Last update: January 2021

Grade 2 Curriculum Framework

Months: Jan/Feb 2021

Students will be…

Core Competencies

C Communication:	T Thinking:			PS Personal and Social:		
Communicating • I can share my ideas • I can listen to others. • I can ask questions.	**Collaborating** • I can work in a group • I can cooperate • I am respectful	**Creative Thinking** • I get ideas when I play • I can solve problems • I can think of a new idea	**Critical & Reflective Thinking** • I can show if I like something or not • I can explore my world • I can reflect on my learning	**Personal Awareness & Responsibility** • I can share my feelings • I can celebrate my efforts • I can make choices that keep me happy and safe	**Positive Personal & Cultural Identity** • I can tell you about myself • I know some of my strengths • I can share things important to me	**Social Awareness & Responsibility** • I am kind and respectful to others • I can solve some problems and ask for help • I know other people can be different than me

Students will understand…

Big Ideas

English Language Arts	Français - immersion	Math	Socials	Science
Reading, Listening and Viewing • Stories and other texts can be shared through pictures and words. • Through listening, we connect with others and share our world. • Curiosity and wonder lead us to new discoveries about ourselves and the world around us. **Writing, Speaking and Representing** • Playing with language helps us discover how language works (letter formation, sentence structure and conventions). • Through speaking and writing, we connect with others and share our world.	• La fluidité dans une langue facilite les interactions. • La tâche et son contexte déterminent le choix des stratégies de compréhension et d'expression.	**Computational Fluency:** Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value. **Patterning:** The regular change in increasing patterns can be identified and used to make generalizations. **Geometry & Measurement:** Objects have attributes that can be described, measured, and compared. **Data & Probability:** Concrete items can be represented, compared, and interpreted pictorially in graphs.	• Individuals have rights and responsibilities as global citizens • Canada is made up of many diverse regions and communities	• Materials can be changed through physical and chemical processes • Forces influence the motion of an object

