



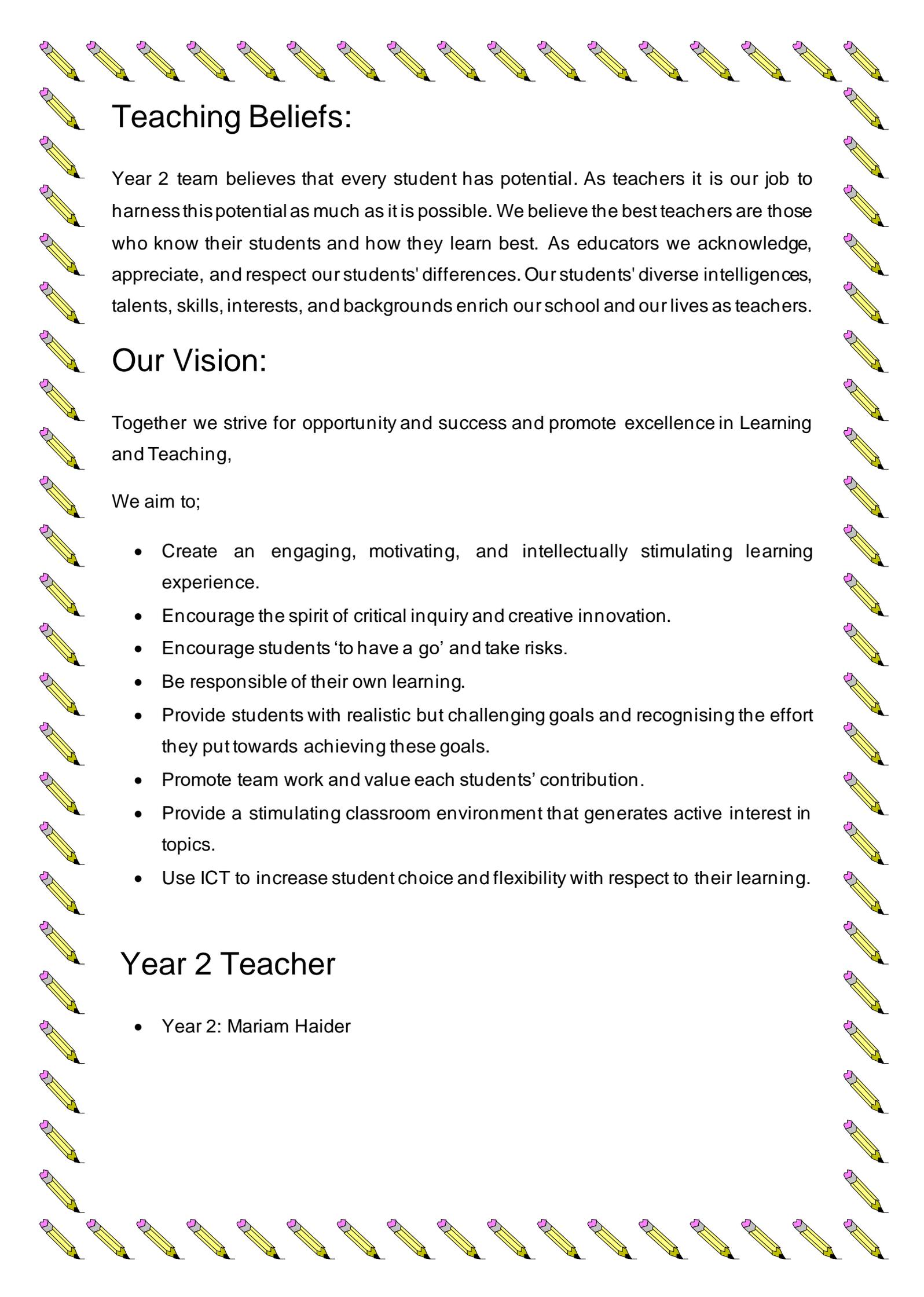
# Islamic School of Canberra

## Information Pack

### Year 2

Term 2

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:

