

Illustrative Examples
for
English Language Arts

Kindergarten to Grade 9

January 2000

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Illustrative Examples
for
English Language Arts

Grade 2

January 2000

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 2 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 2

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none">• contribute relevant ideas and information from personal experiences to group language activities• talk about how new ideas and information have changed previous understanding• express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts	<ul style="list-style-type: none">• While listening to the story <i>Bear Shadow</i>, students talk about shadows. Student 1: Sometimes my shadow is in front of me and it's very long. Student 2: At lunch, my shadow's small and right around me. It's like when Bear thought he'd gotten rid of his shadow. Student 3: Once at my uncle's, he told a story and made shadows on the wall. He showed me how to make a dog.• Students share what it was like the first time they experienced something; e.g., learning to skate, losing a tooth, moving to a new home, going to a new school.• While viewing a videocassette about squirrels, students share stories about their own experiences. Student 1: This fall, I saw a squirrel collecting seeds. Student 2: Squirrels gather food so they have enough for the winter.• After studying butterflies, students discuss what they have learned; e.g.: Student 1: I thought that everything that looked like a butterfly was a butterfly. Now I know that some are moths. Student 2: I used to think that moths ate only flowers, but the videocassette showed moths eating clothes.• While students listen to <i>Fantasia</i> or <i>Peter and the Wolf</i>, they express the feelings evoked by the music, through such art media as paint, felt pens and pastels.• After viewing the photographs of the bronze <i>The Bronco Buster</i> in <i>Frederic Remington: The Masterworks</i>, students discuss how the artist captures the movement of the horse; e.g.: Student 1: The horse's front hooves are off the ground. Student 2: The neck of the horse is stretched. Student 3: The horse's ears are flat and its mouth is open. Students also show how the horse moves, by imitating its actions through dramatization.

GRADE 2

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
<p>Experiment with language and forms</p> <ul style="list-style-type: none">use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information	<ul style="list-style-type: none">Students work in groups to improvise a presentation, based on a favourite fairy tale or poem, in which the characters react in a different way than in the fairy tale or poem; e.g., Cinderella’s stepmother treats Cinderella just like her own daughter; when Jack gets to the top of the beanstalk, he finds that the giant is friendly.Students divide a piece of paper into six sections. In the first section, they write the beginning of a story. For each of the remaining five sections, students close their eyes and pull an object out of a bag or box. They incorporate each object in the story in the remaining frames. A student begins a story with, “One day I was walking through the forest.” A teddy bear is pulled out of the box and the student writes, “I saw a bear cub eating blueberries.” Then out comes a button and the story continues: “On the ground, I saw a magic button. When I picked it up, I could hear the bear’s thoughts.”After a field trip to a dental clinic, students record their ideas on how to take care of teeth, by drawing and adding captions to a poster, writing a list of foods that cause tooth decay, or writing a letter to tell the dentist or a parent what they have learned.
<p>Express preferences</p> <ul style="list-style-type: none">explain why particular oral, print or other media texts are personal favourites	<ul style="list-style-type: none">During a study of Canadian illustrators, students select their favourite illustrator and explain why they like this illustrator’s particular style.Students explore web sites, bookmarked by the teacher, on interesting themes or topics and share their favourite sites.

GRADE 2

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
<p>Set goals</p> <ul style="list-style-type: none">recognize and talk about developing abilities as readers, writers and illustrators	<ul style="list-style-type: none">A student discusses personal reading goals with the teacher and says, “This week I think I can read a different book every day. At the end of the week ...”Students make comments to complete the sentence stem: I know I’m a good writer when ...<ul style="list-style-type: none">my story is easy to read.I use periods, commas and capital letters to give clues in my story.I use interesting shapes for my letters in scary stories, like when I wrote “Boo” big and shaky.I use comparisons in my writing, like when I wrote, “the giant was as big as a whale.”A group of students who have made a community map explain how the map helps in showing how to get from the school to the skating rink.

