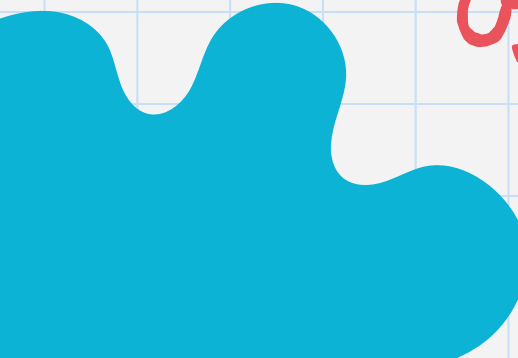

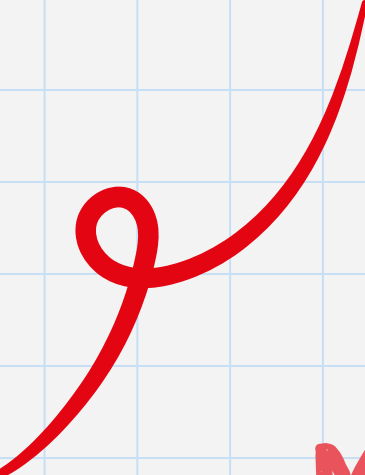



Learning
Together in
Grade 2



Margaret Kromminga
Grade 2 Teacher
Oyster Pond Academy

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“Education is not preparation
for life; education is life
itself.”

