

## Explorations 2: Ontario Curriculum Correlations

Please use the “Find” function to search for specific expectations.

WORDS, NUMBERS, AND PICTURES	
<b>Engage</b>	
What information can we find posted around us? (p. 42)	<p><b>Language:</b> <i>Media Literacy</i>—Purpose and Audience—1.1 identify the purpose and intended audience of some simple media texts; Making Inferences/Interpreting Messages—1.2 identify overt and implied messages in simple media texts; Responding to and Evaluating Texts—1.3 express personal thoughts and feelings about simple media works and explain their responses</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D2. Reflecting, Responding, and Analysing—D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art</p> <p><b>Social Studies:</b> <i>People and Environments</i>—B2. Inquiry—Natural Environments and Ways of Life—B2.4 interpret and analyze information relevant to their investigations, using a variety of tools</p>
How do font and design add information? (p. 43)	<p><b>Language:</b> <i>Media Literacy</i>—Responding to and Evaluating Texts—1.3 express personal thoughts and feelings about simple media works and explain their responses; Audience Responses—1.4 describe how different audiences might respond to specific media texts; Conventions and Techniques—2.2 identify the conventions and techniques used in some familiar media forms; Producing Media Texts—3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.3 use elements of design in art works to communicate ideas, messages, and understandings; D2. Reflecting, Responding, and Analysing—D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work</p>
What information do numbers tell us? (p. 44)	<p><b>Mathematics:</b> <i>Number Sense and Numeration</i>—Quantity Relationships—represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools; read and print in words whole numbers to twenty, using meaningful contexts; <i>Data Management and Probability</i>—Collection and Organization of Data—gather data to answer a question, using a simple survey with a limited number of responses; Data Relationships—distinguish between numbers that represent data values and numbers that represent the frequency of an event</p>
What information do we get from logos? (p. 45)	<p><b>Language:</b> <i>Media Literacy</i>—Purpose and Audience—1.1 identify the purpose and intended audience of some simple media texts; Making Inferences/Interpreting Messages—1.2 identify overt and implied messages in simple media texts; Responding to and Evaluating Texts—1.3 express personal thoughts and feelings about simple media works and explain their responses</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D2. Reflecting, Responding, and Analysing—D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work; D3. Exploring Forms and Cultural Contexts—D3.1 identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences</p>

<b>Invitations to Inquire: Cluster 1</b>	
<p>What information do we get from signs and symbols? (p. 51)</p>	<p><b>Language:</b> <i>Media Literacy</i>—Purpose and Audience—1.1 identify the purpose and intended audience of some simple media texts; Making Inferences/Interpreting Messages—1.2 identify overt and implied messages in simple media texts; Responding to and Evaluating Texts—1.3 express personal thoughts and feelings about simple media works and explain their responses; Form—2.1 Identify some of the elements and characteristics of selected media forms; Purpose and Audience—3.1 identify the topic, purpose, and audience for media texts they plan to create; Producing Media Texts—3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p><b>Mathematics:</b> <i>Data Management and Probability</i>—Collection and Organization of Data—collect and organize primary data that is categorical or discrete, and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed; Data Relationships—demonstrate an understanding of data displayed in a graph, by comparing different parts of the data and by making statements about the data as a whole</p> <p><b>Social Studies:</b> <i>People and Environments</i>—B2. Inquiry—Natural Environments and Ways of Life—B2.4 interpret and analyze information relevant to their investigations, using a variety of tools</p>
<p>How can we use numbers to give information about ourselves? (p. 53)</p>	<p><b>Language:</b> <i>Writing</i>—Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; <i>Media Literacy</i>—Purpose and Audience—1.1 identify the purpose and intended audience of some simple media texts; Making Inferences/Interpreting Messages—1.2 identify overt and implied messages in simple media texts; Purpose and Audience—3.1 identify the topic, purpose, and audience for media texts they plan to create; Producing Media Texts—3.4—produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p><b>Mathematics:</b> <i>Number Sense and Numeration</i>—Quantity Relationships—represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools; Operational Sense—describe relationships between quantities by using whole-number addition and subtraction; <i>Measurement</i>—Attributes, Units, and Measurement Sense—estimate and measure length, height, and distance, using standard units and non-standard units; estimate, measure, and record the capacity and/or mass of an object, using a variety of non-standard units; choose benchmarks – in this case, personal referents – for a centimetre and a metre to help them perform measurement tasks; tell and write time to the quarter-hour, using demonstration dialogue and analogue clocks; construct tools for measuring time intervals in non-standard units</p> <p><b>Social Studies:</b> <i>Heritage and Identity</i>—A3. Understanding Context: Tradition and Heritage—A3.5 demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community</p>

