

Grade 2 Overall Expectations

Overall Expectations: Language	
Oral Communication	<ul style="list-style-type: none"> ❖ Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
Reading	<ul style="list-style-type: none"> ❖ Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning. ❖ Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning. ❖ Use knowledge of words and cueing systems to read fluently.
Writing	<ul style="list-style-type: none"> ❖ Generate, gather, and organize ideas and information to write for an intended purpose and audience. ❖ Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience. ❖ Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.
Media Literacy	<ul style="list-style-type: none"> ❖ Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Overall Expectations: Mathematics	
Number Sense	<ul style="list-style-type: none"> ❖ Read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢. ❖ Solve problems involving the addition and subtraction of one- and two-digit whole numbers, using a variety of strategies, and investigate multiplication and division.
Measurement	<ul style="list-style-type: none"> ❖ Estimate, measure, and record time using non-standard units and standard units.
Patterning and Algebra	<ul style="list-style-type: none"> ❖ Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.
Data Management and Probability	<ul style="list-style-type: none"> ❖ Collect and organize categorical or discrete primary data and display the data, using tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with labels ordered appropriately along horizontal axes, as needed. ❖ Read and describe primary data presented in tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers. ❖ Describe probability in everyday situations and simple games.
Geometry and Spatial Sense	<ul style="list-style-type: none"> ❖ Identify two-dimensional shapes and three-dimensional figures and sort and classify them by their geometric properties. ❖ Describe and represent the relative locations of objects, and represent objects on a map.

Wellness Activities

Activity One *Visualization*

Think about your breathing. Take a deep breath in and exhale slowly. Think about how you would feel floating on a soft cloud.

Picture this as your mind takes you to a favourite place or think about something that makes you happy. Listen to the pace of your breathing, and concentrate on positive and happy thoughts.

Activity Two *Living Things*

Practice posing as the following living things. Take 3 to 4 deep breaths and for each pose exhale slowly and try to let go of all thoughts in your mind as you do this exercise. What other animals can you pose like?

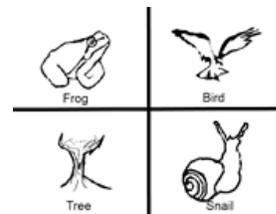


Image: TDSB



Activity Three *Daily Physical Activity*

- ❖ Move different body parts of your choice (arms, legs, neck, shoulders etc.) fast and then slow. Repeat each set five times.
- ❖ Try to move your body in any comfortable way, and "shake the sillies out" e.g., wiggling your arms, shaking your head etc.
- ❖ If there is someone to do this activity with, make up exercises and follow/copy each other.

Activity Four *Singing*

Sing a song daily that makes you feel happy. It can be a song that you learned at school, a song that your family sings on a regular basis or a song that you've heard on the radio or television and you really enjoy singing it.

How does the song make you feel happy?
Try performing it with actions, in front of someone, softly or loudly.

Charts to support reading and writing

Remove this and keep available when working.

High Frequency Word List					
saw	into	with	from	or	one
will	his	but	came	where	were
when	make	her	went	being	run
them	then	many	each	some	would
could	more	any	time	these	other
than	has	first	who	now	did
little	call	after	about	most	only
down	way	over	use	very	just
know	back	much	good	their	there
that	because	off	think	does	why
right	also	us	last	end	often
what	house				

Source: TDSB, 2000, Teaching Children to Read and Write, Toronto, ON: Toronto District School Board, Library and Learning Services.

<p>Say the first letter sound in the word.</p> <p><u>S</u>nake Ssssssss</p>	<p>Try a different vowel sound. a, e, i, o, u</p> <p>'a' like apple or 'a' like <u>m</u>ake</p>	<p>Think of a rhyming word.</p> <p>If c-a-n is can, then m-a-n is man.</p>
<p>Read the word again and ask yourself:</p> <p><i>Does this make sense?</i> <i>Does this sound right?</i> <i>Does it look right?</i></p>	<p>You can look for a part of the word that you already know:</p> <p><u>w</u>onder</p>	<p>Break the word up into parts.</p> <p>Cupboard = cup/board Two syllables - clap two times (once for 'cup' and once for 'board')</p>
<p>En français - is there a word in English or your home language that looks or sounds like the word?</p>	<p>En français - read the words before and after. Can you make a guess and check to see if it makes sense?</p>	

Developing a connection with nature

Inquiry Goal/Question: How am I connected to the natural environment?

Lesson One

1. Close your eyes. Think of a time you were outside. Try to remember some of the things you could see, hear, touch and smell that wasn't made by humans; that's nature!
2. Write words that make you think of nature. What do you know about nature?
3. How does nature help you and other humans?
4. Create a table to show what you know and the ways in which you use or are helped by nature.