GRADE 2

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
<p>Consider others' ideas</p> <ul style="list-style-type: none">connect own ideas and experiences with those shared by others	<ul style="list-style-type: none">Students sit in a circle. One student tells the first sentence of a story, the next student tells the second sentence, and so on. As each sentence is added, students take a cube out of a box and add it to a chain of interlocking cubes. As the story grows, so does the chain.Students work in small groups or pairs to select the three most important ideas from their impressions and preferences of a class outing. Each group presents its ideas to the class by using various forms of representing, such as posters, charts, puppets and role play.After viewing the photographs in <i>A Day in the Life of Canada</i>, students write about similar activities or feelings, such as:<ul style="list-style-type: none">I remember feeling like that when ...I ate a special dinner like that when ...Our school ...My Mom has a job like ...
<p>Combine ideas</p> <ul style="list-style-type: none">record ideas and information in ways that make sense	<ul style="list-style-type: none">After reading an informational article, students use a list, a chart or a web to jot down the important ideas.Students represent their ideas, by drawing or cutting pictures and placing them in the appropriate word box; e.g., a student finds a picture of a leaf and places it in the box marked, "What do caterpillars eat?"
<p>Extend understanding</p> <ul style="list-style-type: none">find more information about new ideas and topics	<ul style="list-style-type: none">After viewing videocassettes and reading books on insects, students generate questions and select some to ask an invited expert on insects.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use comprehension strategies</p> <ul style="list-style-type: none"> • apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions • identify the main idea or topic and supporting details of simple narrative and expository texts • identify by sight an increasing number of high frequency words and familiar words from favourite books <p>(continued)</p>	<ul style="list-style-type: none"> • When a group of students looks at the pictures in <i>There's an Alligator Under My Bed</i>, they predict that the book will be about bad dreams. As they read the book, they realize that they need to revise their initial predictions, because the book is not about bad dreams. They realize that the book is about how to get an alligator out from under one's bed. • After reading <i>Little Red Riding Hood</i>, the students make a class chart showing the characters, places and events in the story. They reread the story to confirm or change the information on the chart. • A student comments, "The book <i>Wait and See</i> is about birthday wishes and birthday cakes. The author represents the main idea by drawing a birthday cake and writing about Olivia's wishes inside the cake." • After viewing a videocassette about magnetism, students write down five facts they learned. • After reading <i>Sootface: An Ojibwa Cinderella Story</i>, students talk about the message of the story: "Goodness has its rewards." or "When you are really good inside, other people will know/recognize that." • Students read, by sight, such words as: <i>because, does, many, their, would</i>. These words are frequently used in their reading materials. Note: Some sources for lists of frequently used words are included under Teacher References at the end of this grade level. • Children in pairs or in small groups are given a list of basic sight words, and in 15 minutes they find as many of those words as they can in classroom books.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use comprehension strategies</p> <ul style="list-style-type: none">• read aloud with fluency, accuracy and expression• figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge <p>Use textual cues</p> <ul style="list-style-type: none">• preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning <p>(continued)</p>	<ul style="list-style-type: none">• Students reread favourite stories or engage in choral readings and readers' theatre.• Students share their favourite stories with a variety of audiences, such as other students and family members.• Students record an oral reading selection on an audiocassette and critique their reading, using a list of criteria for good oral reading, such as:<ul style="list-style-type: none">– Did I remember to take a breath at periods?– Did I change the tone of my voice when I read questions or especially exciting parts?– Would it be fun for someone else to listen to me read?• A student who reads <i>hoping</i> in the sentence, "The bunny was hopping across the field." realizes that the sentence does not make sense. The student rereads it, saying that the word must be <i>hopping</i> because bunnies hop. Another student is able to figure out <i>hopping</i> because it rhymes with <i>popping</i>.• A student reads the word <i>liquid</i> in a science book, using the illustration and knowledge of phonics to figure out and confirm meaning.• Students look at the cover of <i>The Fabulous Song</i>. They predict that a boy will play the piano, he will play it well, and his dog will not like his piano playing.• When reading <i>Somewhere</i>, students use the story pattern "Somewhere in the _____" to predict the text on each double-page spread.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use textual cues</p> <ul style="list-style-type: none"> use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> apply phonic rules and generalizations to read unfamiliar words in context apply knowledge of long and short vowel sounds to read unfamiliar words in context use knowledge of word parts, contractions and compound words to read unfamiliar words in context <p>(continued)</p>	<ul style="list-style-type: none"> Students listen to predictable, repetitive books, such as <i>Bein' with You This Way</i>, and discuss how the author uses words and letters to create rhythm. Students identify phrases and patterns that are repeated and tell how they help when reading the books. Students use punctuation to help with intonation, pace and expression during oral reading. Students use their knowledge of groups of words that go together, such as <i>salt and pepper</i>, <i>a glass of milk</i> and <i>ride in the car</i>, to assist in reading. <ul style="list-style-type: none"> The student reads, “A boy saw a red kite in the sky,” realizes the error and uses the silent –e rule to read kite. <ul style="list-style-type: none"> Students differentiate between word families with short and long vowel sounds, such as the –at (pat, fat, mat) and –ate (mate, late, rate, date) word families. Students use this phonic knowledge when reading such sentences as: “Pat was late for school.” When reading and writing, students demonstrate consistent sound–symbol associations with long and short vowel sounds of a, e, i, o and u. When reading, students break down such compound words as <i>today</i>, <i>something</i>, <i>Grandmother</i> and <i>snowball</i>, in order to identify them. While reading the sentence, “The dog was playing with the ball.” a student pauses at the word <i>playing</i> and says, “I know that i–n–g says ‘ing’ and that you can add it to words.” The student then covers up <i>ing</i>, recognizes <i>play</i> and proceeds to read the sentence successfully. When reading, students use knowledge of the word endings –ed, –ing, –s, –tion, –ly, –ment, –est, –ent and –ant to identify new words.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use phonics and structural analysis</p> <ul style="list-style-type: none">associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context <p>Use references</p> <ul style="list-style-type: none">put words in alphabetical order by first letteruse picture dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	<ul style="list-style-type: none">When a student reads, “If the Sun is bright, I can see my shadow.” knowledge of the sound of “sh” is used, together with prior knowledge of light and shadows, to identify the word <i>shadow</i>.When reading and writing, students demonstrate consistent sound–symbol associations with:<ul style="list-style-type: none">consonant blends cr, pl, sl, cl, pr, sn, st, gl, bl, br, tr, st, gr, dr, fr, flconsonant digraphs ck, kn, th (voiceless)vowel digraphs ai, ay, ee, ea, oo (wood), oo (cool), oaletter clusters spr, squ, str, thr.Students make a class directory of their first and/or last names.Students create an animal alphabet, with one animal for each letter. On the computer, they draw a picture of the animal and label it using a descriptive word for that animal that starts with the same letter; e.g., cuddly cat, enormous elephant.During journal writing, a student looks in a personal word book or picture dictionary to find the spelling of the word <i>dinosaur</i>.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none">engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational textsidentify favourite kinds of oral, print and other media textsmodel own oral, print and other media texts on familiar formsrespond to mood established in a variety of oral, print and other media texts	<ul style="list-style-type: none">After hearing <i>Stone Fox</i>, one student finds books on sled dogs, another selects a web site from a list of teacher bookmarked sites on aboriginal traditions, and a third brings in a videocassette about life in the wilderness.Students discuss their favourite animated movies and share what particular elements made these movies so appealing; e.g., characters, special effects, music, suspense.Small groups of students choose a favourite poem and prepare a choral reading for presentation.Students bookmark their favourite web sites about small crawling and flying animals and then create a poster that advertises the web sites.After reading repetitive stories, such as <i>The Enormous Turnip</i>, students dramatize a story that uses repetitive elements.Students read their reports on families in France as if they were television reporters.After writing poems about their favourite food, students take turns reading them aloud, using the musical styles of country, rap, rock and opera.After reading <i>If You Give a Moose a Muffin</i>, groups of students use the pattern in writing their own stories; e.g., “If you give a dog a French fry, it will want some gravy. If you give a dog gravy, it will want some meat ...”Students use cool or warm colours to represent feelings, when drawing or painting responses to particular texts.After listening to <i>Murmel, Murmel, Murmel</i>, a student says, “That baby’s so funny. I love this story.”After listening to <i>A Dark, Dark Tale</i>, a group of students presents the story as readers’ theatre; another group makes a storyboard to retell the story.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>Construct meaning from texts</p> <ul style="list-style-type: none"> connect situations portrayed in oral, print and other media texts to personal and classroom experiences retell the events portrayed in oral, print and other media texts in sequence <p>(continued)</p>	<ul style="list-style-type: none"> After reading <i>Love You Forever</i>, a student writes in a reading response journal, “I think this story is about how families love each other. I remember my Dad crying at the airport when my Grandma went home to Ontario.” Before reading the chapter How Insects See and Sense Things, in <i>Looking at Insects</i>, students brainstorm questions, such as: <ul style="list-style-type: none"> Can insects smell? How many eyes do insects have? Students discuss the reasons for wearing sunscreen. A student comments, “The nurse told me that I should wear sunscreen so I don’t burn my skin.” After reading an email message from a pen pal in Nova Scotia, a student responds with facts about life in Alberta; e.g.: <p>Dear pen pal</p> <p>I think it would be fun to see whales. I have never seen one. Do you have farms in Nova Scotia? On our farm we milk cows twice a day. Where do you get your milk?</p> <p>Your Alberta friend.</p> After viewing the videocassette <i>The Snowman</i>, groups of students create murals to tell the story events in sequence. Using presentation software, students create a slide show that retells the story <i>How Smudge Came</i>. The first frame shows the title page; the second frame shows where Cindy found Smudge; the third frame shows where Cindy works; and so on. After listening to the story <i>Sheila Rae, the Brave</i>, students use an integrated software program to retell the story in sequence.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Construct meaning from texts</p> <ul style="list-style-type: none"> suggest alternative endings for oral, print and other media texts discuss, represent or write about interesting or important aspects of oral, print and other media texts express thoughts or feelings related to the events and characters in oral, print and other media texts <p>(continued)</p>	<ul style="list-style-type: none"> Students change the “happily ever after” endings in stories to funny, sad or surprise endings. Students predict the ending of a story being read to them, and then compare the predictions to the actual ending. In groups, students rewrite the ending of <i>Little Red Riding Hood</i>, rehearse it and present it to other groups. Using interactive software, a student uses buttons so a reader can choose different endings to the student’s story. <div data-bbox="738 961 1421 1228" data-label="Diagram"> </div> <ul style="list-style-type: none"> After interviewing a group of seniors about how their needs are met in the community, some students design a poster advertising sporting events for the seniors’ group. Other students write invitations to attend a theatre production being put on at the local seniors’ drop-in centre. Students read and talk about the poem <i>Poem</i>, in the anthology <i>Sing a Song of Popcorn: Every Child’s Book of Poems</i>. Student 1: I think the poem is about friends. Student 2: I think it’s about missing your friend. Student 3: It made me think of my friend who moved away at the end of Grade 1. In small discussion groups, students talk about why they like or dislike certain characters in stories, fairy tales or videocassettes. After reading <i>Jillian Jiggs</i>, a student emails a friend explaining why Jillian Jiggs reminds him of his older brother. Some students write to characters portrayed in print texts, videocassettes or films, saying why they would like to be their friend. Other students answer as that character. <p>(continued)</p>

