

Explorations 2: Manitoba Curriculum Correlations

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WORDS, NUMBERS, AND PICTURES	
Engage	
<p>What information can we find posted around us? (p. 42)</p>	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.1 Use Strategies and Clues—2.1.1 Prior Knowledge—Make connections between texts, prior knowledge, and personal experiences; 2.1.3 Textual Cues—Use textual cues to construct and confirm meaning; 2.3 Understand Forms and Techniques—2.3.1 Forms and Genre—Recognize that information and ideas can be expressed in a variety of forms and genres</p> <p>The Arts: <i>General Outcome A-L3</i>—Students develop skills in observation and depiction—K–2 A–L3.1—observe, talk about, and use various art media to depict visual details in a wide range of subjects found in images and in life; <i>General Outcome A-U1</i>—Students connect the visual arts to contexts of time, place, and community, and develop understanding of how art reflects and influences culture and identity—K–2 A–U1.3—describe works of art and design experienced first-hand in own community; <i>General Outcome A-U2</i>—Students experience and develop awareness of a variety of art forms, styles, and traditions—K–2 A–U2.1—demonstrate understanding that the visual arts exist in many different forms</p> <p>Social Studies: <i>Skills—Managing Information and Ideas</i>—2-S-200 Select information from oral, visual, material, print, or electronic sources</p>
<p>How do font and design add information? (p. 43)</p>	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.1 Use Strategies and Clues—2.1.4 Cueing Systems—Use syntactic, semantic, and graphophonic cues to construct and confirm meaning in context; 2.3 Understand Forms and Techniques—2.3.1 Forms and Genre—Recognize that information and ideas can be expressed in a variety of forms and genres; 2.3.5—Create Original Texts—Create original texts to communicate and demonstrate understanding of forms and techniques</p> <p>The Arts: <i>General Outcome A-L1</i>—Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts—K–2 A–L1.1—use art media, tools, and processes to explore and demonstrate awareness of the elements of art: line, colour, texture, shape, form, and space; 2–4 A–L1.3—identify and describe lines, colours, textures, shapes, forms, and spaces in artworks and in own surroundings; <i>General Outcome A-L3</i>—Students develop skills in observation and depiction—K–2 A–L3.1—observe, talk about, and use various art media to depict visual details in a wide range of subjects found in images and in life; <i>General Outcome A-U3</i>—Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities—4 A–U3.3—demonstrate awareness of the intended meanings and/or purposes of artworks encountered in own viewing and artmaking experiences</p> <p>Social Studies: <i>Skills—Managing Information and Ideas</i>—2-S-200 Select information from oral, visual, material, print, or electronic sources</p>
<p>What information do numbers tell us? (p. 44)</p>	<p>Mathematics: <i>Number</i>—2.N.1 Say the number sequence from 0 to 100 by 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5, and 10 respectively; 10s, using starting points from 1 to 9; 2s, starting from 1; 2.N.4 Represent and describe numbers to 100, concretely, pictorially and symbolically; <i>Shape and Space—Measurement</i>—2.SS.2 Relate the size of a unit of measure to the number of units used to measure length and mass</p>

<p>What information do we get from logos? (p. 45)</p>	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.1 Use Strategies and Clues—2.1.1 Prior Knowledge—Make connections between texts, prior knowledge, and personal experiences; 2.1.2 Comprehension Strategies—Explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies; 2.1.3 Textual Cues—Use textual cues to construct and confirm meaning; 2.3 Understand Forms and Techniques—2.3.1 Forms and Genre—Recognize that information and ideas can be expressed in a variety of forms and genres</p> <p>The Arts: <i>General Outcome A-L1</i>—Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts—2–4 A–L1.3—identify and describe lines, colours, textures, shapes, forms, and spaces in artworks and in own surroundings; <i>General Outcome A-L3</i>—Students develop skills in observation and depiction—K–2 A–L3.1—observe, talk about, and use various art media to depict visual details in a wide range of subjects found in images and in life; <i>General Outcome A-U3</i>—Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities—K–2 A–U3.1—demonstrate understanding of ways in which artists and designers contribute to the quality of everyday life; K–4 A–U3.3—demonstrate awareness of the intended meanings and/or purposes of artworks encountered in own viewing and artmaking experiences</p> <p>Social Studies: <i>Skills</i>—Managing Information and Ideas—2-S-200 Select information from oral, visual, material, print, or electronic sources</p>
<p>Invitations to Inquire: Cluster 1</p>	
<p>What information do we get from signs and symbols? (p. 51)</p>	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others' Ideas—Ask for others' ideas and observations to help discover and explore personal understanding; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; <i>General Outcome 2</i>—Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.1 Use Strategies and Clues—2.1.1 Prior Knowledge—Make connections between texts, prior knowledge, and personal experiences; 2.1.2 Comprehension Strategies—Explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies; 2.1.3 Textual Cues—Use textual cues to construct and confirm meaning; 2.3 Understand Forms and Techniques—2.3.1 Forms and Genre—Recognize that information and ideas can be expressed in a variety of forms and genres</p> <p>The Arts: <i>General Outcome A-L3</i>—Students develop skills in observation and depiction—K–2 A–L3.1—observe, talk about, and use various art media to depict visual details in a wide range of subjects found in images and in life; <i>General Outcome A-U3</i>—Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities—K–4 A–U3.3—demonstrate awareness of the intended meanings and/or purposes of artworks encountered in own viewing and artmaking experiences</p> <p>Mathematics: <i>Statistics and Probability</i>—Data Analysis—2.SP.1 Gather and record data about self and others to answer questions; 2.SP.2 Construct and interpret concrete graphs and pictographs to solve problems</p> <p>Social Studies: <i>Skills</i>—Managing Information and Ideas—2-S-206 Interpret maps that include a title, legend, and symbols; <i>Cluster 3: The Canadian Community</i>—2-KC-002 Identify significant Canadian and Manitoban symbols, buildings, and monuments</p>

<p>How can we use numbers to give information about ourselves? (p. 53)</p>	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others’ Ideas—Ask for others’ ideas and observations to help discover and explore personal understanding; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences</p> <p>Mathematics: <i>Statistics and Probability</i>—Data Analysis—2.SP.1 Gather and record data about self and others to answer questions; <i>Shape and Space</i>—Measurement—2.SS.3 Compare and order objects by length, height, distance around, and mass, using non-standard units, and make statements of comparison</p>
<p>How can numbers help understand more about something we can’t see? (p. 54)</p>	<p>Mathematics: <i>Number</i>—2.N.5 Compare and order numbers up to 100; <i>Shape and Space</i>—Measurement—2.SS.2 Relate the size of a unit of measure to the number of units used to measure length and mass; 2.SS.3 Compare and order objects by length, height, distance around, and mass, using non-standard units, and make statements of comparison</p> <p>Social Studies: <i>Skills</i>—Managing Information and Ideas—2-S-204 Use simple time lines to organize information chronologically; 2-S-206 Interpret maps that include a title, legend, and symbols; 2-S-207 Use cardinal directions to describe location; Communication—2-S-404 Relate events and stories in chronological order</p>

<p>What logo will you create to tell about you? (p. 56)</p>	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others’ Ideas—Ask for others’ ideas and observations to help discover and explore personal understanding; 1.1.5 Set Goals—Develop a sense of self as reader, writer, and illustrator;</p> <p><i>General Outcome 2</i>—Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.1 Use Strategies and Clues—2.1.1 Prior Knowledge- Make connections between texts, prior knowledge, and personal experiences; 2.3 Understand Forms and Techniques—2.3.1 Forms and Genre—Recognize that information and ideas can be expressed in a variety of forms and genres; 2.3.5—Create Original Texts—Create original texts to communicate and demonstrate understanding of forms and techniques</p> <p>The Arts: <i>General Outcome A–L1</i>—Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts—K–2 A–L1.1—use art media, tools, and processes to explore and demonstrate awareness of the elements of art: line, colour, texture, shape, form, and space; 2–4 A–L1.2—use the words line, colour, texture, shape, form, and space appropriately, and demonstrate understanding that they comprise the elements of art;</p> <p><i>General Outcome A–L2</i>—Students demonstrate understanding of and facility with visual art media, tools, and processes—K–2 A–L2.2—describe own use and experience of art media, tools, and processes, using appropriate terminology;</p> <p><i>General Outcome A–C1</i>—Students generate and use ideas from a variety of sources for creating art—2–4 A–C1.1—generate multiple ideas for artmaking in response to a given stimulus, with teacher guidance; 2–4 A–C1.2—search for and discover ideas for artmaking through experimentation with art elements, principles, and media; 2–4 A–C1.3—search for and discover ideas for artmaking through observation of others’ use of art elements, principles, and media;</p> <p><i>General Outcome A–C2</i>—Students develop original artworks, creatively integrating ideas and art elements, principles, and media—K–2 A–C2.1—make appropriate decisions about the selection and use of art media, elements, and subject matter in solving artmaking problems; K–2 A–C2.3—describe own decisions about the selection and use of art elements while working to solve artmaking problems; K–4 A–C2.6—collaborate with others to develop artmaking ideas;</p> <p><i>General Outcome A–C3</i>—Students finalize and share their original artworks—2–4 A–C3.2—finalize own artworks; 1–2 A–C3.3—work collaboratively to create and share group art projects, with teacher guidance; K–4 A–C3.4—contribute ideas for creating “artist statements” to display with own artworks in a variety of contexts;</p> <p><i>General Outcome A–V2</i>—Students analyze their own and others’ artistic compositions—K–2 A–V2.1—describe, with teacher guidance, own and others’ artworks in terms of subject matter and art elements and media;</p> <p><i>General Outcome A–V4</i>—Students assess their learning in creating and experiencing art—2–4 A–V4.3—reflect on and describe own process in creating art, and use art vocabulary appropriately to explain what worked well, problems encountered, and solutions found</p>
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What do images and symbols tell about where we live? (p. 57)

