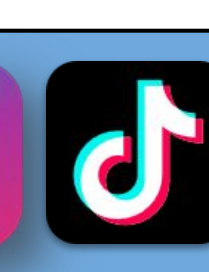
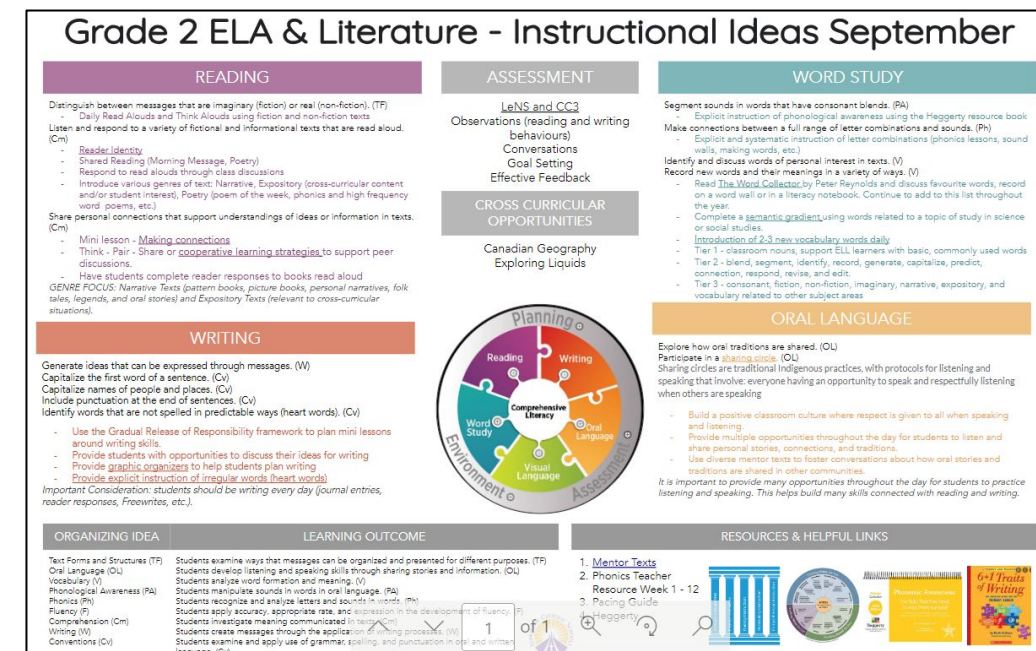
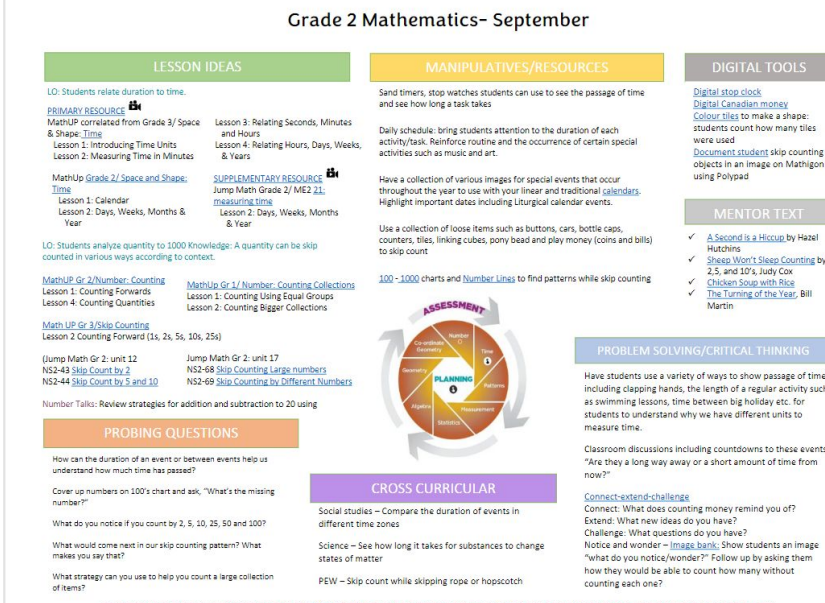


 EDMONTON CATHOLIC SCHOOLS LEARNING SERVICES	bit.ly/ecsdnew GRADE 2 SEPTEMBER	 @ecsdlearning #ecsdlearning				
LEARNER OUTCOMES & KEY KUSPS	ELAL O.I.: TEXT FORMS & STRUCTURES L.O.: Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages. Distinguish between messages that are imaginary (fiction) or real (non-fiction). (Tf) O.I.: ORAL LANGUAGE L.O.: Students examine and adjust listening and speaking to communicate effectively. Explore how oral traditions are shared. (Ol) Participate in a sharing circle. (Ol) O.I.: VOCABULARY L.O.: Students expand vocabulary by connecting morphemes and words to their meanings. Identify and discuss words of personal interests in texts. (V) Record new words and their meanings in a variety of ways. (V) O.I.: PHONOLOGICAL AWARENESS L.O.: Learning Outcome: Students apply understandings of how sounds create meaning in oral language. Segment sounds in words that have consonant blends. (PA) O.I.: PHONICS L.O.: Students apply understandings of letter combinations and sounds in words. Make connections between a full range of letter combinations and sounds. (Ph)	MATH O.I.: COMPREHENSION L.O.: Students examine and apply a variety of processes to comprehend texts. Listen and respond to a variety of fictional and informational texts that are read aloud. (Cm) Share personal connections that support understandings of ideas or information in texts. (Cm) O.I.: WRITING L.O.: Students create and enhance ideas and information by applying a variety of writing processes. Collect ideas that are inspired by a variety of experiences. (W) Generate ideas that can be expressed through messages. (W) O.I.: CONVENTIONS L.O.: Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication. Capitalize the first word of a sentence. (Cv) Capitalize names of people and places. (Cv) Include punctuation at the end of sentences. (Cv) Identify words that are not spelled in predictable ways. (Cv)	SCIENCE ORGANIZING IDEA -Time: Duration is described and quantified by time. GUIDING QUESTION :How can duration support interpretation of time? LEARNING OUTCOME: Students relate duration to time. KNOWLEDGE Events can be related to calendar dates. Duration can be described using comparative language such as longer or shorter. Duration can be measured in non-standard units, including events, natural cycles, or personal referents. Winter counts are First Nations symbolic calendars that record oral traditions and significant events. UNDERSTANDING Time can be communicated in various ways. Duration is the measure of an amount of time from beginning to end. SKILLS & PROCEDURES Express significant events using calendar dates. Describe the duration between or until significant events using comparative language. Describe the duration of events using non-standard units. Relate First Nations' winter counts to duration. (see resources below)	SOCIAL Topic A: Exploring Liquids Describe some properties of water and other liquids and recognize the importance of water to living and nonliving things. Understandings: 2.SCI.A.2.4 Recognize and describe characteristics of liquids: -recognize and describe liquid flow -describe the shape of drops -describe the surface of calm water 2.SCI.A.1.1 Compare water with one or more other liquids. *See essential vocabulary for characteristics to compare 2.SCI.A.1.2 Compare the amount of liquid absorbed by different materials; e.g., students should recognize that some forms of paper are very absorbent but other forms of paper are not. Skills: 2.SCI.SK.1.1.1 Asks questions that lead to exploration and investigation. 2.SCI.SK.1.1.2 Identifies one or more possible answers to questions asked by themselves and others 2.SCI.SK.1.2.5 Describes what was observed, using pictures and oral language. 2.SCI.SK.1.1.1 Asks questions that lead to exploration and investigation. 2.SCI.SK.1.2.1 Manipulates materials and makes observations that are relevant to questions asked. 2.SCI.SK.1.2.2 Carries out simple procedures identified by others. 2.SCI.SK.1.2.3 Identifies materials used and how they were used.	