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Construct meaning from texts</p> <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> • identify and use words and sentences that have particular emotional effects • identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights 	<p>(continued)</p> <ul style="list-style-type: none"> • Students write or email an author telling what they like or do not like about the author’s books; e.g., <i>Strega Nona</i> by Tomie de Paola. <p>Dear Mr. de Paola,</p> <p>I liked it when Big Anthony made all the pasta and it wouldn’t stop. I wish I had a pasta pot like that. Are you writing any more books about Strega Nona?</p> <p>Yours truly, Mahal</p> <ul style="list-style-type: none"> • As students hear or notice new words that they find interesting or effective, such as <i>giggle</i>, <i>bizarre</i>, <i>soft as a cloud</i> and <i>shimmer</i>, in oral, print and other media texts, they add them to a class chart or personal word list. They use the words in their own writing. • During a writing conference a student says, “I wrote ‘My baby brother cried so hard that the dog woke up,’ because I wanted to show how loud he cried.” • When listening to <i>The Fabulous Song</i> for a second time, students listen for words or phrases that help them hear the sounds, such as, “it [Frederic’s playing] sounded like air leaking out a balloon”; “it [piano playing] sounded like a brick crashing through a window.” • After listening to <i>Knights of the Kitchen Table</i>, students draw their impression of Bleob the Giant without having seen the illustration in the book. After completing their picture, they add five descriptive words, such as <i>mean</i>, <i>disgusting</i>, <i>stinky</i>, <i>scary</i> and <i>mad</i>. • After reading the poem <i>Coyotes</i>, in the anthology <i>Til All the Stars Have Fallen: Canadian Poems for Children</i>, students discuss how the words and shape of the poem make them think of how coyotes sound. One student tells about hearing a coyote during a camping trip last summer.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
<p>Understand forms and genres</p> <ul style="list-style-type: none">recognize that ideas and information can be expressed in a variety of oral, print and other media textsidentify and explain the use of various communication technologies	<ul style="list-style-type: none">Groups of students are sharing information about caterpillars. One group creates a poster, using a computer publishing program. Another group creates a diorama of the caterpillar's habitat; another does a dramatization; and another writes a story, using presentation software.After listening to <i>Katy and the Big Snow</i>, viewing <i>The Snowman</i> and reading information about snow at a web site, students talk about what they learned about snow.Several students ask the teacher if they can use a computer software program to create a picture of the setting of a book that they are reading. They explain that they like all the colour choices in the software program and feel that they can create a better picture using this program.A group of students practise their poetry presentation, by using a tape recorder to hear how they sound. They ask the teacher to videotape their final presentation so that they can take it home to show their parents.Students cannot find any current information on comets in the school library. They ask for help in using the Internet to check out a space agency web site to see if it has some links to updated information.The class develops questions for an interview that are faxed to an expert on coyotes. Five days later, students interview the expert using a speakerphone. Some students tell why they liked interviewing over the speakerphone. At the end of the unit, students write an email thanking the expert for helping the class with its work.
<p>Understand techniques and elements</p> <ul style="list-style-type: none">identify main characters, places and events in a variety of oral, print and other media texts <p>(continued)</p>	<ul style="list-style-type: none">After reading <i>Something from Nothing: Adapted from a Jewish Folktale</i>, a group of students creates a two-tiered diorama to represent the two homes. Another group makes stick puppets and retells a scene from the story.One student uses oil pastels to create a portrait of Nate the Great, after reading one of the stories about Nate. The student then retells the story to classmates.


GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Understand techniques and elements</p> <ul style="list-style-type: none"> identify how pictures, illustrations and special fonts relate to and enhance print and other media texts <p>Experiment with language</p> <ul style="list-style-type: none"> demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations 	<ul style="list-style-type: none"> Students look at <i>The Rainbow Fish</i> and discuss the illustrations that are used to create effects. Student 1: The pictures are mostly blue because it's under the water. Student 2: I like how the rainbow fish is so shiny. After writing a story, a student reads it to a partner. "The giant stood up and yelled, WHO'S THERE?" The partner says how the words really stood out and made it seem like the giant really was yelling, "Who's there?" While reading aloud, "How do you say hello to a bat?" a student uses different expressions to match the print. Hello bat Hello bat  The group laughs out loud when a student uses a shaky voice at the end of the passage. A student writes a poem about a castle and chooses an Old English style font to publish the poem. Another student uses a plain font and selects a cowboy border to go with a poem about a farm. In groups, students share selected tongue twisters they have found during library time. While students listen to stories, such as <i>The Name of the Tree: A Bantu Tale</i>; <i>A Story, A Story: An African Tale</i>; or <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>, they chime in with repeated patterns. A student reads out loud from <i>Fox in Socks</i> and tells why she likes the part about the chicks with bricks and blocks and clocks. Groups of students choose action songs, such as "Skinnamarink", "Doctor Knickerbocker" and "Shake My Sillies Out", to practise and present to the Kindergarten class.

GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Illustrative Examples
<p>Generate ideas</p> <ul style="list-style-type: none"> use own and respond to others' ideas to create oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts 	<ul style="list-style-type: none"> Students find magazine pictures and graphics, and create a collage of their interests to present to their classmates. Students play an audiocassette tape or compact disc of a song that they like, and explain why it appeals to them; e.g.: <ul style="list-style-type: none"> This music reminds me of ... When I hear this music, I feel/see _____ because _____. After reading <i>Little Rabbit's Loose Tooth</i>, students make a week's menu for Little Rabbit that includes a soft food and a hard food for each day. <ul style="list-style-type: none"> When writing, students choose interesting descriptive words or phrases from categories on class wall charts; e.g., walking words, talking words, size words, scary words. A student writes a shape poem. <p style="text-align: center;"> </p> <p>It is then scanned and placed on the school web page.</p>

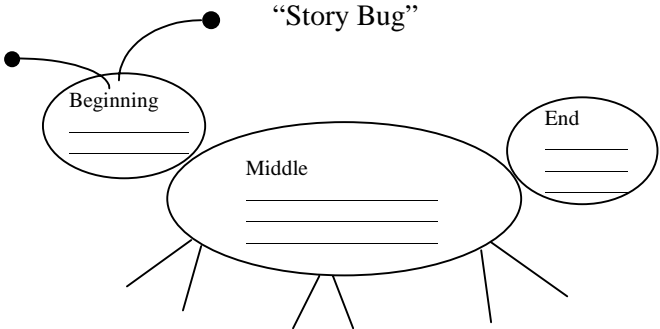
GRADE 2

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text (continued)

Specific Outcomes	Illustrative Examples
<p>Structure texts</p> <ul style="list-style-type: none"> create narratives that have beginnings, middles and ends; settings; and main characters that perform actions use traditional story beginnings, patterns and stock characters in own oral, print and other media texts 	<ul style="list-style-type: none"> Students use visuals to help them remember the idea of beginning, middle and end, such as: <p style="text-align: center;">“Story Bug”</p>  A student writes a story about the family cat and dog. The student writes that when the cat was first brought home it hissed at the dog. After a while the cat and dog got to know each other, and now they get along fine. Two students use presentation software to write their story about a sleeping farmer, modelled on <i>Sleeping Beauty</i>. They explain that they used six slides: two for the beginning, three for the middle and one for the end. They think it is funny to have the cow kiss the farmer to wake him up. Students use such traditional story beginnings as: <ul style="list-style-type: none"> – Once upon a time ... – A long, long time ago ... – One day ... Students introduce such traditional characters as princesses, dragons, talking animals, friends and family members, into their stories. Students use the pattern of <i>The House that Jack Built</i> to make a cumulative story for readers’ theatre; e.g., “The Pizza that Pat Made.”

