

Growing minds: A peek into grade 2 learning!!

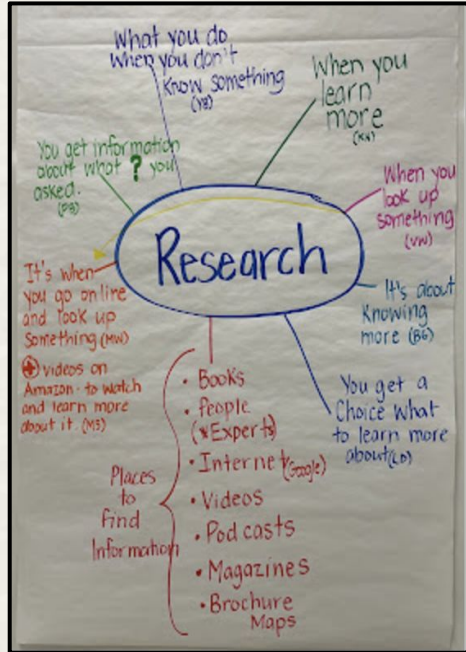


Mrs. Gordon, Ms. Hatchette,
& Ms. Craik



Research Process for our Canadian Wildlife Project

We began by talking about the word research.



Next we decided on which animal we wanted to research.



Habitat (where the animal lives)	Diet (what the animal eats)	Appearance (what the animal looks like)
- live near lakes swamps	- eat small mammals	- grow bigger in the spring
	Moose Researched by: ✓	
Life Cycle (what the animal's stages of life are)	Indigenous Cultural Connections (Importance of the animal to Indigenous Cultures)	Other Interesting Facts
- baby moose are called calves	- skin was worn	- call it a moose but can smell and hear

We chose the mild spice or medium spice information page to read and took jot notes about our animal.

Writing Process for our Animal Brochures

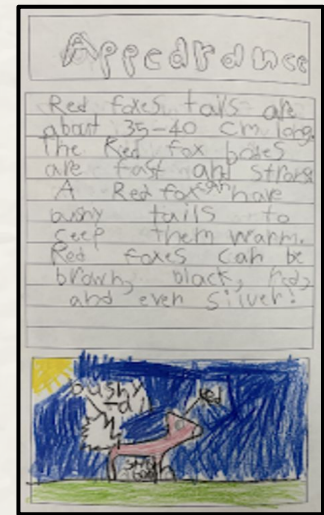
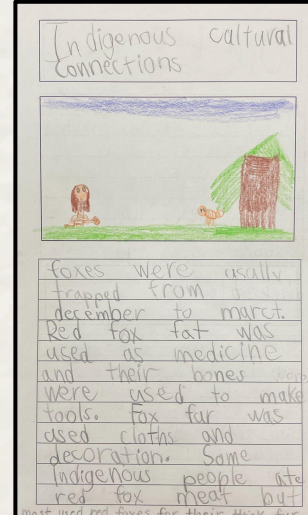
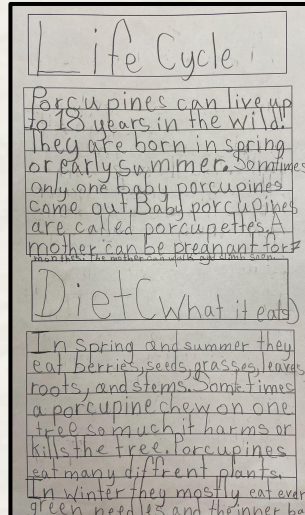
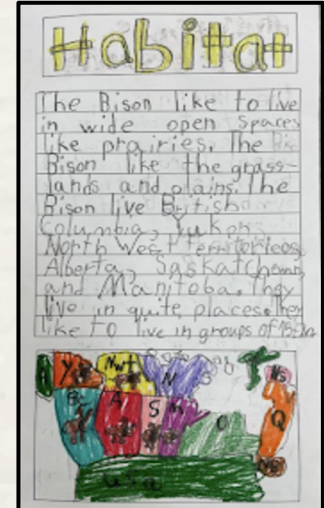
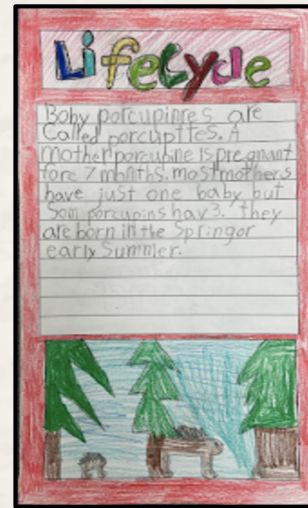
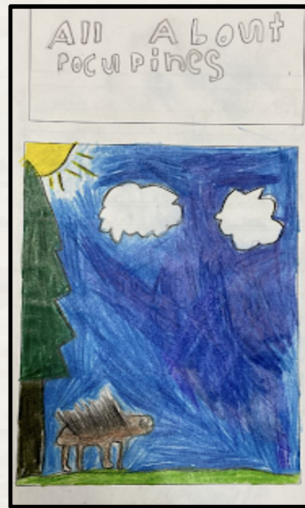
Together we co-created a criteria to help us understand the expectations of the task

Pictures:

- ☐ - include detail
 - ☐ - matches writing
 - ☐ - coloured carefully
- *outline to help it pop.

