

Rubrics for Tumanako children to be achieving **at** for the following curriculum areas for week 5 and 6 of term 3 2015

<b>Religious Education- Church and Sacraments</b>	<b>Mathematics-Ratios, Proportions and Fractions</b>	<b>Written Language- Explanations</b>	<b>Reading</b>
<p style="text-align: center;"><b>Church</b></p> <p>I will be able to explain and give examples of how people who belong to the Catholic Church are called to believe in Jesus and carry on His mission, worshipping God and serving, loving and helping others.</p> <p style="text-align: center;"><b>Sacraments</b></p> <p>I will be able to name what a Sacrament is and identify the Sacrament of Penance.</p>	<p>I am learning to use the following strategies when I am solving problems with ratios, proportions and fractions:</p> <p>Find a unit fraction of a set using addition facts, particularly doubles, e.g. <math>\frac{1}{4}</math> of 16 is 4 using <math>\frac{1}{2}</math> of 16 is 8.</p> <p>Order fractions visually using materials, including improper fractions like <math>\frac{5}{7}</math> and <math>\frac{7}{4}</math>, and explain what the numerator and denominator mean.</p> <p>Order unit fractions and fractions with the same denominator and explain why they are larger or smaller.</p>	<p>The next 2 weeks I will be focussing on these two aspects of writing:</p> <p style="text-align: center;"><b>Organisation:</b></p> <p>Grouped and sequenced information and the text flows-will organise their texts according to a basic structure that meets their purpose for writing descriptions (for example, a story with a beginning, middle, and an end).</p> <p style="text-align: center;"><b>Structure and Language</b></p> <p>Most of the structure and language is correct-Students will independently write texts that are clearly directed to a particular audience.</p>	<p><b>Comprehension Strategies: I am learning to use the following two reading strategies:</b></p> <p>Conclusion-Conclusions are decisions we make by working something out. They are based on facts and details in the story.</p> <p>Applied Knowledge-to reflect on an author's purpose and intended audience and critique the main ideas.</p>
<p><b>Library</b></p>	<p><b>Social Sciences-Supermarket shopping (What should influence our financial and economic choices at supermarkets?)</b></p>	<p><b>Health-Food for Growth</b></p>	<p><b>Physical Education-Large Balls</b></p>
<p>I am learning about the Dewey Decimal System (Call number) and how to locate books in the library using this system.</p>	<p>I can name two of the following people at a supermarket and discuss the principle of stewardship with their role: Producer, Retailer Consumer</p> <p>I can explain the differences between needs and wants and identify one issue this can have for families when shopping.</p>	<p>I can explain in my own words the benefits of eating healthy food daily:</p> <p>I can name the benefits of eating mushrooms and oranges</p> <p>I can name 2 ways we can eat mushrooms and oranges and how they are prepared.</p>	<p>I can throw and catch a large ball</p> <p>I can use eye coordination with my hands and feet to catch a large ball</p> <p>I can contribute to activities and in team games appropriately.</p>