

Dear Parents,

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

French Language Arts		
Curriculum Expectations	Teaching Strategies	Assessment
<p>Students will:</p> <ul style="list-style-type: none"> - identify characteristics of different forms and create short written text. - express clear responses and understanding of written texts. - recognize and use complete simple sentences in written texts. - use reading strategies to determine unfamiliar vocabulary. - organize ideas and write stories in a logical sequence (beginning, middle and end) - revise, correct and proofread their writing errors in spelling, punctuation. 	<p>Reading buddies</p> <p>computer activities</p> <p>listening centres</p> <p>group reading</p> <p>drama</p> <p>poems and songs</p> <p>notebook and computer use for story writing.</p> <p>Menu Café (Comprehension, accuracy, fluency, expanding vocabulary, reading to self, reading to a partner, shared reading)</p> <p>Guided reading</p> <p>Alpha jeunes</p> <p>show and tell</p> <p>group story telling</p> <p>word study</p> <p>peer feedback</p> <p>journaling</p> <p>student conferencing</p>	<p>Conferencing with the teacher</p> <p>Anecdotal notes</p> <p>oral expressions</p> <p>oral presentations</p> <p>student work</p>

Social Studies- Term 2 (S. Scheunemann)

Curriculum Expectations	Teaching Strategies	Assessment
<p>Heritage and Identity: Changing Family and Community Traditions</p> <ul style="list-style-type: none"> * Compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/ celebrations * Use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities in which they belong * Describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups <p>People and Environments: The Global Community</p> <ul style="list-style-type: none"> * Describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions. * Use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live. 	<ul style="list-style-type: none"> * In-class discussions * Storytelling * Videos * Primary Research Techniques (Interviews) * Text and Internet research *Graphic Organizers *Charts *Maps *Diagrams *Cooperative learning *Writing Information *Presenting Information *Oral Activities *Visual Activities 	<ul style="list-style-type: none"> * In-class participation * Students Work Samples * Small projects * Oral presentations * Student conferences * Posters * Venn Diagrams *Educational Games

<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>		
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Math		
Curriculum Expectations	Teaching Strategies	Assessment
<p>Number Sense and Numeration Student will solve problems involving the addition and subtraction of two-digit whole numbers and investigate multiplication and division.</p> <p>Measurement Student will estimate, measure, and record area, mass, capacity, time and temperature in a variety of ways.</p> <p>Geometry and Spatial Sense Student will identify two-dimensional shapes and three-dimensional figures. Student will compose and decompose two-dimensional shapes and three-dimensional figures. Student will describe and represent the relative locations of objects, and represent objects on a map.</p> <p>Patterning and Algebra Has been taught first term.</p>	<p>Problem solving</p> <p>Using manipulatives (hundreds chart, base ten blocks, tangrams, geoboards, scales, clocks, etc.)</p> <p>2-D shapes and 3-D figures with nets</p> <p>Chants and music</p> <p>Success criteria and self-evaluation</p> <p>Group work</p> <p>Board games</p> <p>Graphing</p>	<p>Checklists</p> <p>Anecdotal comments from student work and oral expression</p> <p>Problem solving strategies and ability to represent mathematical ideas</p> <p>Student work</p>

<p>Data Management and Probability</p> <p>Student will describe probability in everyday situations and simple games.</p>		
Arts		
Curriculum Expectations	Teaching Strategies	Assessment
<p>Visual Arts (Classroom Teacher)</p> <p>Students will learn elements of design (space, texture and value) with a focus on repetition and rhythm.</p>	<p>oral critiques</p> <p>hands-on activities</p> <p>Art Image</p>	<p>Posters</p> <p>Oral presentations</p> <p>Student critiques</p>
<p>Music (M. Anthony More)</p> <p>Students will:</p> <ul style="list-style-type: none"> - sing songs in unison, as well as call and answer - explore and experiment with instruments - respond to and interpret a variety of music, through group discussion, as well as by using a variety of props/aids (ie. crepe paper ribbons) - create and perform an original piece - continue to explore music from a variety of diverse cultures and styles 		
<p>Drama</p> <p>Students will:</p> <ul style="list-style-type: none"> - develop ability to express ideas and solve problems through role play 		

- work in small groups to create skits to illustrate familiar stories/songs		
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Physical Education and Health		
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Curriculum Expectations	Teaching Strategies	Assessment
<p>Active Participation Student actively participates in a wide variety of activities</p> <p>Sportsmanship Student will join in willingly, show respect for others and follow directions and take turns</p> <p>Growth and Development (Health) Hayden Plawiuk Student will identify the major parts of the human body and their functions. Students will identify parts of the Canada Nutrition Guide, Identify good oral hygiene practices. Student will learn and discuss the role of medication and health.</p>	<p>Tag games</p> <p>Activity games</p> <p>Activity centres</p> <p>Alone</p> <p>Small and big groups/teams</p>	<p>On-going observations, anecdotal and checklists of skills being taught.</p>

Science- Term 2 (S. Scheunemann)		
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Curriculum Expectations	Teaching Strategies	Assessment
<p>Air and Water in the Environment: * Assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living</p>	<ul style="list-style-type: none"> * Small and large group instruction * In-class discussions * Inquiry centres * Worksheets * Videos * Guest speakers 	<ul style="list-style-type: none"> * Student work samples * Small projects and presentations * In-class participation * Anecdotal

<p>things</p> <ul style="list-style-type: none"> * Investigate the characteristics of air and water and the visible/ invisible effects of the changes to air and/ or water in the environment * Understand the ways in which air and water are used by living things to help them meet their basic needs <p>Properties of Liquids and Solids:</p> <ul style="list-style-type: none"> * Assess ways in which the uses of liquids and solids can have an impact on society and the environment * Investigate the properties of and the interactions among liquids and solids <p>Movement:</p> <ul style="list-style-type: none"> * Investigate the impact on society and the environment of simple machines and mechanisms * Understand movement and ways in which simple machines help to move objects. <p>Growth and Changes in Animals:</p> <ul style="list-style-type: none"> * Assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live * Investigate similarities and differences in the characteristics of various animals * Understand that animals grow and change and have distinct characteristics 	<ul style="list-style-type: none"> * Experiments * Scientist in the Classroom workshops * Presentations * Graphic Organizers * Writing/ Presenting Information * Oral and Visual activities 	<p>observations</p> <ul style="list-style-type: none"> * Student Conferences
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