<p>How can numbers help understand more about something we can't see? (p. 54)</p>	<p><b>Mathematics:</b> <i>Number Sense and Numeration</i>—Quantity Relationships—represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools; read and print in words whole numbers to twenty, using meaningful contexts; <i>Measurement</i>—Attributes, Units, and Measurement Sense—choose benchmarks – in this case, personal referents – for a centimetre and a metre to help them perform measurement tasks; estimate and measure length, height, and distance, using standard units and non-standard units</p> <p><b>Social Studies:</b> <i>Heritage and Identity</i>—A3. Understanding Context: Tradition and Heritage—A3.5 demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community</p>
<p>What logo will you create to tell about you? (p. 56)</p>	<p><b>Language:</b> <i>Media Literacy</i>—Purpose and Audience—1.1 identify the purpose and intended audience of some simple media texts; Making Inferences/Interpreting Messages—1.2 identify overt and implied messages in simple media texts; Responding to and Evaluating Texts—1.3 express personal thoughts and feelings about simple media works and explain their responses; Audience Responses—1.4 describe how different audiences might respond to specific media texts; Point of View—1.5 identify, initially with support and direction, whose point of view is presented in a simple media text and suggest how the text might change if a different point of view were used; Production Perspectives—1.6 identify, initially with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced; Form—2.1 Identify some of the elements and characteristics of selected media forms; Purpose and Audience—3.1 identify the topic, purpose, and audience for media texts they plan to create; Conventions and Techniques—3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create; Producing Media Texts—3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques; Metacognition—4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.3 use elements of design in art works to communicate ideas, messages, and understandings; D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work</p>
<p>What do images and symbols tell about where we live? (p. 57)</p>	<p><b>Language:</b> <i>Writing</i>—Form—2.1 write short texts using several simple forms</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.3 use elements of design in art works to communicate ideas, messages, and understandings; D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work</p>

<b>Invitations to Inquire: Cluster 2</b>	
How do packages communicate information and ideas? (p. 59)	<p><b>Language: Media Literacy</b>—Purpose and Audience—1.1 identify the purpose and intended audience of some simple media texts; Making Inferences/Interpreting Messages—1.2 identify overt and implied messages in simple media texts; Responding to and Evaluating Texts—1.3 express personal thoughts and feelings about simple media works and explain their responses; Audience Responses—1.4 describe how different audiences might respond to specific media; Form—2.1 Identify some of the elements and characteristics of selected media forms; Purpose and Audience—3.1 identify the topic, purpose, and audience for media texts they plan to create; Conventions and Techniques—3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create; Producing Media Texts—3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p><b>The Arts: Visual Arts</b>—D1. Creating and Presenting—D1.3 use elements of design in art works to communicate ideas, messages, and understandings; D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work</p>
How do artists use image and design to convey ideas? (p. 60)	<p><b>The Arts: Music</b>—C2. Reflecting, Responding, and Analysing—C2.1 express personal responses to musical performances in a variety of ways; <i>Visual Arts</i>—D1. Creating and Presenting—D1.3 use elements of design in art works to communicate ideas, messages, and understandings; D2. Reflecting, Responding, and Analysing—D2.1 express their feelings and ideas about works of art; D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work</p>
How do artists and photographers create stories? (p. 62)	<p><b>Language: Writing</b>—Purpose and Audience—1.1 identify the topic, purpose, audience, and form for writing; Developing Ideas—1.2 generate ideas about a potential topic, using a variety of strategies and resources; Form—2.1 write short texts using several simple forms; Voice—2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience; Preparing for Revision—2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice; Revision—2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies; Producing Drafts—2.8 produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations; Metacognition—4.1 identify some strategies they found helpful before, during, and after writing</p> <p><b>The Arts: Drama</b>—B1. Creating and Presenting—B1.1 engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places; B1.3 plan and shape the direction of a dramatic play or role play, building on their own and others’ ideas both in and out of role, with support;</p> <p><i>Visual Arts</i>—D1. Creating and Presenting—D1.3 use elements of design in art works to communicate ideas, messages, and understandings; D2. Reflecting, Responding, and Analysing—D2.1 express their feelings and ideas about works of art; D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work</p>

<p>What do images tell about life long ago? (p. 64)</p>	<p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.3 use elements of design in art works to communicate ideas, messages, and understandings; D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.1 express their feelings and ideas about works of art; D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work; D3. Exploring Forms and Cultural Contexts—D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p> <p><b>Social Studies:</b> <i>Heritage and Identity</i>—A2. Inquiry—Past and Present Traditions—A2.5 evaluate evidence and draw conclusions about past and present traditions and celebrations in their own families and the communities to which they belong</p>
<p>Wrapping Up an Inquiry (p. 66)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Demonstrating Understanding—1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details; Extending Understanding—1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them; Interactive Strategies—2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns; Appropriate Language—2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience;</p> <p><i>Writing</i>—Purpose and Audience—1.1 identify the topic, purpose, audience, and form for writing; Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Organizing Ideas—1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns; Form—2.1 write short texts using several simple forms; Voice—2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience;</p> <p><i>Media Literacy</i>—Purpose and Audience—3.1 identify the topic, purpose, and audience for media texts they plan to create; Form—3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create; Conventions and Techniques—3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create; Producing Media Texts—3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques; Metacognition—4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.3 use elements of design in art works to communicate ideas, messages, and understandings; D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p>