GRADE 2

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
<p>Focus attention</p> <ul style="list-style-type: none"> relate personal knowledge to ideas and information in oral, print and other media texts ask questions to determine the main idea of oral, print and other media texts <p>Determine information needs</p> <ul style="list-style-type: none"> ask questions to focus on particular aspects of topics for own investigations <p>Plan to gather information</p> <ul style="list-style-type: none"> recall and follow directions for accessing and gathering ideas and information 	<ul style="list-style-type: none"> Before starting to compare water to other liquids, students brainstorm a list of liquids; e.g., milk, juice, cooking oil and detergent. As they read stories about children in other parts of Canada, students make comments. Student 1: We saw the ocean when we went to Vancouver. Student 2: Their school looks like our school. Student 3: I went to a market like that, and we bought fresh vegetables and bread. When listening to a story about a family in Australia, students ask questions such as: <ul style="list-style-type: none"> What are schools like? Where do people work? What do people do to have fun? What foods do people eat? While constructing boats, students ask: <ul style="list-style-type: none"> Will adding more weight make my boat go faster? How can I make my boat float? How can I make my boat move? What material should I use to make my boat? In a class project on dinosaurs, students decide that it is important to know where dinosaur bones are found. They add this question to the list of other questions on the bulletin board. When generating questions to ask a guest speaker from the community, students remember to include questions in each category of study—home, school, occupations, recreation. Some students remember that they can use the Dewey decimal system to find the section in the library on animals.

GRADE 2

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 *Select and Process*

Specific Outcomes	Illustrative Examples
<p>Use a variety of sources</p> <ul style="list-style-type: none">• find information on a topic using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community <p>Access information</p> <ul style="list-style-type: none">• use text features, such as table of contents, key words, captions and hot links, to access information• use given categories and specific questions to find information in oral, print and other media texts• use the library organizational system to locate information	<ul style="list-style-type: none">• When studying communities, a group of students review a filmstrip and make a list of community services. They look in the local chamber of commerce yellow pages to find services in their own community. They check out the web sites of local community services.• A student finds the location of a specific story in an anthology, by using the table of contents to find the story title and page number.• Students know that if they click on the back button while searching the Internet, they return to the previous site or page.• A student selects a web site about animals from a list of favourite sites. The student then links to an article about birds to find out which ones stay for the winter.• In a book about bears, a student looks in the table of contents to find information about enemies of bears. The student does not know the meaning of the word <i>poacher</i>, so looks for it in the glossary.• Students look for information on the life, habitat, food, enemies and appearance of an animal under study and record the information gathered on a class chart.• When reading about children in Japan, students look for answers to questions, such as:<ul style="list-style-type: none">– What games do Japanese children play?– How do they play their games?– How are their games like our games?• Students go to relevant sections of the library, such as the nonfiction and magazine sections, to find information on butterflies and moths.• A student clicks on the word <i>author</i> to do a search on the library computer.

GRADE 2

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 *Select and Process* (continued)

Specific Outcomes	Illustrative Examples
<p>Evaluate sources</p> <ul style="list-style-type: none">recognize when information answers the questions asked	<ul style="list-style-type: none">After a presentation by a visiting firefighter on home fire safety, students ask enough questions to know how to report a fire and how to plan and practise using an escape route.A student is looking for information on the different kinds of webs that spiders make. The student locates a chapter on Spider Webs in one book, turns to that section and finds the information that is needed.

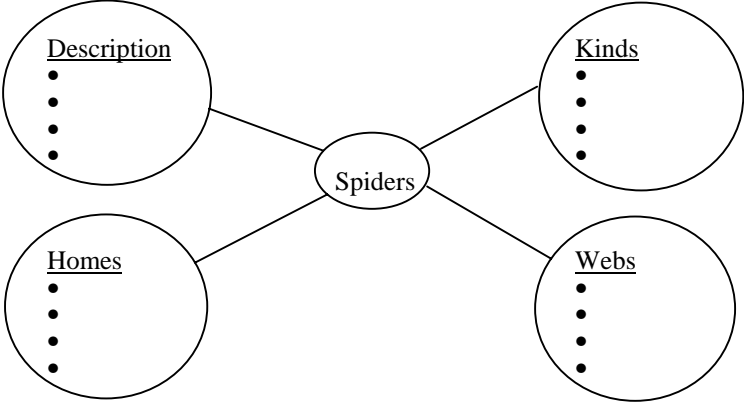
GRADE 2

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples								
<p>Organize information</p> <ul style="list-style-type: none"> categorize related ideas and information using a variety of strategies, such as finding significant details and sequencing events in logical order produce oral, print and other media texts with introductions, middles and conclusions 	<ul style="list-style-type: none"> Students record information about spiders, using a web. <div style="text-align: center;">  </div> A group of students record information about children in Japan in a chart, such as: <div style="text-align: center;"> <p><u>Children in Japan</u></p> <table border="1" data-bbox="685 1249 1432 1375"> <thead> <tr> <th>Home</th> <th>Families</th> <th>Games</th> <th>School</th> </tr> </thead> <tbody> <tr> <td style="height: 50px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> </div> While studying families in Mexico, the class prepares fried bananas and records the recipe. <ul style="list-style-type: none"> First, you peel and slice the bananas. Next, you fry them in butter. Then, you add brown sugar. Finally, you eat them with ice cream. A group of students describes how they built a boat that would carry a load. One student explains the task, another explains how they built the boat, and a third student tells how well the boat carried the load. 	Home	Families	Games	School				
Home	Families	Games	School						

GRADE 2

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 *Organize, Record and Evaluate* (continued)

Specific Outcomes	Illustrative Examples
<p>Record information</p> <ul style="list-style-type: none">record key facts and ideas in own words; identify titles and authors of sources <p>Evaluate information</p> <ul style="list-style-type: none">examine gathered information to decide what information to share or omit	<ul style="list-style-type: none">After reading <i>Dinosaur Time</i>, a student makes five jot notes about different dinosaurs. The student then adds the title of the book and the name of the author to the class chart, “Books About Dinosaurs.”Groups of students create posters or diagrams to illustrate what they have learned. They decide what information is best represented visually and what information needs to be provided in print—labels, lists, headings.As the class shares information to be recorded on a class chart, students decide if it is new information to be added or if the idea already has been recorded.

