

Dear grade 2 parents and guardians,

Welcome to Room 121! I am very excited to be working with you and your child this school year. I think of our classroom as a community that includes all students, families, teachers and administrators. In our community, we learn to care about each other and work together as a team.

Class Expectations/Tribes Agreements:

1. Listening with your eyes, ears and heart
2. Respect
3. Appreciation/no put downs
4. Participation with the right to pass

English Home Reading:

- ⇒ English home reading will be from Monday to Thursday. It will include a levelled book and could also include a printed science text. Students are required to read this science text throughout the week. This will help prepare them for the writing component.
- ⇒ Your child will have access to Raz Kidz which is an online reading program as an additional resource for extra practice (this is optional).

French Home Reading:

- ⇒ French home reading will be from Monday to Thursday. Students are expected to read one French levelled book each of those nights and return the book and duotang to school each day (More information on the first page of the home reading duotang).

Math:

- ⇒ Students are encouraged to practice their rapid addition and subtraction facts to twenty at home using flash cards, playing cards, math games... Ms. Lapp also highly recommends counting money with your child. She does not give math homework, but if a student is having difficulty in Math class then Ms. Lapp will make a note in the agenda and ask that you help your child.

Important notes:

- ⇒ We are a **nut free** school! There are students with nut allergies in our school. Please no nuts at all, also please do not send "may contain" either. Much appreciated!

Communication:

- ⇒ **Check the agenda every night.** Also, please do not hesitate to contact us if you have any questions or concerns. To reach **Mme Emily:** agenda, Class Dojo or eparker@wqsb.ac.ca. To reach **Ms. Badger:** agenda or cbadger@wqsb.ac.ca. To reach **Ms. Lapp:** agenda or clapp@wqsb.ac.ca.
- ⇒ **Gym days are on days: 1, 3 & 6.**
- ⇒ **English Library is on day: 3**
- ⇒ **French Library is on day: 5**

Thank you!!! ☺
Emily Parker
FSL/Homeroom

French Cycle 1.2 (Mme Emily)

The French curriculum is divided into 3 competencies which will be evaluated on each formal report;

- Communicates in French 40%
- Understands oral and written texts in French 40%
- Produces oral and written texts in French 20%

Term	Topics	Possible Assessment/Evaluation
1	<ul style="list-style-type: none"> • L'unité AIM • révision des voyelles, des sons, des syllabes, des phonèmes, du féminin et masculin et de la phrase • Vocabulaire thématique i.e. reconnaissance des mots (couleurs, jours de la semaine, l'automne, moi) • Stratégies de lecture et de compréhension (regarde l'image, cherche des sons que tu connais, anticipation) • Écriture de phrases simples 	<ul style="list-style-type: none"> • Participation orale • Observations et entrevues • Exercices de compréhension • Fiche anecdotique • Mini quiz • Évaluation de lecture GB+
2	<ul style="list-style-type: none"> • Révision des syllabes/féminin et masculin/noms communs et noms propres • Vocabulaire thématique i.e. reconnaissance des mots • Stratégies de lecture et de compréhension (intonation, débit et volume, ponctuation) • Mise en scène de la pièce de théâtre • Écriture de phrases simples 	<ul style="list-style-type: none"> • Participation orale • Observations et entrevues • Fiche anecdotique • Mini quiz • Évaluation de lecture GB+ • Pièce de théâtre
3	<ul style="list-style-type: none"> • Introduction aux pronoms (nous, vous, ils, elles) • Vocabulaire thématique et mots fréquents • Stratégies de lecture et de compréhension • Écriture de textes simples • Mise en scène de la pièce de théâtre • Introduction aux parties de la phrase 	<ul style="list-style-type: none"> • Participation orale • Observations et entrevues • Exercices de compréhension de l'histoire • Fiche anecdotique • Mini quiz • Évaluation de lecture GB+ • Pièce de théâtre

Music Cycle 1.2 (Mme Emily)

The Music curriculum is divided into 3 competencies which will be evaluated on each formal report;

- To invent vocal or instrumental pieces
- To interpret musical pieces
- To appreciate musical works, personal productions and those of classmates

Term	Topics	Assessment/Evaluation
1, 2 and 3	<ul style="list-style-type: none">• Notions de bases (rythme, intonation, familles d'instruments, cadence).	<ul style="list-style-type: none">• participation• observations• test de compréhension

Physical Education and Health Cycle 1.2 (Mme Emily)

The Physical Education and Health curriculum is divided into 3 competencies which will be evaluated on each formal report;

- To perform movement skills in different physical activity settings
- To interact with others in different physical activity settings
- To adopt a healthy and active lifestyle

Term	Topics	Assessment/Evaluation
1, 2 and 3	<ul style="list-style-type: none">• Inculquer de bonnes habitudes de vie (exercices quotidiens, bonne alimentation, esprit d'équipe...)• Notions d'entraînement (réchauffement, étirement et relaxation)• Notions de sécurité	<ul style="list-style-type: none">• observation• participation• tests d'habiletés• discussion

Drama Cycle 1.2 (Mme Emily)

The Drama curriculum is divided into 3 competencies which will be evaluated on each formal report;

- To invent short scenes
- To interpret short scenes
- To appreciate dramatic works, personal productions and those of classmates

Term	Topics	Assessment/Evaluation
1,2 and 3	<ul style="list-style-type: none">• Monter et présenter une pièce du programme AIM	<ul style="list-style-type: none">• participation• observations

*Please note this outline could be subject to change based on the needs of the students.

