

GRADE TWO
Curricular Expectations and Connections – page 1 – Using the Ontario Curriculum

AREA	CURRICULAR EXPECTATION	CONNECTIONS TO TEACHING ACTIVITIES
ORAL	Active Listening Strategies <ul style="list-style-type: none"> 1.2: Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations (e.g., understanding of when to speak and when to listen) Interactive Strategies <ul style="list-style-type: none"> 2.2: Demonstrate an understanding of appropriate speaking behaviour in a few different situations including paired sharing, small- and large- group discussions 	<p>1.2 and 2.2: Active and interactive strategies are addressed in read aloud, shared reading, guided reading contexts, as well as group discussions and presentation methods.</p>
READING	Purpose <ul style="list-style-type: none"> 1.2: identify several different purposes for reading and choose reading materials appropriate for those purposes Comprehension Strategies <ul style="list-style-type: none"> 1.3: Identify several reading comprehension strategies and use them before, during and after reading to understand texts Demonstrating Understanding <ul style="list-style-type: none"> 1.4: demonstrate understanding of a text by retelling the story or restating the information, with the inclusion of a few interesting details Making Inferences/Interpreting Texts <ul style="list-style-type: none"> 1.5: use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them Extending Understanding <ul style="list-style-type: none"> 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 Analysing Texts <ul style="list-style-type: none"> 1.7: identify the main ideas and a few additional elements of texts (narrative: characters, setting, problem, solution, events, resolution) Responding to and Evaluating Texts <ul style="list-style-type: none"> 1.8: express personal thoughts and feelings about what has been read Point of View <ul style="list-style-type: none"> 1.9: identify the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives Text Forms <ul style="list-style-type: none"> 2.1: identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale, graphic texts, and informational texts Text Patterns <ul style="list-style-type: none"> 2.2: recognize simple organizational patterns in texts of different types and explain how the patterns help readers understand the text Text Features <ul style="list-style-type: none"> 2.3: identify some text features and explain how they help readers understand the text (illustrations, pictures, icons) Elements of Style <ul style="list-style-type: none"> 2.4: identify some simple elements of style, including voice and word choice, and different types of sentences; explain how they help readers understand the text (e.g., adjectives, alliteration) Metacognition <ul style="list-style-type: none"> 4.1: begin to identify a few strategies they found helpful before, during, and after reading 	<p>1.2: Containing both fiction and non-fiction text forms, <i>Destiny's Purpose</i> allows the teacher to model and explicitly teach the reading purpose and comprehension strategies important for both types of text.</p> <p>1.3: Before Reading: <u>Book Cover Walk</u>, <u>Prediction Chart</u>, and <u>KWL</u>. Teachers may decide to frontload vocabulary before reading, or to use 'think aloud modelling' while reading to teach vocabulary discovery through context, and through the use of the <i>Glossary</i>.</p> <p>1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, and 2.4: During Reading: <u>Prediction Chart</u>, <u>Read Aloud Guide</u>, <u>Visual Prediction</u>, <u>Word Meaning from Context</u>, <u>Five Senses Chart</u>, <u>Letter of Advice-Letter Frame</u> (point of view) and <u>Event-Emotion Chart</u>.</p> <p>1.4, 1.6, 1.7, 1.9, 2.1, and 2.2: After Reading: <u>KWL</u> (finalized), <u>Prediction Chart</u> (finalized), <u>Story Map</u>, <u>Place Mat</u> (main idea and character), and <u>Letter of Advice-Letter Frame</u> (point of view).</p> <p>4.1: <u>Questions to the Author/Illustrator</u></p>

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AREA	CURRICULAR EXPECTATION	CONNECTIONS TO TEACHING ACTIVITIES
WRITING	<p>Purpose and Audience</p> <ul style="list-style-type: none"> 1.1: identify the topic, purpose, audience and form for writing <p>Developing Ideas</p> <ul style="list-style-type: none"> 1.2: generate ideas about a potential topic using a variety of strategies and resources <p>Research</p> <ul style="list-style-type: none"> 1.3: gather information to support ideas for writing in a variety of ways and/or from a variety of sources <p>Classifying Ideas</p> <ul style="list-style-type: none"> 1.4: sort ideas and information for their writing in a variety of ways <p>Organizing Ideas</p> <ul style="list-style-type: none"> 1.5: identify and order main ideas and supporting details using simple graphic organizers <p>Review</p> <ul style="list-style-type: none"> 1.6: determine whether the ideas and information they have gathered are suitable for the purpose, and gather new materials if necessary <p>Form</p> <ul style="list-style-type: none"> 2.1: write short texts using several simple forms (friendly letter, paragraph describing the physical characteristics of an animal, an original story or an extension of a familiar story, modelled on stories read) <p>Voice</p> <ul style="list-style-type: none"> 2.2: establish a personal voice in their writing with a focus on using familiar words that convey their attitude or feelings towards the subject or audience <p>Word Choice</p> <ul style="list-style-type: none"> 2.3: use familiar words and phrases to communicate relevant details (e.g., sequence of adjectives) <p>Sentence Fluency</p> <ul style="list-style-type: none"> 2.4: use a variety of sentence types (questions, statements, exclamations) <p>Point of View</p> <ul style="list-style-type: none"> 2.5: identify their point of view and one or more possible different points of view about a topic <p>Preparing for Revision</p> <ul style="list-style-type: none"> 2.6: identify elements of their writing that need improvement, using feedback from teachers and peers, with a focus on word content and word choice <p>Revision</p> <ul style="list-style-type: none"> 2.7: make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies (reordering sentences, adding linking words, replacing general words with concrete, specific words/phrases) <p>Producing Drafts</p> <ul style="list-style-type: none"> 2.8: produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations 	<p><u>Letter of Advice – Letter Frame</u> (point of view)</p> <p><u>Research Project</u> (The Alpaca)</p> <p><u>Research Project</u> (Peru)</p>