English Language Arts: *General Outcome 3*—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.2 Ask Questions—Ask questions to understand a topic and identify information needs; 3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.2 Select and Process—3.2.2 Identify Sources—Access information using a variety of sources; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Categorize related information and ideas using a variety of strategies

The Arts: *General Outcome A-C1*—Students generate and use ideas from a variety of sources for creating art—2-4 A-C1.1—generate multiple ideas for artmaking in response to a given stimulus, with teacher guidance; 2-4 A-C1.2—search for and discover ideas for artmaking through experimentation with art elements, principles, and media; 2-4 A-C1.3— search for and discover ideas for artmaking through observation of others' use of art elements, principles, and media; 2-4 A-C1.5—collect visual and other information for use in stimulating and developing own art ideas;

General Outcome A-C2—Students develop original artworks, creatively integrating ideas and art elements, principles, and media—K-2 A-C2.1—make appropriate decisions about the selection and use of art media, elements, and subject matter in solving artmaking problems; K-2 A-C2.3—describe own decisions about the selection and use of art elements while working to solve artmaking problems; K-4 A-C2.6—collaborate with others to develop artmaking ideas;

General Outcome A-V3—Students construct personal interpretations of their own and others' artworks—2-4 A-V3.1—reflect on, share, and explain ideas about meaning in own and others' artworks; 2-4 A-V3.2—describe and explain own preferences regarding artworks and artmaking experiences, using appropriate art vocabulary

Social Studies: *Skills*—Managing Information and Ideas—2-S-206 Interpret maps that include a title, legend, and symbols; 2-S-207 Use cardinal directions to describe location;

Cluster 3: The Canadian Community—2-KC-002 Identify significant Canadian and Manitoban symbols, buildings, and monuments

Invitations to Inquire: Cluster 2	
<p>How do packages communicate information and ideas? (p. 59)</p>	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.1 Use Strategies and Clues—2.1.1 Prior Knowledge—Make connections between texts, prior knowledge, and personal experiences; 2.1.2 Comprehension Strategies—Explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies; 2.1.3 Textual Cues—Use textual cues to construct and confirm meaning; 2.1.4 Cueing Systems—Use syntactic, semantic, and graphophonic cues to construct and confirm meaning in context; 2.3 Understand Forms and Techniques—2.3.1 Forms and Genre—Recognize that information and ideas can be expressed in a variety of forms and genres; 2.3.5—Create Original Texts—Create original texts to communicate and demonstrate understanding of forms and techniques</p> <p>The Arts: <i>General Outcome A–C1</i>—Students generate and use ideas from a variety of sources for creating art—2–4 A–C1.1—generate multiple ideas for artmaking in response to a given stimulus, with teacher guidance; 2–4 A–C1.2—search for and discover ideas for artmaking through experimentation with art elements, principles, and media; 2–4 A–C1.3—search for and discover ideas for artmaking through observation of others’ use of art elements, principles, and media; 2–4 A–C1.5—collect visual and other information for use in stimulating and developing own art ideas;</p> <p><i>General Outcome A–V1</i>—Students demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts—K–4 A–V1.1—participate actively in art learning experiences; K–4 A–V1.2—ask relevant questions and contribute to discussions in art learning experiences;</p> <p><i>General Outcome A–U2</i>—Students experience and develop awareness of a variety of art forms, styles, and traditions—K–2 A–U2.1—demonstrate understanding that the visual arts exist in many different forms;</p> <p><i>General Outcome A–U3</i>—Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities—K–2 A–U3.1—demonstrate understanding of ways in which artists and designers contribute to the quality of everyday life; K–4 A–U3.3—demonstrate awareness of the intended meanings and/or purposes of artworks encountered in own viewing and artmaking experiences</p> <p>Social Studies: <i>Skills</i>—Critical and Creative Thinking—2-S-302 Use information or observation to form opinions</p>
<p>How do artists and photographers create stories? (p. 62)</p>	<p>English Language Arts: <i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.1 Generate Ideas—Generate and contribute ideas on particular topics for oral, written, and visual texts; 4.1.2 Choose Forms—Use a variety of forms for particular audiences and purposes; 4.1.3 Organize Ideas—Order ideas to create a beginning, middle, and end in own oral, written, and visual texts; 4.2 Enhance and Improve—4.2.1 Appraise Own and Others’ Work—Share own stories and creations with peers and respond to questions or comments; respond to own and others’ work and presentations using pre-established criteria</p> <p>The Arts: <i>General Outcome A–U3</i>—Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities—K–4 A–U3.4—demonstrate appreciation of art as a means of experiencing and exploring own and others’ lives;</p> <p><i>General Outcome A–V3</i>—Students construct personal interpretations of their own and others’ artworks—1–8 A–V3.3—respect and acknowledge that individuals may have different interpretations and preferences regarding artworks and artmaking experiences;</p> <p><i>General Outcome DR–C1</i>—Students generate and use ideas from a variety of sources for creating drama—2–4 DR–C1.1—experiment with and use a variety of idea sources for dramatic play</p>

<p>What do images tell about life long ago? (p. 64)</p>	<p>The Arts: <i>General Outcome A–C3</i>—Students finalize and share their original artworks—1–2 A–C3.3—work collaboratively to create and share group art projects, with teacher guidance; <i>General Outcome A–U1</i>—Students experience and develop awareness of artworks from various times, places, social groups, and cultures—K–8 A–U1.1—engage thoughtfully with artworks from various times, places, and peoples; <i>General Outcome A–U3</i>—Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities—K–4 A–U3.4—demonstrate appreciation of art as a means of experiencing and exploring own and others’ lives; K–4 A–U3.5—demonstrate awareness that different groups of people may have their own characteristic artmaking styles or traditions; <i>General Outcome A–V3</i>—Students construct personal interpretations of their own and others’ artworks—2–4 A–V3.1—reflect on, share, and explain ideas about meaning in own and others’ artworks; 1–8 A–V3.3—respect and acknowledge that individuals may have different interpretations and preferences regarding artworks and artmaking experiences</p> <p>Social Studies: <i>Cluster 3: The Canadian Community</i>—2-KI-011 Recognize the diversity that characterizes Canada; <i>Skills</i>—Critical and Creative Thinking—2-S-302 Use information or observation to form opinions</p>
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Wrapping Up an Inquiry (p. 66)

English Language Arts: General Outcome 1—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas – Make and talk about personal observations and predictions; 1.1.2 Consider Others' Ideas—Ask for others' ideas and observations to help discover and explore personal understanding; 1.1.3 Experiment with Language and Form—Use a variety of forms to organize and give meaning to familiar experiences, ideas, and information; 1.1.4 Express Preferences—Express preferences for a variety of oral, literary, and media texts; 1.1.5 Set Goals—Develop a sense of self as reader, writer, and illustrator; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences;

General Outcome 2—Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.1 Use Strategies and Clues—2.1.1 Prior Knowledge- Make connections between texts, prior knowledge, and personal experiences; 2.1.2 Comprehension Strategies—Explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies; 2.3 Understand Forms and Techniques—2.3.1 Forms and Genre—Recognize that information and ideas can be expressed in a variety of forms and genres; 2.3.5—Create Original Texts—Create original texts to communicate and demonstrate understanding of forms and techniques;

General Outcome 3—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.2 Ask Questions—Ask questions to understand a topic and identify information needs; 3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.2 Select and Process—3.2.1 Identify Personal and Peer Knowledge—Participate in group talk to generate information on a topic and to identify sources of additional information; 3.2.2 Identify Sources—Access information using a variety of sources; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Categorize related information and ideas using a variety of strategies; 3.3.4 Develop New Understanding—Ask questions to reflect on inquiry or research experiences;

General Outcome 4—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.1 Generate Ideas—Generate and contribute ideas on particular topics for oral, written, and visual texts; 4.1.2 Choose Forms—Use a variety of forms for particular audiences and purposes; 4.1.3 Organize Ideas—Order ideas to create a beginning, middle, and end in own oral, written, and visual texts; 4.2 Enhance and Improve—4.2.1 Appraise Own and Others' Work—Share own stories and creations with peers and respond to questions or comments; respond to own and others' work and presentations using pre-established criteria; 4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas on a topic with a familiar audience; clarify information by responding to questions; 4.4.2 Effective Oral Communication—Report briefly to the class using a clear voice and appropriate phrasing and intonation; 4.4.3 Attentive Listening and Viewing—Demonstrate attentive audience behaviours;

General Outcome 5—Students will listen, speak, read, write, view, and represent to celebrate and to build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in a variety of cooperative and collaborative partnership and group structures

The Arts: General Outcome A-V4—Students assess their learning in creating and experiencing art—K-4 A-V4.2—participate in discussing and establishing criteria for successful use of art media, elements, and processes; 2-4 A-V4.3—reflect on and describe own process in creating art, and use art vocabulary appropriately to explain what worked well, problems encountered, and solutions found; K-4 A-V4.4—compare own learning in art to identified learning goals and criteria

Social Studies: Cluster 3: The Canadian Community—Values—2-VC-003 Value being a member of the Canadian community; Skills—Communication—2-S-403 Present information and ideas orally, visually, concretely, or electronically

