

October 23rd, 2000

Dear Parents,

Our *new class website* is now online! It is called the 2nd Grade TreasureTrove and is located at:

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

Our website has all sorts of gems for parents, other teachers and students. It includes our class newsletters, my long range plans for the year, Spelling lists, our favorite Internet sites, online Internet activities and much more! If you happen to drop by the website, please be sure to sign our *guestbook*! Also, if there is something you would like to see on the website, please feel free to share your suggestions. This website is a work-in-progress! If you do not have Internet access at home and would like to learn how to use our site, please feel free to let me know.



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 Language and Mathematics activities that students can engage in online and you can also print for home use.

Also included in this newsletter is a synopsis of the Grade Two curriculum units and expectations that I plan to address and evaluate this first term of the school year, which includes the months from September through November. If you would like to see the subject area documents in their entirety, be sure to visit the Ministry of Education website at: <http://www.edu.gov.on.ca/eng/document/curricul/elemcurric.html>.

Partners In Education,

K. Walkowiak

SUBJECT AREAS *STRANDS* *EXPECTATIONS* *CRITERIA*

RELIGION

September: Unit 1: Let's Be Friends
October: Unit 2: Let's Come Together
November: Unit 3: Let's Treasure God's Word

FAMILY LIFE

September: Unit 1: Created And Loved By God
1. Each One Is Special
2. We Are Growing
October: 3. Feelings
4. Each One Is Different
5. Sharing Gifts And Talents
November: Unit 2: Living In Relationship
1. My Special Family
2. Signs of Love in the Family
3. A Family Moves

LANGUAGE

The subject of Language consists of three areas that are evaluated. 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
- Use a variety of reading strategies to understand 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

- Separate words into parts and use patterns of word structure to determine the meaning of new words (e.g., lock, locket);
- Use phonics as an aid in learning new words (initial consonants, final consonants, short vowel sounds, blends)

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

- Identify nouns as words that name people, places and things;
- Use connecting words to link simple sentences;

Punctuation

- Use capital letters for proper nouns (e.g., holidays, place names, titles);
- Use a comma correctly to separate items in a list, in dates, and in addresses;

Spelling

- Correctly spell words identified by the teacher;
- *Begin* to use resources (e.g., personal dictionary, classroom-displayed vocabulary) to confirm spelling;

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;
- 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 appropriate vocabulary and oral language structures to express emotions in a variety of situations;

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;

Media Communication Skills

- View, read and listen to media works to obtain information and to complete assigned tasks (e.g., view or read the weather reports on television or in the newspaper);
- Identify different technologies (e.g., television, radio, the Internet, CD-ROMs, a videocassette recorder) and understand that they serve different functions;

MATHEMATICS: Three *strands* are evaluated first term.

Strand: Number Sense and Numeration

Understanding Number:

- Read and print number words to twenty;
- Count by 1's, 2's, 5's, 10's and 25's beyond 100 using multiples of 1, 2, and 5 as starting points;
- Count backwards by 1's from 20;
- Locate whole numbers to 50 on a number line and partial number line (e.g., from 34 to 41);
- Show counting by 2's 5's and 10's to 50 on a number line;

Computations:

- Investigate the properties of whole numbers (e.g., addition fact families, $3+2=2+3$);
- Recall addition and subtraction facts to 18;
- Mentally add and subtract one-digit numbers;

Strand: Measurement

Units of Measure:

- Demonstrate an understanding that the measure of one object can be used to describe a similar attribute of another object (e.g., the mass of a box can be used to measure the mass of a larger box);
- Record results of measurement activities in a variety of ways (e.g. in graphs, stories);

- Demonstrate an understanding that a standard unit of measure is used to describe the measure of an object (e.g., a meter length is used repeatedly to describe the length of a room);
- Demonstrate an understanding of some standard units of measure: for length and distance (centimeter, meter) and time (second, minute, hour, day);
- Use the terms centimeter and meter in measurement and describe the relationship between the two linear measures;
- Select an appropriate non-standard unit and an appropriate standard unit to measure length (e.g. use unifix cubes to measure the length of the body);