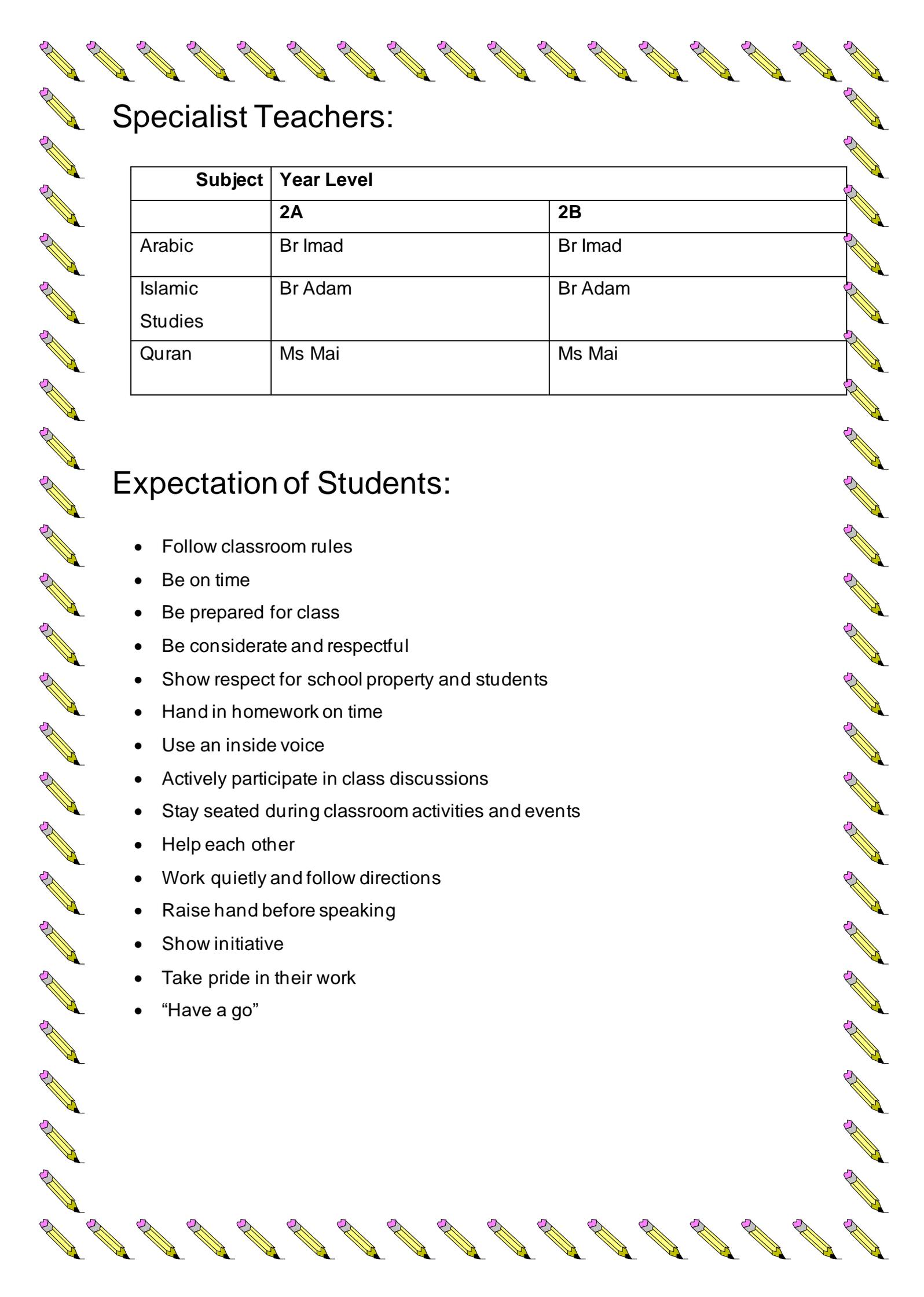
Together we strive for opportunity and success and promote excellence in Learning and Teaching,