MOVING THINGS	
Engage	
How do things move? (p. 72)	<p>Mathematics: <i>Shape and Space</i>—Measurement—2.SS.3 Compare and order objects by length, height, distance around, and mass, using non-standard units, and make statements of comparison; 2.SS.4 Measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit; 2.SS.5 Demonstrate that changing the orientation of an object does not alter the measurements of its attributes</p> <p>Science: <i>Cluster 3: Position and Motion</i>—D4—2-3-03 Explore and describe changes in the position of an object in relation to its original position, themselves, or another object</p>
How can we put it in motion? (p. 73)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others' Ideas—Ask for others' ideas and observations to help discover and explore personal understanding</p> <p>Mathematics: <i>Shape and Space</i>—Measurement—2.SS.3 Compare and order objects by length, height, distance around, and mass, using non-standard units, and make statements of comparison; 2.SS.4 Measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit; 2.SS.5 Demonstrate that changing the orientation of an object does not alter the measurements of its attributes</p> <p>Science: <i>Cluster 3: Position and Motion</i>—D4—2-3-03 Explore and describe changes in the position of an object in relation to its original position, themselves, or another object</p>
What do we see that moves? (p. 74)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.3 Experiment with Language and Form—Use a variety of forms to organize and give meaning to familiar experiences, ideas, and information; 1.2—Clarify and Extend—1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences</p> <p>Science: <i>Cluster 3: Position and Motion</i>—D1, D4—2-3-06 Describe the motion of various objects and living things</p>
What different ways can we move in a pattern? (p. 75)	<p>Physical Education: <i>Outcome 1—Movement (Knowledge)</i>—Strand A—Basic Movement—K.1.2.A.1—Observe and name the basic movement patterns performed by other students; Strand B—Movement Development—K.1.2.B.1—Show an understanding that personal attitudes affect skill development and success; (<i>Skills</i>)—Strand A—Acquisition of Movement Skills—S.1.2.A.1—Demonstrate competency in basic transport skills, moving in different directions; Strand D—Application of Movement Skills to Rhythmic/Gymnastic Activities—S.1.2.D.1—Demonstrate basic rhythmic steps and patterns, applying movement concepts alone and with others in simple and/or creative rhythmic activities</p> <p>Mathematics: <i>Patterns and Relations</i>—Patterns—2.PR.1 Predict an element in a repeating pattern using a variety of strategies; 2.PR.2 Demonstrate an understanding of increasing patterns by describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds, and actions</p> <p>Science: <i>Cluster 3: Position and Motion</i>—D1, D4—2-3-06 Describe the motion of various objects and living things</p>

Invitations to Inquire: Cluster 1	
How do magnets affect movement? (p. 81)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others' Ideas—Ask for others' ideas and observations to help discover and explore personal understanding; 1.2—Clarify and Extend—1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view, and represent to celebrate and to build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in a variety of cooperative and collaborative partnership and group structures</p> <p>Mathematics: <i>Shape and Space</i>—Measurement—2.SS.3 Compare and order objects by length, height, distance around, and mass, using non-standard units, and make statements of comparison; 2.SS.4 Measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit</p> <p>Science: <i>Cluster 3: Position and Motion</i>—D4—2-3-07 Recognize that the position and motion of an object can be changed by a push or a pull and the size of the change is related to the strength of the push or pull</p>
How do different ramps affect how things move? (p. 83)	<p>Mathematics: <i>Shape and Space</i>—Measurement—2.SS.3 Compare and order objects by length, height, distance around, and mass, using non-standard units, and make statements of comparison; 2.SS.4 Measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit</p> <p>Science: <i>Cluster 3: Position and Motion</i>—C2, D4—2-3-09 Explore and describe the effects of changing the slope of an inclined plane on the downward motion of an object and the effort needed to push or pull an object upward; B1, D4—2-3-10 Identify how humans use inclined planes to make motion easier.</p>
How does the wind affect the way things move? (p. 84)	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.1 Use Strategies and Clues—2.1.1 Prior Knowledge—Make connections between texts, prior knowledge, and personal experiences; 2.1.2 Comprehension Strategies—Explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies</p> <p>Mathematics: <i>Shape and Space</i>—Measurement—2.SS.3 Compare and order objects by length, height, distance around, and mass, using non-standard units, and make statements of comparison; 2.SS.4 Measure length to the nearest non-standard unit by using multiple copies of a unit; using a single copy of a unit; 2.SS.5 Demonstrate that changing the orientation of an object does not alter the measurements of its attributes</p> <p>Science: <i>Cluster 3: Position and Motion</i>—D1, D4—2-3-06 Describe the motion of various objects and living things</p>

<p>How will you build a toy with moving parts? (p. 86)</p>	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences</p> <p>The Arts: <i>General Outcome A-C1</i>—Students generate and use ideas from a variety of sources for creating art—2–4 A–C1.1—generate multiple ideas for artmaking in response to a given stimulus, with teacher guidance; <i>General Outcome A-U2</i>—Students experience and develop awareness of a variety of art forms, styles, and traditions—K–2 A–U2.1—demonstrate understanding that the visual arts exist in many different forms; <i>General Outcome A-V4</i>—Students assess their learning in creating and experiencing art—2–4 A–V4.3—reflect on and describe own process in creating art, and use art vocabulary appropriately to explain what worked well, problems encountered, and solutions found</p> <p>Science: <i>Cluster 3: Position and Motion</i>—C2, D4—2-3-11 Explore toys to determine how wheels and axles interact and move</p>
<p>Invitations to Inquire: Cluster 2</p>	
<p>How will we create a kinetic sculpture? (p. 88)</p>	<p>English Language Arts: <i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.1 Generate Ideas—Generate and contribute ideas on particular topics for oral, written, and visual texts; 4.4 Present and Share—4.4.3 Attentive Listening and Viewing—Demonstrate attentive audience behaviours</p> <p>The Arts: <i>General Outcome A-C1</i>—Students generate and use ideas from a variety of sources for creating art—2–4 A–C1.1—generate multiple ideas for artmaking in response to a given stimulus, with teacher guidance; 2–4 A–C1.2—search for and discover ideas for artmaking through experimentation with art elements, principles, and media; <i>General Outcome A-C3</i>—Students finalize and share their original artworks—2–4 A–C3.2— finalize own artworks; 1–2 A–C3.3—work collaboratively to create and share group art projects, with teacher guidance; K–4 A–C3.4—contribute ideas for creating “artist statements” to display with own artworks in a variety of contexts; <i>General Outcome A-U2</i>—Students experience and develop awareness of a variety of art forms, styles, and traditions—K–2 A–U2.1—demonstrate understanding that the visual arts exist in many different forms</p> <p>Science: <i>Overall Skills and Attitudes</i>—Implementing a Plan—C3—2-0-4b Construct an object or device to solve a problem or meet a need</p>

<p>How can we show movement in our paintings? (p. 90)</p>	<p>English Language Arts: <i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.1 Generate Ideas—Generate and contribute ideas on particular topics for oral, written, and visual texts; 4.1.2 Choose Forms—Use a variety of forms for particular audiences and purposes; 4.2 Enhance and Improve—4.2.1 Appraise Own and Others' Work—Share own stories and creations with peers and respond to questions or comments; respond to own and others' work and presentations using pre-established criteria; 4.2.5 Enhance Presentation—Combine illustrations and written texts to express ideas, feelings, and information</p> <p>Physical Education: <i>Outcome 1—Movement</i>—Strand B: Movement Development—K.1.2.B.3b—Recognize and use body shapes in expressive movement</p> <p>The Arts: <i>General Outcome A-L1</i>—Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts—K–2 A–L1.1—use art media, tools, and processes to explore and demonstrate awareness of the elements of art: line, colour, texture, shape, form, and space; <i>General Outcome A-C1</i>—Students generate and use ideas from a variety of sources for creating art—2–4 A–C1.3— search for and discover ideas for artmaking through observation of others' use of art elements, principles, and media; <i>General Outcome A-C2</i>—Students develop original artworks, creatively integrating ideas and art elements, principles, and media—K–2 A–C2.1— make appropriate decisions about the selection and use of art media, elements, and subject matter in solving artmaking problems; K–2 A–C2.3—describe own decisions about the selection and use of art elements while working to solve artmaking problems; K–4 A–C2.5—incorporate serendipitous discoveries into own creative work, as appropriate; <i>General Outcome A-C3</i>—K–4 A–C3.4—contribute ideas for creating “artist statements” to display with own artworks in a variety of contexts</p>
<p>How can we use motion to create abstract paintings? (p. 91)</p>	<p>English Language Arts: <i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.1 Generate Ideas—Generate and contribute ideas on particular topics for oral, written, and visual texts; 4.2 Enhance and Improve—4.2.1 Appraise Own and Others' Work—Share own stories and creations with peers and respond to questions or comments; respond to own and others' work and presentations using pre-established criteria; 4.2.5 Enhance Presentation—Combine illustrations and written texts to express ideas, feelings, and information</p> <p>The Arts: <i>General Outcome A-L1</i>—Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts—K–2 A–L1.1—use art media, tools, and processes to explore and demonstrate awareness of the elements of art: line, colour, texture, shape, form, and space; <i>General Outcome A-C1</i>—Students generate and use ideas from a variety of sources for creating art—2–4 A–C1.2—search for and discover ideas for artmaking through experimentation with art elements, principles, and media; 2–4 A–C1.3—search for and discover ideas for artmaking through observation of others' use of art elements, principles, and media <i>General Outcome A-C2</i>—Students develop original artworks, creatively integrating ideas and art elements, principles, and media—K–8 A–C2.4—demonstrate a valuing of risk taking as a component of the creative process; <i>General Outcome A-C3</i>—K–4 A–C3.4—contribute ideas for creating “artist statements” to display with own artworks in a variety of contexts; <i>General Outcome A-V4</i>—Students assess their learning in creating and experiencing art—2–4 A–V4.3—reflect on and describe own process in creating art, and use art vocabulary appropriately to explain what worked well, problems encountered, and solutions found</p>

