EDMONTON CATHOLIC SCHOOLS
LEARNING SERVICES

GRADE 2 OCTOBER

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ELAL

LEARNER OUTCOMES & KEY KUSPS

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.
Examine the structure of a variety of imaginary or real stories. (TF)
O.I.: ORAL LANGUAGE
L.O.: Students examine and adjust listening and speaking to communicate effectively.
Listen to and follow three-step instructions. (OL)
O.I.: VOCABULARY
L.O.: Learning Outcome: Students expand vocabulary by connecting morphemes and words to their meanings.
Manipulate suffixes to change the tense of words. (V)
Manipulate suffixes to make words singular or plural. (V)
O.I.: PHONOLOGICAL AWARENESS
L.O.: Students apply understandings of how sounds create meaning in oral language.
Identify phonemes in words that have three or more syllables. (PA)
O.I.: FLUENCY
L.O.: Students apply fluency strategies while reading.
Blend sounds quickly and accurately to decode unfamiliar messages. (F)

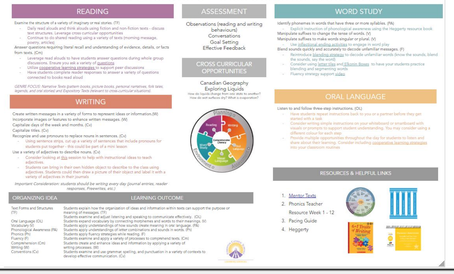
O.I.: COMPREHENSION
L.O.: Students examine and apply a variety of processes to comprehend texts.
Answer questions requiring literal recall and understanding of evidence, details, or facts from texts. (Cm)
O.I.: WRITING
L.O.: Students create and enhance ideas and information by applying a variety of writing processes.
Create written messages in a variety of forms to represent ideas or information.(W)
Incorporate images or features to enhance written 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 days of the week and months. (Cv)
Capitalize titles. (Cv)
Recognize and use pronouns to replace nouns in sentences. (Cv)
Use a variety of adjectives to describe nouns. (Cv)

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, collect, generate, explain, examine, manipulate
TIER 3: Content (cross-curricular) words & fiction (imaginary), non-fiction (real), tradition, Sharing Circle, consonant blends, punctuation, adjectives, suffix, text features, pronouns, nouns, capitalize

INSTRUCTIONAL STRATEGIES & CLASSROOM ACTIVITIES/IDEAS

Click the image below or visit https://bit.ly/3RkLjFU for instructional ideas.



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

RESOURCES & ENVIRONMENT

Primary Resources: Literacy Place, Heggerty, Phonics lessons, decodable texts, and 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

Environment:
Sound walls: the phonemes that are covered in class can be posted for reference.
Reading areas that include many books.

MATH

LEARNER OUTCOMES & KEY KUSPS

ORGANIZING IDEA- Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.
GUIDING QUESTION: How can data inform representation?
LEARNING OUTCOME: Students relate data to a variety of representations.
KNOWLEDGE
Data can be collected by asking questions.
First-hand data is data collected by the person using the data.
UNDERSTANDING
Data can be collected to answer questions.
SKILLS & PROCEDURES
Generate questions for a specific investigation within the learning environment.
Collect first-hand data by questioning people within the learning environment.

KNOWLEDGE
Data can be recorded using tally marks, words, or counts.
Data can be expressed through First Nations, Métis, or Inuit stories.
A graph includes features such as
- a title
- legend
- axes
- axis labels
Data can be represented with graphs such as
- pictographs
- bar graphs
- dot plots
UNDERSTANDING
Data can be represented in various ways.
SKILLS & PROCEDURES
Record data in a table.
Construct graphs to represent data.
Interpret graphs to answer questions.
Compare the features of pictographs, dot plots, and bar graphs.

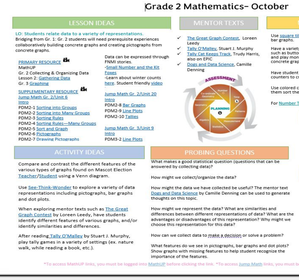
ESSENTIAL VOCABULARY

first-hand data
tally marks
graph
title
legend
axes
axis labels

pictograph
bar graph
dot plots/line plots
table
interpret
compare

INSTRUCTIONAL STRATEGIES & CLASSROOM ACTIVITIES/IDEAS

*To access the links in MathUP, you must be logged into MathUP before clicking on the link.
Click the image below or visit bit.ly/octgrade2MATHS for instructional ideas.