Writing:

- ☐ - Sentences include a complete thought (makes sense)
- ☐ - use CAPITALS and punctuation .,!?
- ☐ - organized and neat so others can read it



Writing Assessment of Animal Brochures

Critical Thinking		
	   	
My teacher helped me think of ideas to write about	Ideas and Details	I came up with creative ideas and used details to enhance my writing
I did not make a picture or my picture is not connected to my writing.	Images	My picture is coloured, detailed, has a background, and is connected to my writing.
Syntax		
	   	
My teacher helped me use capital letters at the beginning of sentences and for names and places.	Capitals	I almost always used capital letters at the beginning of sentences and for names and places.
My teacher helped me write complete sentences that make sense	Sentences	I wrote complete sentences with a subject and a verb.
My teacher helped me use a period, question mark, or exclamation mark at the end of my sentences.	Punctuation	I almost always used a period, question mark, or exclamation mark at the end of my sentences.
Text Structure		
	   	
My teacher helped me write sentences in an order that makes sense to the reader.	Sentence Order	Almost all my sentences are in an order that makes sense to the reader.

Writing Craft		
I used basic words in my writing.	Vocabulary	I added juicy words where it makes sense.
I'm not comfortable reading my writing to someone other than my teacher yet.	Sharing my Writing	I confidently shared my writing with my class and my teachers.
It is difficult to tell what kind of writing I created.	Purpose and Audience	I wrote a story or shared information or wrote about an experience.

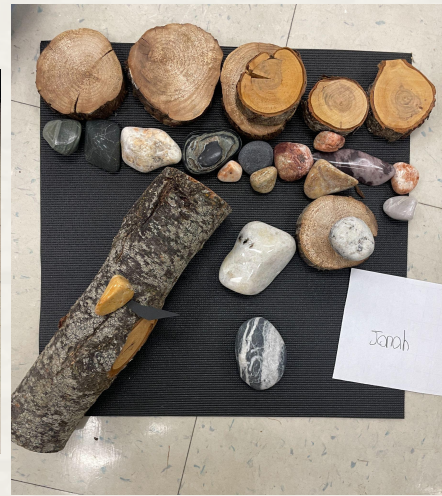
Transcription		
I had trouble using the lines for my writing or my words are hard to read.	Letter Formation	My writing is easy to read. My uppercase and lowercase letters are formed correctly.
I tried to write letters that match the sounds in the words I wanted to write.	Spelling	I used spelling patterns I have learned. Words on my list are spelled correctly.

Name: _____		Critical Thinking: <u>4</u>		Syntax: <u>4</u>	Text Structure: <u>4</u>	Writing Craft: <u>4</u>	Transcription: <u>4</u>
Andrew Sibbald School Writing Assessment							Grade: Grade 2
Critical Thinking • Gathering ideas, gathering information • Understanding a topic, asking a writing question	 Seed Beginning Steps	 Sprout Developing Understanding	 Seedling Well-Developed	 Tree Mature Level of Understanding			
	With teacher support, simple ideas that may only be inspired by experience are generated.	Ideas are generated or are inspired by a variety of experiences, may require some support.	Related ideas are generated and inspired by a variety of experiences.	Specific and relevant ideas are consistently generated and inspired by a variety of experiences.			
	With teacher support, images or features are included.	Images or features are included. Support may be required to ensure they enhance written messages.	Images or features enhance written messages.	Images or features consistently enhance written messages. <i>lots of details from info</i>			
	With teacher support, ideas or details are incorporated into the written work.	Some ideas and details are incorporated into the written work, demonstrating creative thinking.	Ideas and details that add interest are incorporated into the written work, demonstrating creative thinking.	Ideas and details that add interest are consistently and imaginatively incorporated into the written work, demonstrating creative thinking.			
	With teacher support, organizational tools are used to record or categorize information.	Beginning to use some organizational tools to record or categorize information.	Organizational tools are effectively used to record or categorize information.	Organizational tools are consistently and effectively used to record or categorize information. <i>about 1/3 of abs</i>			
	With teacher support, asks questions to help identify and focus research topics.	Attempts to ask questions to identify and focus research topics with some support.	Independently asks questions to help identify and focus research topics.	Independently asks specific questions to clarify identify and focus research topics. <i>independ</i>			
	With teacher support, gathers factual information on topics from various sources.	Support may be required to gather factual information on topics from various sources.	Independently gathers factual information on topics from various sources.	Consistently and independently gathers factual information on topics from various sources. <i>great</i>			
Syntax • Using words and sentences to convey meaning	With teacher support, sentences are focused and include a complete thought.	Beginning to write sentences that are focused and include a complete thought.	Most sentences are focused and include a complete thought.	Sentences are consistently constructed, focused, and include a complete thought. <i>able to write to point</i>			
	With teacher support, capitalization is evident.	Beginning to use capitalization for first word of a sentence and proper nouns.	Capitalization is mostly used for the first word of sentences and proper nouns.	Capitalization is consistently used for first word of sentences and proper nouns.			

