GRADE TWO

English Language Overall Expectations

Writing

• communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates);

• organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end);

• begin to write more elaborate sentences by using adjectives and adverbs;

• produce short pieces of writing using simple forms (e.g., narratives and poems based on familiar models);

• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level;

• revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher;

• use and spell correctly the vocabulary appropriate for this grade level;

English Language Overall Expectations

Reading

• read a variety of simple written materials (e.g., pattern books on specific themes, stories, chart stories, poems, interactive software) for different purposes;

• read aloud in a way that communicates the meaning;

• read independently, using reading strategies appropriate for this grade level;

• use some conventions of written materials to help them understand and use the materials.

• express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;

• independently select stories and other reading materials by a variety of authors;

• understand the vocabulary and language structures appropriate for this grade level;

English Language Overall Expectations

Oral and Visual Communication

• communicate messages, and follow instructions and directions;

• listen to discussions on familiar topics and ask relevant questions;

• retell stories and recount personal experiences, presenting events in a coherent sequence;

• talk about characters and situations in stories, and information in non-fiction materials, and relate them to personal experience;

• apply the rules of participating in a conversation and working with others;
• view, read, and listen to media works with simple messages or factual information and describe what they have learned,

• create simple media works:

• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade;

**Mathematics**

*Number Sense and Numeration*

**Overall Expectations**

• represent whole numbers using concrete materials, drawings, numerals, and number words:

• compare and order whole numbers using concrete materials, drawings, numerals, and number words to develop an understanding of place value

• understand and explain basic operations (addition, subtraction, multiplication, and division) of whole numbers by modelling and discussing a variety of problem situations (e.g., show that division is sharing, show addition and subtraction with money amounts):

• develop proficiency in adding and subtracting one- and two-digit whole numbers

• solve number problems involving addition and subtraction, and describe and explain the strategies used:

• use and describe an estimation strategy (e.g., grouping, comparing, rounding to the nearest ten), and check an answer for reasonableness using a defined procedure

• use a calculator to skip count, explore number patterns, and solve problems beyond the required pencil- and-paper skills.

• compare proper fractions using concrete materials

**Mathematics**

*Measurement*

**Overall Expectations**

• demonstrate an understanding of and ability to apply measurement terms: centimetre, metre, second, minute, hour, day, week, month, year, coins to $1 value:

• identify relationships between and among measurement concepts (e.g., shorter time, longer length, colder temperatures):

• solve problems related to their day-to-thy environment using concrete experiences of measurement and estimation

• estimate, measure, and record the perimeter and the area of two-dimensional shapes and compare the perimeters and areas

• estimate, measure, and record the capacity’ of containers and the mass of familiar objects using non standard units, and compare the measures.
Mathematics
Geometry and Spatial Sense
Overall Expectations

• investigate the attributes of three-dimensional figures and two-dimensional shapes using concrete materials and drawings;
• build three-dimensional objects and models;
• understand key concepts in transformational geometry using concrete materials and drawings;
• describe location and movements on a grid;

Mathematics
Patterning and Algebra
Overall Expectations

• identify, extend, and create number, geometric, and measurement patterns, and patterns in their environment;
• explore patterns and pattern rules;
• identify relationships between and among patterns.

Mathematics
Data Management and Probability
Overall Expectations

• sort and classify objects and data using concrete materials:
• collect and organize data:
• create and interpret displays of data, and present and discuss the information;
• demonstrate an understanding of probability and demonstrate the ability to apply probability in familiar day-to-day situations.

Science and Technology
Life Systems
Overall Expectations

• demonstrate an understanding of the similarities and differences among various types of animals and the ways in which animals adapt to different environmental conditions;
• investigate physical and behavioural characteristics and the process of growth of different types of animals:
• identify ways in which humans can affect other animals.

Science and Technology
Matter and Materials
Overall Expectations

• demonstrate an understanding of the properties of familiar liquids (e.g., vinegar, detergent, water, oil) and solids (e.g., sugar, salt, sand), and of interactions between liquids and solids;
• investigate the properties of and interactions between liquids and between liquids and solids, and identify the types of objects or materials that can be used to contain liquids and solids (e.g., a plastic bowl will hold liquid or a solid but a paper towel will only hold a dry solid);

• identify and describe ways in which we use our knowledge of liquids and solids in making useful objects and in living in our environment.

**Science and Technology**  
**Energy and Control**  
**Overall Expectations**

• demonstrate an understanding of the movement of air and of water as sources of energy;

• design and construct devices that are propelled by moving air or moving water

• identify wind and moving water as renewable sources of energy and determine the advantages and disadvantages of using them.

**Science and Technology**  
**Structures and Mechanisms**  
**Overall Expectations**

• describe the position and movement of objects, and demonstrate an understanding of how simple mechanisms enable an object to move

• design and make simple mechanisms, and investigate their characteristics;

• recognize that different mechanisms and systems move in different ways, and that the different types of movement determine the design and the method of production of these mechanisms and systems.

**Science and Technology**  
**Earth and Space Systems**  
**Overall Expectations**

• demonstrate an awareness of the forms in which water and air are present in the environment, and describe ways in which living things are affected by water and air;

• investigate the visible effects of air and water in the environment;

• describe ways in which clean air and water are vital for meeting the needs of humans and other living things.

**Social Studies**  
**Traditions and Celebrations**  
**Overall Expectations**

• demonstrate an understanding that Canada is a country of many cultures;

• describe family history and traditions as they relate to being Canadian;

• describe contributions made by individuals and groups to the local community.
Social Studies
Features of Communities Around the World
Overall Expectations

- demonstrate an understanding that the world is made up of countries where people have both similar and different lifestyles;
- use maps and globes to locate countries as part of a comparative study of families from countries from different continents;
- describe how the environment affects the ways in which needs are met (e.g., influences of climate on food, clothing, and shelter).

Health and Physical Education
Healthy Living
Overall Expectations

- identify healthy eating practices and use a decision-making model to make healthy food choices;
- describe parts of the human body, the functions of these parts, and behaviours that contribute to good health;
- outline safety rules and safe practices;
- describe the effects on the body of appropriate and inappropriate uses of medicines.

Health and Physical Education
Fundamental Movement Skills
Overall Expectations

- perform the basic movement skills required to participate in physical activities: locomotion/travelling (e.g., skipping, hopping), manipulation (e.g., throwing, bouncing), and stability (e.g., balancing, twisting);
- demonstrate the principles of movement (e.g., at various levels, in relationship to equipment, using different body parts) using locomotion/travelling, manipulation, and stability skills.

Health and Physical Education
Active Communication
Overall Expectations

- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance);
- recognize the personal benefits of being physically active;
- acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits);
- follow safety procedures related to physical activity, equipment, and facilities.
The Arts
Music
Overall Expectations

- demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- recognize a variety of sound sources and use some in performing and creating music;
- use correctly the vocabulary and musical terminology associated with the specific expectations for this grade;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

The Arts
Visual Arts
Overall Expectations

- produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;
- use the elements of design (colour, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art;
- describe how the ideas in a variety of art works relate to their own knowledge and experience and to other works they have studied;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

The Arts
Drama and Dance
Overall Expectations

- describe some of the basic elements of drama and dance (e.g., time, space);
- interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using several basic drama and dance techniques (e.g., tableaux);
- create short dance pieces, using techniques learned in this grade;
- communicate understanding of works in drama and dance through discussion, writing, movement, and visual art work;
- solve problems in various situations through role playing and movement in drama and dance.