

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. ❖ 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. ❖ 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?

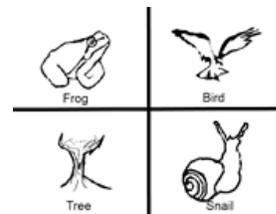


Image: TDSB



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>	

Cultivating an Ecological Identity

Inquiry Goal/Question: How does my sense of place help me to identify who I am in relation to the environment?

Lesson One



Agrawal, A. & Smita, S., (2018). A Warm Welcome. Urban Voices/ L'écho de la ville (pp. 9). Toronto, ON: Toronto District School Board, Library and Learning Services.

1. Look at the silhouette of Toronto in this image. Look at the reflection in the water.
2. Think about where in Toronto you live. Think about the places you have visited.
3. Brainstorm and write about some natural features in your environment.
4. Write about how you might care for those features.

Lesson Two

I Am From

I am from the thin blades of green grass
 And the blooming dandelions hidden between
 I am from the crystal clear raindrops
 Filling the ponds and streams

I am from planting trees and watering flowers
 And picking up garbage littered on the ground
 I am from walking and riding
 Reducing pollution all around

TDSB - D. Baker

Je viens de

Je viens des brindilles d'herbe toute minces et vertes
 Et les pissenlits fleurissants y cachés
 Je viens des gouttes de pluie toutes claires
 Qui remplissent les étangs et les ruisseaux

Je viens des arbres qu'on plante et les fleurs qu'on arrose
 Et les déchets ramassés de la terre
 Je viens des voyages à pied et à bicyclette
 Qui réduisent la pollution tout autour de moi

TDSB - D. Baker

1. Read the poem multiple times. Read it to someone. Ask someone to read it with you.
2. Practice reading the poem using different voices.
3. Circle words from the poem that help you understand the poem.
4. Identify words in the poem with long vowel sounds. Long vowels say their names.
5. Say the words slowly and listen for the name of the vowel.

Long /e/ - 'ee' or 'ea' e.g. green	Long /a/ - 'a_e' or 'ai' e.g. made

Lessons Three and Four

Materials: paper, pencil, the brainstorming ideas from **Lesson One** and the "I Am From" poem from **Lesson Two**.

Task A

1. Use your brainstorm ideas from Lesson One to write your version of an "I am From" poem.
2. Practice reading your poem aloud. Listen for parts that you need to improve.
3. Identify any long vowels that you used in creating your poem.
4. Illustrate your poem.

Task B

1. Brainstorm ideas and create a plan about something you could create to show:
 - a. a place you belong to, and its connection to where you live.
 - b. a place where you feel protected or a place you would like to protect.

Lesson Five

Materials: found materials and ideas from **Lessons Three and Four**

1. Get your plans from yesterday's lesson.
2. Gather all the materials you need to make your creation and then make it.
3. Tell a story about your creation to someone in your home. Tell them about how you know you belong to this place, how it protects you, and how you can protect it.
4. Below are some words to help you in telling your story.

environment	habitat	pollution	litter
contaminate	protect	beautiful	respect

REFLECTION QUESTION

How do you connect with and help protect the natural environment where you live?

Cultivating an Ecological Identity

Inquiry Goal/Question: How does my sense of place help me to identify who I am in relation to the environment?

Lesson One



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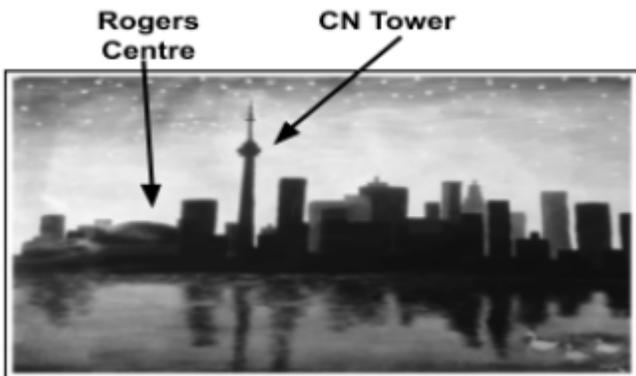
Polygons are closed shapes made with straight sides. For example, triangles, squares, rectangles, etc.

1. Find all the polygons you can in the image of Toronto.
2. Calculate the total number of sides and vertices.

Polygon	Number of Sides	Number of Vertices
rectangle	4	4

3. Using any polygon, create a building to add to the picture.

Lesson Two



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Task A: Use the picture provided:

1. The Rogers Centre is to the left of the CN Tower. Draw yourself to the right of the CN Tower.
2. Draw someone from your family to the left of the Rogers Centre.

Task B:

1. Draw a picture of a room inside your home. Draw a window in that room.
2. Write your name to the right of the window.
3. Write a family member's name to the left of the window.

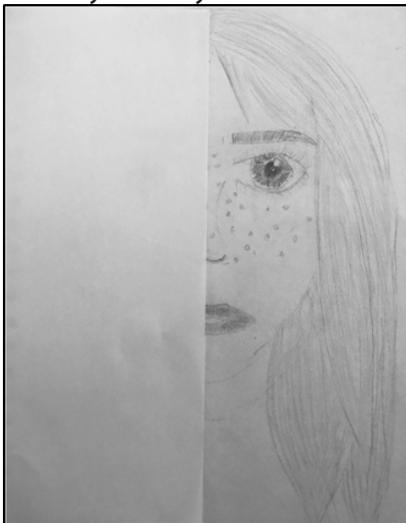
Lesson Three

1. Get a blank piece of paper and fold it in half. Make sure the edges are touching.
2. Put a crease down the centre line.
3. You should have two halves that are the same shape and size - the page is symmetrical.
4. Use a pencil to draw in the centre line - line of symmetry.
5. Draw something on the paper, from nature, that is symmetrical (e.g., a butterfly, moth, bird, flower, etc.).



Lesson Four

Symmetry - K. Baker



Used with permission

1. Stare at your face in the mirror, or look at a photo of yourself. Examine every feature.
2. Find the line of symmetry in your face. Cover one half of your face. What do you notice?
3. Get a blank piece of paper. Repeat the steps for folding from **Lesson Three**.
4. Draw your face. Use the line of symmetry in the paper to help you position all of your features in the right place.

Lesson Five

- ❖ Search your home for items that are symmetrical. How many lines of symmetry can you find in each item?
- ❖ Can you find natural and man-made objects that have a line of symmetry? Sketch them.

REFLECTION QUESTION

Why are so many things in nature symmetrical?