	With teacher support, end punctuation is evident.	Beginning to use end punctuation in some sentences.	End punctuation is mostly used correctly.	End punctuation is almost always used correctly. Experimentation with more advanced punctuation may be evident.
Text Structure	With teacher support, sentences are organized in a logical sequence.	Beginning to organize some sentences in a logical sequence.	Most sentences are organized in a logical sequence.	Almost all sentences are organized in a logical sequence. <i>also 1-9</i> <i>Almost all sentences are organized in a logical sequence (decide to switch order/index)</i>
Writing Craft	With teacher support, written messages align with a purpose (creative or factual) or audience.	Beginning to write messages that are aligned with an intended purpose (creative or factual) or audience.	Written messages align with an intended purpose (creative or factual) or audience.	Written messages are consistently organized and align with an intended purpose (creative or factual) or audience.
	Messages may be shared with others, with support.	Beginning to show a willingness to share written messages with others.	Written messages are shared with others.	Written messages are shared with others. <i>shared w/ table</i> <i>answer</i>
	With teacher support, sensory language, adjectives, or adverbs are evident in the writing.	Sensory language, adjectives, or adverbs are evident in the writing.	Writing is enhanced through the use of sensory language, adjectives, and/or adverbs.	Writing is enhanced through controlled and consistent use of sensory language, adjectives, and/or adverbs.
	With teacher support, creative language (imagery, metaphors, similes, personification, etc.) is evident in the writing.	Creative language (imagery, metaphors, similes, personification, etc.) is evident in the writing.	Writing is enhanced through the use of sensory language, adjectives, and/or adverbs.	Writing is enhanced through controlled and consistent use of sensory language, adjectives, and/or adverbs.
Transcription	With teacher support, letters, words, and sentences are legible.	Letters, words, and sentences are printed legibly.	Letters, words, and sentences are printed with appropriate size, formation, and spacing to enhance clarity of message.	Letters, words, and sentences are printed with appropriate size, formation, and spacing to enhance clarity of message.
	Vocals are written phonetically or spelling patterns are incorporated into writing, with support.	Some words show evidence of spelling patterns including (CVCe-ness) (CVCe-ly) (VCe-ly) (VCe-ful) (stop and add -ing) (double letter add -ing) / (add) (blending vowel sounds) (silent consonants- talk)	Words are written using spelling patterns including (CVCe-ness) (CVCe-ly) (VCe-ly) (VCe-ful) (stop and add -ing) (double letter add -ing) / (add) (blending vowel sounds) (silent consonants- talk)	Most words are spelled correctly. Spelling patterns are included consistently (CVCe-ness) (CVCe-ly) (VCe-ly) (VCe-ful) (stop and add -ing) (double letter add -ing) / (add) (blending vowel sounds) (silent consonants- talk)

Story Writing:

Pre-Writing using loose parts



Story Writing: Mapping Ideas

STORY MAP

SETTING

Setting: A beach scene with a butterfly, a bird, and a person. Labels: Lolo, Eile, CO-CO, MIA, MOM.

CHARACTERS

Characters: A group of five children. Labels: folk in, MIA, CO-CO, Eile, LOLO.

BEGINNING

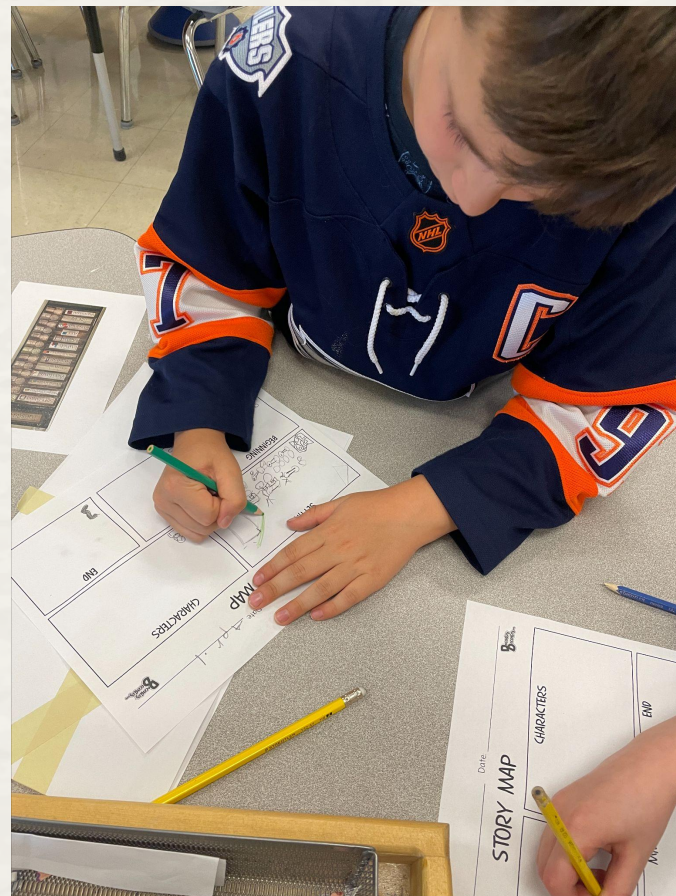
1. A child is on a swing set. Labels: Lolo, Eile, CO-CO, MIA, MOM.

MIDDLE

2. A child is on a swing set. Labels: Boby are sad, folk in hit her, MOM, DAD.

END

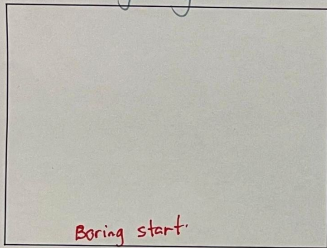
3. A child is on a swing set. Labels: Lolo, Eile, CO-CO, MIA, MOM.



Story Writing: Modelled Writing



Beginning



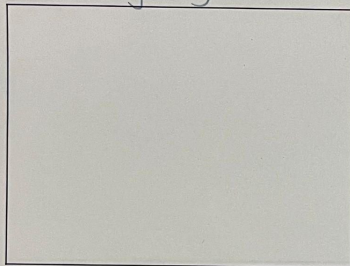
Boring start

Once upon a time
~~the~~ ~~man~~
a butterfly was flying.