**MOVING THINGS**

<b>Engage</b>	
How do things move? (p. 72)	<p><b>Mathematics:</b> <i>Measurement—Attributes, Units, and Measurement Sense</i>—estimate and measure length, height, and distance, using standard units and non-standard units; tell and write time to the quarter-hour, using demonstration digital and analogue clocks; construct tools for measuring time intervals in non-standard units</p> <p><b>Science:</b> <i>Structures and Mechanisms—Movement</i>—2. Investigation and Communication Skills—2.2 investigate and describe different kinds of movement</p>
How can we put it in motion? (p. 73)	<p><b>Language:</b> <i>Oral Communication—Active Listening Strategies</i>—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; <i>Interactive Strategies</i>—2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussion; <i>Clarity and Coherence</i>—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational pattern</p> <p><b>Mathematics:</b> <i>Geometry and Spatial Sense—Location and Movement</i>—describe the relative locations and the movements of objects on a map; draw simple maps of familiar settings, and describe the relative locations of objects on the maps</p> <p><b>Science:</b> <i>Structures and Mechanisms—Movement</i>—3. Understanding Basic Concepts—3.1 describe different ways in which objects move; 3.2 identify ways in which the position of an object can be changed</p>
What do we see that moves? (p. 74)	<p><b>Language:</b> <i>Writing—Classifying Ideas</i>—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; <i>Form</i>—2.1 write short texts using several simple forms</p> <p><b>The Arts:</b> <i>Visual Arts—D1. Creating and Presenting</i>—D1.3 use elements of design in art works to communicate ideas, messages, and understandings</p> <p><b>Science:</b> <i>Structures and Mechanisms—Movement</i>—3. Understanding Basic Concepts—3.1 describe different ways in which objects move; 3.2 identify ways in which the position of an object can be changed</p>

<p>What different ways can we move in a pattern? (p.75)</p>	<p><b>The Arts:</b> <i>Dance</i>—A1. Creating and Presenting—A1.3 create distinct beginnings and endings for dance phrases in a variety of ways; A1.4 use a variety of locomotor and non-locomotor movements to depict creatures and objects in the world around them</p> <p><b>Health and Physical Education:</b> <i>B. Movement Competence: Skills, Concepts, and Strategies</i>—B1. Movement Skills and Concepts—B1.1 perform a variety of static balances with and without equipment, using different body parts at different levels and making different body shapes; B1.3 perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways</p> <p><b>Mathematics:</b> <i>Patterning and Algebra</i>—Patterns and Relationships—identify repeating, growing, and shrinking patterns found in real-life contexts; create growing or shrinking patterns; demonstrate, through investigation, an understanding that a pattern results from repeating an operation or making a repeated change to an attribute</p> <p><b>Science:</b> <i>Structures and Mechanisms</i>—Movement—2. Investigation and Communication Skills—2.2 investigate and describe different kinds of movement</p>
<p><b>Invitations to Inquire: Cluster 1</b></p>	
<p>How do magnets affect movement? (p. 81)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Interactive Strategies—2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p><b>Mathematics:</b> <i>Measurement</i>—Attributes, Units, and Measurement Sense—record and represent measurements of length, height, and distance in a variety of ways; select and justify the choice of a standard unit or a non-standard unit to measure length</p> <p><b>Science:</b> <i>Structures and Mechanisms</i>—Movement—2. Investigation and Communication Skills—2.2 investigate and describe different kinds of movement—2.2 investigate forces that cause an object to start moving, stop moving, or change direction; 2.3 conduct investigations to determine the effects of increasing or decreasing the amount of force applied to an object</p>
<p>How do different ramps affect how things move? (p. 83)</p>	<p><b>Mathematics:</b> <i>Measurement</i>—Attributes, Units, and Measurement Sense—record and represent measurements of length, height, and distance in a variety of ways; select and justify the choice of a standard unit or a non-standard unit to measure length</p> <p><b>Science:</b> <i>Structures and Mechanisms</i>—Movement—2. Investigation and Communication and Skills—2.3 investigate the structure and function of simple machines</p>
<p>How does the wind affect the way things move? (p. 84)</p>	<p><b>Language:</b> <i>Reading</i>—Demonstrating Understanding—1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details; Extending Understanding—1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p><b>Mathematics:</b> <i>Measurement</i>—Attributes, Units, and Measurement Sense—construct tools for measuring time intervals in non-standard units; describe how changes in temperature affect everyday experiences; <i>Geometry and Spatial Sense</i>—Location and Movement—describe the relative locations and the movements of objects on a map</p>