-John Dewey





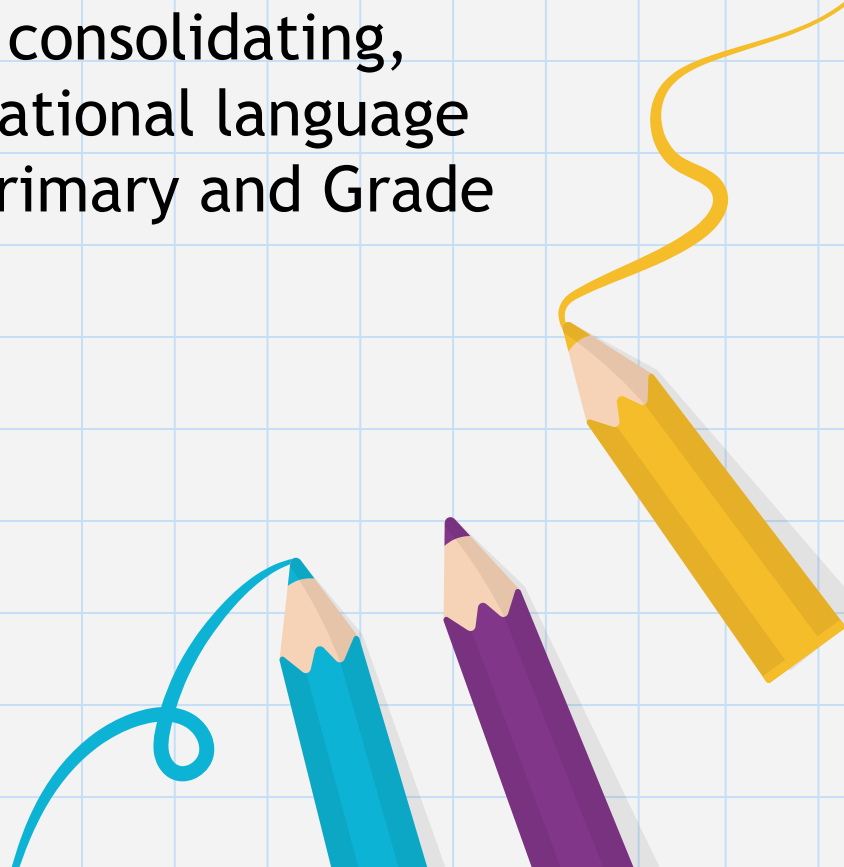
Language Arts

Reading, Writing,
Talking &
Thinking



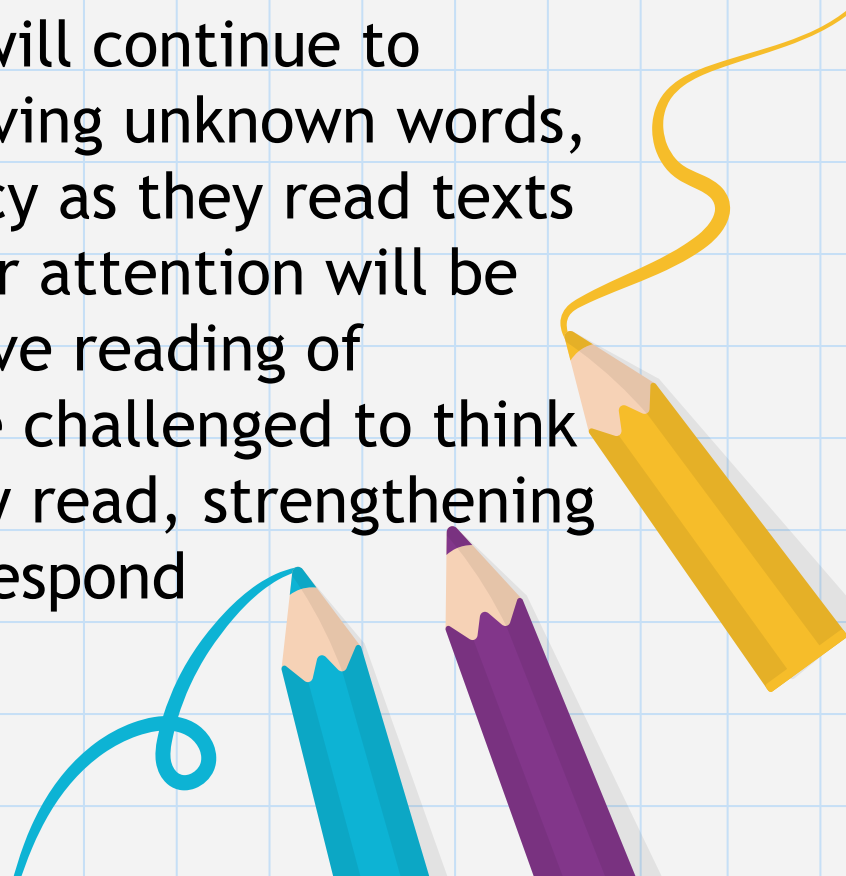
Language Arts

The Grade Two year is focused on consolidating, and then building upon, the foundational language skills that your child acquired in Primary and Grade One.



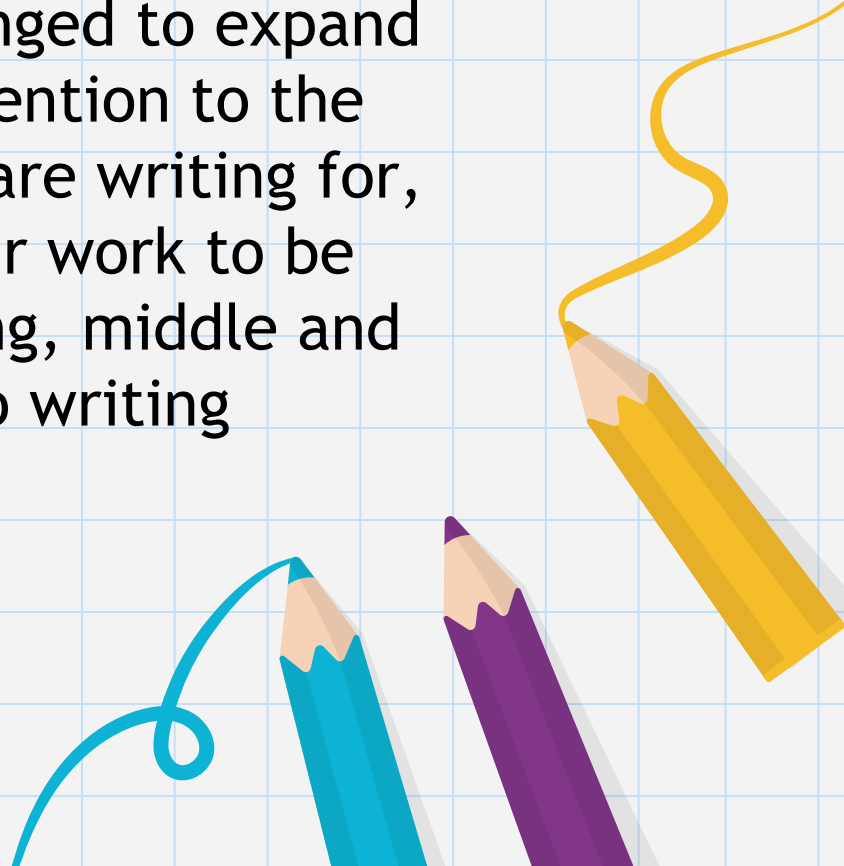
Language Arts

In reading this year the children will continue to practice various strategies for solving unknown words, and will build their reading fluency as they read texts of increasing difficulty. Particular attention will be given to strategies for the effective reading of nonfiction texts. Students will be challenged to think more deeply about the books they read, strengthening their comprehension. They will respond to texts through discussion and in writing.