- not interesting.
- does not mention spring or migration.
- does not include details.
- No juicy words.

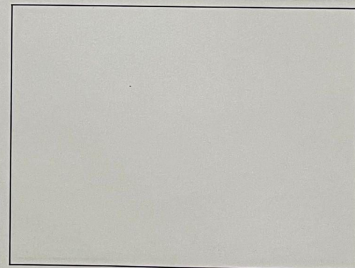


Beginning



Silvia was flying from
flower to flower. She
loved drinking the
tasty nectar from the
orange flowers best!

Silvia knew it was
almost time to start
her migration back up
to Canada. All the
monarch butterflies



Writing Assessment

Name:	Critical Thinking:	Syntax:	Text Structure:	Writing Craft:	Transcription:
Andrew Sibbald School Writing Assessment					Grade: Grade 2
	Seed Beginning Stages	Sprout Developing Understanding	Sapling Well-Developed	Tree Mastery Level of Understanding	
Critical Thinking • Generating ideas; gathering information • Writing process: organizing, drafting, writing, revising	With teacher support, simple ideas that may be inspired by experiences are generated.	Ideas are generated or are inspired by a variety of experiences; <u>may</u> require some support.	Relevant ideas are generated and inspired by a variety of experiences.	Specific and relevant ideas are consistently generated and inspired by a variety of experiences.	
	With teacher support, images or features are included.	Images or features are included. Support may be required to ensure they enhance written messages.	Images or features enhance written messages.	Images or features consistently enhance written messages.	
	With teacher support, ideas or details are incorporated into the written work.	Some ideas and details are incorporated into the written work, demonstrating creative thinking.	Ideas and details that add interest are incorporated into the written work, demonstrating creative thinking.	Ideas and details that add interest are consistently and intentionally incorporated into the written work, demonstrating creative thinking.	
	With teacher support, organizational tools are used to record or categorize.	Beginning to use some organizational tools to record or categorize.	Organizational tools are effectively used to record or categorize.	Organizational tools are consistently and effectively used to record or categorize.	
Text Structure • Narrative, informational, opinion structures • Paragraph structure • Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution) • Linking and transition words	With teacher support, sentences are organized in a logical sequence.	Beginning to organize some sentences in a logical sequence.	Most sentences are organized in a logical sequence.	Almost all sentences are organized in a logical sequence.	
	With teacher support, written messages align with a purpose (creative or factual) or audience.	Beginning to write messages that are aligned with an intended purpose (creative or factual) or audience.	Written messages align with an intended purpose (creative or factual) or audience.	Written messages are consistently focused and align with an intended purpose (creative or factual) or audience.	
	Messages may be shared with others, with support.	Beginning to show a willingness to share written messages with others.	Written messages are shared with others.	Written messages are shared with others.	
	With teacher support, sensory language, adjectives, or adverbs are evident in the writing.	Sensory language, adjectives, or adverbs are evident in the writing.	Writing is enhanced through the use of sensory language, adjectives, and/or adverbs.	Writing is enhanced through controlled and consistent use of sensory language, adjectives, and/or adverbs.	
Syntax • Grammar and syntax • Sentence elaboration • Punctuation	With teacher support, creates imaginative representations (written, storyboards, loose parts, skits, etc.) of stories that include simplistic characters, setting, and plot.	Creates imaginative representations (written, storyboards, loose parts, skits, etc.) of stories that include simplistic characters, setting, and plot with some support.	Independently creates imaginative representations (written, storyboards, loose parts, skits, etc.) of stories that include characters, setting, and plot.	Consistently and independently creates imaginative representations (written, storyboards, loose parts, skits, etc.) of stories that include more complex characters, setting, and plot.	
	With teacher support, letters, words, and sentences are legible.	Letters, words, and sentences are printed legibly.	Letters, words, and sentences are printed with appropriate size, formation, and spacing to enhance clarity of message.	Letters, words, and sentences are printed with appropriate size, formation, and spacing to enhance clarity of message.	
	Words are written phonetically, or spelling patterns are incorporated into writing, with support.	Some words show evidence of spelling patterns including: (CVCe-'nose') (VCC-'ff') (VVC-'ee')	Words are written using spelling patterns including: (CVCe-'nose') (VCC-'ff') (VVC-'ee')	Most words are spelled correctly using spelling patterns including: (CVCe-'nose') (VCC-'ff') (VVC-'ee')	
Transcription • Spelling • Handwriting, keyboarding	With teacher support, letters, words, and sentences are legible.	Letters, words, and sentences are printed legibly.	Letters, words, and sentences are printed with appropriate size, formation, and spacing to enhance clarity of message.	Letters, words, and sentences are printed with appropriate size, formation, and spacing to enhance clarity of message.	
	Words are written phonetically, or spelling patterns are incorporated into writing, with support.	Some words show evidence of spelling patterns including: (CVCe-'nose') (VCC-'ff') (VVC-'ee')	Words are written using spelling patterns including: (CVCe-'nose') (VCC-'ff') (VVC-'ee')	Most words are spelled correctly using spelling patterns including: (CVCe-'nose') (VCC-'ff') (VVC-'ee')	

Critical Thinking

Details

are born gray and then turn brown. After 3-6 weeks, the developing beak of a bird that depends on the nest one parent stays at.

Syntax

Capital letters to start sentences

I noticed when you boared the turning fork and held it over the bowl the sound waves moved the salt.

Syntax

Periods at the end of sentences

A iguana is an Arctic chow.