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

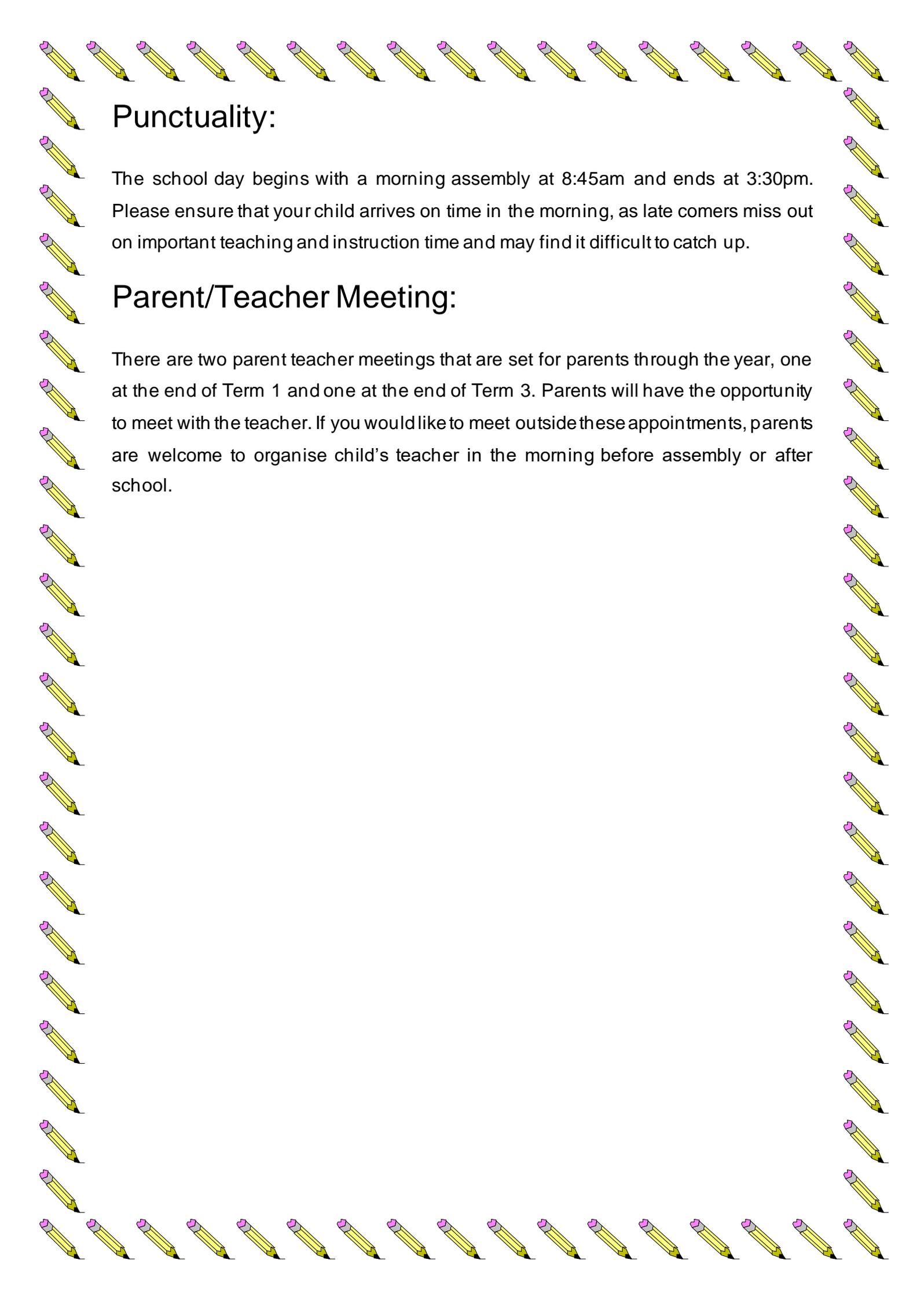


## Specialist Teachers:

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”

