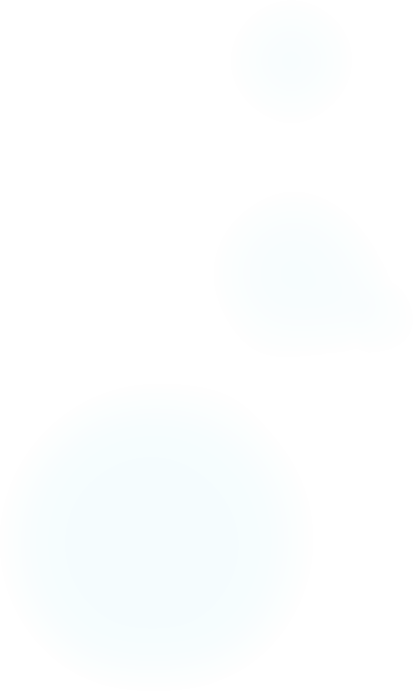
**Curriculum Night**

**Grade 2 Room 4**

*Mrs. Henry*



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Hello Families,

Another year is quickly upon us! So far I have met or greeted many of you in our regular morning and afternoon interactions. I am looking forward to working with you and your child as we share our new year of teaching and learning experiences. I am looking forward to watching their growth throughout the year.

First,let me say thank you for ensuring that all my grade 2 students are having a good night’s rest and that they are arriving ready to learn. This is greatly appreciated as it helpsthe learning environment. So far, so good. Students are still adjusting and learning the routines of the classroom. This will take some time, but I am sure we will get there.

I am now in the process of completing the Developmental Reading Assessments (DRA’s) and will be sending notes home informing you of your child’s reading level along with suggested strategies for students improvement.

**Just a reminder** about the other teachers that students will have this year:

**Day 1 : Library will be taught by Ms.Agostino**

**Day 2/4 : Physical Education and Dance will be taught by Mrs. Mailhot**

**Day 3 : Health will be taught by Mrs. Rowan**

**Day 3 : Media Literacy and Computer Science will be taught by**

**Ms.Agostino**

**Day 5 : Music will be taught by Mr. Budd**

Students began Daily Physical Activities (DPA) on day 1, 3 and 5, and this will continue all year.

**Newsletter**

I will try to send a newsletter home on classroom events **twice each month**. The newsletter will help to keep you informed of the things that we are concentrating on in class and it gives you an indication of the areas where you may need to help your child.

The newsletter will also be available on the school’s website. Please scroll down the page and click on my name to access the newsletter.

**How to contact the Teacher**

* E-mail me at [angella.jonas-henry@tdsb.on.ca](mailto:angella.jonas-henry@tdsb.on.ca)
* Send me a note in your child’s agenda
* Call the school and leave a message with the office.
* Make arrangements to come in for a chat or an interview

**Parent Volunteers**

Parent volunteers are welcome to our classroom. Pleasecomplete the forms attachedand return them at your earliest convenience. Volunteers will help me with:

* Photocopying
* Preparing documentation for our class
* Reading with students
* Scholastics Book orders
* Other tasks asassigned

Volunteers will also be needed for our

* Day trips to various destinations
* Scientist in the school
* Neighborhood walks

Forms will be sent home for the above events as they arise.

**Website -**Please remember to check the website for updates each week

If your child is having difficulties please send me a note and we will discuss several strategies

**Descriptive feedback**

This year our school will continue to give students descriptive feedback on the various work and activities they have completed. This will includecomments on how well students are doing and one or two next steps on how to improve. Also, students will be encouraged to be reflective about their work. Please ensure that you read my comments and your child’s comments on how they think that they are doing.

**How will students be assessed?**

Students will be assessed using a variety of assessment tools and strategies. Below are some of the assessment tools that will be used this year.

* Oral assessments
* Success Criteria/Rubrics
* Observations
* Conferencing
* Portfolio assessments
* Tests
* Performance tasks
* Show me how

**When will there be a test**

Please check your child’s agenda for test dates. I will try to give at least one week’s notice for each test, and all materials will be sent home so that you can review with your child.

