

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 that we will be implementing.

French Language Arts		
Curriculum Expectations	Examples of Teaching Strategies	
<p><u>February:</u> <u>Reading:</u></p> <p>Demonstrates understanding of a text by retelling the story or restating information Restates facts or main ideas and a few elements of text (Characters, setting, problem, solution) Read a few different types of literacy texts Literacy (folks, poetry, books from home) Graphics (graphs, diagrams) and Informational (electronic texts)</p> <p><u>Writing:</u> Generates, gathers and organizes ideas and information to write for an intended purpose and audience. (sequential chart :First, then, next, finally) How to make a recipe? how to go to the cottage? how to draw an animal? Write a draft of ideas, topics, purpose, audience and form.</p> <p><u>Oral communication:</u> Identify purposes for listening in a variety of situations (lessons, video, speaking) Identify several listening comprehension strategies and use them in order to understand and clarify the meaning of oral texts Demonstrate an understanding of appropriate speaking behavior in situations including small and large group discussions</p>	<ul style="list-style-type: none"> <li>-reading buddies</li> <li>-computer activities</li> <li>-listening centres</li> <li>-group reading</li> <li>-drama</li> <li>-poems and songs</li> <li>-notebook and computer use for story writing.</li> <li>-CAFÉ (Comprehension, accuracy, fluency, expanding vocabulary,</li> <li>- reading to self, reading to a partner, shared reading)</li> <li>-guided reading</li> <li>-show and tell</li> <li>-group story telling</li> <li>-word study</li> <li>-peer feedback</li> <li>-journaling</li> <li>-student conferencing</li> <li>-phonics and sight vocabulary.</li> </ul>	

<p><u>Mars</u></p> <p><u>Reading:</u> Continue to identify and use reading strategies before, during and after reading. Identifies a few different purposes for reading and choose reading materials appropriate for those purposes Identifies a few strategies that they found helpful before, during and after reading Identifies and uses reading strategies before, during and after reading with support</p> <p><u>Writing:</u> Identifies elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice Makes simple revision to improve the content, clarity and interest of their written words</p> <p><u>Oral:</u> Communicate orally in a clear, coherent manner, presenting ideas, opinions and information in a logical sequence Use a few different visual aids (photographs, artefacts, a story map)</p>		
<p><u>April</u></p> <p><u>Reading:</u> Begin to identify the speaker and the point of view presented in a text and suggest suggestions Identify some text features(illustrations, symbols, photographs, title, page number and table of contents) and explain how they help readers understand texts.</p> <p><u>Writing:</u> Produces revised draft pieces of writing to meet criteria identify by the teacher, based on the expectations Brainstorm ideas about a potential writing topic Sort ideas for their writing using graphic organizers Use ideas, organisation and sentence fluency in writing</p>		

<p><u>Oral:</u>          Demonstrate an understanding of the information and ideas in oral texts by retelling story, restating the information)          Demonstrate an understanding of oral texts by connecting the ideas (own knowledge, experience, to print, to visual text</p>		
<p><u>May</u>  <u>Reading</u>          Predicts the meaning of and solve unfamiliar words using different types of cues          Identifies the decoding cues: meaning cues (visuals, familiar words or phrases), language structure cues (punctuation), phonological and graphic cues (comments spelling patterns, words within words, shape or size of words).</p>		
<p><u>Writing:</u>          Uses of some elements of effective presentation in the finished product          Produces pieces of published work to meet criteria identified by the teacher          Reflects and identifies their strengths as writers, areas for improvement and the strategies that they found helpful at different stages in the writing process</p> <p><u>Oral:</u>          Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations          Identify how their skills as viewers, representers, readers and writers help them improve their oral communication skills</p> <p>June  <u>Media texts:</u>          Demonstrate an understanding of a variety of media texts          Identify the topic, purpose and audience for a media text they plan to create          Reflects and identify their strengths as interpreters and creators, areas for improvement and the strategies they found helpful in understanding and creating media texts</p>		