<p>How will you build a toy with moving parts? (p. 86)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns; <i>Writing</i>—Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Form—2.1 write short texts using several simple forms</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p> <p><b>Science:</b> <i>Structures and Mechanisms</i>—Movement—2. Investigation and Communication Skills—2.4 use technological problem-solving skills, and knowledge and skills acquired from previous investigations, to design, build, and test a mechanism that includes one or more simple machines</p>
<p><b>Invitations to Inquire: Cluster 2</b></p>	
<p>How will we create a kinetic sculpture? (p. 88)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Interactive Strategies—2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; D1.3 use elements of design in art works to communicate ideas, messages, and understandings; D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p> <p><b>Science:</b> <i>Structures and Mechanisms</i>—Movement—2. Investigation and Communication Skills—2.2 investigate and describe different kinds of movement; 2.6 use a variety of forms to communicate with different audiences and for a variety of purposes</p>
<p>How can we show movement in our paintings? (p. 90)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns; <i>Writing</i>—Form—2.1 write short texts using several simple forms</p> <p><b>The Arts:</b> <i>Dance</i>—A1. Creating and Presenting—A1.3 create distinct beginnings and endings for dance phrases in a variety of ways; A1.4 use a variety of locomotor and non-locomotor movements to depict creatures and objects in the world around them; <i>Visual Arts</i>—D1. Creating and Presenting—D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; D1.3 use elements of design in art works to communicate ideas, messages, and understandings; D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.1 express their feelings and ideas about works of art; D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work</p> <p><b>Science:</b> <i>Structures and Mechanisms</i>—Movement—2. Investigation and Communication Skills—2.6 use a variety of forms to communicate with different audiences and for a variety of purposes</p>



<p>How can we use motion to create abstract paintings? (p. 91)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Interactive Strategies—2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns; <i>Writing</i>—Form—2.1 write short texts using several simple forms</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; D1.3 use elements of design in art works to communicate ideas, messages, and understandings; D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.1 express their feelings and ideas about works of art; D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work; D3. Exploring Forms and Cultural Contexts—D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p> <p><b>Science:</b> <i>Structures and Mechanisms</i>—Movement—2. Investigation and Communication Skills—2.6 use a variety of forms to communicate with different audiences and for a variety of purposes</p>
<p><b>Invitations to Inquire: Cluster 3</b></p>	
<p>How can we move from here to there? (p. 93)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Interactive Strategies—2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational pattern; Appropriate Language—2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work</p> <p><b>Science:</b> <i>Structures and Mechanisms</i>—Movement—3. Understanding Basic Concepts—3.1 describe different ways in which objects move; 3.2 identify ways in which the position of an object can be changed; 3.5 identify simple machines used in devices that move people</p> <p><b>Social Studies:</b> <i>People and Environments</i>—B3. Understanding Context—B3.6 identify basic human needs, and describe some ways in which people in communities around the world meet these needs</p>

<p>What do you recommend for 60 minutes of active movement? (p. 94)</p>	<p><b>Language:</b> <i>Writing</i>—Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction</p> <p><b>Health and Physical Education:</b> <i>Living Skills</i>—Critical and Creative Thinking—1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education; A. <i>Active Living</i>—A1. Active Participation—A1.3 identify reasons for participating in physical activity every day</p> <p><b>Mathematics:</b> <i>Number Sense and Numeration</i>—Quantity Relationships—compose and decompose two-digit numbers in a variety of ways, using concrete materials; <i>Measurement</i>—Attributes, Units, and Measurement Sense—tell and write time to the quarter-hour, using demonstration digital and analogue clocks; construct tools for measuring time intervals in non-standard units; <i>Data Management and Probability</i>—Data Relationships—distinguish between numbers that represent data values and numbers that represent the frequency of an event</p>
<p>Wrapping Up an Inquiry (p. 96)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Demonstrating Understanding—1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details; Extending Understanding—1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them; Interactive Strategies— 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns; Appropriate Language—2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience; <i>Writing</i>—Purpose and Audience—1.1 identify the topic, purpose, audience, and form for writing; Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Organizing Ideas—1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns; Form—2.1 write short texts using several simple forms; Voice—2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience; <i>Media Literacy</i>—Producing Media Texts—3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D2. Reflecting, Responding, and Analysing—D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art</p> <p><b>Science:</b> <i>Structures and Mechanisms</i>—Relating Science and Technology to Society and the Environment—1.1 assess the impact on society and the environment of simple machines that allow movement</p>

