



# Fall Term Preview: September – November 2015

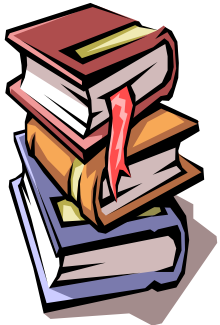
## Grade Two – Mrs. Flett

I know parents appreciate knowing what their child should be able to do at the end of each term in Grade Two. Please take some time to read through the following first term preview that outlines our learning goals and expectations for this term. ☺



### Social Responsibility

- Is friendly, kind and helpful in the classroom and on the playground
- Participates and contributes to class and group activities
- Treats others and property respectfully
- Follows school and classroom rules and expectations
- Identifies feelings and manages emotions appropriately
- Identifies simple problems and uses strategies to solve
- Completes work within the given time frame
- Listens politely, works quietly, focuses on a task
- Takes turns and shares



### Reading

- Reads fluently at grade level with expression
- Reads a variety of materials (i.e. stories, poems, non-fiction)
- Show comprehension of grade level text (i.e. answering questions, retelling story events in sequence)
- Uses a variety of strategies with increasing independence before, during, and after reading (i.e. making connections and predictions, providing responses to literature)
- Self corrects and uses a variety of strategies to determine unknown words (i.e. uses Beanie Baby Reading Strategies: *Lips the Fish*, *Stretchy the Snake*, *Eagle Eye*, etc.) \*refer to handout
- Shows enjoyment while reading
- Reads 'good fit' books independently for 15-20 minutes
- Reads 90% of high frequency/dolch words in his/her Grade 2 classroom
- participates in the home reading and sight word program



### Writing

- Writes about personal experiences, showing connected ideas
- Creates factual text about simple topics
- Uses some teacher-modeled strategies before, during, and after writing (i.e. edits own writing by referring to class generated criteria, adds descriptive words and detail to writing)
- Uses some writing conventions (i.e. consistently uses capital letters, end punctuation and spacing between words)
- Prints neatly with correct letter formation and spacing
- Spells high frequency words correctly (i.e. Word Wall)
- Spells unknown words using phonics and classroom resources
- Applies capitalization and punctuation to writing
- Shows pride and satisfaction when writing



### Listening and Speaking ~ Oral Language

- Listens attentively during small group and whole class activities
- Contributes relevant, on-topic ideas to discussions
- Follows three and four step oral directions; asks questions for clarification and understanding
- Follows simple written directions
- Expresses ideas clearly when speaking
- Takes turns as a speaker and listener
- Recognizes language patterns (i.e. rhyming, word families)
- Shows an understanding of vocabulary used in the classroom
- Uses correct grammar and grade appropriate vocabulary



## Math

### Patterns

- Describe, create, extend and name repeating patterns of 3-5 elements
- Describe, create, extend and name increasing patterns

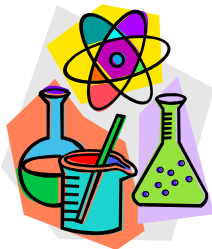
### Number Sense

- Skip count by 2s, 5s, and 10s forwards to 100
- Identify even and odd numbers up to 100
- Use ordinal numbers up to 10<sup>th</sup>
- Represent a given number to 100 using manipulatives, pictures and +/- expressions
- Compare and order numbers to 100 using hundreds chart and number line
- Estimate quantities to 100
- Demonstrate an understanding of place value concepts to 100
- Demonstrate and explain equality and inequality (0 to 100)



## Social Studies

- describe changes that occur in their lives
- explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members
- identify a variety of social structures in which they live, learn, work, and play together
- describe basic human needs
- demonstrate responsible behaviour in caring for their immediate and school environments



## Science

### *Physical Science: Force and Motion*

- communicates their observations, experiences and thinking in a variety of ways (i.e., verbally, pictorially, graphically)
- classifies objects
- demonstrates how force can be applied to move an object
- compares the effect of friction on the movement of an object over a variety of surfaces
- demonstrates and describe the effects of magnets on different materials

## Health and Career Education



- Uses appropriate communication skills
- Uses positive friendship strategies to initiate, maintain and end friendships
- Identifies the steps needed to achieve a goal
- Identifies opportunities for making decisions
- describe their personal skills and interests (i.e., things they are good at, things they like to do, things they've learned)
- describe a variety of jobs and responsibilities they have at home and at school
- identify ways families provide support and nurturing for growth and development (i.e., encouragement, advice, affection, sharing)
- demonstrate an understanding of appropriate and inappropriate ways to express feelings (i.e., appropriate – using “I feel” statements; inappropriate – name-calling, hitting)
- differentiate between positive and negative behaviours in friendships (i.e., positive – sharing, listening; negative – teasing, excluding)
- describe strategies for dealing with common interpersonal conflicts (i.e., taking turns, going to an adult or third party for help)



## Music

*With Music Specialist, Mrs. Gwen Plitt*

- Participates in a variety of classroom songs and singing games
- Represents personal thoughts, images, and feelings experienced in classroom repertoire
- Responds to specific aspects of a music work or performance
- Creates sounds to accompany stories, nursery rhymes, or songs

## Physical Education

- describes benefits of regular participation in physical activity (e.g. fun, good for body)
- participates daily (e.g., five times a week) in moderate to vigorous physical activities
- moves through general space while maintaining control
- demonstrates proper technique for performing specific locomotors movement skill including but not limited to the following: skip-gallop or slide-two-foot stop
- describes why safety guidelines for physical activity are important
- responds appropriately to instructions and safety guidelines when participating in physical activity
- skips, gallops, hops, jumps
- balance walks forward (heel-to-toe), balance walks backwards (toe-to-heel)
- drops to the ground and gets back up
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## Dolch Basic Pre-Primer, Primer, and Grade One Word List

### First Term – Grade Two

- Your child should be able to read these words quickly by sight by the end of Term One.

<u>Pre-Primer</u> (Yellow Cards)		<u>Primer</u> (Pink Cards)		<u>Grade One</u> (Blue Cards)	
a	little	all	please	after	let
and	look	am	pretty	again	live
away	make	are	ran	an	may
at	me	at	ride	any	of
big	my	ate	saw	as	old
blue	not	be	say	ask	once
can	one	black	she	by	open
come	play	brown	so	could	over
down	red	but	soon	every	put
find	run	came	that	fly	round
for	said	did	there	from	some
funny	see	do	they	give	stop
go	the	eat	this	going	take
help	three	four	too	had	thank
here	to	get	under	has	them
I	two	good	want	her	then
in	up	have	was	him	think
is	we	he	well	his	walk
it	where	into	went	how	were
jump	yellow	like	what	just	when
		must	white	know	
		news	who		
		no	will		
		now	with		
		on	yes		
		out			