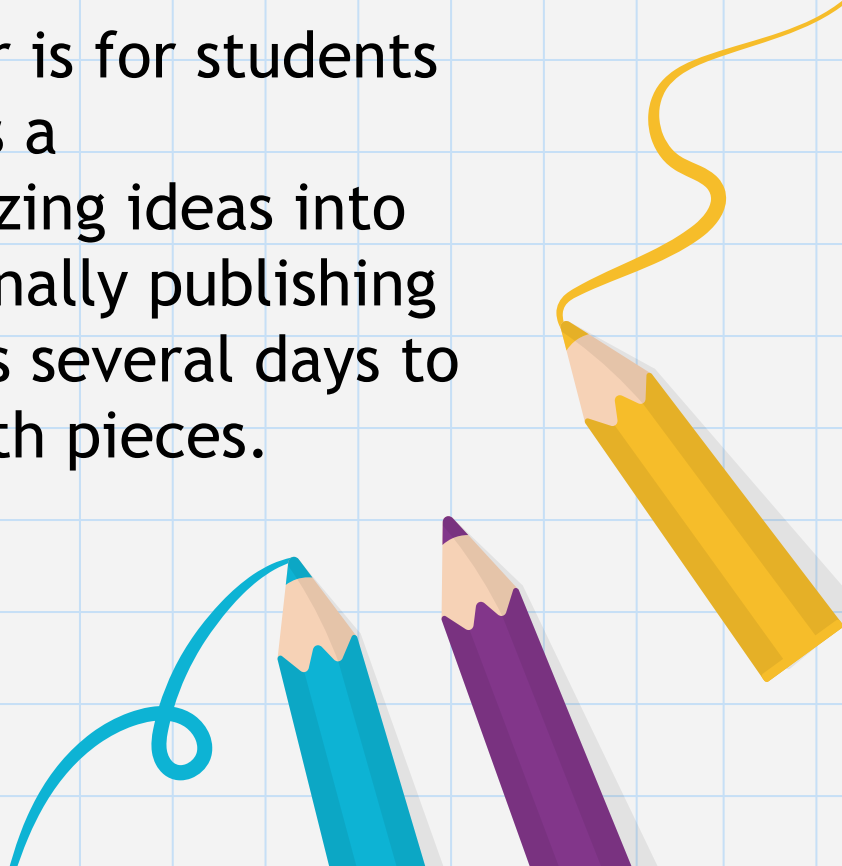
Language Arts

In writing, students will be challenged to expand upon their ideas, to give more attention to the perspective of the audience they are writing for, and to recognize the need for their work to be clear and well organized (beginning, middle and end), showing greater attention to writing conventions.



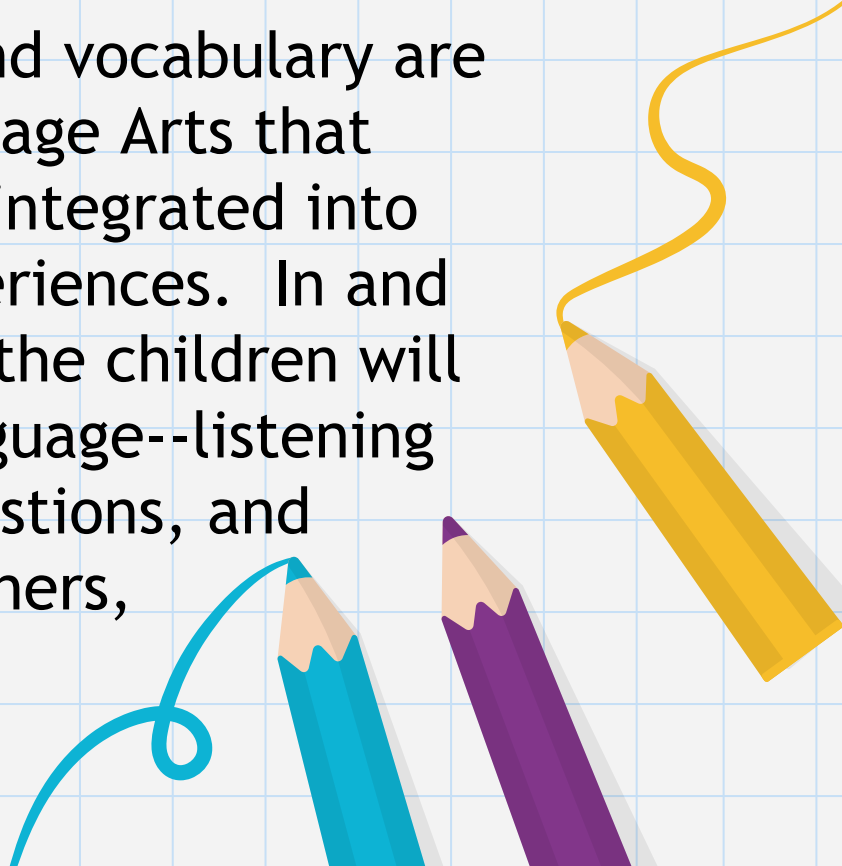
Language Arts

One of the main goals for this year is for students to become familiar with writing as a process---generating ideas, organizing ideas into narratives, revising, editing and finally publishing work, and to extend writing across several days to allow them to create more in-depth pieces.

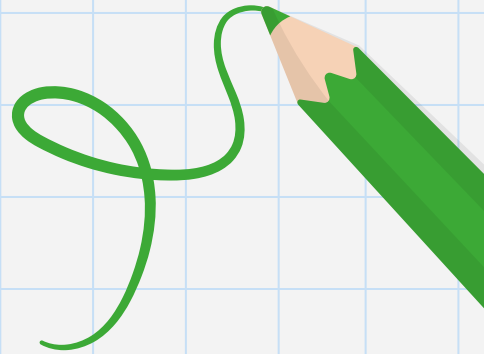


Language Arts

Handwriting, spelling, grammar and vocabulary are all important aspects of the Language Arts that will be taught explicitly, but also integrated into everyday reading and writing experiences. In and through all of our language work, the children will have daily experiences in oral language--listening to one another's ideas, asking questions, and discussing their thinking with partners, in small groups and in whole-class discussions.



Math

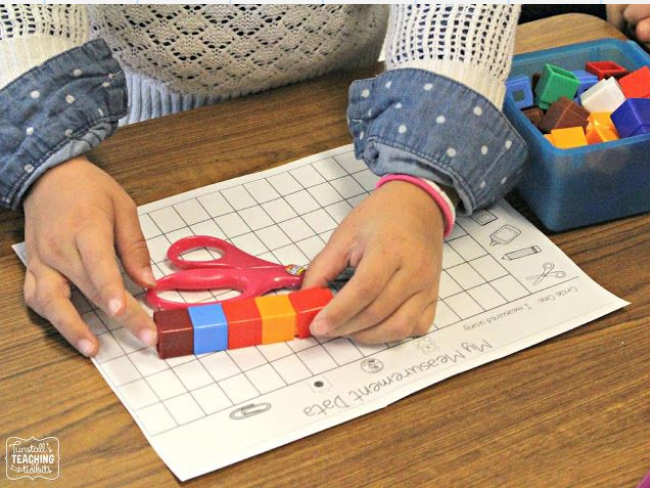




Math

The Math outcomes for Grade Two are organized into five strands. They are:

- Numbers to 100
- Patterns and Relations
- Measurement
- Geometry
- Statistics and Probability



Math

Students will engage in active, hands-on math learning each day, with many opportunities to talk about their thinking. Problem solving and mental math skills are integrated into our math work on a daily basis. Math facts are still an important part of the curriculum, too. Having a quick recall of addition and subtraction facts to 18 is the goal for the end of the Grade Two year.





