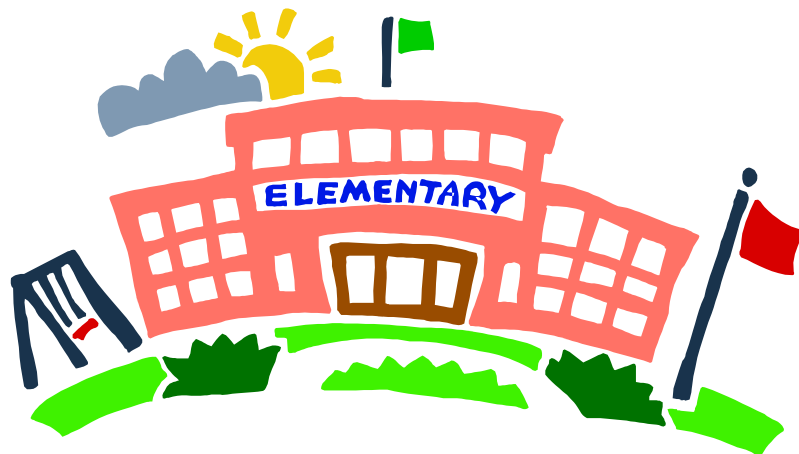


WillowWood School
Curriculum Outline 2009-2010

MELLISSA'S CLASS
GRADE 2



WillowWood School
Curriculum Outline 2009-2010



Philosophy

At WillowWood School we believe that we are responsible for developing a range of instructional strategies based on sound learning theory. We recognize the need to address different student needs and to bring enthusiasm and a variety of teaching approaches to the classroom. We understand the importance of perseverance and we make every reasonable attempt to ensure that sound learning occurs for every student. We try to instill in every student the understanding that attention and a willingness to work hard will enable them to develop the skills, knowledge, creativity, and personal qualities that our programme can foster.

Expectations: WillowWood is visited by an Inspector of Education biannually. The purpose of these visits is to ensure that we maintain our high standard of education and at the same time achieve the objectives that have been prescribed by the Ministry of Education. These objectives have been reviewed and are now known as 'Expectations.' Our lessons are planned with these expectations in mind. The classroom teacher chooses a theme that serves as a vehicle to reach the planned expectations. These themes provide an integrated approach to teaching Language Arts, Social Studies, Science, French, The Arts, Computer, Physical Education and Mathematics.

ADDITIONAL PROGRAMMES

At WillowWood we recognize that not all students learn in the same way. We pride ourselves in offering individualized programme delivery to meet the specific needs of our students within a fully integrated classroom. Some students require intervention, others do not. When a student requires more intensive intervention, enrichment or remediation, we implement certain programmes that facilitate the learning process for them. When students receive such programming, it is indicated with the words 'modified' or 'enriched' beside their grade placement, for example: Grade 3 Modified. Modifications include:

- 1) Access to specialty programmes: a) Lexia Reading Programme; b) Direct Instruction; c) Reasoning and Writing Skills Programme; d) Remediation Plus; e) Barton Reading Programme; f) WillowWood's Academic Support Programme;
- 2) 2) In-class modifications: focus on visual learning, focus on auditory learning, reteaching and overlearning of concepts, use of computer for language processing, scribing, use of voice-recognition technology, repetition of instructions, homework website monitoring, assignment modification for complexity, evaluation and length, preferred seating, time extensions, alternative assignments, oral backups for tests, rewriting of tests and time extensions.
- 3) Enrichment: enriched pod placement; alternative assignments, and assignments enriched for complexity.

LANGUAGE ARTS 2

Language is a medium through which students process what they know, what they think and then communicate these ideas with others. They learn how to integrate information they possess with new information they acquire. Our Language Arts Programme is divided into three strands: Writing, Reading Oral Communication and Media Literacy.