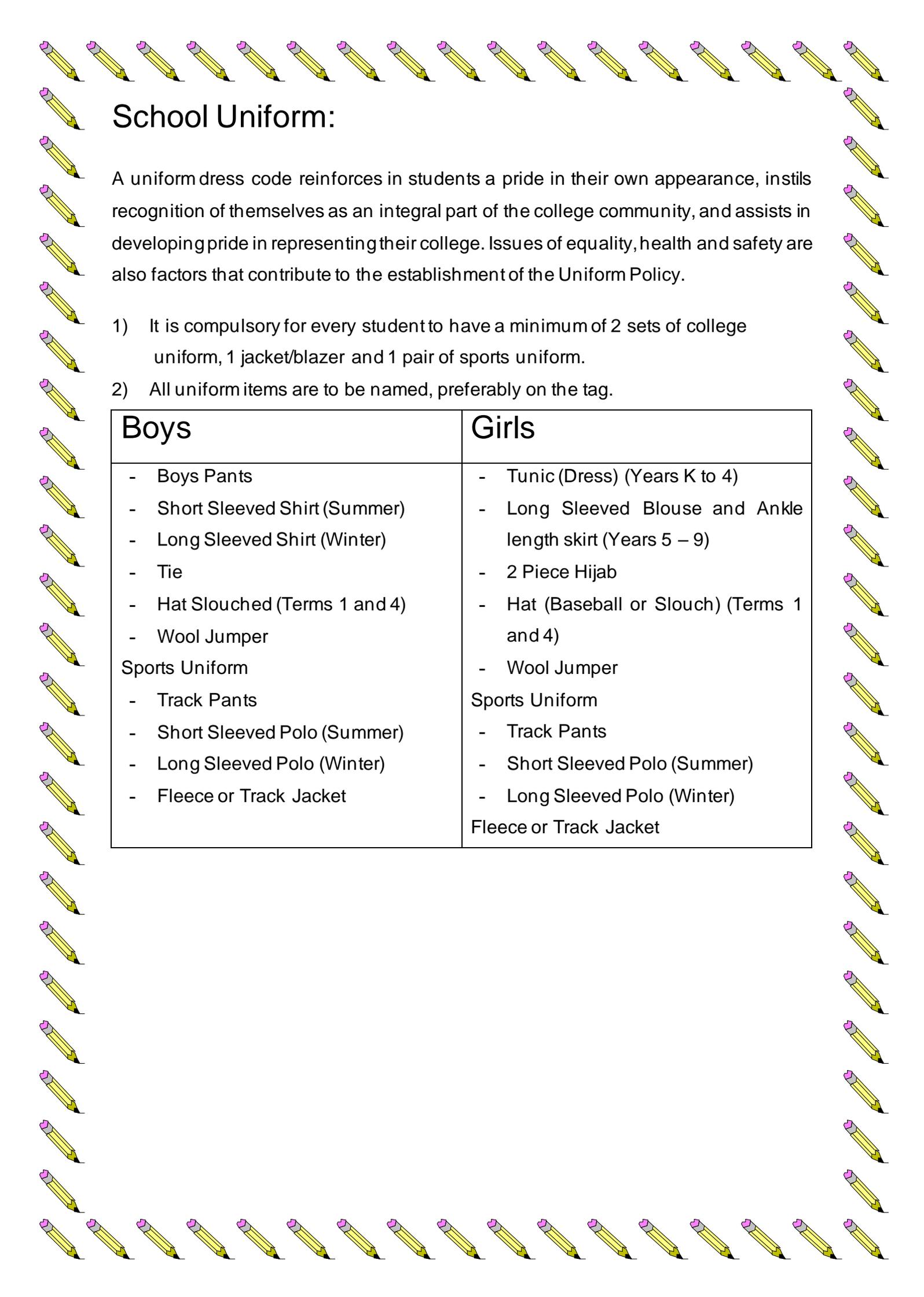


## Punctuality:

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.