**Levels of Achievement**

In the Ontario curriculum there are 6 Levels of Achievement

(from Growing Success)

**Level 4**identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with **a high degree of effectiveness**. This level is usually represented by a **A - to A +** on your child’s report card.

**Level 3**represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills **with considerable**

**effectiveness**. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades. This level is usually represented by a **B - to B +** on your child’s report card.

**Level 2**represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills **with some effectiveness**. Students performing at this level need to work on identified learning gaps to ensure future success. This level is usually represented by a **C – to C+** on your child’s report card.

**Level 1**represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills **with limited effectiveness**. Students must work significantly to improve learning in specific areas, as necessary, if they are to be successful in the next grade.This level is usually represented by a **D – to D+** on your child’s report card.

The code **“R”** represents achievement that falls below Level 1. “R” signals that additional learning is required before the student begins to achieve success in meeting the subject/grade expectations. “R” indicates the need for the development of strategies to address the student’s specific learning needs in order to support his or her success in learning.

**“I”** may be used on a student’s report card, to indicate that insufficient evidence is available to determine a letter grade. For example, an “I” may be used when evidence of a student’s achievement is insufficient because the student has enrolled in the school very recently or because there were issues or extenuating circumstances beyond the student’s control.

**Learning Goals**

**Expectations for learning in our environment**

I have been stressing with my students the need to write neatly on the line and to avoid writing capital letters in the middle of sentences. We have began looking at the four types of sentences and how sentences are written in text and everyday discourse. Pointing out that capital letters are only used for proper nouns.

As you write with your child at home, please ensure that they are writing neatly on the line and avoiding the use of capital letters in the middle of sentences if there are no proper nouns. Remind your child that capital letters are used at the beginning of a new sentence and if there are proper nouns.

**Classroom rules**

Students are expected to**listen attentively**,**to be respectful** and considerate to each other and to adults, **try their best at all times**, follow the **hands off policy** and **no bullying**. These expectations were detailed in the previous newsletter.

**Homework guidelines**

In Room 4, students are expected to write their homework in their agenda each night. I would also like my students to develop a routine, and take responsibility for writing and doing their homework each night. Please ensure that you check your child’s black homework bag each night to ensure that students are adhering to their responsibility. Please sign the agenda after your child completes his or her homework each night as this indicates to me that he or she did the homework and that this has been reviewed by a parent.

Please do not sign your child’s agenda in advance for the week as this does not confirm that the homework is done each night. Students should spend time doing their homework and returning it to the homework bag and replacing it in their backpack for the next day.This is a skill that students need to master as it will greatly help in their success throughout the grades.

* **Spelling** will be sent home weekly and a traditional spelling test will be given at the end of the week.
* **Reading** - **In October** our reading program will be sent home. Students will be required to write me a letter at school on Fridays about the book they have read that week. Please read over the read at home guidelines with your child and do the oral activities. As you read with your child please ensure that you monitor their comprehension. Use the guided questions that are included in the guidelines to help with this. Reading comprehension is very important to student success throughout their learning.
* **Mathematics**- homework will be sent home once per week and should be returned the next day.
* **Poetry** - A new poem will be sent home each night for students to read. This is a part of our counting our way toward the 100 days of school. By the 100th day of school, we would have read 100 poems. Students are really excited about this. Please read with your child each night.

Developing **good habits with homework** will increase your child’s success throughout the grades and will help students be successful on the learning skills part of their report card. Please help and remind your child to complete homework to the best of their ability.

Remember Homework is not always work assigned by the teacher, but how you choose to extend your child’s learning opportunities outside of school hours. If no homework is assigned, here are some suggested ideas of what you might try with your child

* Read a book with your child on topics that he or she is doing in school or on one of his or her favorite topics.
* Let children do some kind of experiment, investigation, art or craft, watch a documentary or other television programs on the topics that are being discussed in the classroom.

**What Children Will Learn This Year – The Curriculum**

**Mathematics**

A quick note about my math program...

My goal this year is to give students the opportunity to develop a deeper and richer understanding of mathematical ideas. Over time, students need to understand generalizations, patterns, and not memorize a set of rules that will eventually “topple”.

