

Grade 2 Curriculum Framework					Months: March-April 2021	
Core Competencies						
Students will be...						
Communicating <ul style="list-style-type: none"> I can share my ideas I can listen to others. I can ask questions. 	Collaborating <ul style="list-style-type: none"> I can work in a group I can cooperate I am respectful 	Creative Thinking <ul style="list-style-type: none"> I get ideas when I play I can solve problems I can think of a new idea 	Critical & Reflective Thinking <ul style="list-style-type: none"> I can show if I like something or not I can explore my world I can reflect on my learning 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can share my feelings I can celebrate my efforts I can make choices that keep me happy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can tell you about myself I know some of my strengths I can share things important to me 	Social Awareness & Responsibility <ul style="list-style-type: none"> 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
Big Ideas						
Students will understand...						
English Language Arts	Français - immersion	Math	Socials	Science		
Reading, Listening and Viewing <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Organiser et lier ses idées de façon logique amènent à mieux se faire comprendre. Le conte présente des caractéristiques communes qui définissent ce genre. La sensibilisation à d'autres cultures aide à la découverte de sa culture et contribue à sa construction identitaire. 	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.	<ul style="list-style-type: none"> Individuals have rights and responsibilities as global citizens Canada is made up of many diverse regions and communities 	<ul style="list-style-type: none"> Materials can be changed through physical and chemical processes Forces influence the motion of an object 		
Learning Standards						
Students will do / know...						
English Language Arts	Français - immersion	Math	Socials	Science		

<p>Through reading, listening and viewing students will:</p> <ul style="list-style-type: none"> Recognize the structure and elements of a story (begin, middle & end) Show awareness of how story in First Peoples cultures connects people to family and community <p>Through writing, speaking and representing students will:</p> <ul style="list-style-type: none"> 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 Explore concepts of print, oral, and visual texts (cvce, and sight words) 	<p>Explorer et réfléchir:</p> <ul style="list-style-type: none"> Organiser des informations selon une thématique Identifier les éléments d'une histoire afin de faire un lien avec les genres à l'étude <p>Créer et communiquer:</p> <ul style="list-style-type: none"> Poser des questions pour mieux comprendre et approfondir ses connaissances Rédiger un texte court en respectant la structure de la phrase et en faisant des liens logiques entre les idées 	<p>Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on:</p> <ul style="list-style-type: none"> addition and subtraction to 100 pictorial representation of concrete graphs, using one-to-one correspondence 	<ul style="list-style-type: none"> Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events 	<p>Question & Predict: demonstrate curiosity, observe, ask questions, make simple predictions</p> <p>Analyze: experience & interpret the local environment, recognize First Peoples stories, sort and classify data, compare observations, identify patterns and connections</p> <p>Evaluate: compare observations, consider environmental consequences</p> <p>Apply and Innovate: take part in caring for self, family, classroom and school, transfer learning to new situations, generate ideas when problem solving</p> <p>Communicate: communicate observations, express and reflect on personal experiences of place</p>
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Ideas for In-class Instruction