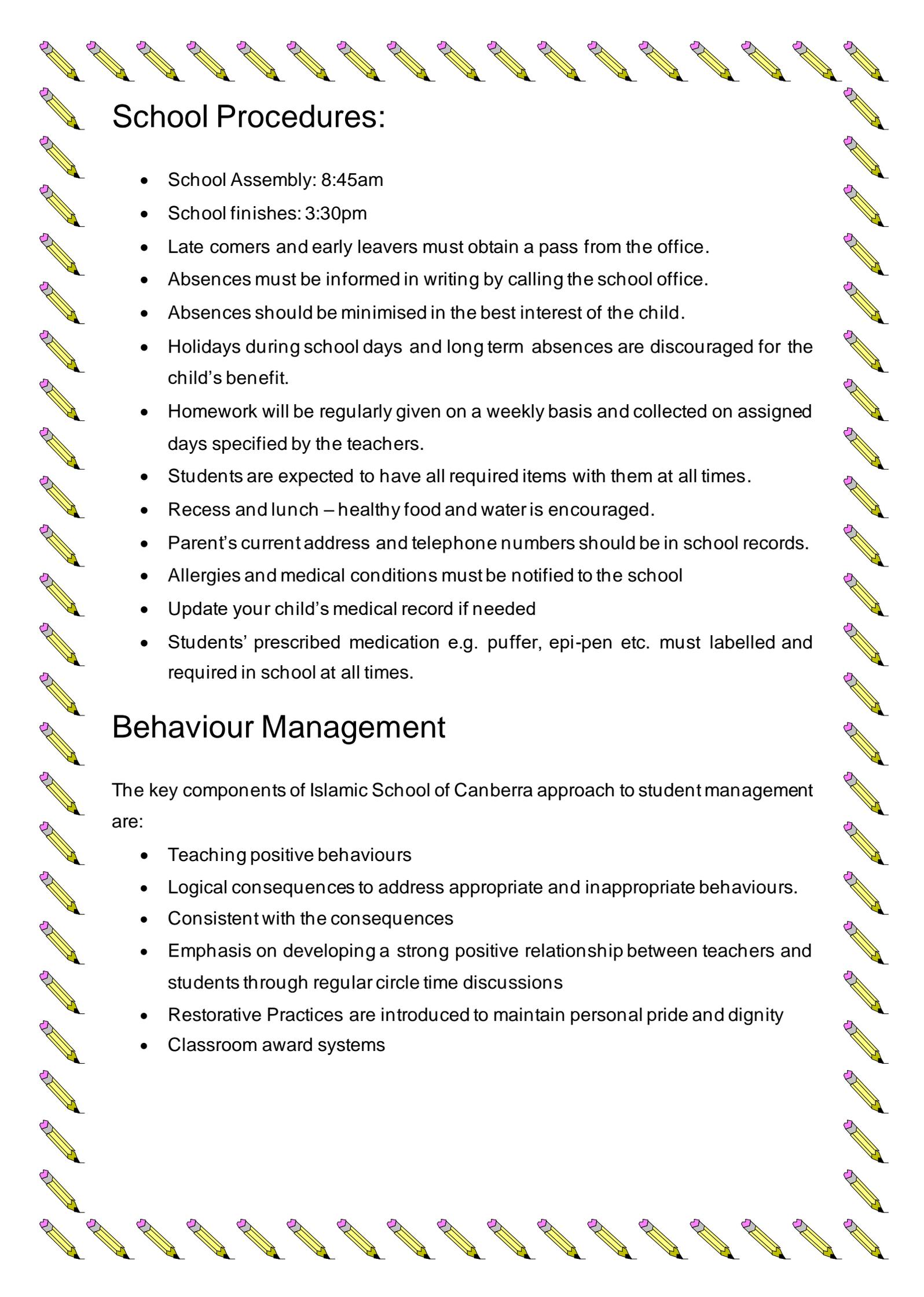


# School Uniform:

A uniform dress code reinforces in students a pride in their own appearance, instils 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>



