

Dear Parents,

The purpose of this newsletter is to share with you our plans for the **Second Term of Grade 2**. Listed below are the curriculum expectations for this term, as well as the teaching strategies and assessment methods that we will be implementing.

<b>French Language Arts</b>		
Curriculum Expectations	Examples of Teaching Strategies	Assessment Examples
<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>-listening to understand: use listening comprehension strategies effectively (ask questions, focus on the speaker, look at the speaker, focus on key vocabulary)</li> <li>-listening to interact: respond with understanding to what others say</li> <li>-speaking to communicate: use familiar words and expressions to produce clear messages in French about themselves, family, friends, experiences and environment</li> <li>-speaking to interact: participate in structured and guided social interactions with increasing confidence and independence</li> <li>-make connections between your own personal experiences those of other French-speaking people, building a recognition of the place of French in our local, national and global communities</li> <li>-listen to and follow instructions in class</li> <li>-communicate with teacher in French</li> <li>-use French in discussions with classmates</li> </ul>	<ul style="list-style-type: none"> <li>-open and/or directed discussion</li> <li>-accountable talk</li> <li>-turn and talks</li> <li>-modeling</li> <li>-effective questioning</li> <li>-goal setting</li> </ul>	<ul style="list-style-type: none"> <li>-descriptive feedback</li> <li>-observations</li> <li>-anecdotes</li> <li>-conferences</li> <li>-monitoring of goals and progress</li> <li>-peer and self-assessment</li> <li>-weekly reflection (ma semaine)</li> </ul>

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Reading Comprehension: identify a few reading comprehension strategies and use them appropriately with teacher support (e.g., predictions, cues from pictures and illustrations, initial letter sound cues, etc.).</li> <li>-Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts containing familiar words and expressions</li> <li>-Purpose, Form, and Style: identify the purpose(s) of some familiar text forms with support and guidance from the teacher (e.g., personal recounts, journal entries, narratives, dramatic scripts, etc.)</li> <li>-reading and following written instructions with support from the teacher</li> </ul>	<ul style="list-style-type: none"> <li>-read aloud</li> <li>-shared reading</li> <li>-paired reading</li> <li>-one on one reading</li> <li>-independent reading and practice</li> <li>-conferencing</li> <li>-strategic guided reading groups</li> <li>-effective questioning</li> <li>-word work</li> <li>-grammar and spelling practice</li> <li>-goal setting</li> </ul>	<ul style="list-style-type: none"> <li>-descriptive feedback</li> <li>-diagnostic (AlphaJeunes)</li> <li>-observations</li> <li>-anecdotes</li> <li>-conferences</li> <li>-monitoring of goals and progress</li> <li>-peer and self-assessment</li> <li>-weekly reflection (Ma Semaine)</li> <li>-reading comprehension texts and questions</li> </ul>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-variety of forms: write a variety of texts in French, conveying information, ideas, and opinions about yourself, friends, family and your immediate environment (e.g., personal recounts, journal entries)</li> <li>-develop vocabulary: confirm word meanings and review, refine, and vary word choices using an increasing variety of resources</li> <li>-use the writing process (organize ideas, draft and revise work using editing and proofreading skills to correct work)</li> <li>-sentence and groups of linked sentences (foundations for paragraph writing), ensuring use of capitals and punctuation</li> <li>-use examples and models to verify correct spelling and use of grammar conventions</li> <li>-grammar and conventions: present verb tenses and introduce futur proche and passé composé</li> <li>-words &amp; expressions to indicate time, thoughts &amp; opinions, ask questions &amp; share ideas</li> <li>-identify nouns, adjectives and verbs</li> </ul>	<ul style="list-style-type: none"> <li>-graphic organizers and templates</li> <li>-modelled texts -gradual release of responsibility (modeling, shared, paired, independent)</li> <li>-effective questioning</li> <li>-independent practice</li> <li>-word work</li> <li>-goal setting</li> <li>-weekly homework</li> </ul>	<ul style="list-style-type: none"> <li>-descriptive feedback</li> <li>-observations</li> <li>-anecdotes</li> <li>-conferences</li> <li>-monitoring of goals and progress</li> <li>-peer and self-assessment -weekly reflection</li> <li>-grammar and spelling exercises</li> </ul>