PE&W 2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry: Knowledge: Where are the Inuit, Acadian and prairie communities located in Canada? Skill: 2.SST.DT- Acquires and develops thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts. Use a simple map to locate communities studied in Canada. Determine distance on a map, using relative terms such as near/far, here/there. Use cardinal directions to locate communities studied in relation to one's own community. 2.SST.CL- Demonstrates skills of oral, written, visual and media literacy through various modes of communication. Create visual images for particular audiences and purposes. Prepare and present information in their own words, using respectful language	TECHNOLOGY F1: Students will demonstrate an understanding of the nature of technology: 1.1 Identify techniques and tools for communicating, storing, retrieving and selecting information 1.2 Apply terminology appropriate to the technologies being used in grade two F3: Students will demonstrate a moral and ethical approach to the use of technology. 1.1 Demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies. F6: Students will demonstrate a basic understanding of the operating skills required in a variety of technologies 1.1 Perform basic computer operations, powering on, interacting with devices P1: Students will compose, revise and edit text 1.1 Create original text, using word processing software to communicate and demonstrate understanding of forms and techniques
ESSENTIAL VOCABULARY	TIER 1: Not directly taught – unless specifically needed for an English Language Learners or as required by inclusive programming. TIER 2: Words that are used in this month's suggested KUSPs: Distinguish, participate, identify, record, segment, connecting, listen, share, collect, generate, capitalize TIER 3: Content (cross-curricular) words & fiction (imaginary), non-fiction (real), tradition, Sharing Circle, consonant blends, punctuation	Time events calendar dates duration longer shorter winter counts minutes days weeks months years Quantity value coins bills nickel dime quarter numbers 1-100 forward backwards groups ones tens hundred	people identity Inuit Acadian prairie community diversity physical geography question province North South East West near far here there	time injury enjoyment rhythmic gymnastic expressive individual challenging adventurous cultural relationships friendships sharing listening healthy relationships communicating making decisions sharing ideas contributing involving all participants respecting others supporting others kind language teamwork Physical literacy: The motivation, confidence, competence, and knowledge to value and take responsibility for participating in a wide range of physical activities across a lifespan.	Subject area vocabulary integration Google Classroom/Microsoft Class Teams Digital Footprint, Online Reputation Login and Logout Password Peer Feedback YouTube Icons (Apps), Windows, Menus Shortcuts: CTRL-P CTRL-C CTRL-V File Navigation File Explorer Cloud Storage-Google Drive-Microsoft OneDrive Graphic organizers Digital stories Apps Software Internet Browser Video Audio	
INSTRUCTIONAL STRATEGIES & CLASSROOM ACTIVITIES/IDEAS	Click on the image below or visit https://bit.ly/3QITZLq for instructional ideas. 	*To access the links in MathUP, you must be logged into MathUP before clicking on the link. Click the image below or visit https://bit.ly/seatgrade2MATH5 for instructional ideas. 	Hands on exploration of liquids with purpose: -Water table or large containers filled with water Examples of containers and materials for students to use to pour, drip: smaller plastic containers, funnels, pipettes, sleeves, watering cans, measuring cups, containers with spouts *Students can record on paper, draw, discuss or take videos to answer/respond to the sample questions: -“Before touching the water, what does the surface of the water look like?” -“After pouring water from a container, stirring, dropping water from a container; what does the surface of the water look like?” -“Fill different containers with water and pour the water back into the water table, notice how it falls or drops into the water. Describe the shape and flow of the water as it hits the surface.” *Encourage