

April 2nd, 2001

Dear Parents,

Welcome to the Third Term of Grade Two! Included in this newsletter is a synopsis of the Grade Two curriculum units and expectations that will be addressed and evaluated this term. This information is also available on the Ministry of Education and Training website at:

<http://www.edu.gov.on.ca/eng/document/curricul/elemcurric.html>.

A reminder that our *class website* address is:

<http://www.occdsb.on.ca/~proj1615/gradetwo>. All newsletters and Spelling Lists are *always* available online at:

<http://www.occdsb.on.ca/~proj1615/gradetwo/passwordprotect.htm>

The *username* is: treasuretrove2. The *password* is: gradetwob.

If you are looking to expose your child to quality Internet sites, be sure to visit our "Click-and-Go" activities at:

<http://www.occdsb.on.ca/~proj1615/gradetwo/clickandgo.htm>.

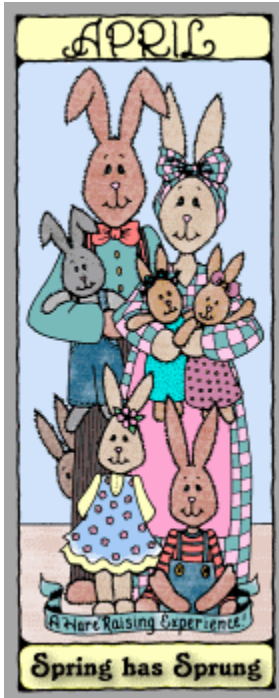
I have created a Grade Two mailing list for parents which gives *occasional* updates of classroom happenings. If you would like to join our list, feel free to send your email address to school with your child. If you do not have an email address, but would like to receive a copy of the updates, just let me know.

As in the previous two terms of school, should you choose to visit the Funbrain.com site, (<http://www.funbrain.com/quiz/index.html>), you will need to input the following information in the STUDENT LOGIN section: secret word: *angelfly* || your name: *student's first name*. I have created several activities that students can engage in online and also print for home use. As mentioned earlier, these activities are based on our classroom curriculum.

Partners In Education,

K. Walkowiak

SUBJECT AREAS *STRANDS* *EXPECTATIONS* *CRITERIA*



RELIGION

April: Unit 8: Let's Break
May: Unit 9: Let's Eat and Drink
June: Unit 10: Let's Go Forth

FAMILY LIFE

April: Unit 4: Growing In Commitment Created Sexual: Male And Female

2. Keeping Our Word
 3. Making Decisions
- *Take Charge (Units 4 & 5)

May: Unit 5: Living In The World
1. The World Is A Good Place To be
*AIDS Education

- June:
2. Gifts Of The Earth
 3. We Work With God's Gifts

LANGUAGE

The *third term* expectations are similar to the first and second term expectations in that the strands of Reading, Writing and Oral and Visual Communication are evaluated.

Reading

Reasoning and Critical Thinking

- Restate information in a short non-fiction text in their own words;
- Retell a story in proper sequence, identify the main idea and the characters, and discuss some aspects of the story
- Use a variety of reading strategies to understand a piece of writing
- Express their thoughts and feelings about ideas in a piece of writing;

Understanding of Form and Style

- *Identify* characteristics of different forms of written materials (e.g., poem, story, children's dictionary, recipe);

Vocabulary Building

- *Use* phonics as an aid in learning new words;
- *Substitute* one word for another in a meaningful way (e.g., use house instead of home);

Knowledge of Language Structures

- *Use* their knowledge of sentence structure in oral and written language to determine the meaning of a sentence (e.g., the verb in a simple statement usually follows a noun; the subject and verb are inverted in interrogative sentences);
- *Use* their knowledge of word endings to recognize the same word in different forms (e.g., jumps, jumped, jumping);
- *Understand* that the same sounds may be represented by different spellings (e.g., finger, telephone);

Use of Conventions

- *Use* punctuation to help them understand what they read (e.g., question mark, apostrophe);
- *Use and interpret* some conventions of formal texts (e.g., maps, pictures, graphics, simple diagrams, bold and italic type for headings).