Science, Social Studies, Health & Visual Arts

*These subjects are now
integrated within
Language Arts and Math,
but cover most of the topics we
have traditionally explored in
Grade Two.*



Science

- Relative Position and Motion
- Liquids and Solids
- Air & Water in the Environment
- Animal Growth and Changes



Social Studies

The overall theme of the Grade Two Social Studies program is Change. We will explore four areas of change: People, Technology, Economics and Environment. We will consider how each of these areas has changed from the past until now, and what changes we might anticipate in the future. The students will have opportunities to research, write and present on topics studied.



Health

- **Healthy Self-** basic first aid skills, decision making, personal responsibility, benefits of physical activity, the impact screen devices can have on leisure and recreational time
- **Healthy Relationships-** qualities of a friend, empathy, awareness of family values, role of drinking water in maintaining health, healthy eating
- **Healthy Community-** protecting personal information, awareness of community rules, practicing injury prevention during play



Visual Arts

Students will explore and manipulate a range of materials and processes to express themselves through art making this year. They will learn about and apply the principles of design in art making, and spend time observing, analyzing and discussing the work of professional artists. When possible, art is integrated with the work we are doing in other subject areas.





Home Reading

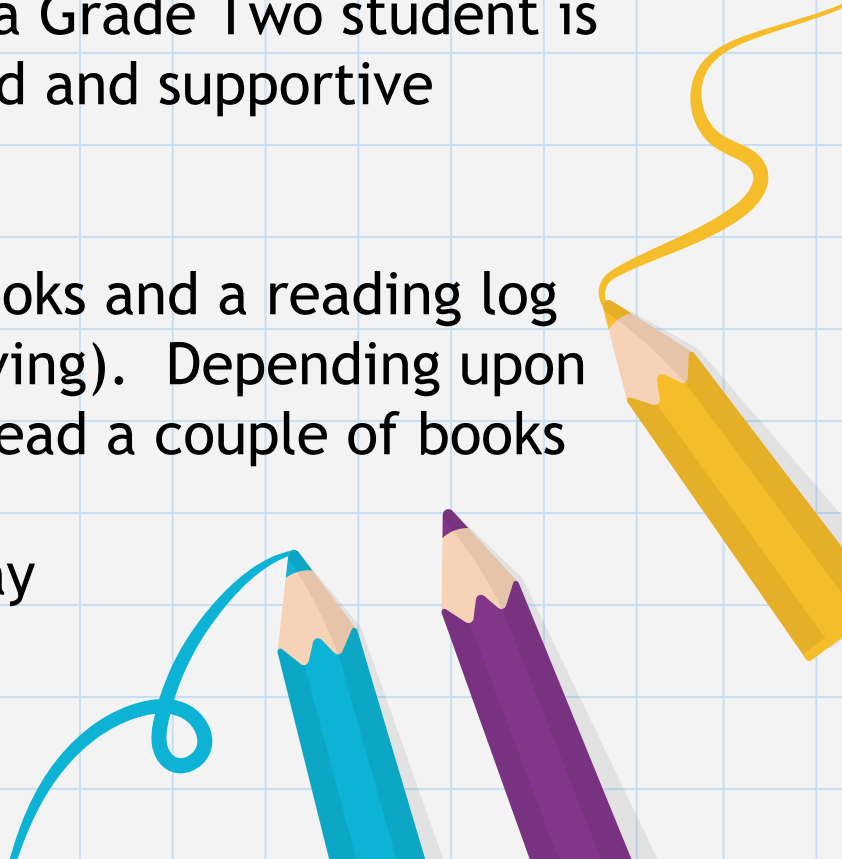
Starts after
Thanksgiving



Home Reading

The most important “homework” for a Grade Two student is to read books aloud with an interested and supportive grown-up each night.