WRITING

Texts and Programmes:

Spelling Mastery A,B
Explode the code 1,2,3
Primary Phonics 1,2,3
Starting Comprehension 1,2,3
Handwriting Without Tears
Language Power Introduction, Level A
Kidspiration

OVERALL EXPECTATIONS

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, publishing skills and strategies, knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

- 1.1 identify the topic, purpose, audience, and form for writing (e.g., a fairy tale to entertain another class; the procedure for fire drills to inform the class; a poster to promote a favourite book or movie)
- 1.2 generate ideas about a potential topic, using a variety of strategies and resources
- 1.3 gather information to support ideas for writing in a variety of ways from sources
- 1.4 sort ideas and information for their writing, with support and direction
- 1.5 identify and order main ideas and supporting details, using graphic organizers (e.g., a story grammar: characters, setting, problem, solution; a sequential chart: first, then, next, finally) and organizational patterns
- 1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary
- 2.1 write short texts using several simple forms
- 2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject
- 2.3 use familiar words and phrases to communicate relevant details
- 2.4 use a variety of sentence types (e.g., questions, statements, exclamations)
- 2.5 identify, initially with support and direction, their point of view and one or more possible different points of view about the topic
- 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice
- 2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences to present information in a more logical sequence; adding linking words to connect ideas; replacing general words with concrete, specific words/phrases)

- 2.8 produce revised, draft pieces of writing to meet identified criteria identified
- 3.1 spell many high-frequency words correctly (e.g., words from their oral vocabulary, anchor charts, the class word wall, and shared-, guided-, and independent-reading texts)
- 3.2 spell unfamiliar words using a variety of strategies
- 3.3 confirm spellings and word meanings using a few different types of resources
- 3.4 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
- 3.5 use parts of speech appropriately to communicate their meaning clearly
- 3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference
- 3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and
- 3.8 produce pieces of published work to meet criteria identified by the teacher
- 4.1 identify some strategies they found helpful before, during, and after writing
- 4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers
- 4.3 select pieces of writing that they think show their best work and explain the reasons for their selection

READING 2

Texts and Programmes:

- Reading Mastery Fast cycle 2
- Reading Mastery Plus 3
- Lexia
- Novel Studies: Author study on Robert Munsch, Henry, Frog and Toad, Balto – a True Story and Milly and Tug.
- Remediation Plus: (Additional programme)

OVERALL EXPECTATIONS

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

- 1.1 read some different literary texts (e.g., poetry, folk tales, fairy tales from diverse cultures, stories, books from home in their first language), graphic texts (e.g., simple maps, charts, diagrams, graphs), and informational texts
- 1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes
- 1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts
- 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details
- 1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them

- 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them
- 1.7 identify the main idea and some additional elements of texts
- 1.8 express personal thoughts and feelings about what has been read
- 1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative
- 2.1 identify and describe the characteristics of a few simple text forms
- 2.2 recognize simple organizational patterns in texts of different types, and explain, with support and direction, how the patterns help readers understand the texts
- 2.3 identify some text features and explain how they help readers understand texts
- 2.4 identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts
- 3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance
- 3.2 predict the meaning of and quickly solve unfamiliar words using different cues.
- 3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience
- 4.1 identify a few strategies that they found helpful before, during, and after reading
- 4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

ORAL COMMUNICATION 2

OVERALL EXPECTATIONS

- 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- 3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

- 1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and
- 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations
- 1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral
- 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, e.g. main idea and several interesting details
- 1.5 use information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text
- 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, print and visual texts
- 1.7 identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and
- 1.8 identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view

- 1.9 identify some of the presentation strategies used in oral
- 2.1 identify a variety of purposes for speaking
- 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions
- 2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns
- 2.4 choose a variety of appropriate words and phrases to communicate meaning
- 2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning
- 2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately
- 2.7 use a few different visual aids
- 3.1 identify, initially with support and direction, a few strategies they found helpful before, during, and after listening and speaking
- 3.2 identify, initially with support and direction, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

MEDIA LITERACY2

OVERALL EXPECTATIONS

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

- 1.1 identify the purpose and intended audience of some simple media texts (e.g., this television commercial is designed to sell breakfast cereal to parents or soft drinks to children or teens; this picture book of nature stories is aimed at children who are interested in animals)
- 1.2 identify overt and implied messages in simple media texts
- 1.3 express personal thoughts and feelings about simple media works and explain their responses
- 1.4 describe how different audiences might respond to specific media texts
- 1.5 identify, initially with support and direction, whose point of view
- 1.6 identify, initially with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced
- 2.1 identify some of the elements and characteristics of selected media forms
- 2.2 identify the conventions and techniques used in some familiar media forms (e.g., cartoons use animation and sound to make fantasy characters seem real; cereal boxes use bright, strong colours, bold type, and inviting pictures of servings of the cereal to attract customers' attention)
- 3.1 identify the topic, purpose, and audience for media texts they plan to create
- 3.2 identify an appropriate form to suit the purpose for a media text they plan to create
- 3.3 identify techniques appropriate to the form chosen for a planned media text
- 3.4 produce media texts for specific purposes and audiences