students to observe and notice how water drops and flows (attention to shape and ease of flow) by using pipettes, funnels and sieves. -Expository Writing- Compare and contrast: After hands on exploration or demonstrations by the teacher, use compare and contrast sentence stems to compare the characteristics of other liquids to water. Fill clear plastic cups each with a different liquid (milk, vinegar, juice, syrup, oil, liquid soap, etc.), students can test how the liquids pour (fast, slow flow), are they see through? (transparent or opaque), how well are they absorbed by paper towels, paper or other materials? Students can also explore the liquids with stir sticks and pipettes. -Hands on “Science Lab”: Test the absorbency of different materials (paper towel, manila tag, etc). Test different liquids by pouring drops onto a paper towel, then repeat the process with manila tag, etc. Students can make a prediction “what do you think will happen when you pour _____ (liquid) on the paper paper towel, paper, manila tag or newspaper? List the materials, record the procedure and write the results in graphic organizers and tables.	-See Think Wonder using a map of Canada, gifs, images of communities -Canada Exploration: Google Earth -Google Earth Explorations of communities -5 Mins field trips -Orientation -Digital tree map walk- -Walk the school yard and map out the location of the trees -Photo walk- Have photos placed around the classroom- complete chat stations at each photo -Kinesthetic Movement activities for Cardinal Directions- EX: Simon says point your elbow North -Make a Canadian Province placemat -Colour code with legend map of Canada to identify the provinces -Compare and contrast sentence stems relating to location of communities EX: Edmonton is closer to Saskatoon than Iqaluit -Identify the communities' using icons on a digital map -Expository writing: Description: Have students write a descriptive writing piece on maps or the communities being studied in relation to the map- Look for key vocabulary -Expository writing: Sequence- How to find each community using a map or globe	-Classroom and active space expectations -Safety and personal space in a variety of settings i.e. outdoor/classroom/gymnasium -Transitions and hazards associated with each space i.e. running too close to the wall in the gymnasium -Discuss seasonal activities and how they change throughout the year -Walk around the community identifying signs and symbols and explain their importance -Activities that involve dance or expressive movements -Outdoor exploration with wide games and 5 minute field trips -Go over playground activities and recess behaviors -Cooperative games/parachute games/Omnikin games -Paths Unit 1: Establishing Positive Classroom Environment -Focus Cards	ICT Outcome Specific Activities F1 (1.1 & 1.2) Instructional Strategy: Students will learn how to access links, interact with assignments, access materials, and turn in assignments in digital classrooms through a Student Pause and Play video tutorial series. See Pause & Play Classroom Resources to support F3 (1.1) Digital Citizenship Activities / Instructional Strategies: -Establish classroom expectations and procedures for using technology, including sharing technology in grade twobased on ECSD Student Responsible Use Agreement, and building a positive digital footprint when interacting with digital tools and apps. -Engage in class discussions about providing positive peer feedback F6 (1.1) Activities / Instructional Strategies: Introduce classroom devices including basic uses, while building routines. Access further details about specific uses and skills here on SharePoint P1 (1.1) Activities / Instructional Strategies: Students will learn how to use word processing applications to create, revise, and edit original text See Pause & Play Resources to support P1 (1.1) Activities / Instructional Strategies: Students will learn how to use word processing applications (including Google Docs, and Microsoft Word) to create, revise, and edit original text See Pause & Play Resources to support See September SharePoint for Additional Ideas and Curriculum Crates to supplement instructional strategies and classroom activities.