Language Arts: Darlene Badger

- The Language Arts curriculum is divided into 3 competencies; which will be evaluated on each formal report.
- Please note that this plan may change according to the needs of the students.

Competency	What we are working towards...	Assessment/Evaluation
<p>Uses language to communicate and to learn 33%</p>	<ul style="list-style-type: none"> ○ Participates in class discussions ○ Communicates effectively with a partner or small group (speaking and listening) ○ Able to present to a large group. (oral presentations) ○ Demonstrates attentive listening (TRIBES) 	<ul style="list-style-type: none"> ○ Evaluation may include: ○ Verbal response to literature ○ Sharing Time ○ Oral Presentations ○ Observation ○ Checklist
<p>Reads and listens to spoken, written and media texts 33%</p>	<ul style="list-style-type: none"> ○ Using sounds to decode words and using known words (POWER words) ○ Reading strategies (using picture, print and meaning cues...) ○ Reading comprehension strategies.(Predicting and connections. Identifying fiction and non-fiction.) ○ Identifies beginning, middle and end of story. ○ Reading between level K and N at the end of the school year. ○ Reading response ○ Reading with expression and fluency 	<ul style="list-style-type: none"> ○ Evaluation may include: ○ Response to literature ○ Guided Reading ○ BAS-reading assessment ○ Observation
<p>Produces written and media texts 34%</p>	<ul style="list-style-type: none"> ○ Using sounds to write words (inventive spelling) and using known words (POWER words) to create a written text. ○ Create various forms of writing (letters, narratives, poetry...) ○ Conventions of print (Capitals, punctuation...) ○ Penmanship/Letter formation ○ Using an editing process 	<ul style="list-style-type: none"> ○ Evaluation may include: ○ Observation ○ Checklists ○ Daily Work ○ Writing Assignments

Ethics and Religious Culture: Darlene Badger

Terms	Topics	Assessment/Evaluation
1,2,3	Character Education (universal values, honesty, forgiveness.... Religious celebrations and customs	Checklists Observation

Math: Christine Lapp

The Mathematics curriculum is divided into 2 competencies, which will be evaluated on each formal report card (exception: situational problem will not be evaluated on the term 1 report card).

- Solves a situational problem 30%
- Uses math reasoning 70%

Term	Topics	Assessment/Evaluation
1	<ul style="list-style-type: none"> ○ Sorting and patterning ○ Arithmetic, number sense and number writing ○ Measurement Arithmetic, operation sense and operations on numbers 	<ul style="list-style-type: none"> ○ Evaluations may include: ○ Class work ○ Unit tests/ Quizzes ○ Application problems ○ Observation
2	<ul style="list-style-type: none"> ○ Arithmetic, operation sense and operations on numbers ○ Statistics and probability ○ Geometry 	<ul style="list-style-type: none"> ○ Evaluations may include: ○ Class work ○ Unit tests/ Quizzes ○ Application problems/ Situational problems ○ Observation
3	<ul style="list-style-type: none"> ○ Measurement ○ Cultural signposts (money Temperature ○ Arithmetic, operation sense and operations on numbers (fractions) Review 	<ul style="list-style-type: none"> ○ Evaluations may include: ○ Class work ○ Unit tests/ Quizzes ○ Application problems/ Situational problems ○ Observation

Math Workbook: Digit

Wakefield Elementary School 2018-2019

Grade 2B: Mme Emily

Room: 121

Periods	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Homeroom 8:10-8:20am	Mme Emily					
Period 1 8:20-9:10am	FSL Mme Emily	FSL Mme Emily	FSL Mme Emily	FSL Mme Emily	FSL Mme Emily	FSL Mme Em
Period 2 9:10-10:00am	FSL Mme Emily	FSL Mme Emily	FSL Mme Emily	FSL Mme Emily	FSL Mme Emily <i>Library</i>	FSL Mme Em
Recess 10:00-10:15am					<i>Music</i>	<i>PE</i>
Period 3 10:20-11:10am	Math Ms Lapp	Math Ms Lapp	Math Ms Lapp	Math Ms Lapp	Math Ms Lapp	Math Ms Lap
Period 4 11:10-12:00pm	ELA Ms Badger	ELA Ms Badger	ELA Ms Badger	ELA Ms Badger	ELA Ms Badger	PE Mme Emi
Lunch 12:00-12:50pm						
Period 5 12:50-1:40pm	PE Mme Emily	ELA Ms Badger	PE Mme Emily	ELA Ms Badger	Math Ms Lapp	ELA Ms Badger
Recess 1:40-1:45pm						
Period 6 1:45-2:35pm	ELA Ms Badger	Math Ms Lapp	ELA Ms Badger <i>Library</i>	Math Ms Lapp	ELA Ms Badger	Math Ms Lap
Dismissal 2:35-2:40pm	Mme Emily					
Bus supervision 2:40-2:50pm						