<b>DESIGN TIME</b>	
<b>Engage</b>	
What do we notice about the design of structures in our world? (p.102)	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies— 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Interactive Strategies—2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions; Clarity and Coherence— 2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p><b>The Arts:</b> <i>Visual Arts</i>— D1. Creating and Presenting—D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p> <p><b>Mathematics:</b> <i>Geometry and Spatial Sense</i>—Geometric Properties—identify and describe various three-dimensional figures and sort and classify them by their geometric properties, using concrete materials; create models and skeletons of prisms and pyramids, using concrete materials, and describe their geometric properties; Geometric Relationships—build a structure using three-dimensional figures, and describe the two-dimensional shapes and three-dimensional figures in the structure</p> <p><b>Science:</b> <i>Matter and Energy</i>—3. Understanding Basic Concepts—3.1 identify objects in the natural and built environment as solids; 3.2 describe the properties of solids</p>
What different shapes can we make? (p. 103)	<p><b>Mathematics:</b> <i>Geometry and Spatial Sense</i>—Geometric Properties—identify and describe various polygons and sort and classify them by their geometric properties, using concrete materials and pictorial representations; Geometric Relationships—compose and describe pictures , designs, and patterns by combining two-dimensional shapes; compose and decompose two-dimensional shapes</p> <p><b>Science:</b> <i>Matter and Energy</i>—3. Understanding Basic Concepts—3.1 identify objects in the natural and built environment as solids; 3.2 describe the properties of solids</p>
How can we use natural objects to create a work of art? (p. 104)	<p><b>Language:</b> <i>Oral Communication</i>—Extending Understanding—1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.1 express their feelings and ideas about works of art; D3. Exploring Forms and Cultural Contexts—D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p> <p><b>Science:</b> <i>Matter and Energy</i>—3. Understanding Basic Concepts—3.1 identify objects in the natural and built environment as solids; 3.2 describe the properties of solids</p>

<p>What if it had never been created? (p. 105)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Interactive Strategies—2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions; <i>Writing</i>—Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Form—2.1 write short texts using several simple forms</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p> <p><b>Science:</b> <i>Structures and Mechanisms</i>—Relating Science and Technology to Society and the Environment—1.1 assess the impact on society and the environment of simple machines that allow movement; Structures and Mechanisms—2. Investigation and Communication Skills—2.3 investigate the structure and function of simple machines</p>
<b>Invitations to Inquire: Cluster 1</b>	
<p>How can we combine shapes to create an interesting design? (p. 111)</p>	<p><b>Language:</b> <i>Writing</i>—Form—2.1 write short texts using several simple forms</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; D1.3 use elements of design in art works to communicate ideas, messages, and understandings; D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.1 express their feelings and ideas about works of art; D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work</p> <p><b>Mathematics:</b> <i>Geometry and Spatial Sense</i>—Geometric Relationships—compose and describe pictures, designs, and patterns by combining two-dimensional shapes; cover an outline puzzle with two-dimensional shapes in more than one way; <i>Patterning and Algebra</i>—Patterns and Relationships—identify repeating, growing, and shrinking patterns found in real-life contexts</p> <p><b>Science:</b> <i>Matter and Energy</i>—2. Investigation and Communication Skills—2.3 investigate, through experimentation, interactions that occur as a result of mixing and/or dissolving liquids and solids; 2.5 use technological problem-solving skills and knowledge acquired from previous investigations, to design, build, and test a structure that involves interactions between liquids and solids</p>
<p>How can we arrange recycled materials to create a work of art? (p. 112)</p>	<p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.1 express their feelings and ideas about works of art; D3. Exploring Forms and Cultural Contexts—D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p>
<p>How can we arrange line, shape, and colour to create abstract artwork? (p. 114)</p>	<p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.1 express their feelings and ideas about works of art; D3. Exploring Forms and Cultural Contexts—D3.1 identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences; D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p>

<p>How can we design and create a co-operative structure? (p. 115)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Interactive Strategies—2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.1 express their feelings and ideas about works of art; D3. Exploring Forms and Cultural Contexts—D3.1 identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences; D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p>
<p><b>Invitations to Inquire: Cluster 2</b></p>	
<p>What can this become? (p. 117)</p>	<p><b>Language:</b> <i>Reading</i>—Demonstrating Understanding—1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details; Making Inferences/Interpreting Texts—1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them; Extending Understanding—1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.1 express their feelings and ideas about works of art</p>
<p>How might design solve this problem? (p. 118)</p>	<p><b>Science:</b> <i>Matter and Energy</i>—2. Investigation and Communication Skills—2.5 use technological problem-solving skills and knowledge acquired from previous investigations to design, build, and test a structure that involves interactions between liquids and solids</p>
<p>How can we improve a design to make it even better? (p. 120)</p>	<p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic; D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work</p>
<p>How can we build a boat that floats? (p. 122)</p>	<p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic; D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p> <p><b>Science:</b> <i>Matter and Energy</i>—2. Investigation and Communication Skills—2.5 use technological problem-solving skills and knowledge acquired from previous investigations, to design, build, and test a structure that involves interactions between liquids and solids</p>