Text Structure

Beginning, middle, and end

beginning	middle	end
1	2	3

Writing Craft

Descriptive words

slimy, sticky, smooth, crunchy, sharp, pointed, waxy, stinky, colorful, hollow, bumpy, slippery, scaly, wet, shiny, soft, hard.

Transcription

Finger Spaces

At Fish Creek Park
I saw the fishing boat.

Transcription

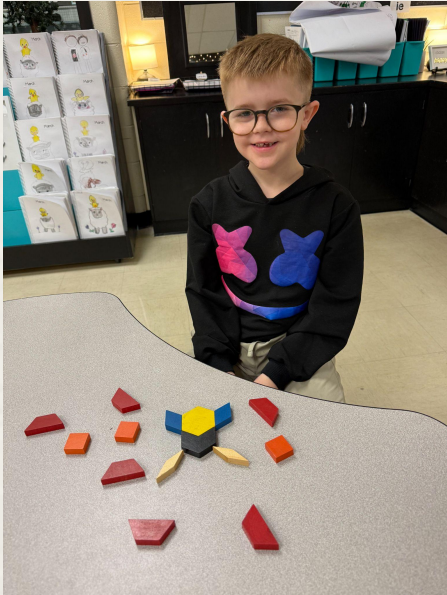
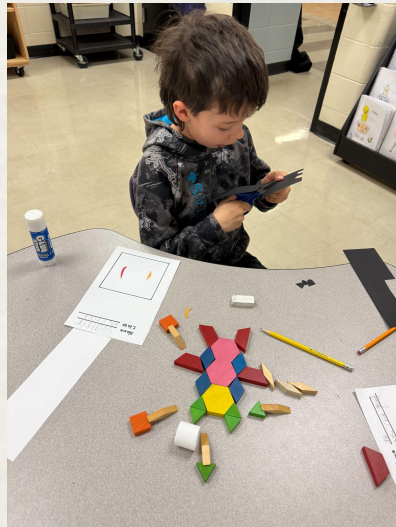
Word list words

	get	page	not	side	with
to	after	your	S.S	enough	
was	get	add	extra	75	

Sticky Notes:

- Quinn
- Andrew
- Emily
- Wesley
- M. L.S.
- Claire
- Elle
- Theodore
- Mae
- ♡ enjoys
- Mae
- Gracie
- Apple
- William
- Mae
- Mrs Gordon
- Jonah
- Theo
- Mae
- Mae

In March our Grade 2's were provided with an amazing glass residency experience with Anna from **Passion for Glass** (huge thank you again to the Parent association for providing this experience to ALL of our students at Andrew Sibbald).



Glass planning.

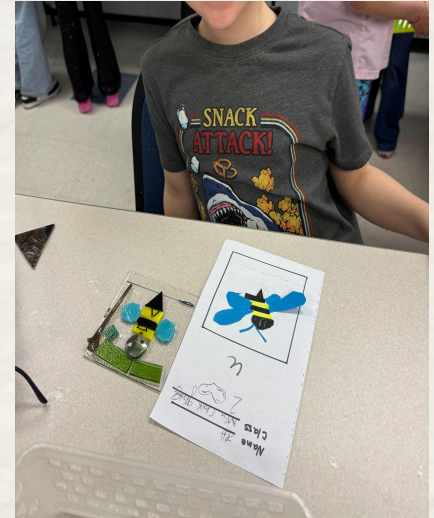
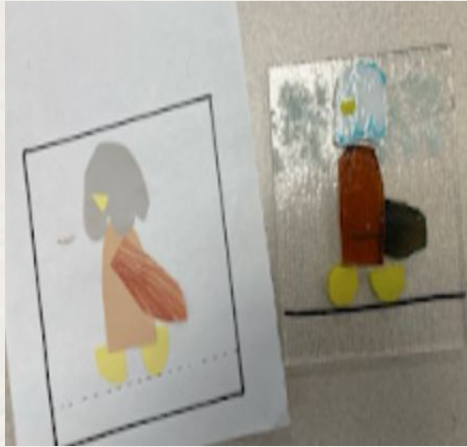
Students were given an opportunity to plan a spring inspired creation by using pattern blocks first. Once they developed and planned their spring inspiration pieces using their small pattern blocks, they then used bits of coloured paper to replicate their final designs and glue it on to their planning sheet.

Students were given lots of information about glass, how it is formed, shaped, their unique colours as well as the different tools used when creating glass pieces. We also talked about some properties of glass, like texture, colour and transparency during this process.



Glass work

Finally, the day had come to bring our masterpieces to life. Students were given the proper tools to create their design using bits of coloured glass, glue and sharpie markers during their residency time with Anna. Although this was a fast paced block of time to complete their Spring inspired piece, the students worked hard and created some truly beautiful pieces of art.



Grade One

Parent Council

April 9



Our week at Campus Calgary City Hall School provides a focus for a long-term, interdisciplinary study embodying the Alberta Program of Studies. Throughout the year our students have been involved in learning activities that develop deep curriculum connections and understandings

How do the stories
shape our
understanding of
ourselves, other
people, places
and the land?