Writing

Grammar

- *Use* a variety of sentence types (e.g., questions, statements, exclamations);
- *Use* adjectives appropriately for description
- *Use* the negative correctly (e.g., I will not do that/I cannot do that/He does not do that);

Punctuation

- *Use* question marks appropriately;
- *Use* a comma correctly to separate items in a list, in dates, and in addresses;

Spelling

- *Correctly* spell words identified by the teacher;
- *Use* es to form the plural of certain words (e.g., radishes);

Word Use and Vocabulary Building

- Use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;

Visual Presentation

- Use words and pictures to create a message;
- Use titles to summarize content;

Oral and Visual Communication

Use of Words and Oral Language Structures

- *Experiment* with rhyme, rhythm, and word play to create humorous effects;
- Use linking words such as *because*, *if*, and *after* to organize ideas in speech;

Non-verbal Communication Skills

- Use appropriate gestures and tone of voice, as well as natural speech rhythms, when speaking;

Group Skills

- *Participate* in group discussions, demonstrating a sense of when to speak, when to listen and how much to say;
- Use *speech appropriately* for various purposes (e.g., to influence others in the group);

Media Communication Skills

- *Distinguish* between a commercial and a program (e.g., on the radio or television) and between an advertisement and an article (e.g., in a magazine or newspaper);

MATHEMATICS: Four *strands* are evaluated third term.

Strand: Number Sense and Numeration

Understanding Number:

- Represent and explain halves, thirds, and quarters as part of a whole and part of a set using concrete materials and drawings (e.g., colour 2 out of 4 circles);
- Compare two proper fractions using concrete materials (e.g., use pattern blocks to show that the relationship of 3 triangles to 6 triangles is the same as that of 1 trapezoid to 2 trapezoids because both represent half of a hexagon);

Computations:

- Represent multiplication as repeated addition using concrete materials (e.g., 3 groups of 2 is the same as $2+2+2$);
- Demonstrate division as sharing (e.g., sharing 12 carrot sticks among 4 friends means each person gets 3);
- Recall addition and subtraction facts to 18;
- Explain a variety of strategies to find sums and differences of 2 two-digit numbers;
- Use one fact to find another (e.g., use fact families or adding on);
- Mentally add and subtract one-digit numbers;
- Add and subtract two-digit numbers with and without regrouping, with sums less than 101, using concrete materials;

Applications:

- Pose and solve number problems with at least one operation (e.g., if there are 24 students in our class and 8 wore boots, how many students did not wear boots?);
- Select and use appropriate strategies (e.g., pencil and paper, calculator, estimation, concrete materials) to solve number problems involving addition and subtraction.

Strand: Measurement

Perimeter and Area:

- Estimate, measure, and record the linear dimensions of objects using non-standard and standard units (centimeter, metre), and compare and order objects by their linear dimensions;
- Measure and record the distance around objects using non-standard units, and compare the distances;
- Estimate and measure specified areas using uniform non-standard units and record the measures (e.g., the area of the page is four pencil cases);

Capacity, Volume and Mass:

- Estimate, measure and record the capacity of containers using non-standard units, compare the measures and order a collection of containers by capacity;
- Estimate, measure and record the mass of objects using non-standard units, compare the measures and order a collection of objects by mass.

Strand: Patterning and Algebra

- explore multiples in a hundred chart;
- use a calculator and a computer application to explore patterns;
- relate growing and shrinking patterns to addition and subtraction;
- explain a pattern rule;

- Given a rule expressed in informal language, extend a pattern;
- Transfer patterns from one medium to another (e.g., actions, words, symbols, pictures, objects, calculator).

Strand: Geometry and Spatial Sense

Three- and Two-Dimensional Geometry

- Compare and sort two-dimensional shapes according to number of sides and vertices;
- Describe the attributes of regular polygons using geometric language (e.g., sides, vertices);
- Compare and contrast two-dimensional shapes;

Transformational Geometry

- Demonstrate an understanding of a line of symmetry in a two-dimensional shape by using paper folding and reflections (e.g., using paint-blot pictures, Mira);
- Determine a line of symmetry of a two-dimensional shape by using paper folding and reflections (e.g., in a transparent mirror);
- Demonstrate transformations, such as flips, slides and turns (reflections, translations and rotations (, using concrete materials;
- Make a pattern using two-dimensional shapes (e.g., pattern blocks, tangrams);
- Identify and perform translations of simple figures using concrete materials (e.g., to the left, to the right, up and down);

Grids and Coordinate Geometry

- Describe the specific location of objects on a grid or map (e.g., beside, to the right of).