Invitations to Inquire: Cluster 3	
How can we move from here to there? (p. 93)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others’ Ideas—Ask for others’ ideas and observations to help discover and explore personal understanding; 1.1.3 Experiment with Language and Form—Use a variety of forms to organize and give meaning to familiar experiences, ideas, and information; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences</p> <p>The Arts: <i>General Outcome A-C1</i>—Students generate and use ideas from a variety of sources for creating art—2-4 A-C1.1—generate multiple ideas for artmaking in response to a given stimulus, with teacher guidance; <i>General Outcome A-U2</i>—Students experience and develop awareness of a variety of art forms, styles, and traditions—K-2 A-U2.1—demonstrate understanding that the visual arts exist in many different forms</p> <p>Science: <i>Overall Skills and Attitudes</i>—Concluding and Applying—A1, A2, C2—2-0-7a Propose an answer to the initial question based on their observations</p>
What do you recommend for 60 minutes of active movement? (p. 94)	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.1 Use Personal Knowledge—Record personal knowledge of a topic to identify information needs; 3.1.2 Ask Questions—Ask questions to understand a topic and identify information needs; 3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.1.4 Create and Follow a Plan—Recall and follow directions for accessing and gathering information</p> <p>Mathematics: <i>Number</i>—2.N.4 Represent and describe numbers to 100, concretely, pictorially, and symbolically; 2.N.7 Illustrate, concretely and pictorially, the meaning of place value for numbers to 100</p> <p>Physical Education: <i>Outcome 5—Healthy Lifestyle Practices (Knowledge)</i>—Strand A—Personal Health Practices—K.5.2.A.1—Identify the daily habits and responsibilities for leading a physically active and healthy life; Strand B—Active Living—K.5.2.B.2—Identify opportunities to be active daily, alone or with family and others</p>

Wrapping Up an Inquiry (p. 96)

English Language Arts: *General Outcome 1*—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others' Ideas—Ask for others' ideas and observations to help discover and explore personal understanding; 1.1.3 Experiment with Language and Form—Use a variety of forms to organize and give meaning to familiar experiences, ideas, and information; 1.1.5 Set Goals—Develop a sense of self as reader, writer, and illustrator; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences;
General Outcome 2—Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.3 Understand Forms and Techniques—2.3.1 Forms and Genre—Recognize that information and ideas can be expressed in a variety of forms and genres; 2.3.5—Create Original Texts—Create original texts to communicate and demonstrate understanding of forms and techniques;
General Outcome 3—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.2 Ask Questions—Ask questions to understand a topic and identify information needs; 3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.2 Select and Process—3.2.1 Identify Personal and Peer Knowledge—Participate in group talk to generate information on a topic and to identify sources of additional information; 3.2.2 Identify Sources—Access information using a variety of sources; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Categorize related information and ideas using a variety of strategies; 3.3.4 Develop New Understanding—Ask questions to reflect on inquiry or research experiences;
General Outcome 4—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.1 Generate Ideas—Generate and contribute ideas on particular topics for oral, written, and visual texts; 4.1.2 Choose Forms—Use a variety of forms for particular audiences and purposes; 4.1.3 Organize Ideas—Order ideas to create a beginning, middle, and end in own oral, written, and visual texts; 4.2 Enhance and Improve—4.2.1 Appraise Own and Others' Work—Share own stories and creations with peers and respond to questions or comments; respond to own and others' work and presentations using pre-established criteria; 4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas on a topic with a familiar audience; clarify information by responding to questions; 4.4.2 Effective Oral Communication—Report briefly to the class using a clear voice and appropriate phrasing and intonation; 4.4.3 Attentive Listening and Viewing—Demonstrate attentive audience behaviours;
General Outcome 5—Students will listen, speak, read, write, view, and represent to celebrate and to build community—5.2 Encourage, Support, Work with Others—5.2.1 Cooperate with Others—Work in a variety of cooperative and collaborative partnership and group structures

Physical Education: *Outcome 5—Healthy Lifestyle Practices (Knowledge)*—Strand A—Personal Health Practices —K.5.2.A.1—Identify the daily habits and responsibilities for leading a physically active and healthy life; Strand B—Active Living—K.5.2.B.2—Identify opportunities to be active daily, alone or with family and others

Science: *Overall Skills and Attitudes*—Implementing a Plan—C3—2-0-4b Construct an object or device to solve a problem or meet a need; *Cluster 3: Position and Motion*—D4—2-3-10 Identify how humans use inclined planes to make motion easier

Social Studies: *Cluster 1: Our Local Community; Values*—2-VC-002 Be willing to contribute to their groups and communities; 2-VI-005 Value their groups and communities

DESIGN TIME

Engage	
<p>What do we notice about the design of structures in our world? (p. 102)</p>	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others’ Ideas—Ask for others’ ideas and observations to help discover and explore personal understanding; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences</p> <p>The Arts: <i>General Outcome A-L3</i>—Students develop skills in observation and depiction—K-2 A-L3.1—observe, talk about, and use various art media to depict visual details in a wide range of subjects found in images and in life; <i>General Outcome A-U1</i>—Students connect the visual arts to contexts of time, place, and community, and develop understanding of how art reflects and influences culture and identity—K-2 A-U1.3—describe works of art and design experienced first-hand in own community; <i>General Outcome A-U2</i>—Students experience and develop awareness of a variety of art forms, styles, and traditions—K-2 A-U2.1—demonstrate understanding that the visual arts exist in many different forms</p> <p>Mathematics: <i>Shape and Space</i>—3-D Objects and 2-D Shapes—2.SS.7 Describe, compare and construct 3-D objects, including cubes, spheres, cones, cylinders, prisms, pyramids; 2.SS.9 Identify 2-D shapes as parts of 3-D objects in the environment</p> <p>Science: <i>Cluster 2: Properties of Solids, Liquids, and Gases</i>—2-2-03 Investigate and compare properties of familiar solids; <i>Overall Skills and Attitudes</i>—Observing, Measuring, Recording—A1, A2, C2—2-0-5a. Make, with guidance, observations that are relevant to a specific question</p>
<p>What different shapes can we make? (p. 103)</p>	<p>The Arts: <i>General Outcome A-L1</i>—Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts—K-2 A-L1.1—use art media, tools, and processes to explore and demonstrate awareness of the elements of art: line, colour, texture, shape, form, and space</p> <p>Physical Education: <i>Outcome 1—Movement</i>—Strand B: Movement Development—K.1.2.B.3b—Recognize and use body shapes in expressive movement</p> <p>Mathematics: <i>Shape and Space</i>—3-D Objects and 2-D Shapes—2.SS.8 Describe, compare and construct 2-D shapes, including triangles, squares, rectangles, circles</p> <p>Science: <i>Cluster 2: Properties of Solids, Liquids, and Gases</i>—2-2-03 Investigate and compare properties of familiar solids; <i>Overall Skills and Attitudes</i>—Observing, Measuring, Recording—A1, A2, C2—2-0-5a Make, with guidance, observations that are relevant to a specific question</p>

<p>How can we use natural objects to create a work of art? (p. 104)</p>	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others’ Ideas—Ask for others’ ideas and observations to help discover and explore personal understanding;</p> <p>The Arts: <i>General Outcome A-L1</i>—Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts—2–4 A–L1.6—identify and describe contrasting elements in art images and objects and in the natural and constructed environment, and manipulate elements to create contrast and emphasis using art media; <i>General Outcome A-L3</i>—Students develop skills in observation and depiction—K–2 A–L3.1—observe, talk about, and use various art media to depict visual details in a wide range of subjects found in images and in life; <i>General Outcome A-U2</i>—Students experience and develop awareness of a variety of art forms, styles, and traditions—K–2 A–U2.1—demonstrate understanding that the visual arts exist in many different forms; <i>General Outcome A-C1</i>—Students generate and use ideas from a variety of sources for creating art—2–4 A–C1.1—generate multiple ideas for artmaking in response to a given stimulus, with teacher guidance; 2–4 A–C1.2—search for and discover ideas for artmaking through experimentation with art elements, principles, and media; 2–4 A–C1.3— search for and discover ideas for artmaking through observation of others’ use of art elements, principles, and media; 2–4 A–C1.5—collect visual and other information for use in stimulating and developing own art ideas</p> <p>Science: <i>Cluster 2: Properties of Solids, Liquids, and Gases</i>—2-2-03 Investigate and compare properties of familiar solids; <i>Overall Skills and Attitudes</i>—Observing, Measuring, Recording—A1, A2, C2—2-0-5a. Make, with guidance, observations that are relevant to a specific question</p>
<p>What if it had never been created? (p. 105)</p>	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others’ Ideas—Ask for others’ ideas and observations to help discover and explore personal understanding; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences</p> <p>The Arts: <i>General Outcome A-U1</i>—Students experience and develop awareness of artworks from various times, places, social groups, and cultures—K–2 A–U1.3—describe works of art and design experienced first-hand in own community; <i>General Outcome A-U3</i>—Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities—K–2 A–U3.1—demonstrate understanding of ways in which artists and designers contribute to the quality of everyday life</p> <p>Science: <i>Overall Skills and Attitudes</i>—Initiating—A1, C2, C5—2-0-1a Ask questions that lead to investigations of living things, objects, and events in the immediate environment</p>