TRIANGULATION OF ASSESSMENTS

Conversations:
- Students compare and contrast different features of the various types of graphs.
- Display data without features such as titles, labels, scale etc. and have a class discussion to see if the students can determine what the graph is about. In small groups or pairs, students discuss using What Makes You Say That to determine what information is necessary to determine the "story" the data is expressing. You may also display graphs with missing information and have students identify what is missing.
- During small and large group discussions, listen to determine if students can identify the features of a variety of graphs.
Observation:
-MathUP Gr. 2 Curriculum & Observation Data, Gr. 3 Curriculum & Observation Data
-Observational Checklists - adjust to reflect the new curriculum as needed, Gr. 2 Collecting & Organizing Data, Gr. 3 Graphing
-While playing tally games, observe if students can record data accurately using tally marks in a table.
-In a math station, observe whether students can label features of a graph
Product/Performance:
-Graph data gathered from a variety of class and student generated questions.
-Compare and contrast on a Venn diagram different features of various types of graphs.
-Math journal entry (all forms of responses accepted, written, pictorial, video, ect.)
-Performance Tasks - adjust to reflect the new curriculum as needed, Gr. 2 Collecting & Organizing Data, Gr. 3 Graphing
-Assessing Skills & Concepts - adjust to reflect the new curriculum as needed, Gr. 2 Collecting & Organizing Data, Gr. 3 Graphing

RESOURCES & ENVIRONMENT

*To access the links, you must be logged into MathUP before clicking on the link.
Primary Resource: MathUP, use Grade 2 MathUP Correlation Guide to find lessons aligned with the new curriculum
- Sum It Up (for parents or reteaching): Gathering Data, Tally Charts, Bar Graphs, Line Plots, Interpreting Simple Graphs
Games: Survey Says …
Supporting Activities: I Know About Gathering Data, (Assessment for Learning), Gathering Data (Reteaching), Bedtimes (Independent), Organizing Data (Independent)
Supplementary Resources:
Jump Math Gr. 2- Unit 6 - PDM2: Sorting and Graphing, Unit 20 PDM2: Probability, Gr. 3 - Unit 9 - PDM3: Charts
Number Talks: Whole Number Computations (to be used throughout the year)
Mathematics Learning Progressions, Pearson
Making Math Meaningful 3rd Ed., Marian Small (pp 571-624, Ch. 21: Data)
Teaching Student-Centered Mathematics Grades Pre-K-2, John A. Van de Walle 2nd Ed. (Ch. 17: Helping Children Use Data)
Digital resources such as Mathigon Polypad (for presentation purposes)
Reimagining How We Teach Statistics PD

SCIENCE

LEARNER OUTCOMES & KEY KUSPS

Topic A: Exploring Liquids
2.SCI.A.2 Describes some properties of water and other liquids, and recognizes the importance of water to living and nonliving things.
Understandings:
2.SCI.A.2.1 Demonstrates an understanding that liquid water can be changed to other states recognize that on cooling, liquid water freezes into ice and that on heating, it melts back into liquid water with properties the same as before
-recognize that on heating, liquid water may be changed into steam or water vapor and that this change can be reversed on cooling
-identify examples in which water is changed from one form to another
2.SCI.A.2.2 Predicts that the water level in open containers will decrease due to evaporation, but the water level in closed containers will not decrease.
2.SCI.A.2.3 Predicts that a wet surface will dry more quickly when exposed to wind or heating and apply this understanding to practical situations, such as drying of paints, clothes and hair.