Strand: Patterning and Algebra

- Recognize that patterning results from repeating an operation (e.g. addition), using a transformation (slide, flip, turn) or making some other change to an attribute (e.g., position, color);
- Describe and make models of patterns encountered in any context (e.g., wallpaper borders, calendars), and read charts that display the patterns;
- Identify patterns (e.g. in shapes, sounds);
- Combine two attributes in creating a pattern (e.g., size and position);
- Identify patterns in addition and subtraction sentences;

SCIENCE AND TECHNOLOGY

Strand: Earth and Space Systems – Air and Water in the Environment

Specific Expectations

Understanding Basic Concepts

- demonstrate an awareness of air as a substance that surrounds us and takes up space, and whose movement we feel as wind;
- describe the movement of air relying on their observations of its effects (e.g., tree branches swaying, clouds moving);
- compare characteristics of and changes in observed air conditions, in both indoor and outdoor environments (e.g., cold winter temperatures outdoors and warm temperatures indoors);
- identify ways in which changes in temperature affect living things, including themselves (e.g., decisions concerning activities or transportation; hibernation; dormancy; migration);
- recognize that water exists in three states on earth (e.g., solid - visible as ice; liquid - visible as rain or as water in lakes, streams, etc.; gas - present but invisible as water vapour);
- identify and describe forms of moisture in the environment (e.g., dew, snow, fog, frost, rain);
- identify the factors that cause things to dry quickly or slowly (e.g., air temperature; amount of moisture in the air; amount of wind);
- recognize evidence of the water cycle (e.g., observe water in a closed container and water in an open container; observe puddles evaporating after a rainstorm).

Developing Skills of Inquiry, Design and Communication

- *ask questions* about and identify needs or problems arising from events in the outdoor environment, and explore possible answers and solutions (e.g., observe that there is a relationship between the patterns and movement of clouds and changes in weather);
- *use appropriate vocabulary* in describing their explorations, investigations, and observations (e.g., use words such as solid, liquid, vapour
- *record* relevant observations, findings, and measurements, using written language, drawings, concrete materials, and charts (e.g., record and graph weather data gathered over a period of a few weeks);

Relating Science and Technology to the World Outside the School

- *predict and describe* how local weather conditions affect living things, including themselves;
- *describe* the different uses of water and identify some that are essential for maintaining our health (e.g., water is used for drinking and washing; clean drinking water is essential for the health of humans);
- *identify* sources of drinking water (e.g., wells, springs, rivers);
- recognize that clean water is an increasingly scarce resource in many parts of the world and that the water we use is part of our environment and should be used wisely (e.g., taps should be turned off while brushing teeth);

SOCIAL STUDIES:

In Grade 2, the study of Heritage and Citizenship focuses on the wide variety of cultures and traditions in Canada. Using either their own or well-known families, contemporary or historical, students identify various family origins and discover important events in family histories and cultures. They describe the ways in which cultural traditions are shared, and learn how different cultures and traditions contribute to society.

Strand: History and Traditions as related to being Canadian

Understanding Concepts

- *demonstrate* an understanding that communities may be made up of many cultures;
- *demonstrate* an understanding that traditions are passed down from parents and grandparents (e.g., celebrations, names);
- *identify* ways in which heritage and traditions are passed on (e.g., through community celebrations, special days such as Remembrance, the Canadian flag, music, food, clothing);
- identify the cultural origins of various families' members;

VISUAL ARTS

Knowledge of Elements

- Recognize and name the secondary colors of pigment (purple, orange, green);
- Describe how the secondary colors can be created by mixing the primary colors (e.g., blue and yellow make green);
- Identify types of lines in art works and in the environment (e.g., horizontal, vertical, diagonal);

Creative Work

- produce two- and three-dimensional works of art
- identify, in a plan, their specific choices of subject matter and tools, materials, and techniques
- identify strengths and areas for improvement in their own and others' art work, and explain their choice (e.g., "I did a good job of cutting out the circles. Next time I will choose a background colour that makes the circles stand out more").

Critical Thinking

- *describe*, using appropriate vocabulary, how artists use the elements of design to create a specific effect (e.g., diagonal lines to suggest movement);
- *describe* the relationship between an art work and their own

PHYSICAL AND HEALTH EDUCATION

The curriculum's 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, collecting, kicking, punting, dribbling, volleying, striking)
- Healthy Living (Bus safety, Fire safety, Hallowe'en safety)