TRIANGULATION OF ASSESSMENTS	Conversations: Facilitate conversations and discussions before, during and after - read alouds, mini lessons, guided reading and reading conferences. Focus conversations on the purpose and structure of texts, in addition to making connections to personal feelings, experiences and background knowledge. Support students with their own reader and writer identity – with a growth mindset. Observations: Are students able to identify features of fiction and non-fiction texts? Using the Reading Continuum, what reading behaviours are you noticing as students read? Record anecdotal notes. Are students using expressive language to share thoughts, ideas, understandings and connections? Product/Performance: ➢ Reading behaviours ➢ Oral language – Sharing thoughts, understandings, ideas for writing ➢ Use of capitals and periods in writing ➢ Reader response and journal entries containing complete sentences. Focus writing on making connections – personal feelings, experiences and background knowledge ➢ Co-creation editing checklist ➢ Students use knowledge of phonics to spell words ➢ Use of graphic organizers such as: webs, plot patterns, and KWL chart to demonstrate understandings and plan writing ➢ Complete a couple of freewrites ➢ Consider cross-curricular connections	Conversations: - Conversations regarding the relation of time for particular events/dates - When participating in a Number Talk, does the child explain their skip counting strategy? - When exploring books with skip counting opportunities, can the child talk about/explain skip counting? - Meet briefly with each child, asking each child to skip count. - When students participate in the “what is the missing number” task, are they able to explain/clarify how they determined the missing number? Observation: - Provide students with set of objects to count using skip counting. What was their strategy? By what numbers were they able to comfortably skip count the objects? - Provide students with set of objects to decompose into predetermined quantities. What was their strategy? Into what numbers were they able to comfortably decompose the objects? - In a group, ask a child to say a number, and then ask another child to state the next number in the skip counting sequence (or the number before). Continue with this pattern (the next child provides the initial number, the following child states the number before/after) around the circle or group. Adjust the observational checklist to reflect the new curriculum as needed (G3 Representing Whole Numbers Observational Checklist, G3 Lesson 2: Counting Forward, G2 Money Lesson 1: Counting Money) Product/Performance: - Math journal entry (all forms of responses accepted, written, pictorial, video, etc.) - Given a 100s chart, with numbers missing in a skip counting sequence, are children able to identify the numbers missing? - Given a video of you skip counting (and making an error), students respond to what your error was and how they knew it was an error (count be via FluGrid)	Conversations: -Catch and Pass: Discussion Prompts -Facilitate conversations and discussion after read alouds (see resources) -Key questions to ask after observations and activities (meet 1 on 1 or in small groups): Compare water with other liquids: -“What are some examples of liquids, other than water?” -“Describe what happened when you mixed water with...” Compare the absorbency of liquids in different materials: -“What materials did you compare?” -“Which material absorbed the most amount of liquid and why do you think that?” -“Which materials absorbed the least amount of liquid and why do you think that?” *listen for essential vocabulary Observation: -Hands on experiments (compare water with other liquids, comparing absorption of liquids in different materials)- follow through with key questions during 1 on 1 or small group conversations Product/Performance: -Scientific drawings and journal entries of phenomena observed: -characteristics of liquids	Conversations: Can happen 1 on 1 or in small groups or flipgrid Leverage the resources to facilitate conversations and discussions Key Questions: Listen for: Key vocabulary and use of cardinal directions How many provinces are in Canada? Describe the location of an Inuit community studied in relation to Edmonton Describe the location of a Prairie community studies in relation to Edmonton Describe the location of an Acadian community studied in relation to Edmonton Observations: Students will: Show on a globe or map the Inuit community studied Show on a globe or map the Prairie community studied Show on a globe or map the Acadian community studied Products: Comparative sentence stem and responses Canadian province placemat Colour a map with legend to