

Ms. Canning's Grade 2 Curriculum Outline/Communication Plan 2023-2024

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The following Curriculum areas will be focused on in Grade 2:

Language Arts will continue to be taught using the workshop model and literacy centres.

Speaking and Listening

*****Listening and speaking skills permeate all areas of the grade two curriculum everyday.**

- le:
- Making eye contact or directing attention to the speaker
 - Understanding what was said, being able to make a comment in response to the topic discussed
 - Referring back to previous topics or making connections to other ideas
 - Forming an opinion and sharing ideas
 - Speaking individually and as part of a group
 - Being able to listen to and follow through with directions given for a task
 - Use respectful language for resolving conflicts and generate possible alternatives and solutions
 - Begin to use new words that are linked to a specific topics
 - Demonstrate a growing awareness that different kinds of language are appropriate to different situations

Reading and Viewing (Reader's Workshop)

Examples of SOME of the skills to be developed:

- Use chunking, phrasing, and expression to make the print sound like talking
- Use multiple ways to solve unknown words quickly
 - Use prefixes and suffixes (er, est, or, ar, ist)
 - Use patterns to solve more complex words
- Identify and use verbs and adverbs, homophones and homographs, present and past tense, contractions, compound words, synonyms and antonyms in reading and writing texts
- Infer character traits based on actions of the character and what others in the text say or think about them
- Follow characters over time, watching how they deal with other characters and with problems to discover who they are and their traits
- Engage in daily reading/viewing with a variety of texts as sources of interest, enjoyment, and information for longer periods of time
 - Use a range of reading strategies to construct meaning and solve new words
 - Use text features to construct meaning
 - Engage in fluent reading that sounds like talking and supports meaning

- (appropriate phrasing, rate, intonation, expression, and attention to punctuation)
- Read and write high frequency words with automaticity
 - Increase background knowledge from reading texts with new information and concepts
 - Discuss the point of view the story is told from

Writing and Representing (Writer's Workshop)

Examples of SOME of the skills to be developed:

- Learners will convey meaning by creating print and digital texts collaboratively and independently using imagination, personal experiences, and feelings.
- Learners will use writing and other forms of representation including, digital texts, to explore, clarify and reflect on their thoughts feeling and experiences and learnings.
- Learners will create text including digital collaboratively and independently using a variety of forms for a range of audiences and purposes.
- Learners will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.
- Write a variety of poetry, fiction, and non-fiction texts
- Partake in all stages of writing; pre-write, drafting, editing, proofreading, publishing/information sharing
- Word Work- letters, sounds, high-frequency words, more complex spelling patterns
- Understand syllables, plurals, past tense, compound sentences (2 simple sentences joined)

Assessment and Evaluation in Language Arts will include: student/ teacher conferences, reading records, self-assessment, reading responses, presentations, published written assignments/research projects, and writer's workshop lessons.

Mathematics

Number Sense and Operations

- Representing and comparing numbers to 200
- Skip counting by 2s, 5s, 10s using different starting points up to 100
- Estimating quantities up to 100
- Place value understanding of 10s and 1s; digits vs numbers
- Learn mental math strategies for addition and subtraction facts to 18
- Solving and creating problems related to addition and subtraction
- Count a given sum of money with pennies, nickels, or dimes (to 100¢)
- Count quantity using groups of 2s, 5s, or 10s and counting on
- Understand the terms of odd, even, equality and inequality
- Represent numbers between 20 and 100 (coins, tallies, words, numerically, drawings, etc.)



- Learn the names and values of coins

Patterns and Relations

- Demonstrate an understanding of repeating and increasing patterns
- Describe, extend, compare, and create numerical patterns (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds, and actions

Measurement

- Mass and Linear measurement of an object using non-standard units when choosing, estimating, measuring, recording, comparing and ordering
- Calendar and the relationships among days, weeks, months, and years

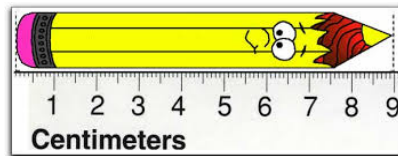
Geometry

- Name 2-D shapes and 3-D objects; recognize them in our environment
- Sort 2-D shapes and 3-D objects by 2 attributes

Statistics

- Gather and record data about self and others to answer questions
- Construct and interpret concrete graphs and pictographs to solve problems
- Organize data as it is collected using concrete objects, tallies, checkmarks, charts, or lists

Assessment and Evaluation in mathematics will include: student/ teacher conferences, self-assessment, journals, quizzes, check-ins, work samples- class work, observational assessments, checklists.