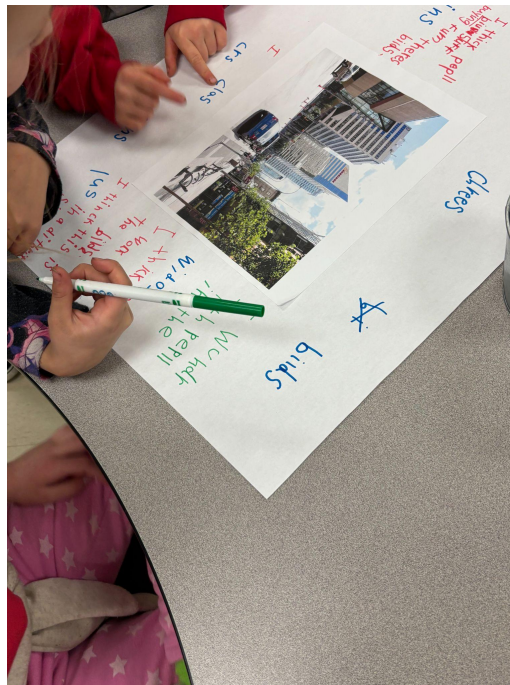


This work has been a thread throughout our year long work. We have woven this thread primarily through our English Language Arts, Social Studies and Art curriculums.

Art: Passion for Glass students were asked to illustrate where they feel most connected to the land.

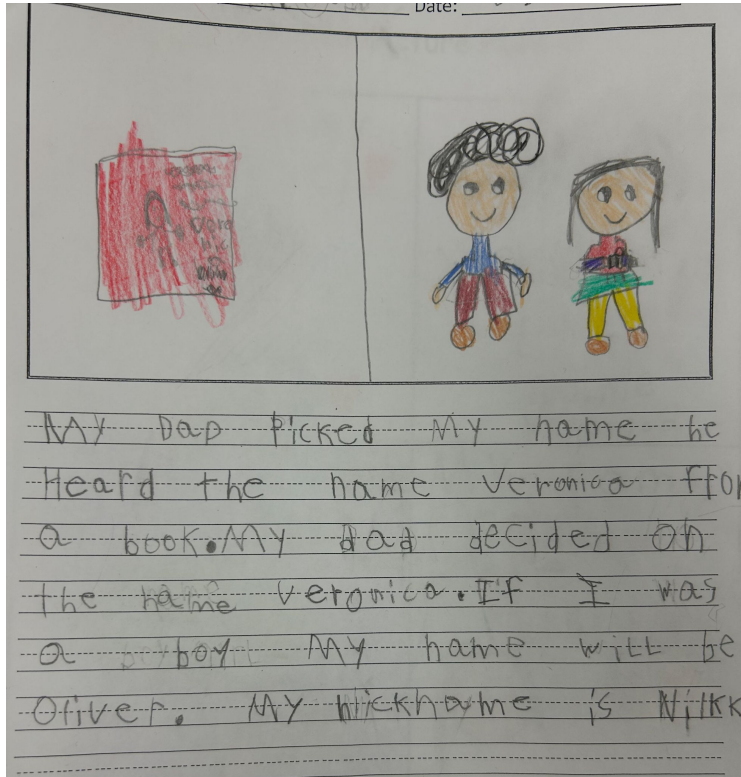


Social Studies: Using key concept and vocabulary in Social Studies we have developed and expanded the vocabulary and language learning for all learners.



Working together in groups in our classrooms and developing an understanding of communities together

Writing: What is the story of our name?



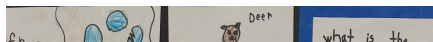
Students were asked to interview their parents to learn more about the story of their name. Some questions included:

- Who picked out your name?
- Is there a story behind your name?
- Does your name have any personal or cultural meaning to your family?
- What do you like about your name?

Students then wrote a walking story based on the information they gathered.

Learning on the Land

What is the story of the land throughout the seasons?

A small, hand-drawn sketch of a landscape. It features a tree on the left, a person standing in the middle, and the word "Deer" written above the person. The drawing is simple and appears to be a child's artwork.

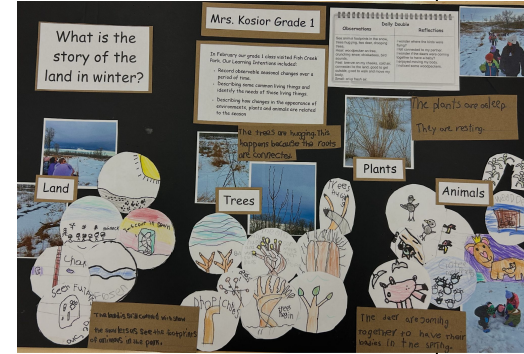
Fish Creek in Winter



Investigating footprints

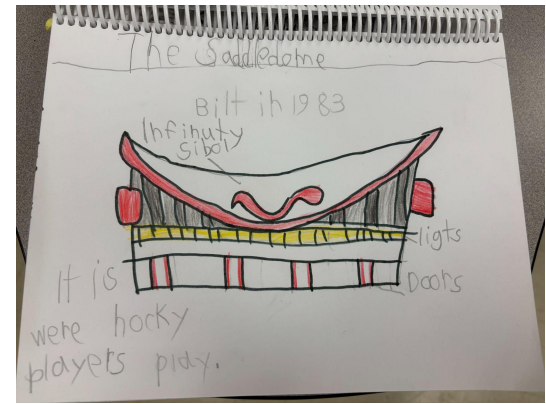
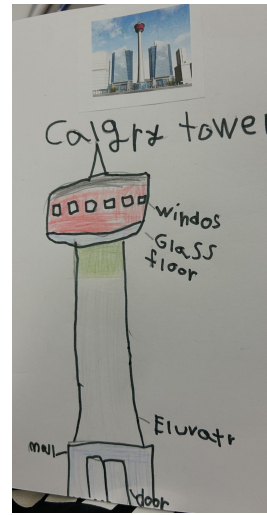


Vocabulary Development



Capturing the story of the land, plants, animals, and trees

Learning about our community through local community landmarks and our city landmarks.