Students will do / know…

Learning Standards

English Language Arts	Français - immersion	Math	Socials	Science

Through reading, listening and viewing students will: • Recognize the importance of story in personal, family, and community identity (predictions, connections, inferences) • Identity use personal experience and knowledge to connect to stories and other texts to make meaning (text features and vocabulary associated with texts) **Through writing, speaking and representing students will:** • Use language to identify, create, and share ideas, feelings, opinions, and preferences • Plan and create a variety of communication forms for different purposes and audiences (sentence structure and vocabulary) • Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation	**Explorer et réfléchir:** • Découper la phrase en groupes de mots pour en améliorer sa compréhension • Identifier les thèmes et les mots clés présents dans un texte pour en comprendre le message • Visualiser des informations lors de ses lectures pour mieux comprendre **Créer et communiquer:** • Interagir de façon spontanée avec ses pairs en employant des phrases complètes • Lire un texte simple avec fluidité	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: • addition and subtraction facts to 20 (introduction of computational strategies) • symbolic representation of equality and inequality • likelihood of familiar life events, using comparative language	• Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same *(rights and responsibilities of individuals regionally and globally)* • Recognize causes and consequences of events, decisions, or developments in their lives	• Question & Predict: demonstrate curiosity, observe, ask questions, make simple predictions • Plan & Conduct: make and record observations, make simple measurements • Analyze: experience & interpret the local environment, recognize First Peoples stories, sort and classify data, compare observations, identify patterns and connections • Communicate: communicate observations, express and reflect on personal experiences of place
Ideas for In-class Instruction				
English Language Arts	**Français - immersion**	**Math**	**Socials**	**Science**
What does it mean to be kind? • Read: "Be Kind" by Pat Zietlow . Turn and talk. Have students retell the sequence of the story to a partner. Discuss: Have you ever wanted to make someone feel better but were unsure how? More thematic books: The Invisible Boy I Walk with Vanessa • Watch: A short story of kindness • Spread kindness - and knowledge of adjectives too! Valentine's day is the perfect time to teach students how to give and receive compliments. ○ Scaffold with a lesson on **adjectives/character traits.** Watch: Do you want to learn about adjectives? ○ Create an adjective wall in the classroom for students to reference. ○ Play adjective or noun sorting games. ○ Teach students how to give genuine compliments that focus on character traits rather than appearance. Character traits to compliment poster ○ • Create a culture of kindness by implementing a Compliment circle. • Classroom compliment activities	Écoutez une histoire de Bookaboo comme Une casserole sur la tête et identifiez ensemble les mots clés du texte. Discutez des réactions de Bookaboo à la lecture du livre et des stratégies d'écoute active qu'il utilise pour interagir avec le livre et bien comprendre l'histoire. Discutez aussi des intonations utilisées par le lecteur. Pratiquez la lecture expressive et l'écoute active avec un partenaire. Utilisez des histoires courtes que les élèves peuvent lire plusieurs fois à des partenaires différents.	**Big Idea:** Geometry & Measurement: Objects have attributes that can be described, measured, and compared. • *Why are standard units of measurement important?* Announce to the students that the classroom will be getting new flooring next month. What do we need to know? … How big the floor is! Ask students to count your steps as you walk across the room. Take big steps. Exclaim - that can't be right! Go back the other way taking smaller steps. When the numbers don't match, invite a student to try, and perhaps another. Ask: How can we know how big the floor is? Invite students to turn and talk with their neighbour to come up with ideas. Record ideas on the board. Hopefully some students come up with some measurement tools. Introduce students to proper measurement tools: Rulers, metre stick, tape measure. • Differentiating between units of measurement: -Listen to the Number Rock Metric measurement song. -Which unit would you use Centimetre or Metre? Set up a basket labeled **cm** and a basket labeled **m** (or multiple baskets for less congestion). Print off this sheet, and	**Big Idea:** Canada is made up of many diverse regions and communities. • Province inquiry project. Teach students how to research! Ask: If you were going to visit somewhere in Canada what would you want to know? Brainstorm ideas as a class. Some things students could look for: capital city, landmarks, resources, population, animals that live there, interesting facts. Students can create a poster or a lapbook describing their province. Students can work as pairs or individually. Projects can be shared via presentations or small group sharing. Resources: Watch: My Canada song/video Kidzone: provinces and Territories Provinces and Territories flash cards Canada Poster template Lapbook Template Students will do/know: Recognize causes and and consequences of events, decisions, or developments in their lives • **Explore** and **define** cause and effect. List of activities here Read: **As an Oak Tree Grows** or watch this Read Aloud.	**Big Idea:** Materials can be changed through physical and chemical processes. • Chemistry grade 2 Inquiry Unit-SD71 • Explore/define physical and chemical changes. Watch: Physical and chemical changes Physical and chemical changes examples Read: Changing Matter: Understanding Physical and Chemical Changes. Play: Determine one end of the room, gym, or field, to be physical change, and the other chemical. Call out different examples and have students move (carefully!) to the appropriate side. Examples of **chemical changes** are burning, cooking, rusting, and rotting. Examples of **physical changes** are boiling, melting, freezing, and shredding. • **Make a chemical change!** Soda explosion experiment Observe oxidation of a cut up apple. Apple Science Lesson Watch: Why do apples turn brown? • **Make a physical change!** Physical change artwork. Students paint designs and patterns on two separate pieces of paper. One sheet could use warm colours and the other use cool, or simply use different colours of construction

[Compli-Mat activity](#) [Kindness Compliment Activity](#)		have students cut out the pictures. Students write their name on the back of each picture. Have students place each picture in the basket they think it belongs in. Can be used for formative assessment. • Create measurement stations. After teaching proper use of a ruler, set up regular classroom or household objects around the room. Students can work in pairs or individually and record the measurements of each object.	Allow time to study the illustrations. Ask students as you read what the differences between the pictures are. Note the continuity and change with the illustrations. Ask: What caused the development of the area? Turn and talk. Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same *(rights and responsibilities of individuals regionally and globally)* • Discuss: What do you think it was like 100 years ago? What would you ask if you met someone who is 100 years old? [Think, pair, share](#) Brainstorm class questions on the board. Watch: [Kids Meet a 101 year old video](#) Go over the questions that were answered, and perhaps others that were not thought of. Did anything surprise you? (note the part that she said girls couldn't wear pants). What has changed? What is the same?	paper. Cut one of the sheets of paper into strips about 3 cm wide each, and create a 'loom' with the other. Weave the strips together to create a unique physical change art piece! [Paper weaving step by step.](#)