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.1.2.1 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
2.SCI.SK.1.2.5 Describes what was observed, using captioned pictures and oral language
2.SCI.SK.1.2.6 Describes and explains results; explanations may reflect an early stage of concept development
2.SCI.SK.1.2.7 Identifies applications of what was learned

ESSENTIAL VOCABULARY

liquid
water
state
properties
freeze
melt
heat
ice
evaporation
steam
vapor

cool
reverse
container
surface
predict
materials
procedure
observe
result

INSTRUCTIONAL STRATEGIES & CLASSROOM ACTIVITIES/IDEAS

Hands on Experiments and Experiences:
Exploring states of matter:
-Popsicle Science : Extend this experiment by examining and review the characteristics of the liquid before freezing, then again after freezing.
-Teacher demonstration-Using an electric kettle filled with water, students can observe the steam coming from the spout as the water boils. Wearing oven mitts, hold a metal bowl or large metal spoon over the steam to for students to observe condensation (the vapour will condense on the surface of the bowl or spoon). Discuss, record and draw results. *please use caution when using an electric kettle and boiling water: teacher use of oven mitts and students observing from a safe distance
→ prompt with the read aloud: They Boy Who Invented the Popsicle
Decrease in water level: Using clear plastic cups or mason jars (lids off to ensure liquids' surface is exposed to air), measure and our equal amounts of water into cups or jars, mark the water level with a sharpie-students can draw and record observations each day in journals, chart paper or anchor charts each day as water evaporates

Drying a wet surface: brainstorm everyday examples of how wet surfaces dry; research, discuss, draw and explain the everyday examples in journals or on Flipgrid. Examples: Mopping a wet floor and waiting for it to dry, blow drying your hair, drying clothes under the sun, steaming or ironing clothes, bodies of water drying up (link to Social Studies), the water cycle (evaporation)
Connection with Social: re visit states of matter with "Fog in a Bottle" (see Social Studies)

TRIANGULATION OF ASSESSMENTS

Conversations:
-one on one or small group discussions of observable phenomena and journal entries after experiments
-one one conversations following hands on experiments and journaling (See Skills in learner outcomes): are students asking questions?, identifying one or more possible answers to questions?, identifying materials and how they are used? describing what was observed and procedures followed? Explaining results and explanations?
Observations:
-Are students using the identified materials appropriately and for intended purpose?
-Observe students as they are journaling, writing and drawing observed phenomena and results of hands on experiments
Products/Performance:
-journal entries and scientific drawings of observed events and experiments
-FlipGrid recordings of students explaining results or knowledge on the above learner outcomes

RESOURCES & ENVIRONMENT

Resources:
Pebble Go Next (access with an EPL card, click here for a tutorial on how to access)-"What is a Physical Change?" Read aloud texts, articles and visuals on solids, liquids, gasses and states of matter
Mentor Texts and Picture Books by Science Topic
Read Aloud: The Boy Who Invented the Popsicle (On EPIC!)
Materials:
-variety of liquids: water, juice, pop, milk
-popsicle sticks
-paper cups or ice cube trays
-clear plastic cups or mason jars
-electric kettle
-large metal spoon or bowl
-oven mitts

Environment:
-Wonder wall for questions and possible topics of inquiry
-Water bin/table to explore solid to liquid (ice to water), freeze objects (loose parts, toys) in containers of water. Students can use pipettes, water and tools to observe melting and release the objects inside.

SOCIAL

LEARNER OUTCOMES & KEY KUSPS

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:
What are the major geographical regions, landforms and bodies of water in each community?
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
Apply the concept of relative location to determine locations of people and places
Use cardinal directions to locate communities studied in relation to one's own community
Knowledge:
How are the geographic regions different from where we live?
Skill:
2.SST.CL- Demonstrates skills of oral, written, visual and media literacy through various modes of communication
Compare and contrast information gathered
Knowledge:
What are the main differences in climate among these communities?
Skill:
2.SST.CL- Demonstrates skills of oral, written, visual and media literacy through various modes of communication
Identify key words from gathered information on a topic or issue
Compare information on the same topic or issue from print media, television and photograph
Respond appropriately to comments and questions, using respectful language

ESSENTIAL VOCABULARY

region
landform
body of water
climate
North
South
temperature
prairie
location
cliffs
beaches

creek
river
bay
weather
East
West
fog
thaw
coast

INSTRUCTIONAL STRATEGIES & CLASSROOM ACTIVITIES/IDEAS

-See, Think, Wonder using a landforms, bodies of water, climate using gifs and images
- Zoom in using google Earth images
-Landforms, bodies of water, climate concept sort
-Google Earth Explorations of communities
-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
-Essential Vocabulary Activities
- Loose parts building of landforms and bodies of water
- Demonstrations of climate - As it relates to human activity
Ex: Fog in a bottle for meteghan and Iqaluit
Ex: Permafrost
Ex: Tide Pool Activity
-Compare and contrast sentence stems relating to location of communities
-Expository writing: Compare and Contrast: Have students write a compare and contrast writing piece on the different climates of each community studied
-Expository writing: Sequence- How to find each community using a map or globe