Invitations to Inquire: Cluster 1	
<p>How can we combine shapes to create an interesting design? (p. 111)</p>	<p>English Language Arts: <i>General Outcome 4</i> – Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.1 Generate Ideas—Generate and contribute ideas on particular topics for oral, written, and visual texts; 4.1.2 Choose Forms—Use a variety of forms for particular audiences and purposes; 4.1.3 Organize Ideas—Order ideas to create a beginning, middle, and end in own oral, written, and visual texts; 4.2 Enhance and Improve—4.2.1 Appraise Own and Others’ Work—Share own stories and creations with peers and respond to questions or comments; respond to own and others’ work and presentations using pre-established criteria</p> <p>The Arts: <i>General Outcome A–L1</i>—Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts—2–4 A–L1.3—identify and describe lines, colours, textures, shapes, forms, and spaces in artworks and in own surroundings; 2–4 A–L1.4—apply the words pattern, variety, and repetition appropriately in various visual contexts, including discussions of artworks; 1–4 A–L1.5—use repetition and variety to create and modify patterns using various art media;</p> <p><i>General Outcome A–C3</i>—Students finalize and share their original artworks—K–4 A–C3.4—contribute ideas for creating “artist statements” to display with own artworks in a variety of contexts;</p> <p><i>General Outcome A–V4</i>—Students assess their learning in creating and experiencing art—K–4 A–V4.2—participate in discussing and establishing criteria for successful use of art media, elements, and processes</p> <p>Mathematics: <i>Shape and Space</i>—3-D Objects and 2-D Shapes— 2.SS.7 Describe, compare and construct 3-D objects, including cubes, spheres, cones, cylinders, prisms, pyramids; 2.SS.8 Describe, compare and construct 2-D shapes, including triangles, squares, rectangles, circles</p>
<p>How can we arrange recycled materials to create a work of art? (p. 112)</p>	<p>English Language Arts: <i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.1 Generate Ideas—Generate and contribute ideas on particular topics for oral, written, and visual texts; 4.2 Enhance and Improve—4.2.1 Appraise Own and Others’ Work—Share own stories and creations with peers and respond to questions or comments; respond to own and others’ work and presentations using pre-established criteria</p> <p>The Arts: <i>General Outcome A–C1</i>—Students generate and use ideas from a variety of sources for creating art—2–4 A–C1.2—search for and discover ideas for artmaking through experimentation with art elements, principles, and media; 2–4 A–C1.3—search for and discover ideas for artmaking through observation of others’ use of art elements, principles, and media; 2–4 A–C1.5— collect visual and other information for use in stimulating and developing own art ideas;</p> <p><i>General Outcome A–V3</i>—Students construct personal interpretations of their own and others’ artworks—K–4 A–V3.4—demonstrate appreciation for a wide range of artworks and artmaking experiences;</p> <p><i>General Outcome A–V4</i>—Students assess their learning in creating and experiencing art—K–4 A–V4.2—participate in discussing and establishing criteria for successful use of art media, elements, and processes; 2–4 A–V4.3—reflect on and describe own process in creating art, and use art vocabulary appropriately to explain what worked well, problems encountered, and solutions found</p>

<p>How can we arrange line, shape, and colour to create abstract artwork? (p. 114)</p>	<p>English Language Arts: <i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.1 Generate Ideas—Generate and contribute ideas on particular topics for oral, written, and visual texts; 4.2 Enhance and Improve—4.2.1 Appraise Own and Others’ Work—Share own stories and creations with peers and respond to questions or comments; respond to own and others’ work and presentations using pre-established criteria</p> <p>The Arts: <i>General Outcome A-L1</i>—Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts—K–2 A–L1.1—use art media, tools, and processes to explore and demonstrate awareness of the elements of art: line, colour, texture, shape, form, and space; 2–4 A–L1.2—use the words line, colour, texture, shape, form, and space appropriately, and demonstrate understanding that they comprise the elements of art; <i>General Outcome A-C1</i>—Students generate and use ideas from a variety of sources for creating art—2–4 A–C1.2—search for and discover ideas for artmaking through experimentation with art elements, principles, and media; 2–4 A–C1.3— search for and discover ideas for artmaking through observation of others’ use of art elements, principles, and media; <i>General Outcome A-V4</i>—Students assess their learning in creating and experiencing art—2–4 A–V4.3—reflect on and describe own process in creating art, and use art vocabulary appropriately to explain what worked well, problems encountered, and solutions found</p>
<p>How can we design and create a co-operative structure? (p. 115)</p>	<p>English Language Arts: <i>General Outcome 5</i>—Students will listen, speak, read, write, view, and represent to celebrate and to build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in a variety of cooperative and collaborative partnership and group structures; 5.2.2 Work in Groups—Contribute related ideas and information in whole-class and small-group activities</p> <p>The Arts: <i>General Outcome A-L3</i>—Students develop skills in observation and depiction—K–2 A–L3.1—observe, talk about, and use various art media to depict visual details in a wide range of subjects found in images and in life; <i>General Outcome A-U1</i>—Students connect the visual arts to contexts of time, place, and community, and develop understanding of how art reflects and influences culture and identity—K–2 A–U1.3—describe works of art and design experienced first-hand in own community; <i>General Outcome A-C2</i>—Students develop original artworks, creatively integrating ideas and art elements, principles, and media—K–2 A–C2.1—make appropriate decisions about the selection and use of art media, elements, and subject matter in solving artmaking problems; K–4 A–C2.6—collaborate with others to develop artmaking ideas; <i>General Outcome A-C3</i>—Students finalize and share their original artworks—1–2 A–C3.3— work collaboratively to create and share group art projects, with teacher guidance; K–2 A–C3.5—contribute to group decisions about the display of artworks for various audiences; <i>General Outcome A-V1</i>—Students demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts—K–4 A–V1.1—participate actively in art learning experiences</p> <p>Social Studies: <i>Skills</i>—Critical and Creative Thinking—2-S-301 Consider advantages and disadvantages of solutions to a problem</p>
<p>Invitations to Inquire: Cluster 2</p>	
<p>What can this become? (p. 117)</p>	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.1 Use Strategies and Clues—2.1.1 Prior Knowledge—Make connections between texts, prior knowledge, and personal experiences; 2.1.2 Comprehension Strategies—Explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies</p> <p>The Arts: <i>General Outcome A-C1</i>—Students generate and use ideas from a variety of sources for creating art—2–4 A–C1.1—generate multiple ideas for artmaking in response to a given stimulus, with teacher guidance; 2–4 A–C1.2—search for and discover ideas for artmaking through experimentation with art elements, principles, and media; <i>General Outcome A-C2</i>—Students develop original artworks, creatively integrating ideas and art elements, principles, and media—K–2 A–C2.3—describe own decisions about the selection and use of art elements while working to solve artmaking problems</p>

How might design solve this problem? (p. 118)	Science: <i>Overall Skills and Attitudes—Concluding and Applying—A2—2-0-7d.</i> Connect new experiences, ideas, and information with prior knowledge and experiences
How can we improve a design to make it even better? (p. 120)	<p>The Arts: <i>General Outcome A–C2—</i>Students develop original artworks, creatively integrating ideas and art elements, principles, and media—K–2 A–C2.3—describe own decisions about the selection and use of art elements while working to solve artmaking problems</p> <p>Science: <i>Overall Skills and Attitudes—Observing, Measuring, Recording—A1, A2, C2—2-0-5a</i> Make, with guidance, observations that are relevant to a specific question</p>
How can we build a boat that floats? (p. 122)	<p>English Language Arts: <i>General Outcome 1—</i>Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others’ Ideas—Ask for others’ ideas and observations to help discover and explore personal understanding; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences</p> <p>The Arts: <i>General Outcome A–C2—</i>Students develop original artworks, creatively integrating ideas and art elements, principles, and media—K–2 A–C2.1—make appropriate decisions about the selection and use of art media, elements, and subject matter in solving artmaking problems; K–2 A–C2.3—describe own decisions about the selection and use of art elements while working to solve artmaking problems; <i>General Outcome A–C3—</i>Students finalize and share their original artworks—2–4 A–C3.1—revise and refine own artworks on the basis of established criteria; <i>General Outcome A–V4—</i> Students assess their learning in creating and experiencing art—K–4 A–V4.2—participate in discussing and establishing criteria for successful use of art media, elements, and processes; 2–4 A–V4.3—reflect on and describe own process in creating art, and use art vocabulary appropriately to explain what worked well, problems encountered, and solutions found; K–4 A–V4.4—compare own learning in art to identified learning goals and criteria</p> <p>Science: <i>Cluster 2: Properties of Solids, Liquids, and Gases—C2, D3—2-2-17</i> Predict and test to determine whether a variety of materials float or sink in water; C3—2-2-19 Use the design process to construct an object that is buoyant and able to support a given mass/weight</p>

How can we design a building to suit the environment? (p. 124)

English Language Arts: *General Outcome 1*—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas – Make and talk about personal observations and predictions; 1.1.2 Consider Others’ Ideas—Ask for others’ ideas and observations to help discover and explore personal understanding;
General Outcome 4—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas on a topic with a familiar audience; clarify information by responding to questions; 4.4.2 Effective Oral Communication—Report briefly to the class using a clear voice and appropriate phrasing and intonation; 4.4.3 Attentive Listening and Viewing—Demonstrate attentive audience behaviours