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AREA	CURRICULAR EXPECTATION	CONNECTIONS TO TEACHING ACTIVITIES
WRITING	<p>Spelling Familiar Words</p> <ul style="list-style-type: none"> 3.1: spell many high-frequency words correctly <p>Spelling Unfamiliar Words</p> <ul style="list-style-type: none"> 3.2: spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings and generalizations about spelling <p>Vocabulary</p> <ul style="list-style-type: none"> 3.3: confirm spellings and word meanings or word choice using a few different types of resources <p>Punctuation</p> <ul style="list-style-type: none"> 3.4: use punctuation to help communicate their intended meaning, with a focus on: question marks, periods, exclamation marks, commas and some quotation marks <p>Grammar</p> <ul style="list-style-type: none"> 3.5: use parts of speech appropriately to communicate their meaning clearly with a focus on: proper nouns for local, provincial and national place names and for holidays; the personal object pronouns me, you, him, her, us, them; adjectives to describe a noun; verbs in the simple present and past tenses; joining words, and simple prepositions of time and place <p>Proofreading</p> <ul style="list-style-type: none"> 3.6: proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference <p>Publishing</p> <ul style="list-style-type: none"> 3.7: use of some elements of effective presentation in the finished product, including print, different fonts, graphics, and layout <p>Producing Finished Works</p> <ul style="list-style-type: none"> 3.8: produce pieces of published work to meet criteria identified by the teacher, based on the expectations <p>Metacognition</p> <ul style="list-style-type: none"> 4.1: identify some strategies they found helpful before, during and after writing 	<p>Teachers should pay special attention to grade specific expectations when teaching and assessing the writing tasks.</p>
MATH	<p>Measurement: Attributes, Units, and Measurement Sense</p> <ul style="list-style-type: none"> Describe how changes in temperature affect everyday experiences 	<p><u>Seasonal Activities on an Alpaca Farm</u></p>

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AREA	CURRICULAR EXPECTATION	CONNECTIONS TO TEACHING ACTIVITIES
HEALTH	Personal Safety and Injury Prevention <ul style="list-style-type: none"> Describe types of verbal and physical violence 	<u>Letter of Advice – Letter Frame</u>
SCIENCE	Understanding Life Systems – Growth and Changes in Animals <ul style="list-style-type: none"> 1.1: identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced 1.2: identify positive and negative impacts that different kinds of human activities have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced 2.2: observe and compare the physical characteristics and the behavioural characteristics of a variety of animals using student generated questions and a variety of methods and resources 2.3: investigate the life cycle of a variety of animals, using a variety of methods and resources 2.4: observe and compare changes in the appearance and activity of animals as they go through a complete life cycle 2.5: investigate the ways in which a variety of animals adapt to their environments and/or to changes in their environment, using various methods 2.6: use scientific inquiry/research skills, and knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of an animal of their choice 	<u>Research Project</u> (The Alpaca)
SOCIAL STUDIES	Canada and World Connections – Features of Communities Around the World <ul style="list-style-type: none"> Identify similarities and difference between their community and a community in another part of the world Ask questions and use factual texts to obtain information about communities around the world Interpret data and draw simple conclusions (e.g., climate and clothing) locate on a globe or map their local community and the various countries/continents studied compare how people living in different climates meet their needs for food, shelter and clothing 	<u>Research Project</u> (Peru)
VISUAL ARTS	Reflecting, Responding, and Analysing <ul style="list-style-type: none"> D2.1: express their feelings and ideas about works of art D2.2: explain how elements and principles of design are used to communicate meaning or understanding in others' works of art 	<u>Questions to the Author/Illustrator</u> <u>Text to Artwork</u> <u>Compare and Contrast – Initial and Final Illustrations</u>
DRAMA	Creating and Presenting <ul style="list-style-type: none"> B1.1: engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places 	Dramatic Reading of <u>Letter of Advice</u>