TRIANGULATION OF ASSESSMENTS

Conversations:
-Anecdotal notation one on one, small group discussions, or whole class conversations
Looking for students to: ask questions, respond to other students comments, accurately identifying concepts from the outcomes, use essential vocabulary, use comparative language
Observations:
-Observational checklist
Looking for:
Students ability to see the climate phenomena and connect it the effect it will have on human activity in the region.
Students ability to sort various climate, landforms etc in each region
Students ability to compare one region to another
Products/Performance:
-journal entries and reflections on concepts within the lesson
-FlipGrid recordings of students explaining knowledge on the above learner outcomes
- Loose parts recreations of physical geography of the communities studies
-Expository writing pieces

RESOURCES & ENVIRONMENT

Resources:
Slides: -Landforms, bodies of water, climate concept sort
Google Earth Exploration: -Google Earth Explorations of communities
Climate demonstration materials:
1. Jar or bottle
2.HOT, HOT water
2. Plastic bag
3.ice cubes
4.Tin Foil
5. Rocks and stones of various sizes
6.Sea Toys
7.Water
Building Teacher Background Knowledge
Acadian Community Website
Acadian Culture Website
Le petit Acadien: An Acadian Resource
Indigenous People Atlas of Canada
Read Alouds:
Canada
Canada
Canada the Land
In the Prairies
P is for Prairie Dog
Inuit
Inuit History and Culture
Fishing with Grandma
Our First Caribou Hunt
Arctic and the Inuit Collection of books
Environment:
-Canadian Map on bulletin board
- Images of physical geography of communities of study
-Cardinal Directions posted around the room
-Globe
-Current events center

PE&W

LEARNER OUTCOMES & KEY KUSPS

OI: Active Living
LO: Students investigate physical activity and relate it to personal experience.
S&P: Demonstrate positive interactions with others during physical activity.

S&P: Participate in physical activities that require various levels of exertion and energy.

OI: Character Development
LO: Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.
S&P: Explain the benefits of self-regulation.

S&P: Describe strategies that support self-regulation.

S&P: Practice a variety of self-regulation strategies.

OI: Safety
LO: Students examine and apply personal safety in a variety of situations.
S&P: Practice safety strategies and procedures in a variety of situations.

ESSENTIAL VOCABULARY

Physical Literacy
physical activity
shared interests
goal setting
experiences
light
moderate
vigorous
energy

Mental Health
self-regulation
maintain
control
attention
thoughts
emotions
behaviour
focus

home
school
online
emergencies
safe

INSTRUCTIONAL STRATEGIES & CLASSROOM ACTIVITIES/IDEAS

- Games and activities from all four game categories: Territory and Invasion, Target, Net and Wall, Striking and Fielding
- Games and activities that involve dance or expressive movements
- Outdoor exploration with wide games and 5 minute field trips
- During movement activity highlight positive interactions and effective communication
- PATHS : Unit 2
- Focus on Self-Regulation: Part 2 - Concepts in Action
- Elementary School Injury preventions toolkit
  - Traffic Safety
  - Water Safety
- Actions that promote safety at home, as well as to and from school
- Brainstorm what online safety looks like?

TRIANGULATION OF ASSESSMENTS

Conversations:
Class makes suggestions about how being safe while playing outside differs from being safe in the gym. Similarly, safety changes depending on the game or activity.
Actions that promote safety at home.
Physical, emotional, and social changes that take place during and after physical activity.
Identify prefered activities and discuss reasons behind those preferences.
Identify what physical, mental and emotional regulation looks like.

Observations:
Checklist to mark student's ability to play safe in a variety of environments and situations.
Anecdotal notation when students engage in regulation activities.

