. must labelled and required in school at all times.

## Behaviour Management

The key components of Islamic School of Canberra approach to student management are:

- Teaching positive behaviours
- Logical consequences to address appropriate and inappropriate behaviours.
- Consistent with the consequences
- Emphasis on developing a strong positive relationship between teachers and students through regular circle time discussions
- Restorative Practices are introduced to maintain personal pride and dignity
- Classroom award systems



## School Canteen:

ISC Canteen is now online. Canteen is open on Tuesday and Friday. All Friday lunch orders will be sent to the canteen electronically instead of with the brown paper bags. Please register your children using the link below: <https://myschoolconnect.com.au/login>. Please note that online ordering will become compulsory from Week 3 onwards of Term 3.

## School Library

The school library is available for students to use during our designated time once a week. Students are able to borrow one book per week. Students are encouraged to read the books they borrow at school and at home.

## Assessment and reporting

Your child's progress is monitored during the year through formal and informal assessments. Teachers constantly assess and record the assessment to gauge their understanding and competency.

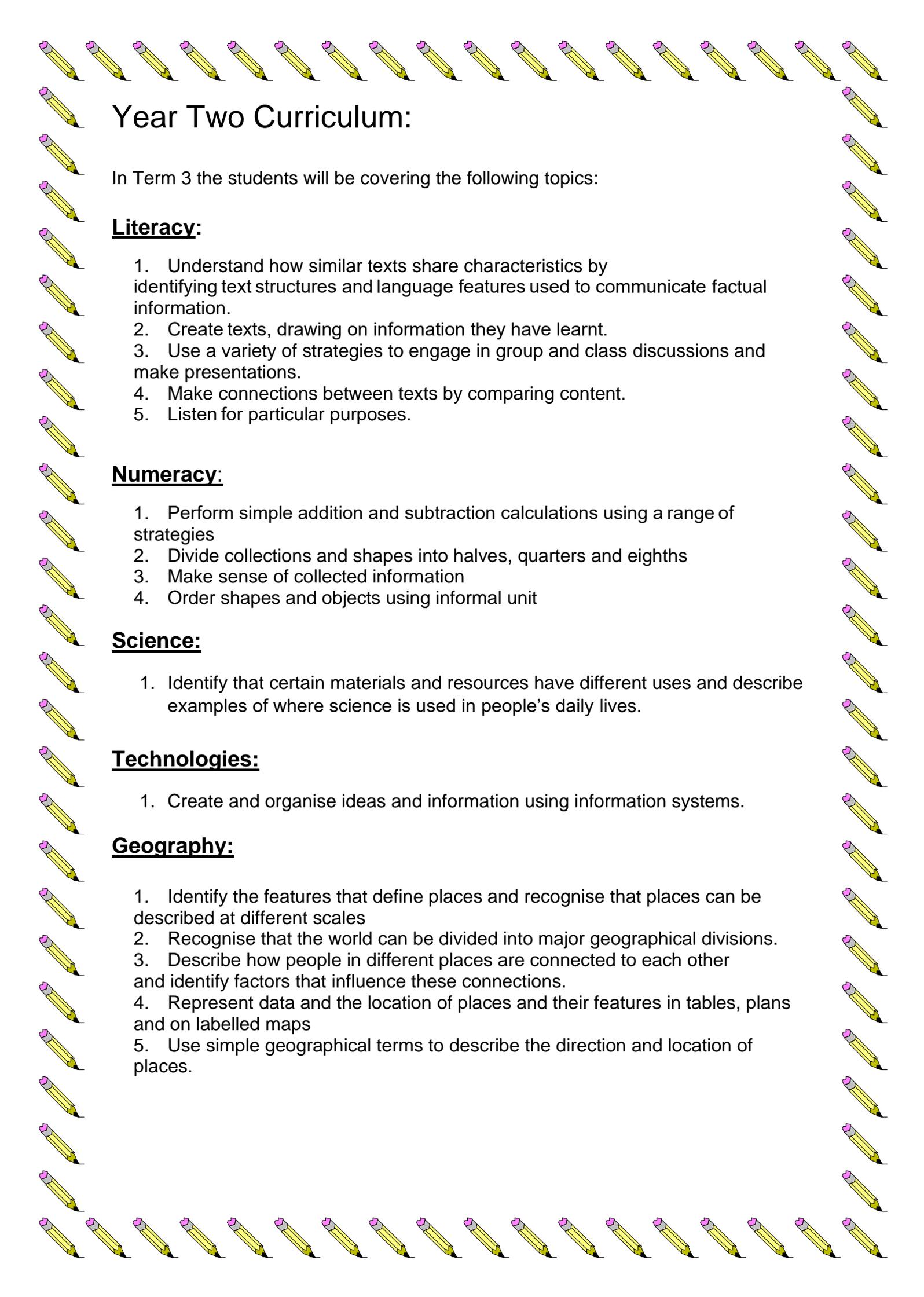
You will receive a detailed written report at the end of term two and term four. You will also receive an interim report at the end of term one and term three. In addition to the written reports, at end of term one, two and three you will have the opportunity to formally discuss your child's progress with his/her teachers.