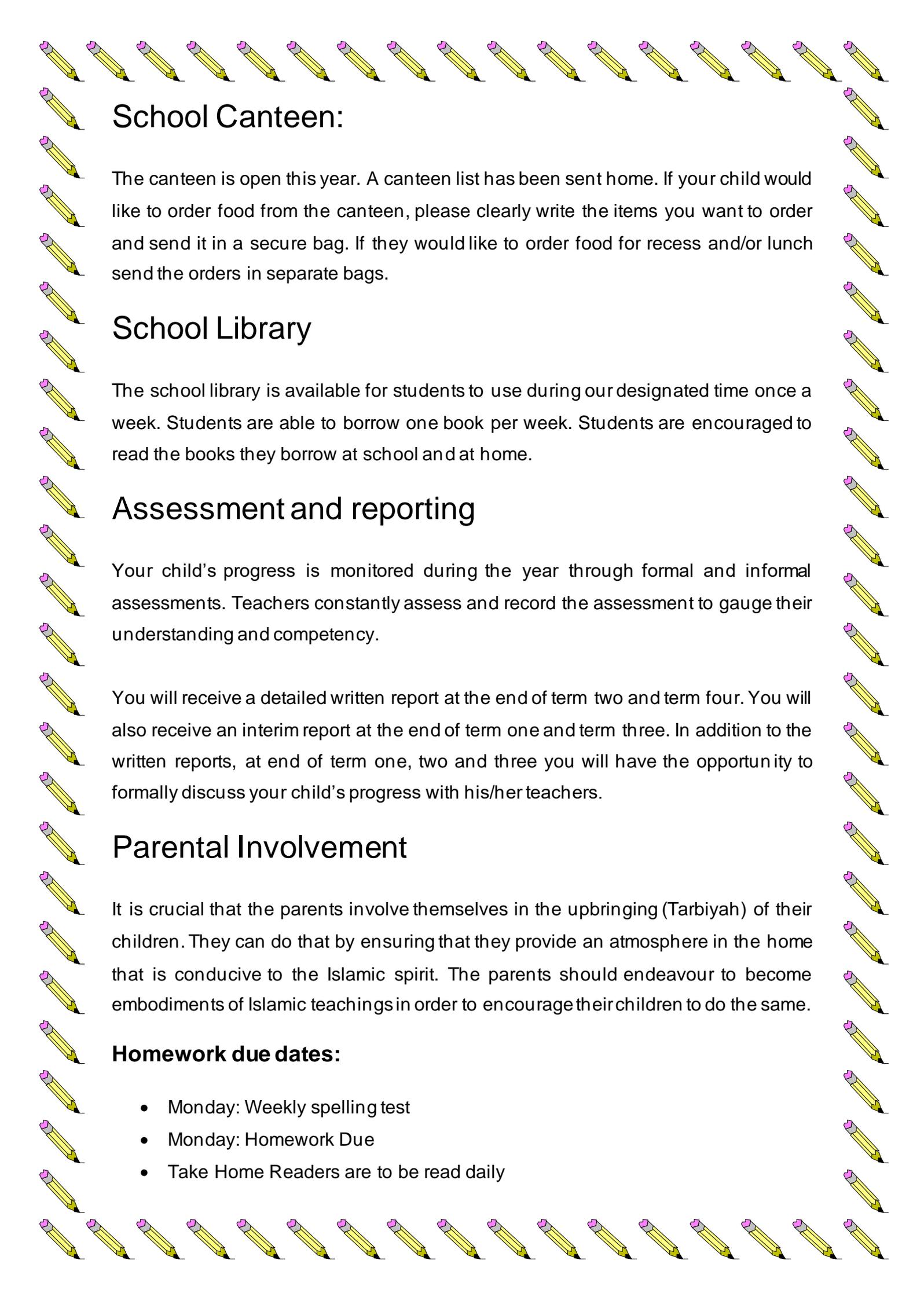
## School Procedures:

- 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 be 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:

The canteen is open this year. A canteen list has been sent home. If your child would like to order food from the canteen, please clearly write the items you want to order and send it in a secure bag. If they would like to order food for recess and/or lunch send the orders in separate bags.