The basis for our mathematical experience this year will be activating prior knowledge, constructing relationships, extending and applying, reflecting and articulating mathematical experiences. Students will engage in investigations and conjectures to learn. They will engage in questions such as:

* Do you think…
* What would happen if…
* How do you know…

These types of questions will engage student’s thinking, reasoning skills and push their knowledge toward proving how mathematical processes are related and connected to each other.

In order to develop our student’s critical thinking, problem solving and basic skills across the strands, we will be exploring the 5 strands this year in the following ways:

Three-Part lesson

Each 60 minutes math class will incorporate the three-part lesson.

* Minds On - to activate prior knowledge,
* Action - the introduction of new learning or extending or reinforcing ideas
* Consolidation - provides students with the opportunity to reflect and share their understanding

**Manipulatives** will be used to move student’s knowledge from the concrete to the abstract level.

**Vocabulary**will be taught to help students to use/understand new words and make connections to their prior knowledge.

Students will be introduced to several different strategies to give them the opportunity to choose the strategies that are right for them.

**What can you do at home?**

When you are at home, in the grocery store, or wherever the teachable moment arises, please take the opportunity to explain to your child not only the math moments, but also the **processes** taken to reach a solution.

**Math Strands/Topics**

Our topics in Mathematics will be the same as last year

* Number Sense and Numeration
* Pattering and Algebra
* Measurement
* Geometry
* Data Management and Probability

**Ontario Mathematics curriculum:**

[www.edu.gov.on.ca/eng/curriculum/elementary/math18curr.pdf](http://www.edu.gov.on.ca/eng/curriculum/elementary/math18curr.pdf)

**Language Arts**

**Oral communications**

Actively listening is important to our children’s learning. This year I will place much emphasis on active listening skills throughout the curriculum so that students will learn how to

* Respect all opinions and give others the opportunity to express his or her opinions
* better comprehend, understand, retell, and clarify the meaning in the text
* show appropriate speaking behaviour in a variety of situations, such as think, pair, share, small and large group discussions
* wait and take turns and not shout out answers or speak when others are speaking
* Communicate ideas, opinions, and other information clearly, coherently using an organized patterns

**Presentations**

Oral communication this year will require your child to identify some vocal effects, including tone, pace, pitch, and volume and use them appropriately in presentations, to help communicate their meaning and ideas.Students will have the opportunity to use different visual aids, to support or enhance oral presentations.

Parents can assist children at home by reading to them or having your child listen to stories(on audio CDs, I-Pads, I-Pods, Kindle or other devices),then let your child tell you about the story. Parents can pause the story at different points and ask children questions to see that they are following andlistening to the story.

**Reading**

The reading programs this year will continue to invite students to develop their repertoire of sight, unfamiliar words and comprehension skills to decode a varietytext.

The following reading strategies will be used to help students develop **Critical Thinking Skills** and to engage their minds/brain in the **thinking process** while reading text.

* **Activating prior knowledge** and **using their schema** to make **connections** to the text
* **Asking questions** to clarify the meaning making process in a text
* **Visualizing**to help clarify the sights and sounds referred to in the text
* **Inferring**ideas that have not been stated explicitly on the pages of the text
* **Transforming** - going beyond the text to …... developing a point of view. For example, what do you think the author wants the reader to think?” “How might a different character tell this story?”

Students will be reading a wide variety of texts this year which will include a wide array of fictional and non-fictional, graphic texts, and using reference books, dictionaries, websites, etc.For example, poetry, folk tales, and fairy tales from diverse cultures.

Wewill be retelling stories or restating information from the text, with the inclusion of interesting details. Organizational structure of a fictional and nonfictional text will be examined this year, for example when we examine a narrative we will look at who are the characters, where was the setting, events, problems, and solutions

Students will continue to have regular access to the library and will have their book exchanges on Day 1.

**Writing**

We will continue to do all our writing following the writing process, which involves generating, gathering, and organizing ideas and information to write for an intended purpose and audience. Students will learn drafting and proof reading, revising and editing writing, to correct errors, refine expressions, and present work effectively.