## Parental Involvement

It is crucial that the parents involve themselves in the upbringing (Tarbiyah) of their children. They can do that by ensuring that they provide an atmosphere in the home that is conducive to the Islamic spirit. The parents should endeavour to become embodiments of Islamic teachings in order to encourage their children to do the same.

## Homework due dates:

- Monday: Weekly spelling test
- Monday: Homework Due
- Take Home Readers are to be read daily



# Year Two Curriculum:

In Term 3 the students will be covering the following topics:

## **Literacy:**

1. Understand how similar texts share characteristics by identifying text structures and language features used to communicate factual information.
2. Create texts, drawing on information they have learnt.
3. Use a variety of strategies to engage in group and class discussions and make presentations.
4. Make connections between texts by comparing content.
5. Listen for particular purposes.

## **Numeracy:**

1. Perform simple addition and subtraction calculations using a range of strategies
2. Divide collections and shapes into halves, quarters and eighths
3. Make sense of collected information
4. Order shapes and objects using informal unit

## **Science:**

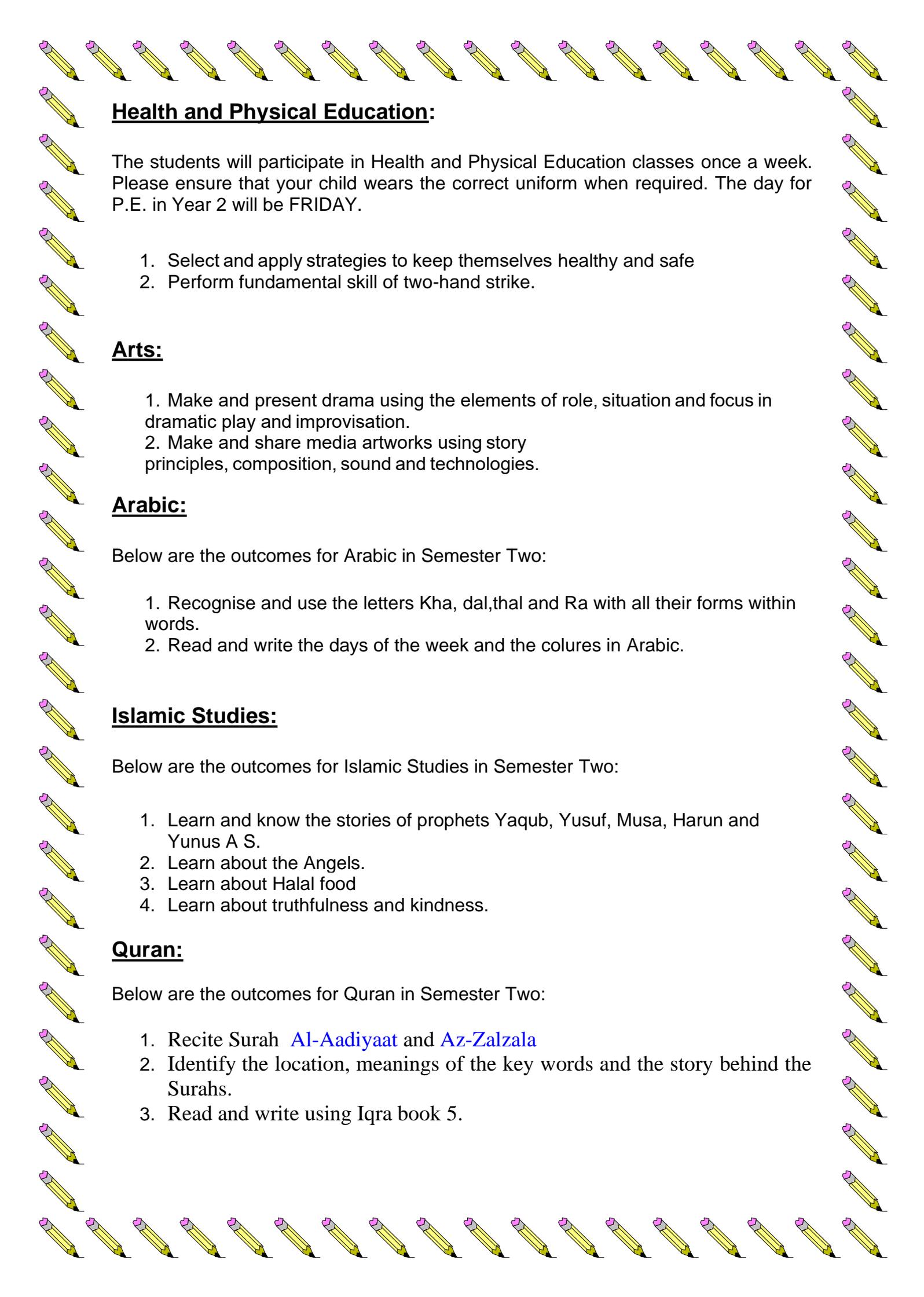
1. Identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.