## 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.

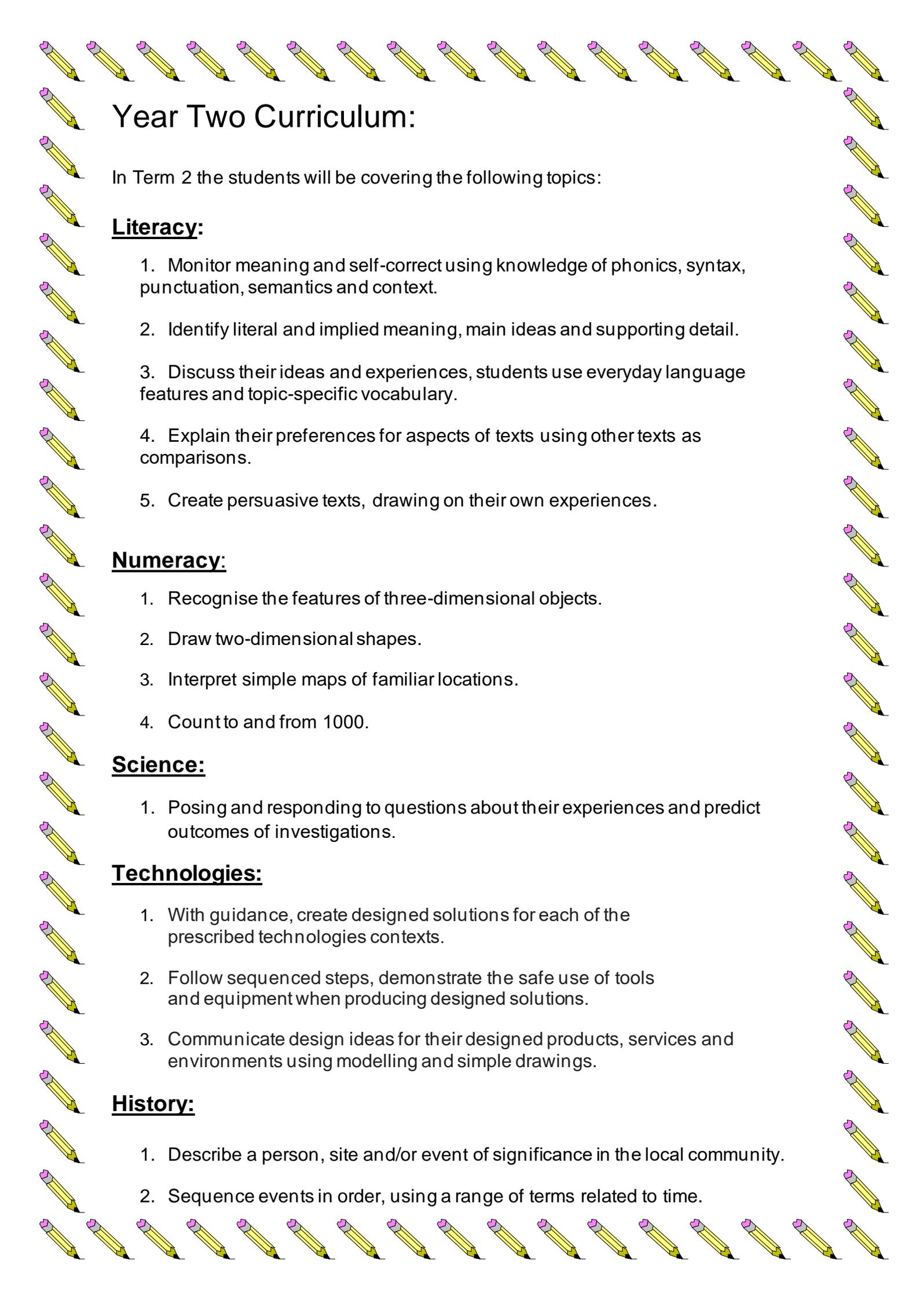
You will receive a detailed written report at the end of term two and term four. You will also receive an interim report at the end of term one and term three. In addition to the written reports, at end of term one, two and three you will have the opportunity to formally discuss your child's progress 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 2 the students will be covering the following topics:

## **Literacy:**

1. Monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context.
2. Identify literal and implied meaning, main ideas and supporting detail.
3. Discuss their ideas and experiences, students use everyday language features and topic-specific vocabulary.
4. Explain their preferences for aspects of texts using other texts as comparisons.
5. Create persuasive texts, drawing on their own experiences.

## **Numeracy:**

1. Recognise the features of three-dimensional objects.
2. Draw two-dimensional shapes.
3. Interpret simple maps of familiar locations.
4. Count to and from 1000.