<p>How can we design a building to suit the environment? (p. 124)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Interactive Strategies—2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature; D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work; D3. Exploring Forms and Cultural Contexts—D3.1 identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences</p> <p><b>Social Studies:</b> <i>People and Environments</i>—B1—Application—B1.1 compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs; B3. Understanding Context: Physical Features and Communities—B3.6 identify basic human needs, and describe some ways in which people in communities around the world meet these needs</p>
<p>Wrapping Up an Inquiry (p. 126)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Demonstrating Understanding—1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details; Extending Understanding—1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them; Interactive Strategies—2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns; Appropriate Language—2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience;</p> <p><i>Writing</i>—Purpose and Audience—1.1 identify the topic, purpose, audience, and form for writing; Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Organizing Ideas—1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns; Form—2.1 write short texts using several simple forms; Voice—2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience;</p> <p><i>Media Literacy</i>—Producing Media Texts—3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D2. Reflecting, Responding, and Analysing—D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art</p>

PEOPLE, PLACE, AND TIME	
Engage	
What is community? (p.132)	<p><b>Language:</b> <i>Writing</i>—Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Organizing Ideas—1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns</p> <p><b>Social Studies:</b> <i>B. People and Environments</i>—B1. Application—B1.1 compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs</p>
Where in the world are we? (p. 133)	<p><b>Language:</b> <i>Oral Communication</i>—Extending Understanding—1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p><b>Social Studies:</b> <i>A. Heritage and Identity</i>—A3. Understanding Context—A3.3 identify countries of personal or familial significance, and locate them on a globe and/or print, digital, or interactive map; <i>B. People and Environments</i>—B1. Application—B1.1 compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs; B2. Inquiry—B2.2 gather and organize information and data about some communities' locations</p>
What is the story behind the name? (p. 134)	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Extending Understanding—1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them; <i>Reading</i>—Demonstrating Understanding—1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details; Making Inferences/Interpreting Texts—1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them; Extending Understanding—1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p><b>Social Studies:</b> <i>A. Heritage and Identity</i>—A3. Understanding Context—A3.2 identify some different groups in their community and describe some of the ways in which they contribute to diversity in Canada</p>
What do stories and artifacts tell about us? (p. 135)	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Extending Understanding—1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them; Interactive Strategies—2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns; Appropriate Language—2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience</p> <p><b>Social Studies:</b> <i>A. Heritage and Identity</i>—A3. Understanding Context—A3.6 identify some ways in which heritage is passed on through various community celebrations and events</p>

<b>Invitations to Inquire: Cluster 1</b>	
When would you rather be in Grade 2? (p. 141)	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Extending Understanding—1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p><b>Mathematics:</b> <i>Data Management and Probability</i>—Collection and Organization of Data—gather data to answer a question, using a simple survey with a limited number of responses; collect and organize primary data that is categorical or discrete, and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed; Data Relationships—pose and answer questions about class-generated data in concrete graphs, pictographs, line plots, simple bar graphs, and tally charts; demonstrate an understanding of data displayed in a graph, by comparing different parts of the data and by making statements about the data as a whole</p> <p><b>Social Studies:</b> <i>A. Heritage and Identity</i>—A3. Understanding Context—A3.5 demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community</p>
How do weather and climate affect our lives? (p. 143)	<p><b>Mathematics:</b> <i>Measurement</i>—Attributes, Units, and Measurement Sense—describe how changes in temperature affect everyday experiences; <i>Data Management and Probability</i>—Collection and Organization of Data—gather data to answer a question, using a simple survey with a limited number of responses; Data Relationships—pose and answer questions about class-generated data in concrete graphs, pictographs, line plots, simple bar graphs, and tally charts</p> <p><b>Social Studies:</b> <i>B. People and Environments</i>—B1. Application—B1.2 describe some of the ways in which two or more distinct communities have adapted to their location, climate, and physical features; B2. Inquiry—B2.4 interpret and analyze information relevant to their investigations, using a variety of tools</p>
How does the place we live affect our lives? (p. 144)	<p><b>Language:</b> <i>Writing</i>—Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Form—2.1 write short texts using several simple forms</p> <p><b>The Arts:</b> <i>Drama</i>—B1. Creating and Presenting—B1.1 engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places</p> <p><b>Social Studies:</b> <i>B. People and Environments</i>—B2. Inquiry—B2.1 formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live; B2.4 interpret and analyse information relevant to their investigations, using a variety of tools</p>