The Arts: *General Outcome A-L2*—Students demonstrate understanding of and facility with visual art media, tools, and processes—K-4 A-L2.1—practise safe and appropriate use of various art media, tools, and processes;
General Outcome A-C1—Students generate and use ideas from a variety of sources for creating art—2-4 A-C1.1—generate multiple ideas for artmaking in response to a given stimulus, with teacher guidance; 2-4 A-C1.2—search for and discover ideas for artmaking through experimentation with art elements, principles, and media; 2-4 A-C1.5—collect visual and other information for use in stimulating and developing own art ideas;
General Outcome A-C2—Students develop original artworks, creatively integrating ideas and art elements, principles, and media—K-4 A-C2.5—incorporate serendipitous discoveries into own creative work, as appropriate;
General Outcome A-V1—Students demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts—K-4 A-V1.1—participate actively in art learning experiences; K-4 A-V1.2—ask relevant questions and contribute to discussions in art learning experiences

Science: *Overall Skills and Attitudes*—Reflecting on Science and Technology—A1, A2, C2—2-0-8a Recognize that learning can come from careful observations and investigations

Wrapping Up an Inquiry (p. 126)

English Language Arts: *General Outcome 1*—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas – Make and talk about personal observations and predictions; 1.1.2 Consider Others’ Ideas—Ask for others’ ideas and observations to help discover and explore personal understanding; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences;
General Outcome 2—Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.3 Understand Forms and Techniques—2.3.1 Forms and Genre—Recognize that information and ideas can be expressed in a variety of forms and genres; 2.3.5—Create Original Texts—Create original texts to communicate and demonstrate understanding of forms and techniques;
General Outcome 3—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.2 Ask Questions—Ask questions to understand a topic and identify information needs; 3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.2 Select and Process—3.2.1 Identify Personal and Peer Knowledge—Participate in group talk to generate information on a topic and to identify sources of additional information; 3.3 Organize, Record, and Assess—3.3.4 Develop New Understanding—Ask questions to reflect on inquiry or research experiences;
General Outcome 4—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.1 Generate Ideas—Generate and contribute ideas on particular topics for oral, written, and visual texts; 4.1.2 Choose Forms—Use a variety of forms for particular audiences and purposes; 4.1.3 Organize Ideas—Order ideas to create a beginning, middle, and end in own oral, written, and visual texts; 4.2 Enhance and Improve—4.2.1 Appraise Own and Others’ Work—Share own stories and creations with peers and respond to questions or comments; respond to own and others’ work and presentations using pre-established criteria; 4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas on a topic with a familiar audience; clarify information by responding to questions; 4.4.2 Effective Oral Communication—Report briefly to the class using a clear voice and appropriate phrasing and intonation; 4.4.3 Attentive Listening and Viewing—Demonstrate attentive audience behaviours;
General Outcome 5—Students will listen, speak, read, write, view, and represent to celebrate and to build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in a variety of cooperative and collaborative partnership and group structures

The Arts: *General Outcome A-C3*—Students finalize and share their original artworks—1–2 A–C3.3— work collaboratively to create and share group art projects, with teacher guidance; K–2 A–C3.5—contribute to group decisions about the display of artworks for various audiences

Science: *Overall Skills and Attitudes*—Concluding and Applying—A2—2-0-7d. Connect new experiences, ideas, and information with prior knowledge and experiences

Social Studies: *Skills*—Communication—2-S-403 Present information and ideas orally, visually, concretely, or electronically

PEOPLE, PLACE, AND TIME	
Engage	
What is community? (p. 132)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others' Ideas—Ask for others' ideas and observations to help discover and explore personal understanding; 1.1.3 Experiment with Language and Form—Use a variety of forms to organize and give meaning to familiar experiences, ideas, and information; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences</p> <p>Social Studies: <i>Cluster 1: Our Local Community</i>—2-KI-004 Identify the defining characteristics of communities; 2-KI-005 Describe characteristics of their local communities</p>
Where in the world are we? (p. 133)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others' Ideas—Ask for others' ideas and observations to help discover and explore personal understanding; 1.2—Clarify and Extend—1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences</p> <p>Social Studies: <i>Cluster 2: Communities in Canada</i>—2-KL-023 Locate communities studied on a map of Canada; <i>Cluster 3: the Canadian Community</i>—2-KL-024 Locate Canada on a world map or globe</p>
What is the story behind the name? (p. 134)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences; <i>General Outcome 2</i>—Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.1 Use Strategies and Clues—2.1.1 Prior Knowledge—Make connections between texts, prior knowledge, and personal experiences; 2.1.2 Comprehension Strategies—Explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies; 2.2 Respond to Texts—2.2.2 Connect Self, Texts, and Culture—Discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts</p> <p>Social Studies: <i>Cluster 2: Communities in Canada—Values</i>—2-VH-009 Value oral history as a way to learn about the land; <i>Cluster 3: The Canadian Community</i>—2-KH-029 Describe the origins of a variety of place names in Canada</p>

<p>What do stories and artifacts tell about us? (p. 135)</p>	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.1 Use Strategies and Clues—2.1.1 Prior Knowledge- Make connections between texts, prior knowledge, and personal experiences; 2.2 Respond to Texts—2.2.2 Connect Self, Texts, and Culture—Discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts; <i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas on a topic with a familiar audience; clarify information by responding to questions; 4.4.2 Effective Oral Communication—Report briefly to the class using a clear voice and appropriate phrasing and intonation; 4.4.3 Attentive Listening and Viewing—Demonstrate attentive audience behaviours</p> <p>Social Studies: <i>Cluster 2: Communities in Canada—Values</i>—2-VI-006A Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada; 2-VI-006F Demonstrate interest in the shared experiences and stories of members of francophone communities in Canada; 2-VH-009 Value oral history as a way to learn about the land</p>
<p>Invitations to Inquire: Cluster 1</p>	
<p>When would you rather be in Grade 2? (p. 141)</p>	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.2 Ask Questions—Ask questions to understand a topic and identify information needs; 3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.1.4 Create and Follow a Plan—Recall and follow directions for accessing and gathering information; 3.2 Select and Process—3.2.1 Identify Personal and Peer Knowledge—Participate in group talk to generate information on a topic and to identify sources of additional information; 3.2.2 Identify Sources—Access information using a variety of sources; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Categorize related information and ideas using a variety of strategies; 3.3.4 Develop New Understanding—Ask questions to reflect on inquiry or research experiences</p> <p>Mathematics: <i>Statistics and Probability—Data Analysis</i>—2.SP.1 Gather and record data about self and others to answer questions; 2.SP.2 Construct and interpret concrete graphs and pictographs to solve problems</p> <p>Social Studies: <i>Cluster 1: Our Local Community</i>—2-KH-025 Relate stories of significant events and people in their local community's past</p>
<p>How do weather and climate affect our lives? (p. 143)</p>	<p>Mathematics: <i>Statistics and Probability—Data Analysis</i>—2.SP.1 Gather and record data about self and others to answer questions; 2.SP.2 Construct and interpret concrete graphs and pictographs to solve problems</p> <p>Social Studies: <i>Cluster 2: Communities in Canada</i>—2-KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied</p>

<p>How does the place we live affect our lives? (p. 145)</p>	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.2 Ask Questions—Ask questions to understand a topic and identify information needs; 3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.1.4 Create and Follow a Plan—Recall and follow directions for accessing and gathering information; 3.2 Select and Process—3.2.1 Identify Personal and Peer Knowledge—Participate in group talk to generate information on a topic and to identify sources of additional information; 3.2.2 Identify Sources—Access information using a variety of sources; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Categorize related information and ideas using a variety of strategies; 3.3.4 Develop New Understanding—Ask questions to reflect on inquiry or research experiences</p> <p>The Arts: <i>General Outcome DR-L1</i>—Students demonstrate understanding of and facility with a variety of dramatic forms—K-4 DR-L1.1—participate collaboratively in a variety of grade-appropriate dramatic forms</p> <p>Social Studies: <i>Cluster 2: Communities in Canada</i>—2-KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied</p>
<p>How does your day compare to that of a child living elsewhere? (p. 146)</p>	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.1 Use Personal Knowledge—Record personal knowledge of a topic to identify information needs; 3.1.2 Ask Questions—Ask questions to understand a topic and identify information needs; 3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.2 Select and Process—3.2.1 Identify Personal and Peer Knowledge—Participate in group talk to generate information on a topic and to identify sources of additional information; 3.2.2 Identify Sources—Access information using a variety of sources; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Categorize related information and ideas using a variety of strategies; 3.3.3 Evaluate Information—Examine gathered information to decide what information to share or omit</p> <p>Mathematics: <i>Statistics and Probability</i>—Data Analysis—2.SP.1 Gather and record data about self and others to answer questions; <i>Shape and Space</i>—Measurement—2.SS.1 Relate the number of days to a week and the number of months to a year in a problem-solving context</p> <p>Social Studies: <i>Cluster 3: The Canadian Community</i>—2-KG-032 Give examples of connections linking Canada to other countries</p>
<p>What can art tell about who and where we are? (p. 147)</p>	<p>The Arts: <i>General Outcome A-C3</i>—Students finalize and share their original artworks—2-4 A-C3.2—finalize own artworks; K-4 A-C3.4—contribute ideas for creating “artist statements” to display with own artworks in a variety of contexts; <i>General Outcome A-U2</i>—Students experience and develop awareness of artworks from various times, places, social groups, and cultures—K-8 A-U1.1—engage thoughtfully with artworks from various times, places, and peoples; <i>General Outcome A-U3</i>—Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities—K-4 A-U3.4—demonstrate appreciation of art as a means of experiencing and exploring own and others’ lives; K-4 A-U3.5—demonstrate awareness that different groups of people may have their own characteristic artmaking styles or traditions</p> <p>Social Studies: <i>Cluster 3: The Canadian Community</i>—Values—2-VL-007 Appreciate diverse artistic representations of the land</p>