4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts

4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

MATHEMATICS

Text:

Everyday Math Reference book

Everyday Math Journal 1 and 2

Everyday Math Skills Link

Complementary resource materials

NUMBER SENSE AND NUMERATION

Read and print number words to twenty;

Count by 1's, 2's, 5's, 10's, and 25's beyond 100 using multiples of 1, 2, and 5 as starting points;

Count backwards by 1's from 20;

Locate whole numbers to 50 on a number line and partial number line; show counting by 2's, 5's, and 10's to 50 on a number line;

Compare, order, and represent whole numbers to 100;

Use mathematical language to identify and describe numbers to 100;

Discuss the use of number and arrangement in their community;

Identify place-value patterns and use zero as a place holder;

Use ordinal numbers to thirty-first;

Represent and explain halves, thirds, and quarters as part of a whole;

Compare two proper fractions using concrete materials;

Investigate the properties of whole numbers;

Skip count, and create and explore patterns, using a calculator;

Represent multiplication as repeated addition using concrete materials;

Demonstrate division as sharing;

Recall addition and subtraction facts to 18;

Explain strategies to find sums and differences of 2 two-digit numbers;

Use one fact to find another (e.g., use fact families or adding on);

Mentally add and subtract one-digit numbers;

Add and subtract two-digit numbers with and without regrouping, with sums less than 101, using concrete materials;

Add and subtract money amounts to 100¢ using concrete material;

Use a calculator to solve problems with numbers larger than 50;

Pose and solve number problems with at least one operations;

Select and use appropriate strategies to solve number problems involving addition and subtraction.

MEASUREMENT

Demonstrate an understanding that the measure of one object can be used to describe a similar attribute of another object ;

Record the results of measurement activities in a variety of ways;

Demonstrate an understanding that a standard unit of measure is used to describe the measure of an object;

Demonstrate an understanding of some standard units of measure: for length and distance (cm, m) and time (sec. min., hr, day);
Use the terms cm and m in measurement and describe the relationship between the two linear measures;
Select an appropriate non-standard and standard units to measure length;
Demonstrate an understanding of the relationship between days and weeks, months and years, minutes and hours, hours and days;
Name the months of the year in order and read the date on a calendar;
Estimate and measure the passage of time using minutes and hours;
Read digital and analog clocks, and tell and write time to the quarter-hour;
Relate changes in temperature to their own experiences;
Use a thermometer to determine whether temperature is rising or falling;
Name and state the value of all coins and understand of their value;
Estimate and count money amounts to \$1 and record money amounts;
Create equivalent sets of coins up to \$1 in value;
Use mathematical language to describe relative times, sizes, temperatures, amounts of money, areas, masses, and capacities;
Use non-standard and standard units to solve measurement problems;
Estimate, measure, and record the linear dimensions of objects using non-standard and standard units (centimetre, metre);
Measure and record the distance around objects using non-standard units;
Estimate and measure specified areas using uniform non-standard units;
Estimate, measure, and record the capacity of containers using non-standard units, compare the measures, and order by capacity;
Estimate, measure, and record the mass of objects using non-standard units, compare the measures, and order a collection of objects by mass.