GRADE 2

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none">share, with familiar audiences, ideas and information on topicsclarify information by responding to questions	<ul style="list-style-type: none">A student brings in a stamp collection and explains to the class why the stamps are organized the way they are. The student adds that the favourite stamp was sent by an uncle in Singapore.A student brings ballet shoes and talks about ballet classes and what activities are done while there.Using presentation software, groups of students present their projects on families in China. Group members take turns clicking the mouse to display their part of the presentation, which they then read and explain to the class.A student writes about a pet dog and shares the writing with the class during author's chair. The student reads: "I have a dog named Blackie. I take care of my dog. I feed it, take it for walks and play with it." The class then asks questions that the student answers; e.g.:<ul style="list-style-type: none">What do you feed the dog?How often do you feed the dog?How much do you feed the dog?Where do you take the dog for walks?
<p>Review research process</p> <ul style="list-style-type: none">answer questions, such as "What did I do that worked well?", to reflect on research experiences	<ul style="list-style-type: none">After completing a project, students talk or write about such topics as:<ul style="list-style-type: none">their favourite book on the subjectwho they talked to about their workthe hardest part of their projectwhich part of their project shows their best work.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
<p>Appraise own and others' work</p> <ul style="list-style-type: none">identify features that make own or peers' oral, print or other media texts interesting or appealing	<ul style="list-style-type: none">Students respond during author's chair, using familiar sentence frames. Student 1: <u>I like the way</u> you drew the dragon breathing fire. Student 2: <u>My favourite part</u> is when the dog is stealing the meat. Student 3: <u>I wonder</u> how old you were when that happened.For a poem about a caterpillar, a student draws an outline of a caterpillar and writes a poem around it. When sharing the poem with the class the student says, "The way I wrote the words shows you the shape of my caterpillar."During a writing conference, students comment on how they tried using more descriptive words.
<p>Revise and edit</p> <ul style="list-style-type: none">revise words and sentences to improve sequence or add missing informationcheck for capital letters, punctuation at the end of sentences and errors in spelling	<ul style="list-style-type: none">The class makes "mailboxes" to create its own thesaurus for frequently used words, such as <i>nice</i>, <i>pretty</i> and <i>mad</i>. When reading through their stories, students highlight overused words and look in the mailboxes to find different words to use.A student opens a story on the computer that was written earlier in the year. The student likes the idea of this short story and decides to make it longer and more interesting. More text is added and some changes are made so that the story reads better.Using the message of the day or a journal entry, students insert periods and capital letters and correct misspelled words.Students contribute ideas for a writing checklist and refer to it when editing their work; e.g.:<ul style="list-style-type: none">I put periods or question marks at the end of my sentences.I check for words that are not spelled correctly and circle them.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p>Enhance legibility</p> <ul style="list-style-type: none"> print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately use margins and spacing appropriately explore and use the keyboard to compose and revise text <p>Expand knowledge of language</p> <ul style="list-style-type: none"> develop categories of words associated with experiences and topics of interest use knowledge of word patterns, word combinations and parts of words to learn new words 	<ul style="list-style-type: none"> When writing a good copy, a student follows a printing checklist. At a student–teacher conference the student comments, “I started my printing by the margin on each line and hardly any of my letters are floating above the line.” When writing a good copy, students refer to a checklist; e.g.: <ul style="list-style-type: none"> – Can others read my printing? – Did I leave a margin? – Did my printing <i>run away</i> from the margin? – Did I leave enough space between the words? A group of students creates a story together, using the software program <i>Easy Book Deluxe</i>. They take turns inputting and making changes to the text and pictures. As the class brainstorms names of mammals, the teacher scribes them onto strips of paper. When they are done, students decide that mammals could be grouped according to criteria, such as meat eaters/plant eaters or types of habitat. After discussing the choices, students decide to group according to habitat because it would allow for more variety of categories. The class decides on the following category titles: farm, ocean, forest, desert. Throughout the year, students add words to a word chart, as they discover them through listening or their own reading; e.g., moving words, talking words, colour words, seasonal words, thematic words. A student with a keen interest in hockey adds words like <i>arena</i>, <i>shoulder pads</i> and <i>helmet</i> to a personal word list. During a study of buoyancy and boats, the class creates a word list for that topic. While studying buoyancy and boats, students figure out new words, such as <i>floating</i>, <i>capsize</i>, <i>upside down</i>, <i>rudder</i>, <i>life jacket</i>.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p>Enhance artistry</p> <ul style="list-style-type: none">choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts	<ul style="list-style-type: none">After listening to and reading the poem <i>Fisherman</i>, in the anthology <i>Til All the Stars Have Fallen: Canadian Poems for Children</i>, the class composes a poem, using plant similes to describe a gardener.To paint illustrations for a story about a dolphin, a student decides to use water colours because the pictures will look more like the ocean.After students hear the story <i>Jamberry</i>, they write their own food fun story that plays with rhythm and words; e.g.: Wedding cake, chocolate cake Double layer fudge cake Sitting on a bench Eating yummy, gooey plum cake.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none">• write complete sentences, using capital letters and periods• use connecting words to join related ideas in a sentence• identify nouns and verbs, and use in own writing• identify adjectives and adverbs that add interest and detail to stories	<ul style="list-style-type: none">• After taking jot notes from a videocassette or book, students write several sentences, using capital letters and periods, about how animals keep warm in the winter.• Students examine a piece of their own writing and find sentences that could be combined. They share their new sentences with the class.• Students write sentences about weekend activities; e.g., “Larry went skating with his family.” “I stayed home and played with my cat.” With a partner, students work on combining their sentences, using connecting words like <i>but</i> and <i>and</i>; e.g.: “Larry went skating with his family but I stayed home and played with my cat.”• When writing, students refer to a class chart of connecting words, generated from books and stories.• A student writes a story and reads it aloud to the class, pointing out the action words that have been included. The student tells the class, “They help you see what’s happening in the story.”• Working in pairs, students look at books to find interesting words for things and actions. They share these words with other groups.• After listening to the story <i>Frederick</i>, students list the words that were especially interesting and added detail to the story.• The students create a book on wind, in which they put an adjective or adverb related to the topic on each page and then illustrate. One student’s picture of <i>stormy</i> was very effective with the use of dark pastels.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples										
<p>Attend to spelling</p> <ul style="list-style-type: none"> • use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing • use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing • use the conventional spelling of common words necessary for the efficient communication of ideas in writing 	<ul style="list-style-type: none"> • Students become <i>sound finders</i>—looking through favourite stories/rhymes for words that begin or end with certain letters or letter combinations. • Students group words according to sounds, letter patterns or word families; e.g.: <table style="margin-left: 40px; border: none;"> <tr> <td style="text-align: center;">double letters</td> <td style="text-align: center;">“le” endings</td> </tr> <tr> <td style="text-align: center;"><u>summer</u></td> <td style="text-align: center;"><u>little</u></td> </tr> <tr> <td style="text-align: center;"><u>patter</u></td> <td style="text-align: center;"><u>middle</u></td> </tr> <tr> <td></td> <td style="text-align: center;"><u>people</u></td> </tr> <tr> <td></td> <td style="text-align: center;"><u>circle</u></td> </tr> </table> • Students realize that if their spelling of a word is not close to the correct spelling, the computer spell checker cannot give them any suggestions for the correct spelling. • A student can spell <i>chart</i> because the initial digraph <i>ch</i> and the spelling of the word <i>art</i> are known. • Students use a variety of methods to improve their personal memory bank of common, grade appropriate words. <ul style="list-style-type: none"> – Visual learners may try to see the word in colours or on an imaginary screen. – Kinesthetic learners may trace the words with a crayon or their finger, or air write them. – Auditory learners may say the word and say the letters out loud. • Students keep a short list of their most commonly misspelled words (spelling demons) on their desks. 	double letters	“le” endings	<u>summer</u>	<u>little</u>	<u>patter</u>	<u>middle</u>		<u>people</u>		<u>circle</u>
double letters	“le” endings										
<u>summer</u>	<u>little</u>										
<u>patter</u>	<u>middle</u>										
	<u>people</u>										
	<u>circle</u>										