<p>What do toys tell about when and where children live? (p. 148)</p>	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.2 Ask Questions—Ask questions to understand a topic and identify information needs; 3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.1.4 Create and Follow a Plan—Recall and follow directions for accessing and gathering information; 3.2 Select and Process—3.2.1 Identify Personal and Peer Knowledge—Participate in group talk to generate information on a topic and to identify sources of additional information; 3.2.2 Identify Sources—Access information using a variety of sources; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Categorize related information and ideas using a variety of strategies; 3.3.4 Develop New Understanding—Ask questions to reflect on inquiry or research experiences</p>
<p>Invitations to Inquire: Cluster 2</p>	
<p>What celebrations and traditions bring people together? (p. 150)</p>	<p>English Language Arts: <i>General Outcome 5</i>—Students will listen, speak, read, write, view, and represent to celebrate and to build community—5.1 Develop and Celebrate Community—5.1.1 Compare Responses—Tell, draw, and write about self, family, and community; 5.1.2 Relate Texts to Culture—Talk about similarities among stories from oral, literary, and media texts from various communities; 5.1.3 Appreciate Diversity—Connect situations portrayed in oral, literary, and media texts to personal experiences; 5.1.4 Celebrate Special Occasions—Participate in shared language experiences to celebrate individual and class achievements</p> <p>Mathematics: <i>Shape and Space</i>—Measurement—2.SS.1 Relate the number of days to a week and the number of months to a year in a problem-solving context; <i>Statistics and Probability</i>—Data Analysis—2.SP.1 Gather and record data about self and others to answer questions</p> <p>Social Studies: <i>Cluster 1: Our Local Community</i>—2-KI-010 Identify their heritage and culture; 2-KI-010A Identify their Aboriginal heritage and culture; 2-KI-010F Identify their francophone heritage and culture</p>
<p>What can music and dance teach us about cultures, celebrations, and traditions? (p. 152)</p>	<p>English Language Arts: <i>General Outcome 5</i>—Students will listen, speak, read, write, view, and represent to celebrate and to build community—5.1 Develop and Celebrate Community—5.1.2 Relate Texts to Culture—Talk about similarities among stories from oral, literary, and media texts from various communities; 5.1.3 Appreciate Diversity—Connect situations portrayed in oral, literary, and media texts to personal experiences</p> <p>The Arts: <i>General Outcome M-V3</i>—Students form personal responses to and construct meaning from their own and others' music—4 M-V3.1—reflect on, share, and explain personal responses evoked by various pieces of music and music-making experiences; K-4 M-V3.4—demonstrate appreciation for a variety of music and music-making experiences; <i>General Outcome DA-L3</i>—Students demonstrate musicality through dance—K-4 DA-L3.1— respond kinesthetically to a wide variety of music; <i>General Outcome DA-U1</i>—Students experience and develop awareness of dance from various times, places, social groups, and cultures—K-2 DA-U1.1—perform, observe, and demonstrate awareness of dance from various times, places, and peoples; <i>General Outcome DA-U2</i>—Students experience and develop awareness of a variety of dance genres, styles, and traditions—K-4 DA-U2.1— demonstrate awareness that there are many different kinds of dance</p> <p>Social Studies: <i>Cluster 3: The Canadian Community</i>—Values—2-VL-007 Appreciate diverse artistic representations of the land</p>

<p>How might we improve our community? (p. 154)</p>	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others' Ideas—Ask for others' ideas and observations to help discover and explore personal understanding; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences</p> <p>Social Studies: <i>Cluster 1: Our Local Community—Values—2-VC-002</i> Be willing to contribute to their groups and communities</p>
<p>Wrapping Up an Inquiry (p. 156)</p>	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others' Ideas—Ask for others' ideas and observations to help discover and explore personal understanding; 1.1.3 Experiment with Language and Form—Use a variety of forms to organize and give meaning to familiar experiences, ideas, and information; 1.1.5 Set Goals—Develop a sense of self as reader, writer, and illustrator; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences;</p> <p><i>General Outcome 2</i>—Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.3 Understand Forms and Techniques—2.3.1 Forms and Genre—Recognize that information and ideas can be expressed in a variety of forms and genres; 2.3.5—Create Original Texts—Create original texts to communicate and demonstrate understanding of forms and techniques;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.2 Select and Process—3.2.1 Identify Personal and Peer Knowledge—Participate in group talk to generate information on a topic and to identify sources of additional information; 3.2.2 Identify Sources—Access information using a variety of sources; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Categorize related information and ideas using a variety of strategies; 3.3.4 Develop New Understanding—Ask questions to reflect on inquiry or research experiences;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.1 Generate Ideas—Generate and contribute ideas on particular topics for oral, written, and visual texts; 4.1.2 Choose Forms—Use a variety of forms for particular audiences and purposes; 4.1.3 Organize Ideas—Order ideas to create a beginning, middle, and end in own oral, written, and visual texts; 4.2 Enhance and Improve—4.2.1 Appraise Own and Others' Work—Share own stories and creations with peers and respond to questions or comments; respond to own and others' work and presentations using pre-established criteria; 4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas on a topic with a familiar audience; clarify information by responding to questions; 4.4.2 Effective Oral Communication—Report briefly to the class using a clear voice and appropriate phrasing and intonation; 4.4.3 Attentive Listening and Viewing—Demonstrate attentive audience behaviours;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view, and represent to celebrate and to build community—5.1 Develop and Celebrate Community—5.1.1 Compare Responses—Tell, draw, and write about self, family, and community; 5.1.2 Relate Texts to Culture—Talk about similarities among stories from oral, literary, and media texts from various communities; 5.1.3 Appreciate Diversity—Connect situations portrayed in oral, literary, and media texts to personal experiences; 5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in a variety of cooperative and collaborative partnership and group structures</p> <p>Social Studies: <i>Skills—Active Democratic Citizenship—2-S-100</i> Cooperate/collaborate with others; 2-S-103 Make decisions that reflect care, concern, responsibility for the environment; <i>Communication—2-S-403</i> Present information and ideas orally, visually, concretely, electronically</p>

ANIMALS IN OUR WORLD	
Engage	
What do we know and wonder? (p. 162)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.1 Use Personal Knowledge—Record personal knowledge of a topic to identify information needs; 3.1.2 Ask Questions—Ask questions to understand a topic and identify information needs; 3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.2 Select and Process—3.2.2 Identify Sources—Access information using a variety of sources; 3.2.3 Assess Sources—Match information to inquiry or research needs</p> <p>Science: <i>Overall Skills and Attitudes</i>—Initiating—A1, C2, C5—2-0-1a Ask questions that lead to investigations of living things, objects, and events in the immediate environment</p>
What can we learn about animals from experts? (p. 163)	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.1 Use Personal Knowledge—Record personal knowledge of a topic to identify information needs; 3.1.2 Ask Questions—Ask questions to understand a topic and identify information needs; 3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.2 Select and Process—3.2.2 Identify Sources—Access information using a variety of sources; 3.2.3 Assess Sources—Match information to inquiry or research needs; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Record key facts and ideas in own words; identify titles and authors of sources; 3.3.4 Develop New Understanding—Ask questions to reflect on inquiry or research experiences</p> <p>Science: <i>Overall Skills and Attitudes</i>—Researching—C6—2-0-2a Access information using a variety of sources; 2-0-2b. Match information to research needs</p>
What information is interesting to us? (p. 164)	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.2 Ask Questions—Ask questions to understand a topic and identify information needs; 3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.1.4 Create and Follow a Plan—Recall and follow directions for accessing and gathering information; 3.2 Select and Process—3.2.2 Identify Sources—Access information using a variety of sources; 3.2.3 Assess Sources—Match information to inquiry or research needs; 3.2.4 Access Information—Use the specific library organizational system to locate information and ideas; use visual and auditory cues to make meaning; 3.2.5 Make Sense of Information—Make connections between prior knowledge, ideas, information, and oral, visual, and written text features; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Categorize related information and ideas using a variety of strategies; 3.3.2 Record Information—Record key facts and ideas in own words; identify titles and authors of sources; 3.3.3 Evaluate Information—Examine gathered information to decide what information to share or omit; 3.3.4 Develop New Understanding—Ask questions to reflect on inquiry or research experiences</p> <p>Science: <i>Overall Skills and Attitudes</i>—Researching—C6—2-0-2a Access information using a variety of sources</p>

