

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.
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.
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?

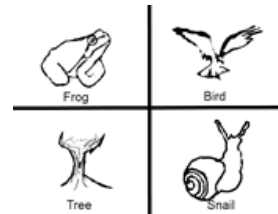


Image: TDSB



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>	

Fostering Respect and a Sense of Responsibility

Inquiry Goal/Question: How might I show respect and a sense of responsibility for the natural environment?

Lessons One and Two

1. Practice reading the poem *Garbage* (p.8) daily.
2. Take turns reading it to someone in your home.
3. Words that are different but have the same meaning are called **synonyms**. Find synonyms to replace the words below.

junk	sewage	cares	fresh

4. Find words that have two consonants that make one sound like muck. Write a list of them. Add other words with the same sound.
5. Read the poem again.
6. What does the author mean when they write 'But no one cares'?
7. Read the third stanza (which begins with "I touch scrap..."). What is happening? How are the actions in that stanza showing respect for the environment?
8. Read the last stanza. Why is the author saying, "I wanna taste fresh water"? What might be happening to the water?

REFLECTION QUESTION: Who or what might be harmed by what is happening in this poem?

Lessons Three, Four and Five

1. Practice reading the poem *Pollution* (p.8) daily.
2. Take turns reading it with someone in your home.
3. Draw a picture to show what is happening in the poem.
4. Compare this poem with the poem "Garbage" from yesterday. How are they the same? How are they different?

	Pollution	Garbage
Same		
Different		

5. Brainstorm examples of things we could do instead of:

Throw a piece of trash on the sidewalk	
Use something only once	
Use layers and layers of plastic for packaging	
Let water run when we're not using it	

6. Make a list of other ways we could protect the environment

REFLECTION QUESTION: Why is it important to be mindful of the ways we impact the environment?

French Immersion students may read this poem and try the activities. You can read in French and explain your thinking to someone in your home using another language.

1. Lis le poème *La Nature est fragile* (p.9) plusieurs fois.
2. Explique à quelqu'un dans la maison ce que le poème veut exprimer.
3. L'auteur parle du 'papier que tu gaspilles'. Quoi d'autre est-ce qu'on 'gaspille'? Fais une liste:

Choses qu'on gaspille
Le papier

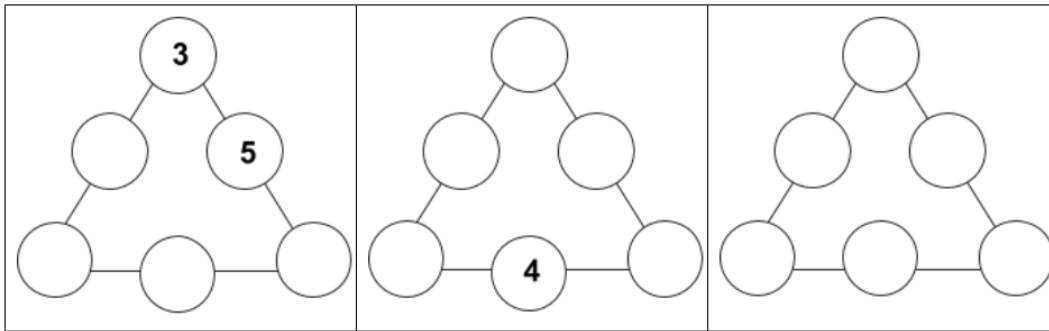
4. Lis encore le poème.
5. Que veut dire l'auteur quand il dit 'La nature ne doit pas être vue comme un terrain de jeux.'?
6. Lis encore le poème.
7. Dessine ce que tu vois dans ton imagination après avoir lu le poème la troisième fois.

Fostering Respect and a Sense of Responsibility

Inquiry Goal/Question: How might I show respect and a sense of responsibility for the natural environment

Lesson One

1. Look at the triangles with circles along the sides. Each side of the triangles must add to 10.
2. Write a number in circles so that each side equals 10.
3. Create your own triangle using a number of your choice.



Lesson Two



1. Draw circles on paper to represent the pattern in the picture. Describe the pattern.
2. Show the next two terms (columns) to continue the pattern.
3. Create your own growing pattern using objects in your home. Share your pattern with someone in your home. Tell them about your pattern.

Lessons Three and Four

1. Imagine you go for a walk every day.
2. On the first day you count 9 pieces of garbage.
3. On the second day, there were 13 pieces of garbage.
4. By day five, there were 25 pieces of garbage.
5. Calculate the garbage for the missing days.
6. How many pieces of garbage would there be on day 10?
Share your response in a table with two columns, one column displaying “days” and the other displaying “pieces of garbage.”

Days	Pieces of Garbage
1	9
2	13
3	
4	
5	25

Lesson Five

1. Imagine you go for a walk every day and you count about 55 trees on the first day.
2. On day 2, you count only 50 trees.
3. On day 3, there were 45 trees.
4. How many trees will be left on day 10? Use a table to display the number of days from day 1 to day 10, and the number of trees counted each day.

Days	Number of Trees
1	55
2	50
3	

REFLECTION QUESTION: How might you use this information to convince people to respect the environment?

Garbage

- 1 I see junk I see slop
I see people [making a] mess
I see rubble in the rivers
But no one else cares
- 2 I smell dreck I smell dross
I smell garbage in the truck
I smell sewage in the water
But no one else cares
- 3 I touch scrap I touch muck
I touch it to pick it up
I then throw it in the trash
But no one else cares
- 4 I hear filth I hear swill
I hear it in the wind
It blows all day long
But no one else cares
- 5 I wanna taste fresh water
I wanna have good food
I wanna see clean water
But no one else cares

Radut, D. (2019). Garbage. *Urban Voices/L'écho de la ville* (pp. 190). Toronto, ON: Toronto District School Board, Library and Learning Services.

Pollution

What happens when...

We throw a piece of trash on the sidewalk?
When we use something only once?
When we use layers and layers of plastic for packaging?
When we let water run when we're not using it?
When we build homes on land where animals live?
When we don't treat the environment with care?
When we don't

P
R
O
T
E
C
T
our environment?

Anonymous

French Immersion: La Nature est fragile

La Nature est fragile

La nature est fragile

T'utilises les choses comme si cela n'affecte pas le monde

Le papier tu gaspilles*, le bois que tu utilises

Tu ne peux pas voir comment cela affecte le monde

La nature est fragile

Des millions d'animaux sont pris de leurs maisons

Des millions d'animaux meurent à cause de nos erreurs

La nature ne doit pas être vue comme un terrain de jeux

...

La nature est fragile

*gaspiller = prendre plus que ce dont on a besoin

Adapted from Colvin, B. (2019). As Time Goes By, So Will Nature. Urban Voices/L' écho de la ville (pp. 189) Toronto, ON: Toronto District School Board, Library and Learning Services