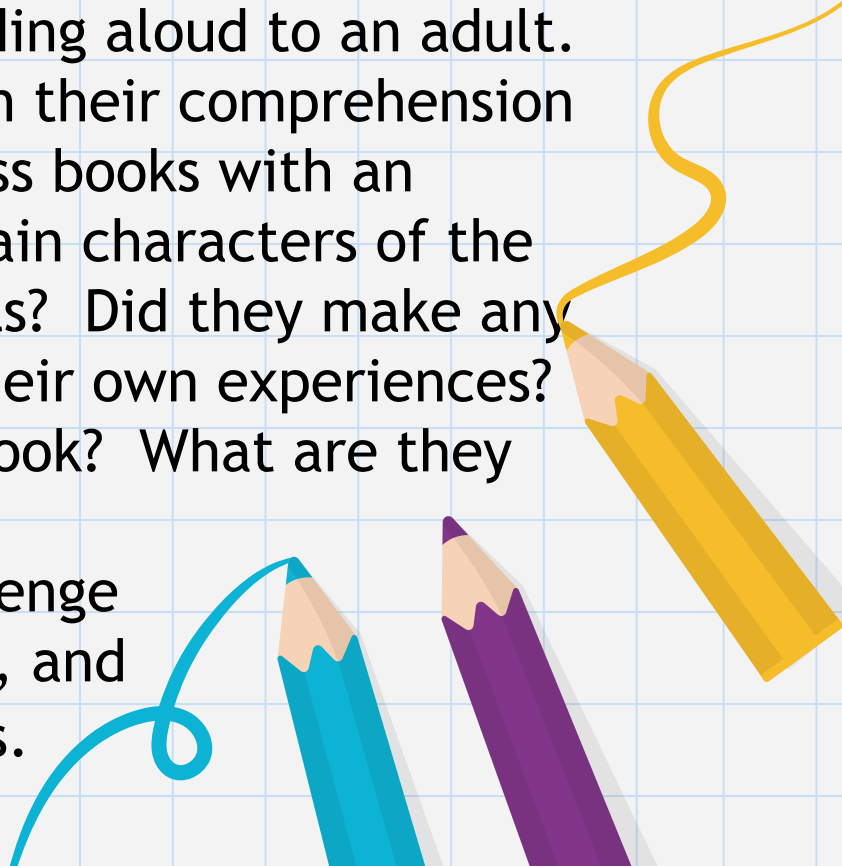
Students will be bringing home 3-5 books and a reading log each Monday (starting after Thanksgiving). Depending upon your child’s reading level, they may read a couple of books each night, or a chapter or two of a longer book. Return books each Friday (or each Thursday, in the case of a holiday/PD Day on Friday).



Home Reading

Grade Two children benefit from reading aloud to an adult. Even independent readers will deepen their comprehension when they are able to read and discuss books with an interested grown-up. Who are the main characters of the story? Can they retell the main events? Did they make any connections between the story and their own experiences? Did they read any new words in the book? What are they wondering about the book?

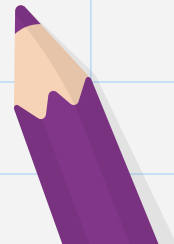
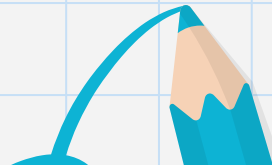
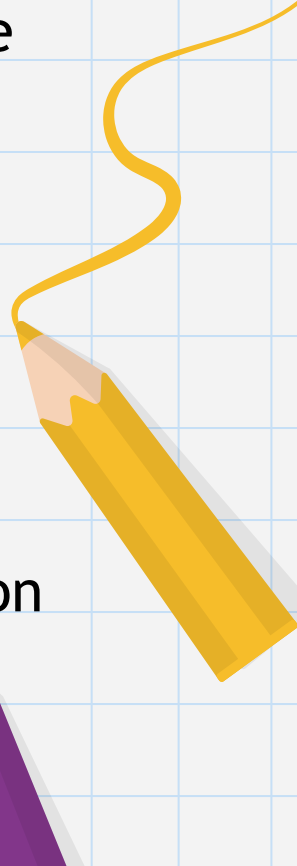
Such book conversations help to challenge your child to “go deeper” as a reader, and develop stronger comprehension skills.



Home Reading

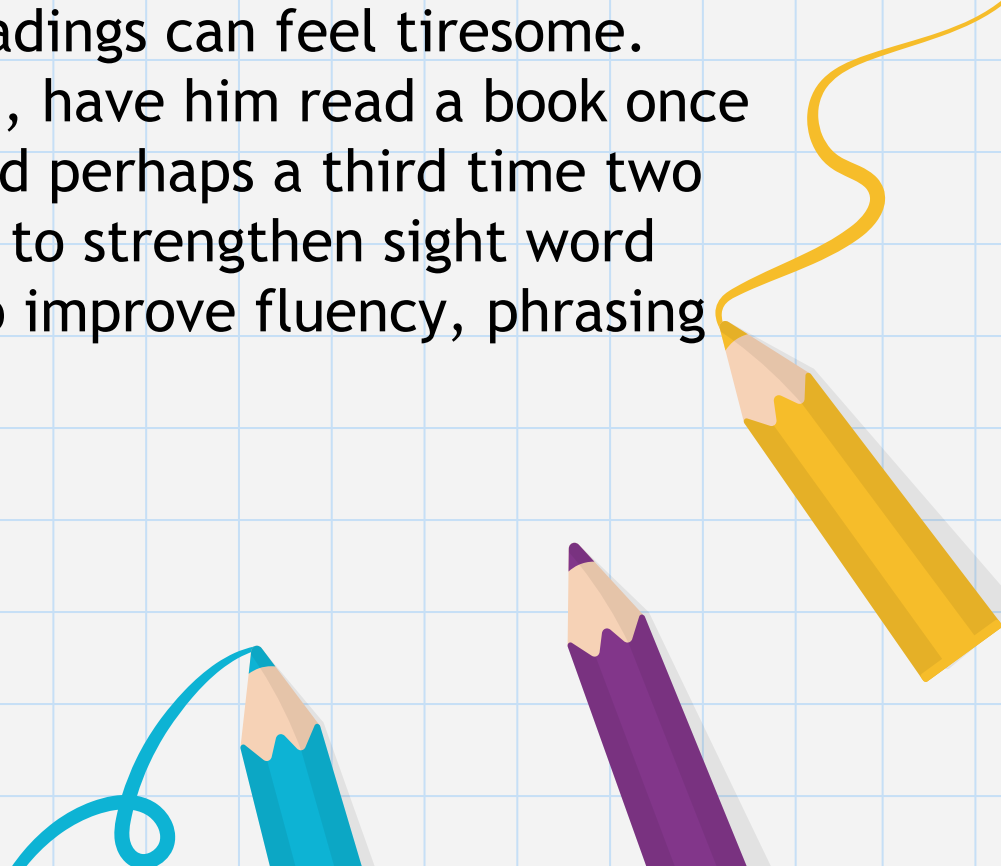
If your child is reading shorter levelled books, do not be concerned that they are reading the same books over and over during the week. These repeated readings are *essential* in building fluency in young readers.