Mathematics	Teaching Strategies	Assessment
<p><b>Number Sense and Numeration</b></p> <ul style="list-style-type: none"> <li>-addition and subtraction of two-digit numbers</li> <li>-addition and subtraction of money amounts to \$1.00</li> <li>-multiplication as the combining of equal groups</li> <li>-division as the sharing of a quantity equally</li> <li>-investigate and compare fractions</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>-estimate, measure and record lengths, heights, distances, perimeter and area of objects, spaces and surfaces</li> <li>-estimate, measure and record capacity and mass of objects</li> <li>-read digital and analogue clocks to the hour, half-hour and quarter hour, and use them to identify benchmark times (recess, nutrition break, breakfast, bedtime, etc.)</li> </ul> <p><b>Data Management and Probability</b></p> <ul style="list-style-type: none"> <li>-gather data to answer a question using a simple survey and organize and display the results in a graphic</li> <li>-pose and answer questions about class-generated data in concrete graphs, pictographs, simple bar graphs and tally charts</li> </ul>	<ul style="list-style-type: none"> <li>-effective questioning</li> <li>-problem-solving</li> <li>-collaborative work</li> <li>-independent practice</li> <li>-spiralling (introducing, reviewing and consolidating concepts over intervals of days, weeks and months)</li> <li>-hands-on learning (manipulatives)</li> <li>-direct instruction</li> <li>-conferencing</li> <li>-gallery walk and peer discussions</li> <li>-accountable talk</li> <li>-group discussion -goal setting</li> <li>-weekly homework</li> </ul>	<ul style="list-style-type: none"> <li>-descriptive feedback</li> <li>-observations</li> <li>-anecdotes</li> <li>-conferences</li> <li>-track use of math vocabulary</li> <li>-problem solving</li> <li>-weekly reflection</li> </ul>

<p><b>Geometry and Spatial Sense</b></p> <p>- describe and represent the relative locations of objects, and represent objects on a map</p>		
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<b>Social Studies</b>	Teaching Strategies	Assessment
<p><b>Changing Family and Community Traditions</b></p> <p>-acknowledge and study traditions as they come along on the calendar (Family Day, Lunar New Year, Easter, St. Jean Baptiste, Canada Day, Ramadan, etc.)</p> <p><b>Global Communities</b></p> <p>-describe some of the ways in which two or more distinct communities have adapted to their location, climate, and physical features</p> <p>-compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs</p> <p>-identify and locate various physical features and selected communities around the world, and describe some aspects of people's ways of life in those communities</p> <p>-map skills: demonstrate an understanding of the basic elements of maps (layout, relation to direction, legend and symbols, use of colour, etc.)</p>	<ul style="list-style-type: none"> <li>-effective questioning</li> <li>-direct instruction</li> <li>-Inquiry and project based learning</li> <li>-role play and simulation</li> <li>-visual materials (maps, diagrams, charts)</li> <li>-accountable talk</li> <li>-integration with other curriculum areas (Language, The Arts)</li> <li>-goal setting</li> </ul>	<ul style="list-style-type: none"> <li>-descriptive feedback</li> <li>-observations</li> <li>-anecdotes</li> <li>-conferences</li> <li>-monitor use of social studies vocabulary</li> <li>-visual communication and drawings</li> <li>-diagrams</li> <li>-self-assessment</li> <li>-weekly reflection</li> </ul>

The Arts	Teaching Strategies	Assessment
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>-creating and performing: sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods</li> <li>-apply the elements of music when singing, playing, and moving</li> <li>-reflecting, responding, analyzing: identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members</li> <li>-cultural contexts: identify, through performing and/or listening, a variety of musical forms or pieces from different communities, cultures, times, and places</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>- develop ability to express ideas and solve problems through role play.</li> <li>- work in small groups to create skits to illustrate familiar stories/songs.</li> </ul>	<ul style="list-style-type: none"> <li>-modelling</li> <li>-discussion</li> <li>-choral singing</li> <li>-videos of songs and musical pieces (including instrumental)</li> <li>-self-reflection</li> <li>-practice</li> <li>-reflection on and analysis of live performances (River Run, school performances)</li> <li>-integration with other curriculum areas</li> <li>-drama games</li> <li>-skits/plays/songs</li> </ul>	<ul style="list-style-type: none"> <li>-assessment performances</li> <li>-descriptive feedback</li> <li>-observation in class</li> <li>-success criteria</li> <li>-conferences</li> <li>-anecdotal</li> <li>-self-reflection</li> </ul>

<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>-actively participate in a wide variety of program activities and demonstrate readiness to take part</li> <li>-demonstrate personal and interpersonal skills, including teamwork, sportsmanship and co-operation</li> <li>-safety skills</li> <li>-apply a variety of tactics to increase chances of success during physical activities</li> <li>-perform movement skills while engaging in a variety of physical activities (passing, throwing and kicking balls, running, walking, hopping, jumping, balancing, stretching, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>-cooperative games</li> <li>-sports</li> <li>-discussion</li> <li>-demonstration</li> <li>-drills and practice</li> <li>-direct instruction and modelling of rules and goals in sports activities</li> <li>-daily physical activity</li> <li>-various activities (soccer, running, soccer-baseball, fitness, games, basketball, hockey, Zumba)</li> </ul>	<ul style="list-style-type: none"> <li>-readiness and participation</li> <li>-monitor safe use of equipment and personal space</li> <li>-monitor risk taking and trying new skills</li> <li>-anecdotal</li> <li>-observation</li> <li>-descriptive feedback</li> <li>-self-evaluation -self-reflection</li> </ul>
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