

Grade 2 - Course Overviews by Subject

Term 1

General Studies

Language Arts

Students were:

- -Reviewing short vowel sounds through weekly spelling activities and tests
- -Learning spelling patterns with blends, frequently misspelled words as well as theme-based lists
- -Quadruple checking personal writing for capitalization, sense, punctuation and spelling
- -Expressing thoughts in complete, well-constructed sentences
- -Transferring spelling words and patterns to daily writing
- -Letter writing (TWAS, weekend news)
- -Self- selecting appropriate reading material
- -Speaking and reading orally using a strong voice
- -Listening attentively and following directions

Social Studies

Students were:

- -Learning about Terry Fox as a Canadian hero and as a role model
- -Identifying sources of conflict –making good choices in the classroom and on the playground
- -Discussing Remembrance Day and exploring peaceful ways of dealing with conflict

Science

Students were:

- -Beginning to research Polar Bears by categorizing through habitat, appearance, food, babies and enemies

Math

Students were:

- -Developing number sense by counting forward and backward by 2s, 5s, and 10s using different starting points
- -Representing numbers in a variety of ways using ten frames, tallies and number sentences
- -Accurate recall of basic addition and subtraction facts to 10
- -Solving math story problems using the appropriate operation (addition /subtraction)
- -Learning to explain our thinking by showing our work
- -Reviewing Canadian coins (names and values of coins)
- -learning how to tell time on an analogue clock
- -problem solving

Judaic Studies

HLA

In our Hebrew Language Arts program, we begin by reviewing all the Aleph-Bet letters as well as the vowel system. During opening exercises each morning, the students are encouraged to respond independently in full sentences. Themes include days of the week, months of the year, proper Hebrew date, colours, numbers and weather.

Judaic Social Studies

We begin the term with a review of the reading, writing and T'fillah from Grade One. In T'fillah we reviewed the daily T'fillot taught and mastered in Grade One, as well as the Kabbalat Shabbat service, practiced/introduced in Grade One. We have now learned the entire T'fillat הללויה/Haleluyah. We have begun to chant T'fillat Hallel at the beginning of each new Jewish month. During Rosh Hashanah and Yom Kippur we added the T'fillah Avinu Malkainu/ אבינו מלכנו (last three lines).

For our Chagei Tishrei unit we reviewed key terms and concepts for Rosh Hashanah, Yom Kippur, Succot and Simchat Torah. The main focus was the connection between the Mitzvah to celebrate these holidays in the Torah and the customs of these holiday celebrations in today's world. The students participated in many learning activities to help reinforce the vocabulary and concepts in their workbook.

We have recently begun learning the songs for our upcoming Chaggigat Ha-Torah in January. We are studying the days of creation by using Torah text. With the help of

visuals, art, music and class discussions, the children are excited to learn the vocabulary and details of this very important unit in Parashat Bereshit.

Parshat Ha-Shavuah (weekly Torah portion) is introduced each week.

This first term also emphasized the establishment, practice and mastering of the routines and responsibilities of Grade Two.

Courses taught by Specialists

Art

Grade 2 units in term 1: Self Portrait: Cubism, Rosh Hashana Watercolour, Fall Canvas, Lines/Leaves, Poppies for Remembrance Day: Perspective Drawing with oil pastels, Polar Bears: Model Magic and Tiles, Art Listening Test: Colour, Shape and Line, Chagigat Ha'Torah Shirt Painting

Physical Education

Overview:

This term students learned about safe behaviour, rules and positive social interaction in Phys. Ed. class. An appreciation for personal fitness was emphasized by establishing a routine of warm up exercises such as running laps, and a variety of strength and resistance activities. Motor skills focused upon include movement, agility and sending/receiving. These skills were reinforced through low organized games such as tag and throwing games.

Music

In grades 1-3 the focus of the program is on developing each student's vocal skills, sense of rhythm, spatial awareness through movement, solfege skills, and musical understanding.

Musical understanding: Students are challenged to recognize pitch and listening for when it modulates up and down. Students are asked to mirror pitch with their vocals, and sometimes xylophones.

Sense of Rhythm: Students are introduced to the difference between beat and rhythm and given opportunities to create original rhythms which other students attempt to mimic.

Solfege: All grade levels have demonstrated their ability to identify notes using the "solfege ladder". They are also developing their musical understanding of how notes correlated with solfege and the hand symbols used with it.

French

This term in Early Start French, the routine of greetings, the calendar and the weather were re-established in September's back-to-school theme. Students recited the weekdays and the months through chants and learned back to school French vocabulary through song. In October students began partner-reading brief dialogues with greeting and leave-taking expressions and the exchange of simple personal information. October was also the month for the autumn theme and describing preferences for different fruits and vegetables orally and in writing. In November, students are working on a new dialogue with a family theme with the verb avoir (to have) in affirmative and negative sentences and the expression il y a (there is/are).

STEAM

In our STEAM Room, Grade 1 and 2 students have been involved in thoughtful, goal-oriented play. In their exploratory play, they have been given the opportunity to experiment with, and explore the attributes of new materials. They have been solving challenging problems by combining the materials in unique ways. The students have played with open-ended materials, (loose parts), such as Duplo, blocks and Lego, gears, pipes, magnets, cardboard and Plasticine. We have investigated and discovered, explored cause and effect, and learned to create our own theories through hands-on experiences.