Math		
Curriculum Expectations	Examples of Teaching Strategies	
<p><u>February</u></p> <p><u>Number Senses</u></p> <p>Multiplication as repeated addition and equal group</p> <p>Division using concrete materials, sharing up to 12 items</p> <p>Relationship between addition and multiplication as well as subtraction and division</p>	<ul style="list-style-type: none"> <li>-problem solving -using manipulatives (hundreds chart, base ten blocks, tangrams, geoboards, scales, clocks, etc.)</li> <li>-2-D shapes and 3-D figures with nets</li> <li>-rhymes and music</li> <li>-success criteria and self-evaluation</li> <li>-group work</li> <li>-board games</li> <li>-graphing</li> <li>-learn 360 videoclips</li> <li>-stories (maths et mots)</li> </ul>	
<p>March</p> <p><u>Financial Literacy</u></p> <p>Represent different waysto make money amounts up to 200 cents using various combinaison of coins</p> <p>Repesnt different ways to make money amount up to 200 dollars using various combinaison of bills</p>		

<p>April</p> <p><u>Coding</u></p> <p><u>Data Mnagement</u> Sort data according to two attributes and using tables and logic diagrams Collect and organize date</p>	
<p>May</p> <p><u>Number Senses</u> Using drawing to represent fractions and fair share problems Represent problems to show that one third and two sixth and equal</p> <p><u>Probability</u> Use mathematical language to describe likelihood of events (e.g impossible, possible and certain)</p>	
<p>June</p> <p>Algebra When and how to use variables (e.g. <math>2+x=5</math>) Determine what needs to be added or subtracted to expressions to make them equivalent (e.g. <math>2+5=X-3</math>)</p>	
<p><u>Drama</u></p> <p>Plan and shape the direction of a dramatic play or role play, building on their own and others'ideas both in and out of role Use several simple visual or technological aids to support and enhance their drama work Apply the critical analysis process to communicate feelings, ideas and understanding in response to a variety of drama works and experience</p>	<ul style="list-style-type: none"> <li>-drama games</li> <li>-skits/plays/song</li> <li>-group discussion</li> </ul>
<p><u>Dance</u></p> <p>Students will: Apply the creative process to the composition of a variety of dance pieces, using the element of dance to communicate feeling and ideas Describes a variety of dances from community around</p>	<ul style="list-style-type: none"> <li>- dancing in rhythm (3/4 and 4/4 timing)</li> <li>- using a variety of different tempos</li> </ul>

the world (media, live performance, gatherings or in the classroom)		
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<b>Physical Education and Health</b>			
Curriculum Expectations		Examples of Teaching Strategies	
<p>Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living</p> <p>Perform movement skills, demonstrate an understanding of the basic requirements of the skills and apply movement concepts as appropriate, as they engage in a variety of physical activities</p> <p>Healthy living, social-emotional learning skills, mental health, substances, and human development.</p>		<ul style="list-style-type: none"> <li>-tag games</li> <li>-whole group activity games</li> <li>-activity centres</li> <li>-independent, small and large groups/teams</li> </ul>	
<b>Sciences</b>			
Curriculum Expectations		<ul style="list-style-type: none"> <li>- small and large group instruction</li> <li>-inquiry centres</li> <li>-guest speakers and workshops</li> <li>-experiments</li> <li>-discussions</li> </ul>	
<b>SCIENCE</b>			
February	<p><b>Finishing: Air and Water in the Environment</b></p> <p><b>Understanding Structures and Mechanisms: Movement</b></p> <p>Investigate mechanisms that include simple machines and enable movement</p>		
March	<p>Demonstrate an understanding of movement and ways in which simple machines help to move objects</p>		
April			

	Assess the impact on society and the environment of simple machines and mechanisms		
May	<p><b>Understanding Life Systems: Growth and Changes in Animals</b> Investigate similarities and differences in the characteristics of various animals</p> <p>Demonstrate an understanding that animals grow and change and have distinct characteristics</p> <p>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</p>		
June			

<p>Social Studies</p> <p><u>People and Environments:</u> <u>The Global Community</u></p> <p>- Students will 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.</p>	<p>-storytelling</p> <p>-video</p> <p>-Primary Research Techniques (interviewing)</p> <p>-text and internet research</p> <p>-lpads</p>
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| <ul style="list-style-type: none"><li>- Students will 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.</li><li>- Students will 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.</li></ul> |  |
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