## **Science:**

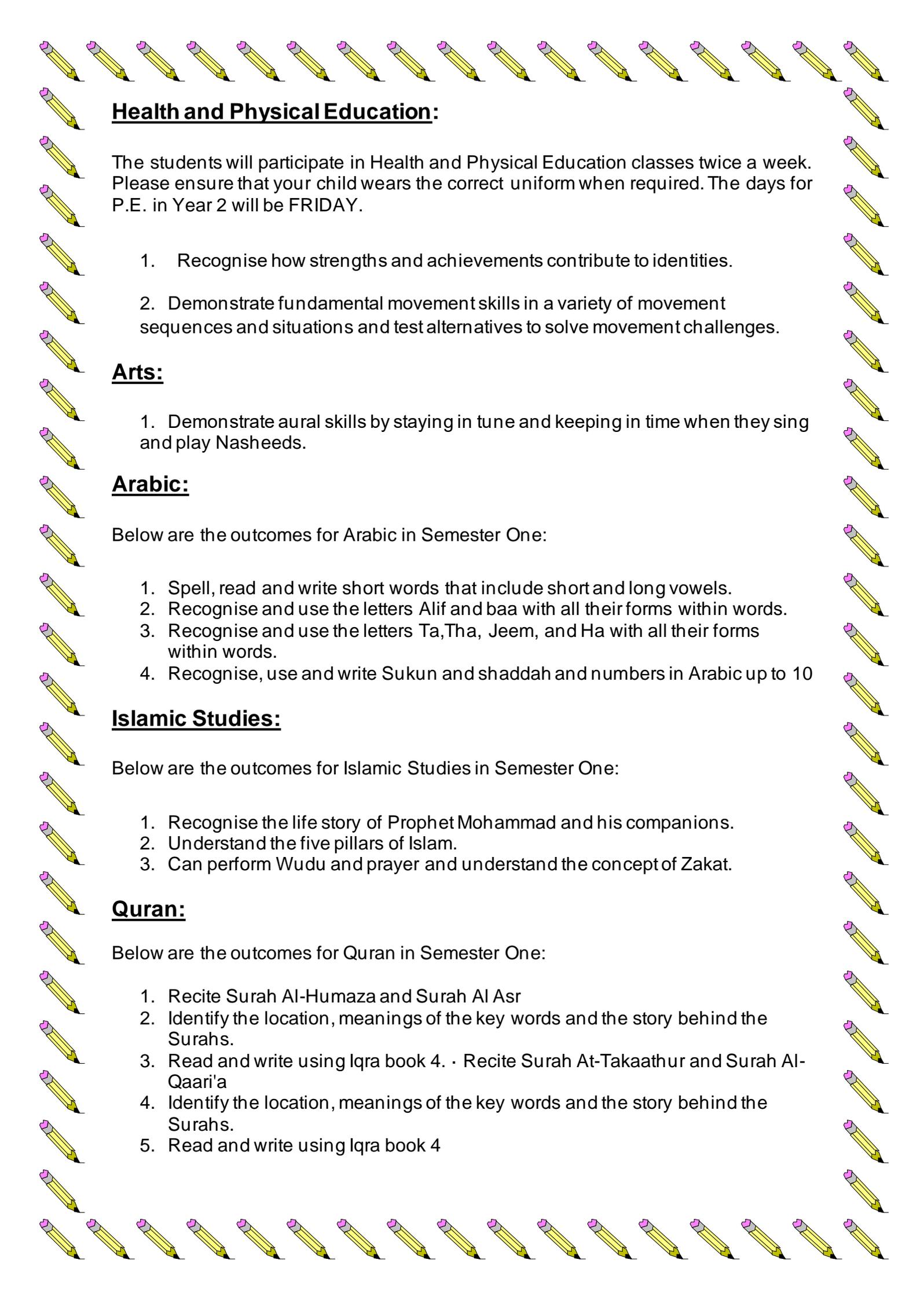
1. Posing and responding to questions about their experiences and predict outcomes of investigations.

## **Technologies:**

1. With guidance, create designed solutions for each of the prescribed technologies contexts.
2. Follow sequenced steps, demonstrate the safe use of tools and equipment when producing designed solutions.
3. Communicate design ideas for their designed products, services and environments using modelling and simple drawings.

## **History:**

1. Describe a person, site and/or event of significance in the local community.
2. Sequence events in order, using a range of terms related to time.



## **Health and Physical Education:**

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

1. Recognise how strengths and achievements contribute to identities.
2. Demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges.

## **Arts:**

1. Demonstrate aural skills by staying in tune and keeping in time when they sing and play Nasheeds.

## **Arabic:**

Below are the outcomes for Arabic in Semester One:

1. Spell, read and write short words that include short and long vowels.
2. Recognise and use the letters Alif and baa with all their forms within words.
3. Recognise and use the letters Ta, Tha, Jeem, and Ha with all their forms within words.
4. Recognise, use and write Sukun and shaddah and numbers in Arabic up to 10

## **Islamic Studies:**

Below are the outcomes for Islamic Studies in Semester One:

1. Recognise the life story of Prophet Mohammad and his companions.
2. Understand the five pillars of Islam.
3. Can perform Wudu and prayer and understand the concept of Zakat.

## **Quran:**

Below are the outcomes for Quran in Semester One:

1. Recite Surah Al-Humaza and Surah Al Asr
2. Identify the location, meanings of the key words and the story behind the Surahs.
3. Read and write using Iqra book 4. - Recite Surah At-Takaathur and Surah Al-Qaari'a
4. Identify the location, meanings of the key words and the story behind the Surahs.
5. Read and write using Iqra book 4

# 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.

shp = sh || p

## Chunky Monkey



Break the word into chunks you already know.

mat

Flat

ep | 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 Think Ask 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!