GEOMETRY AND SPATIAL SENSE

Explore and identify 3-dimensional figures using concrete materials;
Construct the skeleton of a prism and a pyramid;
Create a 3-dimensional model from an illustration, using concrete materials;
Compare and sort 3-dimensional figures according to a geometric attribute;
Describe and name three-dimensional figures;
Explain how they used different three-dimensional figures and concrete materials in building a structure or model;
Explore and identify two-dimensional shapes using concrete materials;
Compare and sort two-dimensional shapes according to number of sides and vertices;
Describe the attributes of regular polygons using geometric language;
Compare and contrast two-dimensional shapes;
Demonstrate an understanding of a line of symmetry in a two-dimensional shape by using paper folding and reflections;
Determine a line of symmetry of a two-dimensional shape by using paper folding and reflections (e.g., in a transparent mirror);
Demonstrate transformations, such as flips, slides, and turns;
Make a pattern using two-dimensional shapes;
Identify and perform translations of simple figures using concrete materials;
Describe the specific location of objects on a grid or map;

PATTERNING AND ALGEBRA

Recognize that patterning results from repeating an operation;
Describe and make models of patterns encountered in any context;

Identify patterns and combine two attributes in creating a pattern;
Identify patterns in addition and subtraction sentences;
Explore multiples in a hundreds chart;
Use a calculator and a computer application to explore patterns;
Relate growing and shrinking patterns to addition and subtraction;
Explain a pattern rule and extend a pattern;
Transfer patterns from one medium to another;.

DATA MANAGEMENT AND PROBABILITY

Pose questions about meanings derived from the data on graphs;
Sort and classify concrete objects, pictures, and symbols according to two specific attributes (e.g., shape and texture);
Identify attributes and rules in presorted sets;
Recognize that an object can have more than one attribute;
Generate questions that have a finite number of responses;
Collect first-hand data from their environment;
Identify the basic parts of a graph: labels, scales, title, data;
Organize data using graphic organizers;
Construct and label simple concrete graphs, bar graphs, and pictographs;
Interpret displays of numerical information and express understanding in a variety of ways;
Investigate simple probability situations (e.g., flipping a coin, tossing dice);
Use mathematical language (e.g., likely, unlikely, probably);

SCIENCE AND TECHNOLOGY 2

Texts:

Teacher assembled units on: Growth and changes in Animals (from the Strand Life Systems) Movement (from the Strand Structures and Mechanisms) The Properties of Liquids and Solids (from the Strand Matter and Energy) and Air and Water in the Environment (from the Strand Earth and Space Systems)

GTK Science & Technology Activities Resources

By the end of Grade 2, students will:

- demonstrate an understanding of the similarities and differences among various types of animals and the ways in which animals adapt to different environmental conditions;
- investigate physical and behavioural characteristics and the process of growth of different types of animals;
- identify ways in which humans can affect other animals.
- demonstrate an understanding of the properties of familiar liquids (e.g., vinegar, detergent, water, oil) and solids (e.g., sugar, salt, sand), and of interactions between liquids and between liquids and solids;
- investigate the properties of and interactions between liquids and between liquids and solids, and identify the types of objects or materials that can be used to

- contain liquids and solids (e.g., a plastic bowl will hold a liquid or a solid but a paper towel will only hold a dry solid);
- identify and describe ways in which we use our knowledge of liquids and solids in making useful objects and in living in our environment.
 - demonstrate an understanding of the movement of air and of water as sources of energy;
 - design and construct devices that are propelled by moving air or moving water;
 - identify wind and moving water as renewable sources of energy and determine the advantages and disadvantages of using them.
 - describe the position and movement of objects, and demonstrate an understanding of how simple mechanisms enable an object to move;
 - design and make simple mechanisms, and investigate their characteristics;
 - recognize that different mechanisms and systems move in different ways, and that the different types of movement determine the design and the method of production of these mechanisms and systems.
 - demonstrate an awareness of the forms in which water and air are present in the environment, and describe ways in which living things are affected by water and air;
 - investigate the visible effects of air and water in the environment;
 - describe ways in which clean air and water are vital for meeting the needs of humans and other living things.

SOCIAL STUDIES 2

Texts:

Teacher assembled units.

Heritage and Citizenship: Grade 2 – Traditions and Celebrations

- By the end of Grade 2, students will:
- demonstrate an understanding that Canada is a country of many cultures;
- describe family history and traditions as they relate to being Canadian;
- describe contributions made by individuals and groups to the local community

Canada and World Connections: Grade 2 – Features of Communities Around the World

- demonstrate an understanding that the world is made up of countries where people have both similar and different lifestyles;

- use maps and globes to locate countries as part of a comparative study of families from countries from different continents;
- describe how the environment affects the ways in which needs are met (e.g., influences of climate on food, clothing, and shelter).