<p>How does your day compare to that of a child living elsewhere? (p. 146)</p>	<p><b>Language:</b> <i>Writing</i>—Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Form—2.1 write short texts using several simple forms</p> <p><b>Mathematics:</b> <i>Measurement</i>—Attributes, Units, and Measurement Sense—tell and write time to the quarter-hour, using demonstration digital and analogue clocks; describe how changes in temperature affect everyday experiences; <i>Data Management and Probability</i>—Data Relationships—demonstrate an understanding of data displayed in a graph, by comparing different parts of the data and by making statements about the data as a whole; distinguish between numbers that represent data values and numbers that represent the frequency of an event</p> <p><b>Social Studies:</b> <i>B. People and Environments</i>—B1. Application—B1.1 compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs</p>
<p>What can art tell about who and where we are? (p. 147)</p>	<p><b>Language:</b> <i>Writing</i>—Form—2.1 write short texts using several simple forms</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.3 use elements of design in art works to communicate ideas, messages, and understandings; D2. Reflecting, Responding, and Analysing—D2.1 express their feelings and ideas about works of art; D3. Exploring Forms and Cultural Contexts—D3.1 identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences; D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p> <p><b>Social Studies:</b> <i>A. Heritage and Identity</i>—A2. Inquiry—A2.2 gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them</p>
<p>What do toys tell about when and where children live? (p. 148)</p>	<p><b>Language:</b> <i>Writing</i>—Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Form—2.1 write short texts using several simple forms</p> <p><b>Social Studies:</b> <i>A. Heritage and Identity</i>—A2. Inquiry—A2.2 gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them</p>

**Invitations to Inquire: Cluster 2**

What celebrations and traditions bring people together? (p. 150)

**Language: Oral Communication**—Demonstrating Understanding—1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details; Extending Understanding—1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them; Interactive Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns; Appropriate Language—2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience; *Writing*—Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Organizing Ideas—1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns; Form—2.1 write short texts using several simple forms

**Mathematics: Measurement**—Measurement Relationships—determine, through investigation, the relationship between days and weeks and between months and years

**Social Studies: A. Heritage and Identity**—A2. Inquiry—A2.1 formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong; A2.2 gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them

What can music and dance teach us about cultures, celebrations, and traditions? (p. 152)

**Language: Oral Communication**—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Extending Understanding—1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns

**The Arts: Dance**—A3. Exploring Forms and Cultural Contexts—A3.1 describe, with teacher guidance, a variety of dances from communities around the world that they have seen in the media, at live performances and social gatherings, or in the classroom; A3.2 identify various reasons why people dance in daily life and various contexts in which they do so;

*Music*—C2. Reflecting, Responding, and Analysing—C2.1 express personal responses to musical performances in a variety of ways; C3. Exploring Forms and Cultural Contexts—C3.1 identify reasons why people make music in their daily lives, and describe contexts in which they make music; C3.2 identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places

**Social Studies: A. Heritage and Identity**—A3. Understanding and Context—A3.6 identify some ways in which heritage is passed on through various community celebrations and events

How might we improve our community? (p. 154)	<p><b>Language:</b> <i>Oral Communication</i>—Extending Understanding—1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p><b>Social Studies:</b> <i>B. People and Environments</i>—B1. Application—B1.3 demonstrate an understanding of the importance of sustainability in people’s interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions</p>
Wrapping Up an Inquiry (p. 156)	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Demonstrating Understanding—1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details; Extending Understanding—1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them; Interactive Strategies—2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns; Appropriate Language—2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience; Visual Aids—2.7 use a few different visual aids to support or enhance oral presentations; <i>Writing</i>—Purpose and Audience—1.1 identify the topic, purpose, audience, and form for writing; Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Organizing Ideas—1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns; Form—2.1 write short texts using several simple forms; Voice—2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience; <i>Media Literacy</i>—Producing Media Texts—3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p><b>Social Studies:</b> <i>B. People and Environments</i>—B1. Application—B1.3 demonstrate an understanding of the importance of sustainability in people’s interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions</p>

<b>ANIMALS IN OUR WORLD</b>	
<b>Engage</b>	
What do we know and wonder? (p.162)	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns;  <i>Writing</i>—Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction;  Organizing Ideas—1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns;  Form—2.1 write short texts using several simple forms</p> <p><b>Science:</b> <i>Understanding Life Systems</i>—Life Systems—2. Investigation and Communication Skills—2.2 observe and compare the physical characteristics and the behavioural characteristics of a variety of animals, including insects, using student-generated questions;  3. Understanding Basic Concepts—3.1 identify and describe major physical characteristics of different types of animals</p>
What can we learn about animals from experts? (p. 163)	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations;  <i>Writing</i>—Purpose and Audience—1.1 identify the topic, purpose, audience, and form for writing; Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Organizing Ideas—1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns; Form—2.1 write short texts using several simple forms</p> <p><b>Science:</b> <i>Understanding Life Systems</i>—2. Investigation and Communication Skills—2.2 observe and compare the physical characteristics and the behavioural characteristics of a variety of animals, including insects, using student-generated questions;  3. Understanding Basic Concepts—3.1 identify and describe major physical characteristics of different types of animals</p>
What information is interesting to us? (p. 164)	<p><b>Language:</b> <i>Reading</i>—Variety of Texts—1.1 read some different literary texts and informational texts; Purpose—1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes; Comprehension Strategies—1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts; Demonstrating Understanding—1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details; Text Forms—2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale, graphic texts such as a primary dictionary and informational texts such as a “How to” book; Text Features—2.3 identify some text features and explain how they help readers understand texts</p> <p><b>Science:</b> <i>Understanding Life Systems</i>—2. Investigation and Communication Skills—2.2 observe and compare the physical characteristics and the behavioural characteristics of a variety of animals, including insects, using student-generated questions;  3. Understanding Basic Concepts—3.1 identify and describe major physical characteristics of different types of animals</p>