Some writing forms that will be completed this year are

* a friendly letter;
* a factual recount of a scientific or mathematical process
* a recipe describing the procedure for cooking a favourite food
* directions for playing a game
* a paragraph describing the physical characteristics of an animal
* an original story or an extension of a familiar story, modeled on stories read; variation on a patterned poem
* an advertisement for a toy

**Grammar**

* Proper nouns
* Pronouns
* A variety of sentence types (e.g., questions, statements, exclamations)
* Verbs in the simple present and past tenses
* Descriptive Adjectives
* Simple prepositions of place and time (e.g., under, with, before, after)
* Alliteration
* joining words (e.g., and, but)

**Spelling**

* Spelling many high-frequency words correctly - see the list of 300 high frequency word attached
* Spelling unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

**Punctuation**

* Students will use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks

**Social Studies**

**Traditions and Celebrations**

Students will examine the wide variety of cultures and traditions that coexist in Canada. Students investigate family histories and traditions and report on how these histories and traditions contribute to and enrich Canadian society. Students relate their investigations to examples from their own local community.

**By the end of the unit, some** of the things I would like your child to understand are that:

* Canada is a country of many cultures;
* There are similarities and differences among family traditions and celebrations
* The various cultures of individuals and groups contribute to the local community and Canada’s economy.
* Communities may be made up of people from many cultures
* There are examples that show the participation of various cultures in the community (e.g., restaurants, places of worship, styles of dress)
* There are different community celebrations that reflect different community heritages and/or their Canadian identity (e.g., Remembrance Day, Canada Day, Victoria Day, Aboriginal Solidarity Day, Chinese New Year).
* There are significant traditions and celebrations of families from a variety of cultural traditions.

**Features of Communities Around the World**

In this unit, students will begin to develop their awareness of physical and human geography by examining contemporary global communities. They will use maps, globes, and research skills to compare the cultural and physical features of a variety of communities. Students will explore how the environment influences people’s lives, and begin to recognize that the lifestyles of people in other countries may be both similar to and different from their own.

**By the end of the unit some** of the things I would like your child to understand are:

* That theworldismadeupof continents, countries,regions, provinces/states/parishes, cities, and towns
* Where to find the equator, hemisphere, and the poles on a map and/or globe
* That people’s lifestyles may differ from country to country( how they dress what they eat)
* The environment affectspeople’slivesandthewaysinwhichtheirneeds aremet.
* To understand how people living in different climates
* To describe some similarities and differences in the ways communities around the world meet their needs
* To recognize that the world is made up of countries, continents, and regions, including Canada in the continent of North America;

**Science**

**Growth and Changes in Animals**

This unit will focus on investigating the distinct characteristics of animals. Their appearance, behaviour, growth, and change.**Some** of the things I would like your child to understand by the end of the unit are that:

* Animals have distinct characteristics and that all animals grow and change
* Humans are animals.
* Animals have things in common and things that are different
* Humans need to protect animals and the places where animals live.
* How has society’s growth impact the ways in which animals live and are affected in the environment

**Movement**

The study of moving things helps students develop both a sense of spatial relationships and an understanding of the relationships between stationary and moving objects. Students will learn about the six basic types of simple machines (lever; inclined plane; pulley; wheel and axle, including gear; screw; wedge), and how they help humans to move objects. **Some** of the things I would like your child to understand by the end of the unit are that:

* Movement is a change in position of an object.
* Simple machines help objects to move.
* Mechanisms are made up of one or more simple machines.
* Simple machines and mechanisms make life easier and/or more enjoyable for humans.
* Simple machines have animpact on society and the environment

**Properties of Liquids and Solids**

In this unit, I want students to understand that everything living and non-livingthat takes up space is matter. Matter is made up of small molecules that cannot be seen with the naked eyes. **Some** of the things I would like your child to understand by the end of the unit are that:

* Liquids and solids have specific properties.
* Liquids and solids interact in different ways.
* Some liquids and solids can be harmful to the environment and us.
* The properties of and interactions among liquids and solids

**Air and Water in the environment**

This unit will be integrated and studied in conjunction with liquids and solids and Growth and Changes in Animals

**Some** of the things I would like your child to understandby the end of the unit are that:

* Air and water are a major part of the environment.
* Living things need air and water to survive.
* Changes to air and water affect living things and the environment.
* The actions of humans affect the quality of air and water, and its ability to sustain life.
* We can investigate the characteristics of air and water and the visible/invisible effects of and changes to air and/or water in the environment;
* We can demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs

**ART**

**Elements Of Design - ART**

Students will develop an understanding of all elements of design.

