

January 23rd, 2001



Dear Parents,

Happy New Year and welcome to the second term of school! Included in this newsletter is a synopsis of the Grade Two curriculum units and expectations that I plan to address and evaluate this term. This information is also available on the Ministry of Education and Training website at: Ministry of Education website at: <http://www.edu.gov.on.ca/eng/document/curricul/elemcurric.html>.

A reminder that our *new class website* address is: <http://www.occdsb.on.ca/~proj1615/gradetwo>. If you try to enter the password-protected area, you will need the following information: username: *treasuretrove2* || password: *gradetwob*. There is a new feature on the website that is called “*Click-and-Go*” Activities which highlights one safe site each week with an activity that familiarizes students with the site. Please feel free to use these activities at home with your child!

If you choose to visit Funbrain.com (<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 you can also print for home use. These activities are based on our classroom curriculum.



Partners In Education,

K. Walkowiak

SUBJECT AREAS* *STRANDS* *EXPECTATIONS* *CRITERIA

RELIGION

December: Unit 4: Let's Treasure God's Presence
January: Unit 5: Let's Treasure God's Gift
February: Unit 6: Let's Take
March: Unit 7: Let's Bless

FAMILY LIFE

December: Unit 2: Created And Loved By God
4. We Fight And Forgive
5. Being Friends
6. Cooperation Among Friends

January: Unit 3: Created Sexual: Male And Female
1. Life Begins In Love
2. How Life Begins

February: 3. A Special Home
4. The Baby Arrives
5. The Gift of Bodies

March: Unit 4: Growing In Commitment Created Sexual: Male And Female
1. People Who Care About Us

LANGUAGE

The subject of Language consists of three areas that are evaluated in each term. They include: reading, writing and oral and visual communication.

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
- *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);

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;

Punctuation

- Use capital letters for proper nouns (e.g., holidays, place names, titles);
- 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 phonics to spell more difficult words (e.g. words of more than one syllable, words ending in *ing*);
- 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 underlining, colour, size of print for emphasis;

- Use titles to summarize content;
- Print legibly;
- Use margins and spacing appropriately.

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 second term.

Strand: Number Sense and Numeration

Understanding Number:

- Compare, order, and represent whole numbers to 100 using concrete materials and drawings;
- Identify place-value patterns (e.g., trading 10 ones for 1 ten) and use zero as a place holder;
- Use ordinal numbers to thirty-first;

Computations:

- Skip count, and create and explore patterns, using a calculator (e.g., skip count by 5's by entering [5] [+] [5] [=] . . . on the calculator);

Applications:

- Use a calculator to solve problems with numbers larger than 50 in real-life situations;
- *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

Units of Measure:

- *Demonstrate* an understanding of the relationship between days and weeks, months and years, minutes and hours, hours and days;
- *Name* the months of the year in order and read the date on a calendar;
- *Estimate and measure* the passage of time using minutes and hours;
- *Read* digital and analog clocks, and tell and write time to the quarter-hour;
- *Use* a thermometer to determine whether temperature is rising or falling;
- *Name and state* the value of all coins and demonstrate an understanding of their value;
- *Estimate and count* money amounts to \$1 and record money amounts using the cent symbol;
- *Create equivalent sets* of coins up to \$1 in value;

Geometry and Spatial Sense

Three- and Two-Dimensional Geometry

- Explore and identify three-dimensional figures using concrete materials and drawings (e.g., prism, pyramid);
- *Construct* the skeleton of a prism and a pyramid using a variety of materials (e.g., straws, joiners);
- *Create* a three-dimensional model from an illustration, using concrete materials (e.g., make a house from clay or plasticine);
- *Compare and sort* three-dimensional figures according to one geometric attribute (e.g., shape);
- *describe and name* three-dimensional figures (e.g., cube, cone, sphere, prism);
- *explore and identify* two-dimensional shapes using concrete materials and drawings (e.g. pentagon, hexagon, octagon);

Data Management and Probability

Collecting, Organizing and Analyzing Data

- *pose* questions about meanings derived from the data on graphs (e.g., which was the rainiest month?);

- *sort and classify* concrete objects, pictures, and symbols according to two specific attributes (e.g., shape and texture);
- *recognize* that an object can have more than one attribute;
- *collect* first-hand data from their environment (e.g. the number of days of sun, rain, snow during the month of November);