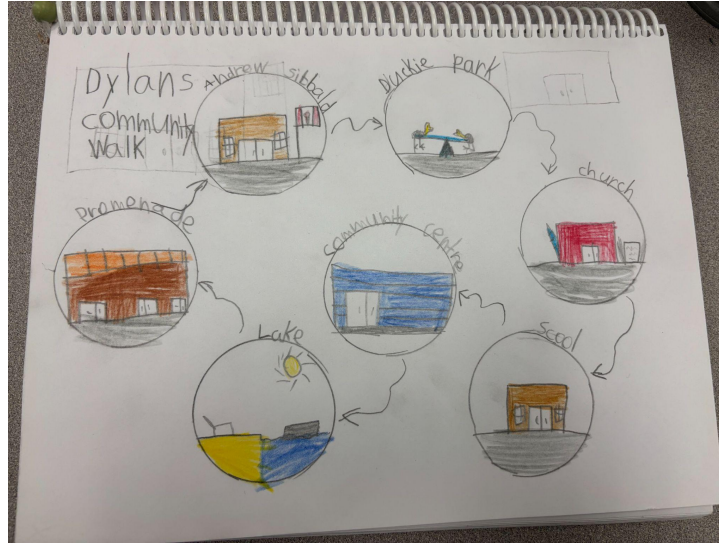


We have been taking our learning outside to explore our local community. Landmarks in our neighbourhood and our city communities help create a sense of identity, belonging and pride.

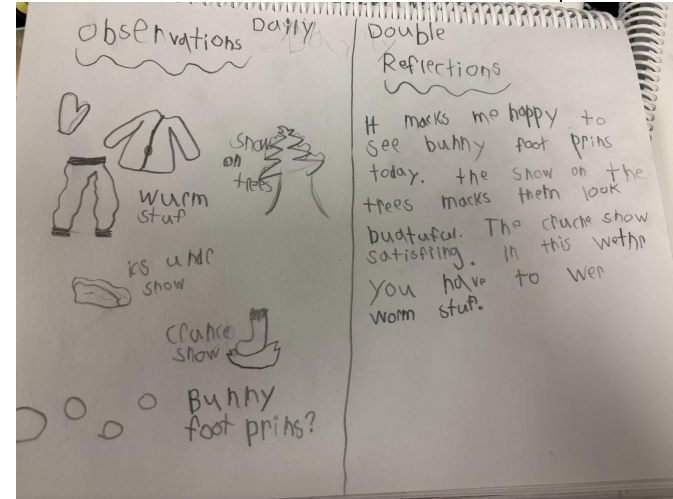
Ongoing Outdoor Learning and Observing



Sit Spots in our Learning Grounds



Journaling and sketching routines and recording our ideas from our learning experiences



Grade One

Parent Council

April 9



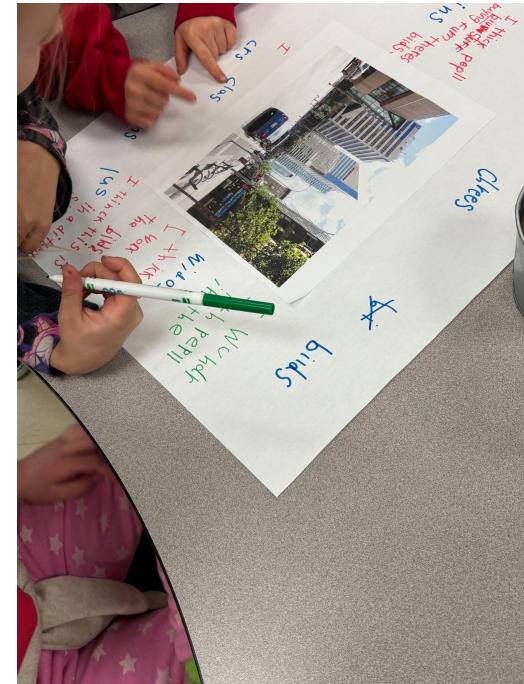
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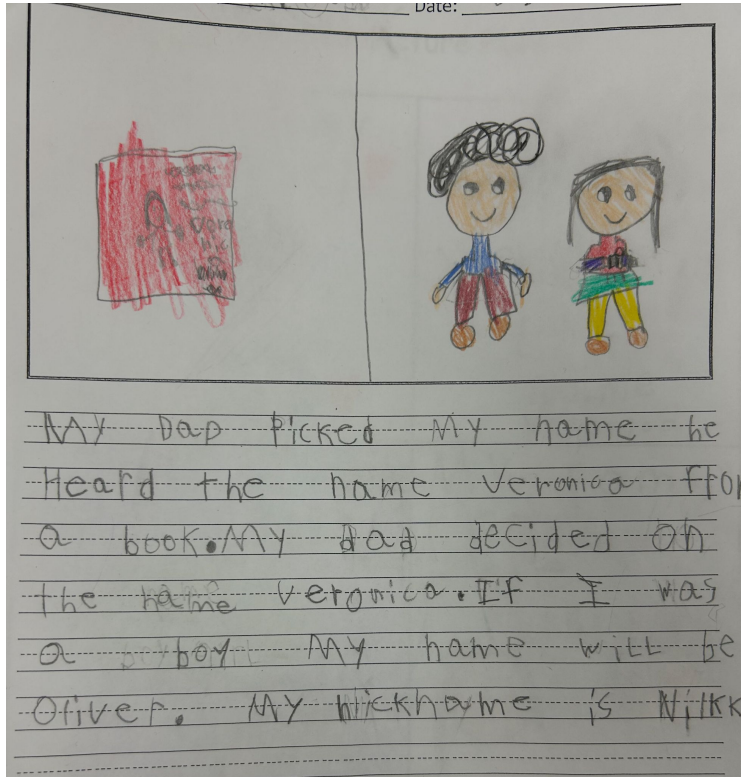
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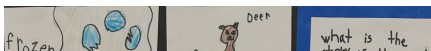
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Learning on the Land

What is the story of the land throughout the seasons?