## **Technologies:**

1. Create and organise ideas and information using information systems.

## **Geography:**

1. Identify the features that define places and recognise that places can be described at different scales
2. Recognise that the world can be divided into major geographical divisions.
3. Describe how people in different places are connected to each other and identify factors that influence these connections.
4. Represent data and the location of places and their features in tables, plans and on labelled maps
5. Use simple geographical terms to describe the direction and location of places.



## **Health and Physical Education:**

The students will participate in Health and Physical Education classes once a week. Please ensure that your child wears the correct uniform when required. The day for P.E. in Year 2 will be FRIDAY.

1. Select and apply strategies to keep themselves healthy and safe
2. Perform fundamental skill of two-hand strike.

## **Arts:**

1. Make and present drama using the elements of role, situation and focus in dramatic play and improvisation.
2. Make and share media artworks using story principles, composition, sound and technologies.

## **Arabic:**

Below are the outcomes for Arabic in Semester Two:

1. Recognise and use the letters Kha, dal,thal and Ra with all their forms within words.
2. Read and write the days of the week and the colours in Arabic.

## **Islamic Studies:**

Below are the outcomes for Islamic Studies in Semester Two:

1. Learn and know the stories of prophets Yaqub, Yusuf, Musa, Harun and Yunus A S.
2. Learn about the Angels.
3. Learn about Halal food
4. Learn about truthfulness and kindness.

## **Quran:**

Below are the outcomes for Quran in Semester Two:

1. Recite Surah [Al-Aadiyaat](#) and [Az-Zalzala](#)
2. Identify the location, meanings of the key words and the story behind the Surahs.
3. Read and write using Iqra book 5.

# Reading and Writing Strategies Year 2

## Reading at Home

### Purpose

To build fluency, comprehension, word-solving and a love for reading in a supportive, loving environment using text at an independent-level.

### Guidelines

- ☑ Sit next to your child while s/he reads so you can see the words & illustrations.
- ☑ Expect it to be on the easy side.
- ☑ Make it your child's responsibility to return it to school every single day. (Assist as needed ☺)

Parents, please make a point to...

## support & Compliment

### Word-Solving

When an error is made WAIT to give your child a chance to work on it independently.

When you are certain they are going to keep going, stop them saying something like, "Try that again," or "Make it match."

#### word-solving

- ☺ You used the first letter & checked the picture!
- ☺ You tried more than one strategy on your own!
- ☺ Nice job trying a different vowel sound!
- ☺ Super work making your eyes go through the beginning, middle & end of that word!
- ☺ Lovely job sticking with it to work on solving!

### Comprehension

Ask questions that invite recall AND thinking, such as, "Why do you think \_\_\_ happened?" or "What do you think \_\_\_ means?" Urge re-reading to build comprehension as needed.

#### comprehension

- ☺ You are self-monitoring & working on it when it does not make sense!
- ☺ Your expression is showing that you understand what you're reading.
- ☺ Wonderful job stopping to think about the text instead of reading to just get to the next page!
- ☺ You remember the details beautifully!

### Fluency

Model expressive reading & have your child echo read. Encourage just-right pacing (not too fast, not too slow). Demonstrate how to attend to the punctuation (pausing at the end of sentences, adding expression based on the punctuation mark).

#### fluency

- ☺ You sounded just like the character would sound!
- ☺ I could hear you take a break after the punctuation marks!
- ☺ You are reading in phrases, not word-by-word!
- ☺ Your speed is just right! Not too fast or too slow!

# Word Solving Strategies

Ways to  
**Take Action**  
& Solve Words

**ALWAYS...**  
• Make Sense  
• Sound Right  
• Look Right

## Eagle Eye



Look at the picture

Think "what is in the picture that starts with the beginning letter?"

## Lips the Fish



Get your mouth ready!

Say the beginning sound

## Stretchy Snake



Slowly stretch each letter sound to make the word.

ship = sh | | p

## Chunky Monkey



Break the word into chunks you already know.

m at  
Fl at  
spi at, ter

## Tryin' Lion



Try to re-read the sentence.

Think "what makes sense?"

## Skippy Frog



Skip the tricky word

Read to the end

Go back & try it again

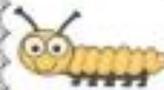
## Flippy Dolphin



Flip the vowel sound

Try the long & short sounds.

## Careful Caterpillar



Carefully read the whole word

Think about all the word parts

Think about what makes sense.



Study      Ask  
Think      Respond

Fluent Reading is...

- phrased like talk
- full of meaningful expression
- paused at punctuation
- not too fast or too slow...pace is JUST RIGHT



# Be A Self-Monitor!