English Language Arts	Français - immersion	Math	Socials	Science
<p>Recognize the structure and elements of a story Play Read, Roll, and Retell</p> <ul style="list-style-type: none"> This simple activity is a fun way for students in a group to review material they have recently read. It begins with a student rolling a die or dice. The number they roll corresponds to a list of questions on each story element. For example, the student rolls a 3 which corresponds to a question on setting, such as "Where and when did this story take place?" The student then answers in as much detail as possible with reference to the text. <p>Pick a Part</p> <ul style="list-style-type: none"> This activity works well with students working in pairs. Each student has a copy of the story. The various story elements are written on a card: character, setting, etc. Students take turns picking out a card, making sure their partner does not know which element they have selected. They must then read a brief extract from the story that corresponds to that element. Their partner must attempt to identify the element. When their partner 	<p>Grande idée: Organiser et lier ses idées de façon logique amènent à mieux se faire comprendre</p> <p>Identifier les éléments d'une histoire Méthode d'enseignement « Je fais, on fait, tu fais » :</p> <ol style="list-style-type: none"> Avant de demander aux élèves de lire un récit, présentez un schéma qui sera à remplir pendant la lecture. Choisissez un schéma que vous remplissez devant les élèves. Modélisez le processus d'analyse de la structure du texte. C'est-à-dire qu'il faut dire tout haut comment vous pensez que le texte est organisé et pourquoi il est organisé ainsi. Relisez le texte et vérifiez le schéma afin de le compléter. Après la lecture, demandez aux élèves de remplir différents schémas qui mettent en évidence la structure narrative. Différents schémas peuvent être utilisés, selon le récit à l'étude. Il y a des exemples de schémas ici. <p>Offrez multiples occasions aux élèves d'utiliser ce type de schéma pour leurs propres lectures et d'expliquer aux autres comment ils ont procédé.</p>	<p>Fluency Practice: (Dice Game) Getting to 20, 50 or 100 Pick a target number (20, 50 or 100). Roll a single die, roll again and add, continue until you hit the target number (score a point) or go over ("bust"). Keep track of the points.</p> <ul style="list-style-type: none"> Variations: Besides changing the target number, consider using 2 dice (so numbers added will be greater); or starting at the target number and getting to zero by using subtraction. Use the dice to represent digits, and add or subtract double digit numbers. <p>Meet Small Number: This resource provides math and science lessons through the use of First Nations imagery and storytelling. You can experience Small Number's adventures by watching animated films in the Blackfoot, Cree, English, Halq'em ʷeylem, Heiltsuk, Hul'q'umi'num', Huu-ay- aht, Nisga'a, Sliammon, and Squamish languages.</p> <p>Learning to Think Mathematically with the Number Line A Resource for Teachers, A Tool for Young Children by Jeffrey Frykholm, Ph.D.</p> <ul style="list-style-type: none"> Link to PDF <p>Place Value Activity package:</p> <ul style="list-style-type: none"> Find PDF here 	<p>Individuals have rights and responsibilities as global citizens. Know/Do: Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events</p> <ul style="list-style-type: none"> What does it mean to be global? We are citizens in our community, our country, and the world. Read: What does it mean to be Global? What does it mean to be global discussion guide. <ul style="list-style-type: none"> Go on a virtual trip to another country! Use google earth, watch videos of "a day in the life" of a child in another country. Define the difference between a right and a responsibility. Rights and Responsibilities activities for kids List of books discussing responsibility 	<p>Forces influence the motion of an object</p> <ul style="list-style-type: none"> Create an anchor chart describing Force Read: List of force and motion books Watch: Push and Pull for kids Force stem activities <p>Materials can be changed through physical and chemical processes Walk to the beach (or discuss a walk on the beach) to see physical changes to matter.</p> <ul style="list-style-type: none"> After a walk to the beach take a picture walk through the story within the wordless picture book: Journey of the Sea Glass by Nicole Fazio or watch #OceanRunnerNH: The secret behind sea glass. Look for details and invite discussion about what students see while making inferences and predictions. Discuss one possible course of events for this story and how the bottle has been influenced by waves, currents, the sea floor, and sea creatures. Suggested Ways to Weave Aboriginal Ways of Knowing Seaweed harvested, piled up on the beach, covered with mats and left for days before further drying on cedar-wood frames. Clothes were cured with salt. Roots were dried in large quantities, traded from one place to another and kept as "back-up" in times of food storage.

has successfully identified the story element, it is then their turn to pick a card.

Word Choice & Conventions

Read the book [If The S in Moose Comes Loose](#) to your class, then place it in a literacy centre along with lots of letter tiles and watch children play with words to make a few funny switch-a-roos. A class book is more than possible here!

Plan and create a variety of communication forms for different purposes and audiences

Read the book [If I Built a Car by Chris Van Dusen](#) Kids will use their imagination and variety of How-To-Draw books to design and label, then write about a very creative car they have imagined.

Qui suis-je?

1. Demandez à un élève de sortir de la classe.
2. Il s'agit alors pour la classe de trouver une nouvelle identité pour l'élève qui est sorti. La classe peut choisir n'importe quelle personne : vivante ou décédée, réelle ou imaginaire.
3. Il faut que tout le monde connaisse la personne choisie.
4. L'élève revient dans la classe.
5. Il doit découvrir qui il est devenu en posant à la classe des questions auxquelles on ne peut répondre que par oui ou non, suivi par une phrase complète (par exemple, 'Non, tu n'es pas musicien.').
6. Il peut s'aider de la liste de questions possibles.
7. Une fois que l'élève a deviné son identité, notez le nombre de questions dont il a fait usage et demandez à une autre personne de sortir.

Le but est d'encourager la communication orale et de stimuler l'imagination, ainsi que d'aider aux élèves à penser aux questions variées.

On peut jouer à ce jeu pour le plaisir ou déclarer un gagnant - il s'agirait de la personne qui a découvert son identité le plus rapidement. Si le jeu se révèle trop difficile, donnez des indices. Un indice compte pour une question posée.

[Voici une liste de questions possibles.](#)

Comparing Number

The following resources can be used when teaching the concept of comparing number:

- Read [More or Less By: Stuart Murphy](#)
- [Greater than or Less than card game!](#)
- [Number Gators \(Greater Than, Less Than Symbols Song\)](#)
- Inspired by Think Fun's [Math Dice Jr.](#), students can be given two 6-sided dice and a white board to create the largest 2 digit number. Students will score points if their 2 digit number is larger than the teacher's 2 digit roll (Teacher dice could be on the Elmo or using [Virtual Dice](#)). This can be adapted for numbers less than, digits on the dice can be used to create the greatest sum.