HEALTH AND PHYSICAL EDUCATION 2

By the end of Grade 2, students will:

- identify healthy eating practices and use a decision-making model to make healthy food choices;
- describe parts of the human body, the functions of these parts, and behaviours that contribute to good health;
- outline safety rules and safe practices;
- describe the effects on the body of appropriate and inappropriate uses of medicines.
- perform the basic movement skills required to participate in physical activities: locomotion/travelling (e.g., skipping, hopping), manipulation (e.g., throwing, bouncing), and stability (e.g., balancing, twisting);
- demonstrate the principles of movement (e.g., at various levels, in relationship to equipment, using different body parts) using locomotion/travelling, manipulation, and stability skills.

MUSIC 2

The students will learn a variety of songs, learn to play percussion band instruments and develop an enhanced sense of pitch, rhythm, beat and tempo.

By the end of Grade 2, student will:

- demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- recognize a variety of sound sources and use some in performing and creating music;
- use correctly the vocabulary and musical terminology associated with the specific expectations for this grade;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

VISUAL ARTS 2

By the end of Grade 2, student will:

- produce two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas and understandings;
- Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and art experiences
- Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and or community contexts.

DANCE AND DRAMA 2

By the end of Grade 2, student will:

- Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.
- Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works, dance pieces and experiences;
- Demonstrate an understanding of a variety of drama, dance forms and theatre forms and styles from the past and present and their social and or community contexts.
- Apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;

FRENCH 2

TEXT: Les Histoires de Napoleon by Arthur and Fisher

Our Grade 1 and 2 French programmes are taught in themes through songs, games, puzzles and recitations. The themes include: Salutations, numbers 1-10, the alphabet, days of the week, question and answers and vacations. By the end of the year the students will:

- use very simple phrases;
- listen to short, very simple oral texts, and respond to specific simple questions;
- learn basic vocabulary, and demonstrate understanding;
- write very simple texts and responses following a model;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

ADDITIONAL SUPPORT PROGRAMS

The Corrective Reading-Comprehension Program is one of the Direct Instruction Programs offered at WillowWood. This program is a highly structured program that is designed for students who are operating at a reading level, which is at least one or two years behind grade level. It focuses on:

- Developing informative and reasoning skills
- Vocabulary expansion
- Mastering important forms of grammar, usage and mechanics necessary for effective communication
- Organization of information
- Developing written expression

The Reasoning and Writing Program is another Direct Instruction Program that is part of our support programming. It focuses on:

- Providing an awareness of logical connections and narrative structures
- Introducing the writing process – drafting, revising and editing
- Mastering important forms of grammar, usage and mechanics necessary for effective communication
- Assisting in reading comprehension
- Expanding elements of writing style
- Expanding vocabulary and sentence structure
- Recognizing inconsistencies in writing

Lexia is a visually-based computer program that focuses on the development of phonemic skills. It is a highly structured program, and it is based on cumulative skill development. The program offers a variety of reading activities that foster an understanding of basic decoding skills such as: blends, syllables, and word patterns. Lexia is designed for students who are reading at least one or two years below expected grade level.

Remediation Plus is a multisensory, systematic phonics program that has been designed to help students who are experiencing difficulty learning to spell and read accurately, or who have dyslexia and/or language learning disabilities. The program is divided into detailed, comprehensive lessons that focus on specific phonic sounds. Students are taught phonological awareness, phoneme-grapheme correspondence, syllable instruction and morphology through systematic and cumulative instruction.

Assistive Technology Program

WillowWood has introduced a new Software Strategies Program. It is available to students at all grade levels. It introduces students to two specific word prediction and speech recognition programs: Word-Q and Speak-Q. Students are instructed in the use of these programs and learn to become more proficient in transferring their ideas into writing; Word-Q and Speak-Q are both compatible with Inspiration and Kidspiration, which are programs currently in use at WillowWood. They serve to assist students in planning and organizing their thoughts and writing. ReadPlease, another of the programs offered in the Assistive Technology Program, serves to help students who experience difficulty in decoding complicated texts by reading any text aloud. It empowers students become more independent workers and writers.