The content areas in grade 2 will be delivered as integrated units through the Language Arts and Math curriculum.

Science

- Liquids, Solids and Mixtures
- Motion
- Animal Growth and Changes
- Air and Water in the Environment; Inclusive of Mi'kmaw Perspective



Social Studies

- Change in Communities and in Their Lives



- How Diverse Cultures in Nova Scotia have Contributed to Change
- How Decisions are Made as Consumers
- Supporting Sustainable Development in Local Communities

Health

- Investigating empathy; behaviours and words showing concern and consideration for others
- Health benefits of active and quiet leisure in having a healthy mind/body; coping with positive and negative emotions
- Ways to be safe at school and in the community; including the concept of personal information

Visual Arts

- Explore and manipulate a range of materials and processes to create a variety of artworks that express personal feelings, ideas and understandings
- Examine a broad range of artworks with respect and sensitivity considering culture and heritage inclusive of Acadians, African Nova Scotians, Gael, Mi'kmaq
- Personal responses to a wide range of art styles and formats

Assessment and Evaluation

Assessment is the systematic process of gathering information about what children know and can do. This can be both **formative** and **summative**. Formative assessment is assessment used to provide feedback to teachers and students over the course of instruction. For example guided questions and interviews with students involving goal setting are formative if they are used to guide the instruction to meet the student's needs. Summative assessment generally takes place after a period of instruction and requires making a judgment about the learning that has occurred. Quizzes and projects are examples of summative assessments.

Because children not only learn in different ways (referred to as learning styles) but also demonstrate their learning in different ways. Teachers use a range of methods, realizing that any one method suits some students more than others. Students are given multiple opportunities to demonstrate their understanding in ways that support their learning styles. The following are types of assessment methods that **may** be used to gather information on student learning:

- Work Samples
- Models
- Reading Responses
- Reports/Projects/Presentations – formal assignments extending over a period of time demonstrating understanding of a concept or topic
- Performances – presentations, plays, role playing
- Observations of students
- Rubrics – identifies and describes the criteria used to assess student performance

- Contributions to class and small group discussions
- Conferencing – discussions between students and teacher regarding student accomplishments
- Portfolios – a collection of student/teacher selected work that portrays a student's efforts, progress, and achievement over a period of time
- Goal Setting – collaborative process among students, teachers and parents/guardians to establish goals the child will work towards over a specified period of time
- Reading Records/Spelling Inventory
- Reflections – students reflect orally or in written form on their learning

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information and making judgments and/or decisions based upon the information gathered (e.g. to determine student achievement of the learning outcomes for the purposes of grading and reporting). We refer to this as a balanced **assessment**.

There are three reporting periods and two formal opportunities to discuss your child's progress during parent-teacher meetings.

Grading Scale of Individual Assignments to Monitor Growth

- 4 – Thorough understanding
- 3 – Good Understanding - as expected
- 2 – Basic Understanding
- 1 – Limited Understanding

Report Card Developmental Grades are only given to math, speaking/listening, reading and writing.

WD - Well Developed DE - Developing as Expected ND - Needs Developing

Teacher Plan for Communicating Student Learning

How I Communicate Student Learning

Information about your child's learning can be communicated to students and parents/guardians in a variety of ways. These methods include:

- Oral comments
- Feedback on work
- Email
- Telephone Calls
- Work Samples
- Parent/Teacher Conferences
- Parent meetings with learning support staff
- Student Progress Reports (November, April, and June)

Best Way For You to Communicate with Me:

- Note sent in with our child
- You can email me at: kcanning@hrce.ca

- Phone: **902-889-4301. Ext: 170 2313. NOTE: My phone does not ring from outside calls during instructional times and is not capable of making long-distance phone calls. I would have to make those calls from one of the administration's phones when it could be arranged.**

If there is a change in your son or daughter's dismissal information, please write a note so it can be posted on our 'Dismissal Wall'. Any changes made during the day, **please call the office to leave a message** rather than sending me an email.

School Number: 902-889-4300

Please explore our school's website often. <https://opa.hrce.ca/>