Strand: Data Management and Probability

Probability

- Explore through simple games and experiments the likelihood that an event may occur;
- Investigate simple probability situations (e.g., flipping a coin, tossing dice);
- Use mathematical language (e.g., likely, unlikely, probably) in informal discussion to describe probability).
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SCIENCE AND TECHNOLOGY

*Strand: Energy and Control – Energy From Wind and Moving Water

Specific Expectations

Understanding Basic Concepts

- identify movement as an outcome of energy input (e.g., fuel enables cars, trucks, and buses to move; electricity enables the fan in the kitchen to move; food enables humans to move);
- recognize that it is the movement of air and water that produces energy and that air and water are not by themselves sources of energy;
- identify various ways in which moving water is used as a form of energy (e.g., hydroelectricity, tidal energy).

Developing Skills of Inquiry, Design and Communication

- design and construct a device propelled by air (e.g., a kite, a pinwheel, a balloon rocket);
- design and construct a system that controls the flow of water and/or air using a variety of mechanisms (e.g., a musical instrument, a fountain, valves, a dam);
- ask questions about and identify needs and problems related to the use of wind and moving water as energy sources, and explore possible answers and solutions (e.g., describe how moving water is used to produce electricity; describe how windmills were used to grind grain into flour);
- use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., use terms such as renewable and movement when describing energy);
- record relevant observations, findings, and measurements, using written language, pictures, and charts (e.g., draw a diagram of their device; prepare a chart to present data on the distance traveled by their device over time);
- communicate the procedures and results of investigations and explorations for specific purposes, using drawings, demonstrations, and oral and written descriptions

Relating Science and Technology to the World Outside the School

- identify devices that use moving air and moving water as energy sources (e.g., windmills, water wheels), and describe what happens to these devices when the air or water is still;
- list activities that are affected by moving water and wind (e.g., fishing, sailing, flying a plane);
- recognize that moving air and moving water can be sources of energy for electrical power;
- describe how gravity and the shape of different structures affect the behaviour and use of moving water (e.g., water in waterfalls, taps, fountains).

*Strand: Life Systems – Growth and Changes in Animals

Specific Expectations

Understanding Basic Concepts

- identify and describe the major physical characteristics of different types of animals (e.g., mammals, reptiles, insects);
- identify and describe behavioral characteristics that enable animals to survive (e.g., migration, dormancy, hibernation);
- classify a variety of animals using observable characteristics (e.g., size, body covering, teeth);
- compare ways in which animals eat their food (e.g., tear flesh, crack shells), move, and use their environment to meet their needs (e.g., gather grass and twigs to build nests);
- describe changes in the appearance and activity of an animal as it goes through a complete life cycle (e.g., mealworm);
- compare the life cycles of some animals that have similar life cycles (e.g., bee and butterfly) and some that have different life cycles (e.g., gerbil and butterfly);
- identify constant traits (e.g., number of legs) and changing traits (e.g., weight) in animals as they grow, and compare the appearance of young and mature animals of the same species;
- describe ways in which animals respond and adapt to their environment (e.g., weasels change colour for camouflage in summer and winter; mammals living in colder climates have longer fur);
- compare ways in which different animals care for their young (e.g., bears, alligators, sea turtles).

Developing Skills of Inquiry, Design and Communication

- ask questions about and identify some needs of different animals with which they are familiar, and explore possible answers to these questions and ways of meeting these needs (e.g., examine different kinds of teeth and explain how their shape enables an animal to bite, tear, or grind its food);
- plan investigations to answer some of these questions or find ways of meeting these needs, and describe the steps involved;
- use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., use the words egg, caterpillar, larva, chrysalis, and adult in describing the metamorphosis of a butterfly);
- record relevant observations, findings, and measurements, using written language, drawings, and concrete materials (e.g., make accurately labelled drawings showing the life cycle of an animal);
- communicate the procedures and results of investigations for specific purposes, using drawings, demonstrations, and oral and written descriptions (e.g., explain how a caterpillar feeds, using a model constructed of modelling clay and a tree branch).