On a first reading a child may be putting all her energy into decoding the words, while on the second reading she can start to think about making the reading smooth. On a third reading, her mind is finally free to pay attention to the events of the story itself, and to process the meaning.



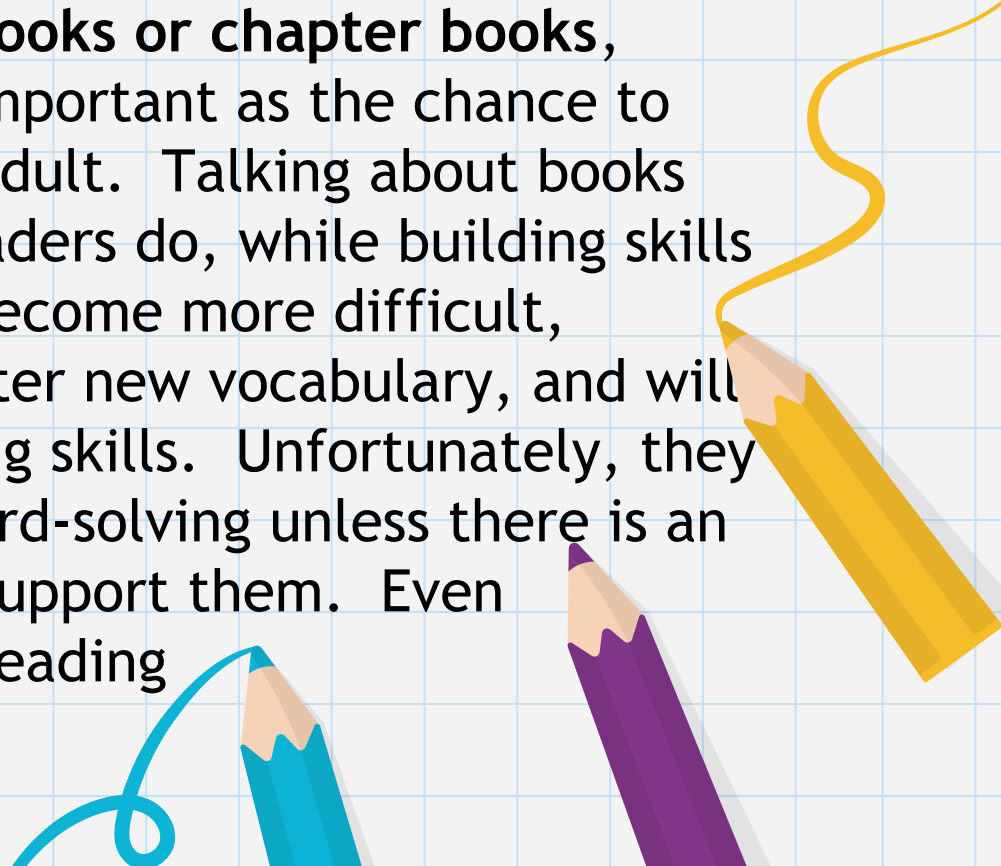
Home Reading

For some children repeated readings can feel tiresome. If this is the case for your child, have him read a book once today, and again tomorrow, and perhaps a third time two days later. Each reading helps to strengthen sight word knowledge, and allows them to improve fluency, phrasing and reading rate.