Concluding and Reporting

- *identify* the basic parts of a graph: labels, scales, title, data;
- *organize* data using graphic organizers (e.g. diagrams, charts, graphs, webs) and various recording methods (e.g., placing stickers, drawing graphs);
- *construct and label* simple concrete graphs, bar graphs, and pictographs using one-to-one correspondence;
- *interpret* displays of numerical information and express understanding in a variety of ways (e.g., draw a picture and use informal language to discuss);

SCIENCE AND TECHNOLOGY

Strand: Matter and Materials – Properties of Liquids and Solids

Specific Expectations

Understanding Basic Concepts

- *describe* the properties of liquids and solids, using their observations;
- *distinguish* between solids that dissolve in water (e.g., sugar) and solids that do not (e.g., sand);
- *describe*, using their observations, the characteristics of the three states of water, and identify the conditions that cause changes from one state to another (e.g., water turns to ice when placed in a freezer);
- *identify* reversible changes in materials (e.g., the changing of ice to water);
- *identify*, through observation, various substances that are buoyant (e.g., wood, oil), that can absorb another substance (e.g., paper towel), and that can dissolve another substance (e.g., water);

Developing Skills of Inquiry, Design and Communication

- *design and assemble*, using given materials, an object that is buoyant and able to support a given mass, and identify and describe the materials and tools they used;
- *ask* questions about and *identify* needs and problems related to the use of liquids and solids, and explore possible answers and solutions (e.g., devise and explain a plan to build a model raft; predict changes that will occur when ice or water is heated or cooled);
- *use appropriate vocabulary* in describing their investigations, explorations, and observations (e.g., use such words as clear, runny, and greasy when describing liquids, and granular, hard, and opaque when describing solids);

- *record* relevant observations, findings, and measurements, using written language, drawings, charts, and concrete materials (e.g., record data from experimentation with liquids and solids on a chart; list characteristics of different liquids that they have observed);
- *communicate* the procedures and results of investigations for specific purposes, using demonstrations, drawings, and oral and written descriptions (e.g., write a booklet for the school library describing class experiments in investigating liquids and solids).

Relating Science and Technology to the World Outside the School

- *compare* the properties of liquids with those of solids to determine which materials take the shape of their container (e.g., water will fill a margarine container completely but ice cubes will leave spaces);
- compare different materials with respect to their capacity to absorb, and identify ways in which this capacity
- *determine* how these materials are used (e.g., bond paper, paper towels, cotton, linen, wood, plastic);
- *describe*, using their observations, the behaviour of various liquids (e.g., water, oil) when poured on different surfaces (e.g., rough wood, smooth wood, cloth), when combined with solids (e.g., powdered milk), and when combined with other liquids (e.g., vinegar), and explain how the reactions they observe determine the uses of these liquids and solids;
- *compare* the properties of water with the properties of at least one other liquid (e.g., detergent, oil, molasses);
- *identify* liquids used in the home and describe how they are used (e.g., milk for drinking and cooking; detergent for cleaning);
- *describe*, using their observations, some ways in which solids and liquids can be combined to make useful substances (e.g., flour and water make paste);
- *identify* objects in the immediate environment as solids (e.g., sand, ice, rocks) or liquids (e.g., milk, vinegar, water);
- *recognize* international symbols that give us information on the safety of substances (e.g., household cleaners, cleansers, bleaches) and Canadian Safety Association signage when working with liquids and solids.

Strand: Structures and Mechanisms – Movement

Specific Expectations

Understanding Basic Concepts

- *describe* different mechanisms through observation and investigation (e.g., hinge, inclined plane), and identify the components that are simple machines (e.g., lever, wedge);
- *describe*, using their observations, the characteristics and movements of simple mechanisms (e.g., hinge, wheels and axle);
- *describe*, using their observations, the position of an object in relation to other objects or to a specific area (e.g. use such words as over, under, beside, behind);

- *identify* changes in the position of an object in relation to other objects (e.g., movement upward or to the left);
- *describe*, using their observations, the pattern of movement of objects (e.g., turning, spinning, swinging, bouncing, vibrating).