Relating Science and Technology to the World Outside the School

- describe features of the environment that support the growth of familiar animals (e.g. water and insects in a frog's environment);

- identify and compare the effects of the seasons on animals (e.g. some animals grow a thicker coat in cold weather);
- describe ways in which humans can help or harm other living things (e.g., protecting endangered species);
- demonstrate an understanding of the requirements of small animals for survival (e.g., by maintaining an aquarium or a terrarium);
- describe the life processes of an animal that they have observed (e.g., the eating habits, movement, rest patterns, and breathing of a mealworm);
- demonstrate awareness of ways of caring for animals properly (e.g., avoid handling them too much; research nutritional requirements);
- describe how humans produce food by raising livestock (e.g., pigs, chickens, cattle).

SOCIAL STUDIES:

This term, students will study Canada and World Connections:

***Strand: Canada and World Connections: Project/Presentation**

Students will complete individual Celebration research projects of their choice and present their projects to the class.

***Strand: Canada and World Connections: Features of Communities Around the World**

Expectations:

- *demonstrate* an understanding that the world is made up of countries where people have both similar and different lifestyles;
- *use* maps and globes to locate countries as part of a comparative study of families from countries from different continents;
- *describe* how the environment affects the ways in which needs are met (e.g. influences of climate on food, clothing and shelter).

Specific Expectations:

- identify similarities and differences between their community and communities in other parts of the world.

Developing Inquiry/Research and Communication Skills

- *use* appropriate vocabulary (e.g., globe, model, distances, sphere, hemisphere, culture, countries, regions, equator, polar regions) to describe their inquiries and observations;
- *ask* simple questions and use a variety of means for obtaining information about communities around the world;
- *interpret* data and draw simple conclusions (e.g., establish connections between climate and clothing, or among artifacts, games, and celebrations);
- *sort and classify* information using more than one criterion (e.g., by how environment affects the ways needs are met);

Developing Map and Globe Skills:

- use symbols, colour, and cardinal directions (i.e., N, S, E, W) on maps of Canada and other countries;
- identify the earth as a sphere and half the earth as a hemisphere;
- demonstrate an understanding that the globe is a model of the earth;
- identify the equator and polar regions on a map and/or globe;
- use legends (e.g., blue line/river) and recognize pictorial symbols (e.g., for homes, roads) on simple maps;
- locate their local community on a globe or map.
- construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., make graphs to compare the homes in various world communities);

MUSIC (The ARTS curriculum consists of 3 strands: Visual Art, Drama and Music. *Music* is evaluated Term 3)

Knowledge of Elements

- identify examples of beat in their environment and in music (e.g., ticking of clocks, steady pulse in rhymes or songs);
- identify rhythmic patterns (e.g., clap the pattern of syllables in nursery rhymes);
- identify higher- and lower-pitched sounds in a familiar melody;
- identify the tempo of various pieces of music;
- identify the four families of orchestral instruments (strings, woodwinds, brass, percussion).

Creative Work

- sing music from a variety of cultures and historical periods (e.g., folk songs);
- create rhythmic and melodic patterns using a variety of sounds;
- create simple patterned movement to familiar music, using their knowledge of beat and rhythm;
- sing simple, familiar songs in tune in unison;
- sing expressively, showing an understanding of the text;
- accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or “found” instruments;
- create and perform musical compositions, applying their knowledge of the elements of music and patterns of sound;
- create short songs and instrumental pieces, using a variety of sound sources.

Critical Thinking:

- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., create a dance, dramatize a song);
- recognize that mood can be created through music;
- explain, using basic musical terminology, their preference for specific songs or pieces of music;

- recognize and explain the effects of different musical choices (e.g., slow music that is loud can be dramatic or ceremonial whereas slow music that is soft can suggest thoughtfulness).

PHYSICAL AND HEALTH EDUCATION

Once again, the major areas of focus for *knowledge and skills* are organized according to three strands:

- *Healthy living* includes healthy eating, growth and development, personal safety and injury prevention, and substance use and abuse;
- *Fundamental movement* skills include locomotion/traveling, manipulation, and stability;
- *Active participation* includes physical activity, physical fitness, living skills, and safety.

These strands combine the living skills (e.g., personal, interpersonal, communication, conflict- resolution, goal-setting, organizational, time-management, problem-solving, and decision- making skills) that all students require.

- Basic organization, manipulative skills and games (e.g., throwing, catching, dribbling, passing)
- Rhythmic Activities (Dance)
- Healthy Living (Balanced Eating Habits, Summer Safety)