I Know...	Connection to Nature...
I know that nature gives food.	I go for walks in nature.

Lessons Two & Three

As Time Goes By, So Will Nature by Nicole Delos Reyes



Reyes, D.N. (2017). *As Time Goes By, So Will Nature*. *Urban Voices/L' écho de la ville* (pp. 3). Toronto, ON: Toronto District School Board, Library and Learning Services.

1. Look at the image of the hourglass above. Look at the top of the hourglass. What do you see? Take a look at the middle. What is happening?
2. Now, look at the bottom of the hourglass. What are you thinking about what's happening? How do you feel about what's happening in the picture?
3. Talk with someone about what's happening in the picture. Talk about how the picture makes you feel.
4. Take 5 minutes to write as many words as you can that come to mind when you look at this picture. Write words that tell how you are feeling, what you see and what you think.

- ❖ Write a paragraph using these words to describe your thoughts and feelings about the picture.
- ❖ Organize the words to create a poem.

French Immersion

- ❖ Can you write the words in French? Use the sounds you hear when you say the words.
- ❖ Can you write the paragraph or the poem in French? Use the sounds you hear when you say the words.

Lessons Four & Five

1. Look at the picture again. What do you wonder?
2. Use the title and the picture to tell about the artist's message. The title of the artwork is, *As Time Goes By, So Will Nature*.
3. Tell someone a story about how humans cause nature (the environment) to disappear.

- ❖ Think about a place in nature where you would like to be, sketch it. Write a few sentences to explain your reasons for selecting that place.
- ❖ Look around your home, what signs of nature (plants, stones, wood, water) do you see? How might you enjoy nature more? Sketch and write a few sentences to explain your choice.

REFLECTION QUESTIONS

1. How does your sketch make you feel?
2. How do you feel when you interact with nature?

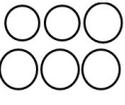
Developing a connection with nature

Inquiry Goal/Question: How might I measure time?

Lessons One & Two

1. Ask someone in your home to set a one-minute timer for you. If you do not have a timer, ask them to count to 60 like this: 1 one-thousand, 2 one-thousand, 3 one-thousand, until they get to 60.
2. Pick something you can do during the count. Example, skip, jump, blink, write words, etc.
3. How many of each thing were you able to do?
4. How might you represent the numbers using base ten blocks, images, tallies or coins?

5. Create a table like one below to show your representations

Number of things	Base 10	Images	Tallies	Coins
24 words				

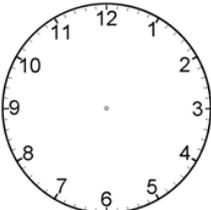
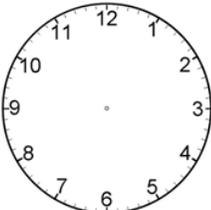
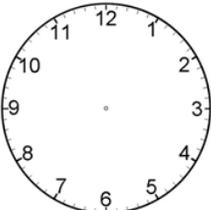
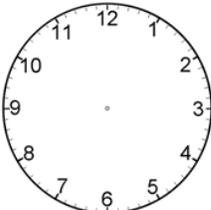
Lesson Three

Materials: Items that can be used for counting.

1. It takes 25 recycled plastic bottles to make a brand new winter jacket.
2. How many plastic bottles will it take to make winter jackets for two people in your home?
3. How many will it take to make winter jackets for all the people in your home? Show your work.

Lesson Four: Counting forward in different ways to get to 100.

1. Create clock faces to show the time you:

1. wake up 3. have dinner	2. have lunch 4. sleep	a. Je me réveille c. Je mange le souper	b. Je mange le dîner d. Je me couche
			

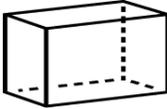
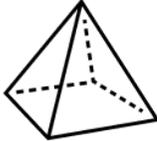
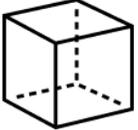
Lesson Five

**As Time Goes By, So Will Nature
by Nicole Delos Reyes**



Reyes, D.N. (2017). As Time Goes By, So Will Nature. Urban Voices/L' écho de la ville (pp. 3). Toronto, ON: Toronto District School Board, Library and Learning Services.

1. Look at the bottom of the hourglass.
2. Name the 3-D figures you see.
3. Find other 3-D figures in your home and the environment. Label them.

Prisms	Pyramids	Cubes
		

French Immersion

Remember the French words: **Prisme**, **pyramide**, **cube**, **sphère**, **cylindre**

REFLECTION QUESTION

Where do you see patterns in nature?