Developing Skills of Inquiry, Design and Communication

- *ask* questions about and identify needs or problems related to structures and mechanisms, and explore possible answers and solutions (e.g., investigate the effect of different floor coverings on the motion of a toy car);
- *use appropriate vocabulary* to describe their investigations, explorations, and observations (e.g., use words such as rotate, turn, faster, and slower to describe the motion of wheels and axles);
- *record* relevant observations, findings, and measurements, using written language, drawings, charts, and concrete materials (e.g., record what happens to the movement of a vehicle released from a ramp if the size of its wheels is changed);
- *communicate* the procedures and results of investigations and explorations for specific purposes, using drawings, demonstrations, and oral and written descriptions (e.g., draw a sketch of an object they plan to make and another sketch of the object after it is made; tell the class the procedures they followed in making a vehicle or a container with a hinged lid);
- *make* simple mechanisms and use them in building a device they have designed (e.g., vehicle with wheels and axles);

Relating Science and Technology to the World Outside the School

- *identify*, through observation, the mechanical parts of objects (e.g., hinges on doors) and describe the motion of these parts;
- *compare* the motion of objects on different surfaces (e.g., wheels of a toy on carpet, tile, and sand);
- *describe*, using their observations, the effect that different surfaces (e.g., wood, tiles, carpet, water) have on the rate at which an object slows down;
- *predict* factors that make a load easier or more difficult to move (e.g., the size of a wheel or hinge, the amount of friction);
- *identify* different ways in which wheels and axles can be attached to a chassis (e.g., by using an axle-holder, by placing the axle in holes drilled in the frame);
- *demonstrate* awareness that the wheels of a vehicle rotate clockwise or counterclockwise depending on the direction of movement of the vehicle.

SOCIAL STUDIES:

In Grade 2 students begin to develop awareness of physical and human geography by comparing their lives in their communities to the lives of other families in other communities around the world. They use maps and globes to locate places and countries of interest from different continents around the world. They compare the climate, animals, food, clothing, homes, recreation, culture, transportation, language,

and land use in these countries, and investigate environmental influences on people's lives.

Strand: Canada and World Connections: Project/Presentation

Understanding Concepts

- demonstrate an understanding that the world contains many countries, including Canada;
- demonstrate an understanding of the relationship between location and climate (e.g., warmer climates occur near the equator);
- identify the ways in which climate affects how needs (e.g., the need for food, recreation, shelter) are met in different communities around the world;
- demonstrate an understanding that there are similarities and differences in the ways communities around the world meet their needs (e.g., food, shelter, clothing);
- identify similarities and differences (e.g., in food, clothing, homes, recreation, land use, transportation, language) 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 artefacts, 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);
- communicate information, using media works, oral presentations, and written notes.

Applying Concepts and Skills in Various Contexts:

- record information on charts or data bases related to children around the world, including countries of origin, languages, food, clothing, homes, and games;
- describe some everyday items and identify the countries of origin of these items;
- identify factors that influence choice of clothing (e.g., weather, culture, temperature, activity);
- compare symbols that represent the countries studied with symbols of their own country (e.g., flags, symbols on stamps and coins)

DRAMA (The ARTS curriculum consists of 3 strands: Visual Art, Drama and Music. *Drama* is evaluated Term 2)

Knowledge of Elements

- *use* the vocabulary, tone of voice, and body movements appropriate for a specific character when role playing;
- write in role as characters in a story, using the vocabulary and portraying the attitudes of the characters;
- describe their own and others' work;
- identify and describe symbols that are relevant to the meaning of stories and poems (e.g., the heart as a symbol of love);

Creative Work

- *speak* in role as characters in a story, assuming the attitude and gestures of the people they are playing;
- *demonstrate* the ability to move and control their bodies in space and time (e.g., by creating tableaux in small groups);
- *use* language and non-verbal means of communication effectively;

Critical Thinking:

- *ask and respond* appropriately to relevant questions, in and out of role, about characters and dramatic situations being explored;
- *ask and respond* appropriately to relevant questions, in and out of role, about characters and dramatic situations;
- *compare*, while working with others, some possible solutions to problems identified through drama and dance (e.g., finding the way home when lost in the forest);
- *identify* specific aspects (e.g., movements, words) of their work and that of others that were effective.

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 (e.g., games)
- Basic manipulative skills and games (e.g., throwing, catching, dribbling, passing)
- Healthy Living (Balanced Eating Habits, Safety rules to be followed in the home, school, and community, Types of verbal and physical violence; Seeking help)