<p>What is your opinion? (p. 165)</p>	<p>English Language Arts: <i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas on a topic with a familiar audience; clarify information by responding to questions; 4.4.3 Attentive Listening and Viewing—Demonstrate attentive audience behaviours</p> <p>Mathematics: <i>Statistics and Probability</i>—Data Analysis—2.SP.1 Gather and record data about self and others to answer questions; 2.SP.2 Construct and interpret concrete graphs and pictographs to solve problems</p> <p>Science: <i>Overall Skills and Attitudes</i>—Implementing a Plan—C5, C7—2-0-4e Respond to the ideas and actions of others in building their own understandings</p>
<p>Invitations to Inquire: Cluster 1</p>	
<p>What can we learn about animals in a field study? (p. 171)</p>	<p>The Arts: <i>General Outcome A-C2</i>—Students develop original artworks, creatively integrating ideas and art elements, principles, and media—K-4 A-C2.5—incorporate serendipitous discoveries into own creative work, as appropriate</p> <p>Science: <i>Cluster 1: Growth and Changes in Animals</i>—E3—2-1-16 Observe and describe an animal’s life processes</p>
<p>What can we learn about animals in a virtual field study? (p. 173)</p>	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.4 Create and Follow a Plan—Recall and follow directions for accessing and gathering information; 3.2 Select and Process—3.2.2 Identify Sources—Access information using a variety of sources; 3.2.3 Assess Sources—Match information to inquiry or research needs; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Categorize related information and ideas using a variety of strategies; 3.3.2 Record Information—Record key facts and ideas in own words; identify titles and authors of sources; 3.3.4 Develop New Understanding—Ask questions to reflect on inquiry or research experiences</p>
<p>How do animals change and grow over time? (p. 175)</p>	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others’ Ideas—Ask for others’ ideas and observations to help discover and explore personal understanding; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.2 Select and Process—3.2.2 Identify Sources—Access information using a variety of sources; 3.2.3 Assess Sources—Match information to inquiry or research needs; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Categorize related information and ideas using a variety of strategies</p> <p>Science: <i>Cluster 1: Growth and Changes in Animals</i>—D1, E3—2-1-11 Identify and describe constant and changing characteristics of an animal as it grows and develops; D1, E3—2-1-14 Describe changes in the appearance and activity of various animals as they go through a complete life cycle</p>

<p>What can we find out about what animals need? (p. 177)</p>	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.4 Create and Follow a Plan—Recall and follow directions for accessing and gathering information; 3.2 Select and Process—3.2.2 Identify Sources—Access information using a variety of sources; 3.2.3 Assess Sources—Match information to inquiry or research needs; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Categorize related information and ideas using a variety of strategies; 3.3.2 Record Information—Record key facts and ideas in own words; identify titles and authors of sources; 3.3.4 Develop New Understanding—Ask questions to reflect on inquiry or research experiences</p> <p>Physical Education: <i>Outcome 5—Healthy Lifestyle Practices (Knowledge)</i>—Strand A—Personal Health Practices –K.5.2.A.1—Identify the daily habits and responsibilities for leading a physically active and healthy life; Strand C—Nutrition—K.5.2.C.2—Identify the need for daily food and fluid to support physical activity; Strand E—Human Sexuality—K.5.2.E.3a—Identify ways family or caregivers provide support and nurturing for personal growth and development</p> <p>Science: <i>Cluster 1: Growth and Changes in Animals</i>—D1, E1—2-1-13 Describe and compare ways in which different animals care for their offspring; E3—2-1-16 Observe and describe an animal's life processes</p>
<p>In what ways are animals alike? (p. 179)</p>	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.1 Use Personal Knowledge – Record personal knowledge of a topic to identify information needs; 3.1.2 Ask Questions—Ask questions to understand a topic and identify information needs; 3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.1 Plan and Focus—3.1.4 Create and Follow a Plan—Recall and follow directions for accessing and gathering information; 3.2 Select and Process—3.2.2 Identify Sources—Access information using a variety of sources; 3.2.3 Assess Sources—Match information to inquiry or research needs; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Categorize related information and ideas using a variety of strategies; 3.3.2 Record Information—Record key facts and ideas in own words; identify titles and authors of sources; 3.3.3 Evaluate Information—Examine gathered information to decide what information to share or omit; 3.3.4 Develop New Understanding—Ask questions to reflect on inquiry or research experiences</p> <p>The Arts: <i>General Outcome A-C1</i>—Students generate and use ideas from a variety of sources for creating art—2-4 A-C1.5—collect visual and other information for use in stimulating and developing own art ideas</p> <p>Mathematics: <i>Statistics and Probability</i>—Data Analysis—2.SP.1 Gather and record data about self and others to answer questions; 2.SP.2 Construct and interpret concrete graphs and pictographs to solve problems</p> <p>Science: <i>Cluster 1: Growth and Changes in Animals</i>—D1, E1, E3—2-1-09 Compare the appearance of young and mature animals of the same type</p>

Invitations to Inquire: Cluster 2	
<p>How do animals contribute to the world? (p. 181)</p>	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others' Ideas—Ask for others' ideas and observations to help discover and explore personal understanding; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences; <i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas on a topic with a familiar audience; clarify information by responding to questions; 4.4.2 Effective Oral Communication—Report briefly to the class using a clear voice and appropriate phrasing and intonation; 4.4.3 Attentive Listening and Viewing—Demonstrate attentive audience behaviours</p> <p>The Arts: <i>General Outcome A-C1</i>—Students generate and use ideas from a variety of sources for creating art—2–4 A–C1.5—collect visual and other information for use in stimulating and developing own art ideas; <i>General Outcome A-C3</i>—Students finalize and share their original artworks—1–2 A–C3.3—work collaboratively to create and share group art projects, with teacher guidance; K–2 A–C3.5—contribute to group decisions about the display of artworks for various audiences</p>
<p>How can we protect animals and the places where they live? (p. 183)</p>	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences; <i>General Outcome 3</i>—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.1 Use Personal Knowledge—Record personal knowledge of a topic to identify information needs; 3.1.2 Ask Questions—Ask questions to understand a topic and identify information needs; 3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.1 Plan and Focus—3.1.4 Create and Follow a Plan—Recall and follow directions for accessing and gathering information; <i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas on a topic with a familiar audience; clarify information by responding to questions; 4.4.2 Effective Oral Communication—Report briefly to the class using a clear voice and appropriate phrasing and intonation; 4.4.3 Attentive Listening and Viewing—Demonstrate attentive audience behaviours</p> <p>The Arts: <i>General Outcome A-C3</i>—Students finalize and share their original artworks—1–2 A–C3.3—work collaboratively to create and share group art projects, with teacher guidance; K–2 A–C3.5—contribute to group decisions about the display of artworks for various audiences; <i>General Outcome A-V4</i>—Students assess their learning in creating and experiencing art—K–4 A–V4.4—compare own learning in art to identified learning goals and criteria</p> <p>Science: <i>Cluster 1: Growth and Changes in Animals</i>—B1, B5—2-1-17 Identify and describe ways in which humans help other animals</p>

Wrapping Up an Inquiry (p. 186)

English Language Arts: *General Outcome 1*—Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences—1.1 Discover and Explore—1.1.1 Express Ideas—Make and talk about personal observations and predictions; 1.1.2 Consider Others' Ideas—Ask for others' ideas and observations to help discover and explore personal understanding; 1.1.3 Experiment with Language and Form—Use a variety of forms to organize and give meaning to familiar experiences, ideas, and information; 1.2—Clarify and Extend—1.2.1 Develop Understanding—Connect new information, ideas, and experiences with prior knowledge and experiences; 1.2.2 Explain Opinions—Explain new experiences and understanding; 1.2.3—Combine Ideas—Arrange ideas and information to make sense; 1.2.4 Extend Understanding—Demonstrate curiosity about and question ideas and observations to make sense of experiences;

General Outcome 2—Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.1 Use Strategies and Clues—2.1.1 Prior Knowledge—Make connections between texts, prior knowledge, and personal experiences; 2.1.2 Comprehension Strategies—Explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies;

General Outcome 3—Students will listen, speak, read, write, view, and represent to manage ideas and information—3.1 Plan and Focus—3.1.2 Ask Questions—Ask questions to understand a topic and identify information needs; 3.1.3 Contribute to Group Inquiry—Contribute relevant information and questions to assist in group understanding of a topic or task; 3.2 Select and Process—3.2.1 Identify Personal and Peer Knowledge—Participate in group talk to generate information on a topic and to identify sources of additional information; 3.2.2 Identify Sources—Access information using a variety of sources; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Categorize related information and ideas using a variety of strategies; 3.3.4 Develop New Understanding—Ask questions to reflect on inquiry or research experiences;

General Outcome 4—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.1 Generate Ideas—Generate and contribute ideas on particular topics for oral, written, and visual texts; 4.1.2 Choose Forms—Use a variety of forms for particular audiences and purposes; 4.1.3 Organize Ideas—Order ideas to create a beginning, middle, and end in own oral, written, and visual texts; 4.2 Enhance and Improve—4.2.1 Appraise Own and Others' Work—Share own stories and creations with peers and respond to questions or comments; respond to own and others' work and presentations using pre-established criteria; 4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas on a topic with a familiar audience; clarify information by responding to questions; 4.4.2 Effective Oral Communication—Report briefly to the class using a clear voice and appropriate phrasing and intonation; 4.4.3 Attentive Listening and Viewing—Demonstrate attentive audience behaviours;

General Outcome 5—Students will listen, speak, read, write, view, and represent to celebrate and to build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in a variety of cooperative and collaborative partnership and group structures

The Arts: *General Outcome A-C3*—Students finalize and share their original artworks—1–2 A–C3.3—work collaboratively to create and share group art projects, with teacher guidance; K–2 A–C3.5—contribute to group decisions about the display of artworks for various audiences;

General Outcome A-V4—Students assess their learning in creating and experiencing art—K–4 A–V4.4—compare own learning in art to identified learning goals and criteria

Science: *Cluster 1: Growth and Changes in Animals*—B1, B5—2-1-17 Identify and describe ways in which humans help other animals;

Overall Skills and Attitudes—Reflecting on Science and Technology—A1, A2, C2—2-0-8a Recognize that learning can come from careful observations and investigations