The image shows three hand-drawn sketches. The first sketch on the left is labeled 'frozen' and depicts a frozen lake with two small figures. The middle sketch is labeled 'Deer' and shows a deer. The third sketch on the right is labeled 'what is the story of the land' and shows a person.

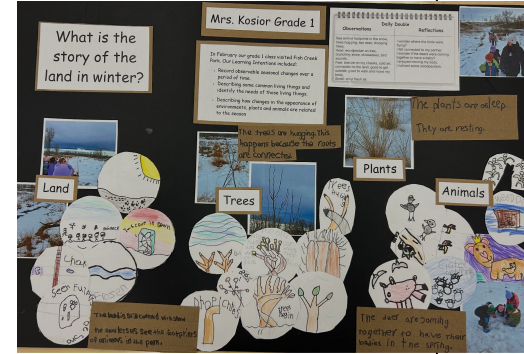
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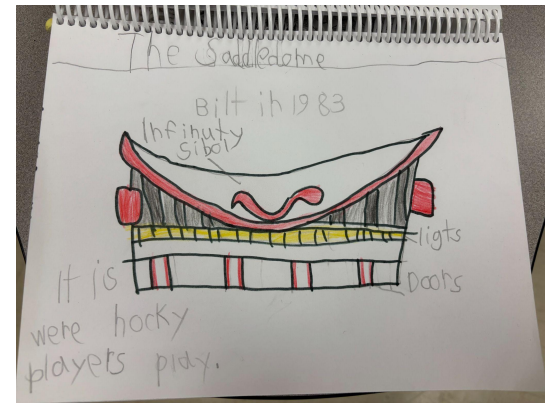
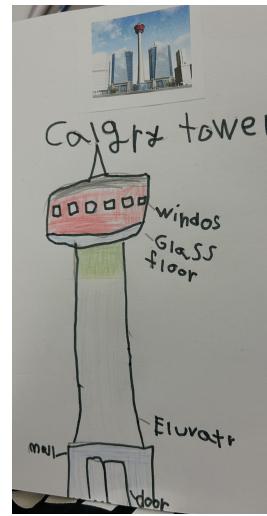


Vocabulary Development



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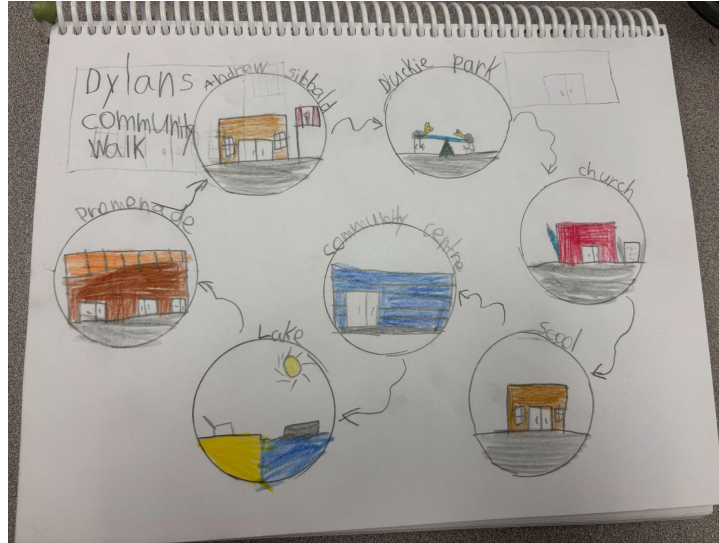


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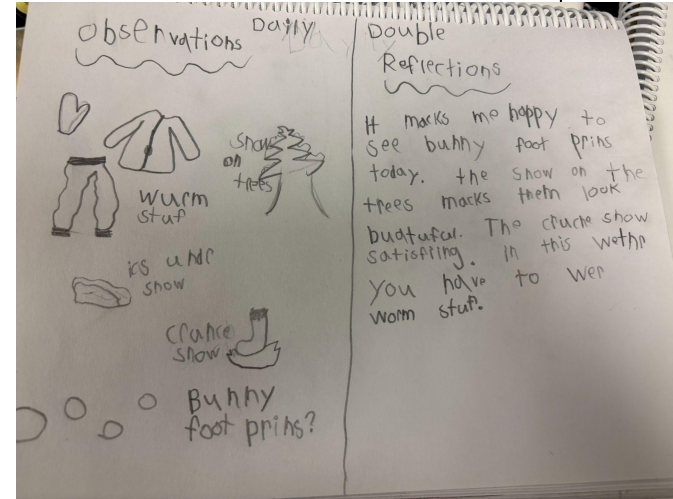
Ongoing Outdoor Learning and Observing



Sit Spots in our Learning Grounds



Journaling and sketching routines and recording our ideas from our learning experiences



Thank you for your time this evening!