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
<p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none">• use capital letters for proper nouns and at the beginning of sentences in own writing• use periods and question marks, appropriately, as end punctuation in own writing• use commas after greetings and closures in friendly letters and to separate words in a series in own writing• identify commas and apostrophes when reading, and use them to assist comprehension	<ul style="list-style-type: none">• When writing about how needs are met in two different Canadian communities, a student uses capital letters for the community names and at the beginning of sentences.• Students read their writing to each other to help them check for periods and question marks.• A student writes a letter requesting materials for a class project. <p style="text-align: right;">March 4</p>Dear Mom, We are doing a diorama project. I will need to bring in a shoe box, tin foil and cotton balls for my diorama. I will need these things for Friday, March 8. <p style="text-align: right;">Love, Elsa</p>• A student says, “I think it’s neat that an apostrophe and an ‘s’ show that something belongs to someone. Yesterday, when I went home, I made a sign that says Leslie’s Room. Maybe that will help my sister to remember what belongs to me.”• Students use the commas in <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> to read with expression and emphasis.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Illustrative Examples
<p>Present information</p> <ul style="list-style-type: none">present ideas and information by combining illustrations and written texts <p>Enhance presentation</p> <ul style="list-style-type: none">clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments	<ul style="list-style-type: none">When presenting a slide show on boats, using presentation software, a student comments on how the pictures of different boats were added to each slide. “It was easy,” the student says. “I just went to insert on the menu bar, clicked on picture, picked the one I wanted and it was on the slide. My favourite is the power boat. The words match the pictures. The words tell what each kind of boat is good for.”After an author study on Eric Carle, a student chooses to paint pieces of paper and cut them out in shapes to illustrate a story that the student has created. <ul style="list-style-type: none">After explaining how a kite was made, a student responds to comments and questions; e.g.: Question: I know how you made the tail, but how did you get it to stay on the kite? Answer: I tied the tail onto the end of the kite with strong string. Question: What did you mean when you said that it did not turn out like the picture? Answer: I thought the kite would be more of a box shape, like the picture.

GRADE 2

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share (continued)

Specific Outcomes	Illustrative Examples
<p>Use effective oral and visual communication</p> <ul style="list-style-type: none">• speak in a clear voice, with appropriate volume, at an understandable pace and with expression <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none">• ask relevant questions to clarify understanding and to have information explained• show enjoyment and appreciation during listening and viewing activities	<ul style="list-style-type: none">• A group of students creates a puppet play based on the book <i>Have You Seen Josephine?</i> The students make stick puppets and present the play to the class.• When the coyote expert finishes a presentation, students ask questions, such as:<ul style="list-style-type: none">– How come your trap doesn't hurt the coyote?– What happens if they don't have enough food in the winter?– How many babies do they usually have?• Students use sentence frames, such as: Why did the ... ? Do you mean ... ? What happens if ... ?• As students share their stories, others respond using sentence frames, such as:<ul style="list-style-type: none">– I liked the way you ...– You used several interesting words like ...– You painted a picture in my mind about ...

GRADE 2

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
<p>Appreciate diversity</p> <ul style="list-style-type: none">• discuss the experiences and traditions of various communities portrayed in oral, print and other media texts • ask for and provide clarification and elaboration of stories and ideas	<ul style="list-style-type: none">• After listening to <i>The Tiny Kite of Eddie Wing</i>, the class looks at different types of kites and makes models to hang around the class. The next day, a student brings in a kite made with an aunt the previous summer. The student tells the class how the kite was made.• Students listen to <i>Baseball Bats for Christmas</i> and discuss how the game of baseball was played in the Inuit community. They talk about the games they play and the ways they play them.• When the class is learning about families in Mexico, a student's Dad comes in and plays the guitar. Another student has never heard guitar music before, and in a journal entry, the student writes about wanting to get a compact disc of the music. • Students respond to a classmate's story, by:<ul style="list-style-type: none">– Stating; e.g., "I like the way you described your fish. I'm going to try that in my story."– Questioning; e.g., "How old were you when you went to Prince Edward Island?"– Offering constructive suggestions; e.g., "Next time, maybe you could tell what kind of dog it was."• When listening to a story, a student asks, "Why wouldn't the little girl tell her Mom that she lost her lunch money?" Another student responds, "Her Mom might get mad. Maybe she's lost her money before."