Product:
Drawing & writing pieces that illustrate ways a student likes to become more regulated.
Outdoor Assessment – Student Self Assessment
PATHS lessons responses

RESOURCES & ENVIRONMENT

Environment:
Gymnasium/Classroom/Playground/Hallways/Outdoor Spaces/Wider Community Spaces

Resources:
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 2: Self-Control, Self-Awareness & Anger Management
PATHS Alignment Document
Focus on Self-Regulation
Social Emotional Toolkit
Elementary School Injury Preventions Toolkit

TECHNOLOGY

LEARNER OUTCOMES & KEY KUSPS

FOUNDATIONS
F1: Students will demonstrate an understanding of the nature of technology:
1.2 Apply terminology appropriate to the technologies being used in kindergarten
F2: Students will understand the role of technology as it applies to self, work and society.
1.2 describe particular technologies being used for specific purposes
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
Perform basic computer operations, powering on, interacting with device, clicking on an icon, using pull-down menus, log in
COMMUNICATION
C3: Students will critically assess information accessed through the use of a variety of technologies
compare and contrast information from similar types of electronic sources
PRODUCTIVITY
P1: Students will compose, revise and edit text.
create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques

ESSENTIAL VOCABULARY

Subject area Vocabulary Integration

Google Classroom	Microsoft Class Teams	File Navigation
Digital Footprint	Online Reputation	File Explorer
Login	Password	Graphic organizers
Apps	Norms	Internet Browser
Log out	Peer Feedback	Video
Icons (Apps)	Microsoft Flip	Audio
Menus	Google Earth	Google Docs
Google Slides	Microsoft PowerPoint	Microsoft Word
Jamboard	Microsoft OneDrive	Google Drive

INSTRUCTIONAL STRATEGIES & CLASSROOM ACTIVITIES/IDEAS

FOUNDATIONS
Instructional Strategies:
F1 - Students will continue to learn how to access links, interact with assignments, access materials, and turn in assignments in digital classrooms through the support of a Student Pause and Play video tutorial series.
-Have conversations about the "How" to use technology and "Why" it would be an option for use.
F3 - Discuss Safety Rules for an Online Presence
-Continue to provide students with opportunities to collaborate using technology tools
-Engage in class discussions about ways to provide positive feedback when connecting with peer contributions
-Discuss how your classroom norms and expectations align with the use of devices in the classroom. Create a class set of norms on how to share devices responsibly and when using an app, website etc.
F6 - Continue using classroom devices to learn the basics (working with small groups of students works effectively)
COMMUNICATION
Instructional Strategies:
C3 - Embed assistive technologies to support diverse learners. Start teaching students how to use Accessibility Features on their digital device
-Record student responses, stories, and other information that they share as photos and videos to document their learning progress.
-Use graphic organizers to make thinking visible
-Use interactive platforms (SMARTLumio, websites, apps, Google Slides, MS PowerPoint, Jamboard) to present information and for them to represent their thinking.
-Use Microsoft Flip to communicate ideas, stories and to provide positive comments for peer sharing
PRODUCTIVITY
Instructional Strategies:
P1 - Students continue to learn how to use word processing applications (including Google Docs, and Microsoft Word) to create, revise, and edit original text
-Students learn how to use Google Slides and Microsoft PowerPoint to create, revise and edit text, and to demonstrate learning.
-Students use Web-based tools to support curriculum
-Create and maintain a digital portfolio or collection of works related to one's learning.
-Using "Creation" apps and tools on devices to create opportunities for children to communicate and demonstrate understanding of other curricular outcomes
-Collaborate in Jamboard to visualize thinking

TRIANGULATION OF ASSESSMENTS

Conversation: Discuss technologies and the processes of using the tools above.
-Appropriate use of vocabulary when discussing technologies: apps and devices.
-Discuss digital citizenship: developing safe online practices
-Discuss how to use tools and the "why"

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, Microsoft Flip 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

Resources
Visit the EmTech SharePoint for a more specific breakdown of strategies with knowledge, skills and processes. There is also a wide variety of Example Resources & Templates to Support Implementation across the Grade Three Curriculum for the month of October.
Environment
Technology needs to be integrated and infused throughout the curriculum. Resources should be easily accessible in the classroom.

bit.ly/ecsdemtech