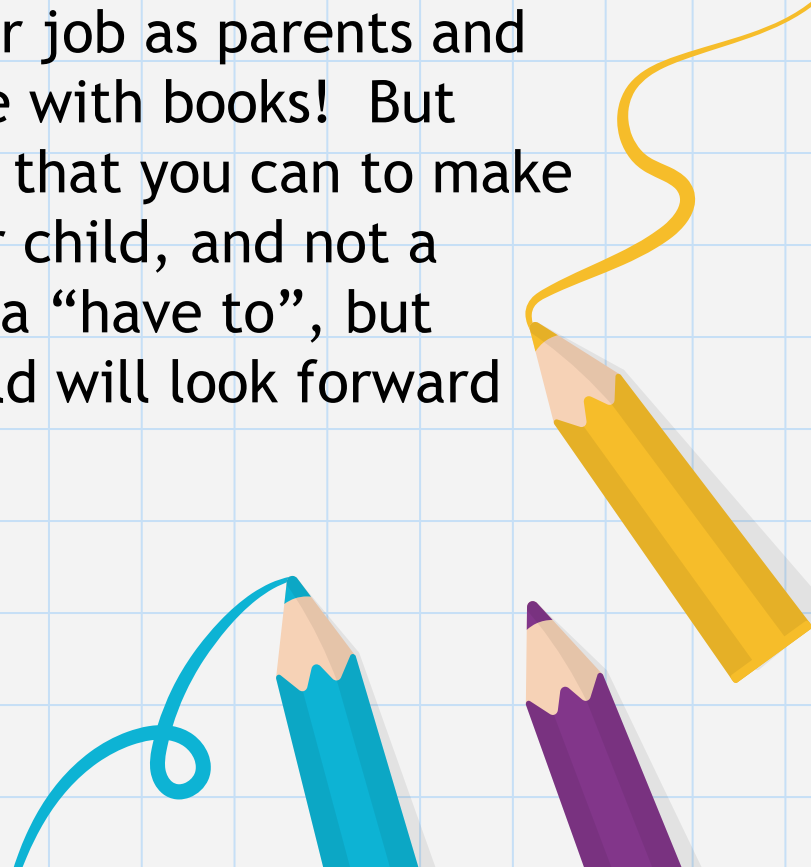
Home Reading

For students reading longer books or chapter books, repeated readings are not as important as the chance to process their reading with an adult. Talking about books together models what good readers do, while building skills and comprehension. As texts become more difficult, children will definitely encounter new vocabulary, and will have to apply their word-solving skills. Unfortunately, they often won't persevere with word-solving unless there is an adult there to encourage and support them. Even capable readers benefit from reading aloud.



Home Reading

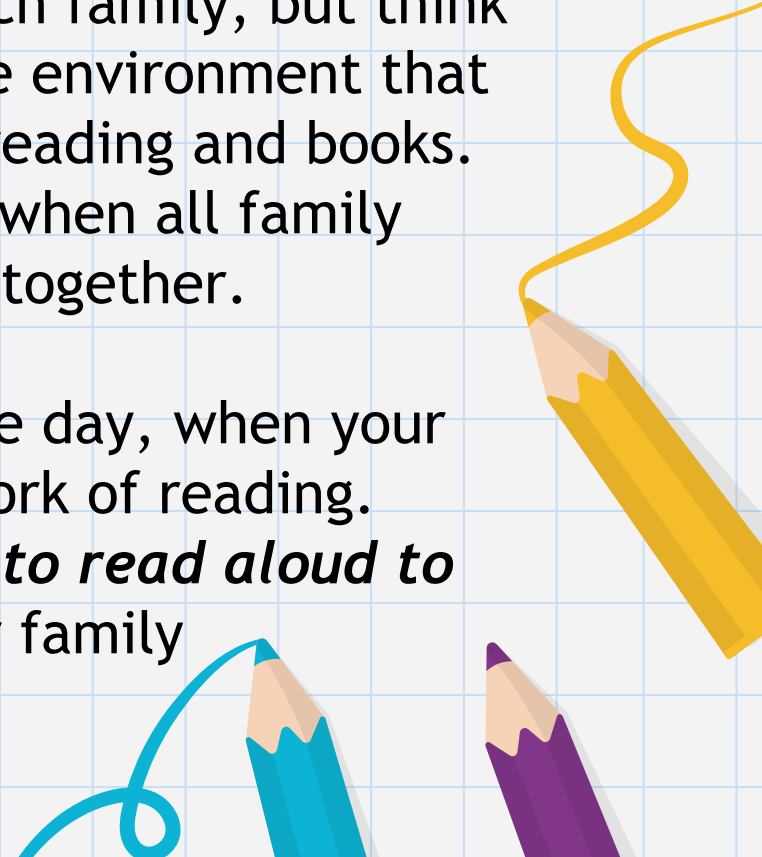
Above all, reading should be **FUN!** Our job as parents and teachers is to help children fall in love with books! But reading can be hard work, too. Do all that you can to make home reading time a pleasure for your child, and not a chore. Don't present reading time as a "have to", but rather make it a special time your child will look forward to each day.



Home Reading

Home Reading will look different for each family, but think about what you can do to create a home environment that will support a positive attitude toward reading and books. Perhaps that's setting aside 15 minutes when all family members will stop other tasks and read together.

Beware of leaving reading too late in the day, when your child may be too tired to do the hard work of reading. ***Bedtime is the best time for a parent to read aloud to the child***, which is a wonderful time for family bonding and another important way to build literacy.



Tools for ASSESSMENT And Evaluation

As stated in the Department of Education's Principles of Learning,

“Learners have different ways of knowing and representing knowledge”. Balanced assessment means that students are given different opportunities to show what they know and can do when trying to achieve the learning outcomes.”



Tools for Assessment And Evaluation

Here are some of the tools I will be using this year to monitor and assess your child's learning:

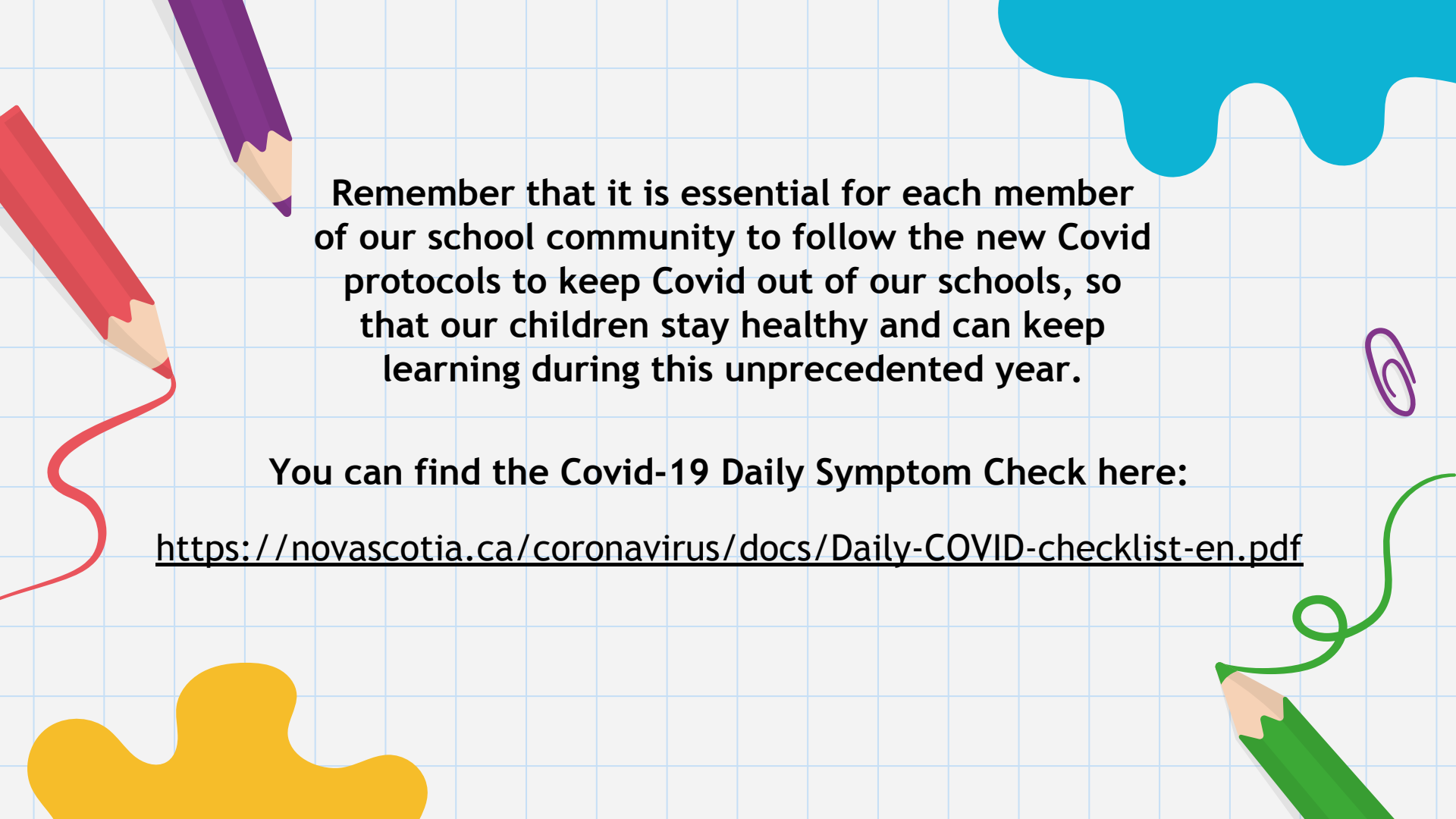
- **Work Samples**- collected daily
- **Journals/writing folders** - ideas shared among students and teachers
- **Observations/Anecdotal Records** - continuous gathering of information on student learning
- **Goal Setting** - collaborative process among student, teacher and parents/guardians to establish goals that the child will work toward over a period of time
- **Rubrics** - these identify and describe the criteria used to assess student performance on a task, and may be created together with students
- **Conferring** - discussions between student and teacher regarding student learning
- **Exit Tickets** - short written responses at the end of a lesson to assess understanding
- **Written evaluations** - sometimes in the form of a short quiz or test, but not something that requires at-home studying





And now a reminder
about Covid...





Remember that it is essential for each member of our school community to follow the new Covid protocols to keep Covid out of our schools, so that our children stay healthy and can keep learning during this unprecedented year.


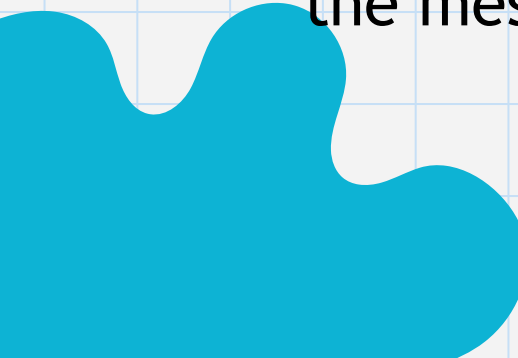

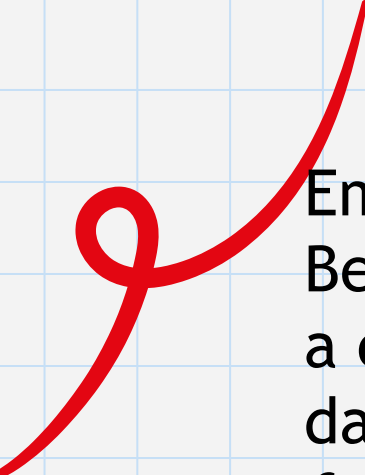
You can find the Covid-19 Daily Symptom Check here:

<https://novascotia.ca/coronavirus/docs/Daily-COVID-checklist-en.pdf>



Grade 2 Curriculum Documents can be found here:

<https://curriculum.novascotia.ca/english-programs/grade-2>



Email is usually the best way to reach me. Be aware, though, that I sometimes don't get a chance to check my email during the school day. *For urgent messages, and especially for any changes in your child's end-of-day pickup, please phone Mrs. Golding at our school office.* She will make sure that I get the message.

mkromminga@hrce.ca

Thanks!

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