GRADE 2

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community (continued)

Specific Outcomes	Illustrative Examples						
<p>Relate texts to culture</p> <ul style="list-style-type: none"> discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities <p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> participate in shared language experiences to acknowledge and celebrate individual and class accomplishments 	<ul style="list-style-type: none"> Students read or hear several stories on a common theme and then complete a class chart to compare various aspects; e.g.: <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="vertical-align: top; width: 33%;"><i>Charlie Anderson</i></td> <td style="vertical-align: top; width: 33%;"><i>Something from Nothing: Adapted from a Jewish Folktale</i></td> <td style="vertical-align: top; width: 33%;"><i>Love You Forever</i></td> </tr> <tr> <td> <ul style="list-style-type: none"> modern—two home family rural/city sisters/cat—two families girls learn to value their special family </td> <td> <ul style="list-style-type: none"> European traditional family old village boy grows up/mice grow up family members support each other </td> <td> <ul style="list-style-type: none"> modern mother and son city mother and son grow older roles change </td> </tr> </table> After reading <i>A Salmon for Simon</i>, a student emails a pen pal in British Columbia to see if that person has ever seen an eagle catch a salmon. The class watches the videocassettes <i>Beautiful Lennard Island</i> and <i>Kevin Alec</i> and compares life in the two communities with their own community. The class then divides into three groups to create travel brochures about each community. While studying Mexico, the class learns the Mexican hat dance. Students perform this dance during the annual spring celebration held at the school. Prior to this, they sing “Feliz Navidad” at the Christmas concert. During the Grade 2 food fair, students prepare menus, with illustrations, to be posted on the wall. 	<i>Charlie Anderson</i>	<i>Something from Nothing: Adapted from a Jewish Folktale</i>	<i>Love You Forever</i>	<ul style="list-style-type: none"> modern—two home family rural/city sisters/cat—two families girls learn to value their special family 	<ul style="list-style-type: none"> European traditional family old village boy grows up/mice grow up family members support each other 	<ul style="list-style-type: none"> modern mother and son city mother and son grow older roles change
<i>Charlie Anderson</i>	<i>Something from Nothing: Adapted from a Jewish Folktale</i>	<i>Love You Forever</i>					
<ul style="list-style-type: none"> modern—two home family rural/city sisters/cat—two families girls learn to value their special family 	<ul style="list-style-type: none"> European traditional family old village boy grows up/mice grow up family members support each other 	<ul style="list-style-type: none"> modern mother and son city mother and son grow older roles change 					

GRADE 2

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 *Respect Others and Strengthen Community* (continued)

Specific Outcomes	Illustrative Examples
<p>Use language to show respect</p> <ul style="list-style-type: none">• adjust own language use according to the context, purpose and audience	<ul style="list-style-type: none">• When a group of students retells a story, such as <i>The Three Little Pigs</i> or <i>The Three Billy Goats Gruff</i>, they each use a different voice to match their character.• After writing a poem, a student reads it aloud to the class, using a clear, loud voice except during the part about the wind. Then the student becomes quieter and uses a loud whisper.• When conducting a telephone interview, a student is very polite. The student speaks clearly, says excuse me when unable to hear what is said, and carefully asks questions. At the end of it, the student thanks the person being interviewed.• After their trip to the local hospital, students compose a group letter thanking the hospital staff for hosting their visit.

GRADE 2

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work Within a Group

Specific Outcomes	Illustrative Examples
<p>Cooperate with others</p> <ul style="list-style-type: none">work in a variety of partnerships and group structuresidentify ways that class members can help each other	<ul style="list-style-type: none">In a group, students research about rabbits. They post their project on the school web site so that others can see their work.Students work in pairs to brainstorm ideas for questions to ask a blind person who is coming to visit their classroom with his guide dogs. Ideas are shared in a class discussion, and the teacher records interview questions.Students create a class mural showing small animals that live in their community.
<p>Work in groups</p> <ul style="list-style-type: none">contribute relevant information and questions to extend group understanding of topics and tasksstay on topic during class and group discussions	<ul style="list-style-type: none">A group of students is working on a project about animals. Everyone has good ideas and shares them. One student does most of the writing. Another student is good at drawing pictures. A third student volunteers to find information from a bookmarked site on the Internet.Students describe how working with peers to revise and edit their writing improves their work. <p>During group work on testing items that float and sink, students comment:</p> <p>Student 1: This little boat keeps tipping over. I wonder how big ships keep from tipping over.</p> <p>Student 2: I think it's because they put stuff, like big rocks in the bottom. I saw something about that on television.</p> <p>Student 3: Are you sure the teacher said to crumple up the tin foil? Is it supposed to be round like a ball? I don't think it will float then.</p> <p>Student 4: Yes, I think it's supposed to sink.</p> <ul style="list-style-type: none">Students share information about family occupations to complete a class chart on occupations in the community.Students contribute to a class discussion about friendship by telling about their own friends, why they like them and what activities they like to do with them.Students describe to the class the way they solved the problem of how many oranges to buy so that each student receives half an orange.

GRADE 2

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 *Work Within a Group* (continued)

Specific Outcomes	Illustrative Examples
<p>Evaluate group process</p> <ul style="list-style-type: none">recognize own and others' contributions to group process	<ul style="list-style-type: none">During group activities, students make comments, such as:<ul style="list-style-type: none">I'm glad you brought that book for us to use.That's nice that you brought extra crayons, because I forgot mine.I drew the dinosaur on the mural, because I'm good at drawing dinosaurs.After a group project to build a boat, students describe their contributions to the project and how these affected the boat's capability to float.

Grade 2 References Illustrative Examples

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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