showcase the Canadian provinces Sequence writing assignment	Conversations: -Personal factors affecting physical activity include friends, family, community/school opportunities as well as enjoyment and personal preference -Teamwork is working together for a shared goal and includes everyone -Describe what enjoyment during active times looks and sounds like -Respectful behaviors support participation and include fair-play practices -Interactions are ongoing and change over time -Healthy relationships can be strengthened through frequent or ongoing interactions. -Games and activities can be enjoyed in a variety of ways Observations: -Observation checklist that would include success criteria for following rules in a variety of spaces -Single point rubric (Grow or Show) in relation to participation and cooperation levels What did you do on the playground? Product/Performance: -Paths lessons responses -Participation physical activity -Student physical enjoyment responses -Using manners	Conversation: Discuss technologies and the processes of using the tools above. -Appropriate use of vocabulary when discussing technologies: apps and devices. -Discuss digital citizenship: building a positive digital footprint / online reputation. Observation: Students are able to demonstrate how to: -log-in to devices with some assistance -access digital classrooms to complete and turn in assignments -use digital tools and apps to complete curricular tasks -Use features in word processing apps with assistance Performance: Create resources to share learning (Google Docs, Microsoft Word, Flipgrid responses). -Interact with digital classrooms to communicate, access materials, turn in assignments and access feedback. Assessment Tools (Possible tools to gather evidence of learning) -Student Video Response -Digital Portfolio -Productivity Tools
RESOURCES & ENVIRONMENT	Primary Resources: Literacy Place, Heggerty, Phonics lessons, decodable texts, mentor texts to support all skills in reading and writing. Supplementary Resources The Fountas and Pinnell Literacy Continuum Expanded Edition Sound Walls Elkonin Boxes Patterns of Power by Jeff Anderson Words Their Way 6+1 Writing Traits by Ruth Culham The Trait Kit How Do I Get Them to Write by Karen Filewych Raz Kids Epic	*To access the links, you must be logged into MathUP before clicking on the link. Primary Resource: MathUP, if the MathUP topics that align to the new POS have not yet been released, use the Grade 2 MathUP Correlation Guide to find lessons that are aligned - Sum It Up (for parents or reteaching): Introducing time units, measuring time in minutes, relating seconds, minutes, and hours, relating hours, days, weeks, and years MathUp game Supplementary Resources: Jump Math Gr 2- unit 12: number sense skip counting , unit 17: number sense money, unit 19: measuring time Number Talks: Whole Number Computations (to be used throughout the year) Mathematics Learning Progressions, Pearson Making Math Meaningful, Marian Small (pp 541-548) Teaching Student-Centered Mathematics Grades K-3, John A. Van de Walle 3rd edition (Time pp. 348-349) (Money pp 351-352) Digital resources such as Mathigon Polyvpad (for presentation purposes) Learn about winter counts here. Student friendly video here.	Resources: Mentor Texts and Picture Books by Science Topic Materials: -water table or large containers to hold water -various containers (clear is best) -pipettes -dish soap -cooking oil such as, canola oil -other liquids: juice, syrup, glue, ketchup, milk, vinegar -various forms of paper such as, paper towel, cardstock, manila tag, toilet paper, printer paper, wax paper, parchment paper, newspaper Environment: Space for hands on exploration and experiments	Resources: Compasses Google Earth Read Aloud: Compass and Cardinal Directions My Canada" An Illustrative Atlas Goodnight Canada Carson Crosses Canada Environment: Bulletin Board with: Map of Canada Current events- related to geography Cardinal Directions posted around the classroom	Environment: Gymnasium/Classroom/Playground/Hallways/Outdoor Spaces/Wider Community Spaces Resources: https://bit.ly/ecsdPEW Health and Safety Guideline: myspheres.ca Minimum Standards List Moving in the Hallways Tarmac Activity – Tarmac Stencils Dance Activities Chalk walk Five minute Field Trips Cooperative Games Parachute Game YouTube Games Playground Activities Kiddo – Improve Your Move PATHS Unit 1: Establishing a Positive Classroom Environment PATHS Alignment Document Focus Cards Social Emotional Toolkit 	Resources Access to a variety of Education Tech tools can be found on SharePoint. bit.ly/ecsdemtech Environment Technology needs to be integrated and infused throughout the curriculum. Resources should be easily accessible in the classroom.