* ***Line:*** horizontal, vertical, diagonal lines; lines that show motion (e.g., pointy, curvy); lines inside shapes
* ***Shape and form:*** symmetrical shapes and forms (e.g., shapes and forms in buildings)
* ***Space:*** overlapping of objects to show depth
* ***Colour:*** secondary colours (various colours made by mixing equal amounts of primary colours, such as violet, orange, green); mixing of colours with a limited palette
* ***Texture:*** textures of familiar objects (e.g., rough tree bark, smooth plastic plate, ridged corduroy fabric); illusion of texture (e.g., a rough texture created by patterns of lines); impasto (thick, textured paint)
* **V*alue:*** mixing of a tint; identification of light and dark

**PRINCIPLES OF DESIGN**

* Students will develop understanding of two principles of design ***Repetition and rhythm:*** repetition of colour and shape in patterns; random, alternating, and regular patterns in everyday objects (e.g., textiles, ceramics)

**Elements Of Drama**

Students will develop or extend their understanding of the following concepts through participating in various drama experiences.

* ***Role/character:*** adopting the attitude/point of view of a fictional character (e.g., in dialogue and writing in role);
* ***Using body language*** (e.g., posture, gestures, facial expression), costumes, and props appropriate to a character; varying vocal levels, tones, and ranges to support the depiction of a character
* ***Relationship:*** listening and responding in role to other characters in role
* **T*ime and place:*** establishing a fictional setting and relating to it in role
* **T*ension:*** being aware of a sense of mystery or a problem to be solved
* **F*ocus and emphasis:*** identifying the main idea or central theme of the drama

What does a level 3 look like?

Some Exemplars

* Reading
* Writing
* Mathematics

What does a level 4 look like

Websites

Math

**NuMberseNseaNDNuMeratioN**

**Kindergarten to Grade 3**

**Caterpillar Count**

[www.tvokids.com/games/caterpillarcount](http://www.tvokids.com/games/caterpillarcount)

**Connect the Dots with artt**

[www.tvokids.com/games/connectdotsartt](http://www.tvokids.com/games/connectdotsartt)

**Count with artt**

[www.tvokids.com/games/countartt](http://www.tvokids.com/games/countartt)

**MeasureMeNt**

**Kindergarten to Grade 3**

**Clocktalk**

[www.tvokids.com/games/clocktalk](http://www.tvokids.com/games/clocktalk)

**GeoMetrYaNDsPatialseNse**

**Kindergarten to Grade 3**

**shapeville**

[www.tvokids.com/games/shapeville](http://www.tvokids.com/games/shapeville)

**PatterNiNGaNDalGebraKindergarten to Grade 3**

**Alotta Dessert**

[www.tvokids.com/games/lottadessert](http://www.tvokids.com/games/lottadessert)

**Data MaNaGeMeNtaNDProbabilitY**

**Kindergarten to Grade 3**

**sort it**

[www.tvokids.com/games/sortit](http://www.tvokids.com/games/sortit)

**Figurethis**

This site has math games and challenges for children to do with their parents.

[www.figurethis.org](http://www.figurethis.org)

**Kid sites**

You’ll find a list of math sites for kids here. [www.kidsites.com/sites-edu/math.htm](http://www.kidsites.com/sites-edu/math.htm)

IXL

**National library ofvirtualManipulatives**

This online toolbox has age-appropriate virtual manipulatives from Utah State University.

<http://nlvm.usu.edu/en/nav/vlibrary.html>

**Math Dictionary for Kids**

This online tool helps children learn the definitions of math terms.

www.amathsdictionaryforkids.com

Literacy

Samson Classroom

IXL

Apps

Ontario curriculum documentation

Growing success