<p>What is your opinion? (p. 165)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p><b>Mathematics:</b> <i>Data Management and Probability</i>—Collection and Organization of Data—collect and organize primary data that is categorical or discrete, and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed; Data Relationships—demonstrate an understanding of data displayed in a graph, by comparing different parts of the data and by making statements about the data as a whole</p> <p><b>Science:</b> <i>Understanding Life Systems</i>—1. Relating Science and Technology to Society and the environment—1.1 identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced; 3. Understanding Basic Concepts—3.1 identify and describe major physical characteristics of different types of animals</p>
<p><b>Invitations to Inquire: Cluster 1</b></p>	
<p>What can we learn about animals in a field study? (p. 171)</p>	<p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p> <p><b>Science:</b> <i>Life Systems</i>—2. Investigation and Communication Skills—2.1 follow established safety procedures and humane practices specific to the care and handling of live animals, where appropriate, during science and technology investigations; 2.2 observe and compare the physical characteristics and the behavioural characteristics of a variety of animals, including insects, using student-generated questions and a variety of methods and resources; 2.3 investigate the life cycle of a variety of animals, using a variety of methods and resources</p>
<p>What can we learn about animals in a virtual field study? (p. 173)</p>	<p><b>Language:</b> <i>Writing</i>—Purpose and Audience—1.1 identify the topic, purpose, audience, and form for writing; Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Form—2.1 write short texts using several simple forms</p> <p><b>Science:</b> <i>Life Systems</i>—2. Investigation and Communication Skills—2.2 observe and compare the physical characteristics and the behavioural characteristics of a variety of animals, including insects, using student-generated questions and a variety of methods and resources; 2.3 investigate the life cycle of a variety of animals, using a variety of methods and resources</p>
<p>How do animals change and grow over time? (p. 175)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns; <i>Writing</i>—Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Organizing Ideas—1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns; Form—2.1 write short texts using several simple forms</p> <p><b>Science:</b> <i>Life Systems</i>—2. Investigation and Communication Skills—2.3 investigate the life cycle of a variety of animals, using a variety of methods and resources; 2.4 observe and compare changes in the appearance and activity of animals as they go through a complete life cycle</p>

<p>What can we find out about what animals need? (p. 177)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; <i>Writing</i>—Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p><b>Health and Physical Education:</b> <i>Living Skills</i>—Personal Skills—1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p> <p><b>Science:</b> <i>Life Systems</i>—2. Investigation and Communication Skills—2.6 use scientific inquiry/research skills, and knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of an animal of their choice</p>
<p>In what ways are animals alike? (p. 179)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns; <i>Reading</i>—Comprehension Strategies—1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts; Demonstrating Understanding—1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details; <i>Writing</i>—Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Organizing Ideas—1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p> <p><b>Mathematics:</b> <i>Geometry and Spatial Sense</i>—Geometric Properties—distinguish between the attributes of an object that are geometric properties and the attributes that are not geometric properties, using a variety of tools; <i>Data Management and Probability</i>—Collection and Organization of Data—demonstrate an ability to organize objects into categories, by sorting and classifying objects using two attributes simultaneously; Data Relationships—pose and answer questions about class-generated data in concrete graphs, pictographs, line plots, simple bar graphs, and tally charts</p> <p><b>Science:</b> <i>Life Systems</i>—2. Investigation and Communication Skills—2.2 observe and compare the physical characteristics and the behavioural characteristics of a variety of animals, including insects, using student-generated questions and a variety of methods and resources</p>

<b>Invitations to Inquire: Cluster 2</b>	
<p>How do animals contribute to the world? (p. 181)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns;  <i>Writing</i>—Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources;            Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction;            Organizing Ideas—1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p> <p><b>Science:</b> <i>Life Systems</i>—1. Relating Science and Technology to Society and the Environment—1.1 identify positive and negative impacts that animals have on humans and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced; 3. Understanding Basic Concepts—3.3 identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live</p>
<p>How can we protect animals and the places where they live? (p. 183)</p>	<p><b>Language:</b> <i>Oral Communication</i>—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns;  <i>Writing</i>—Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources;            Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction;            Organizing Ideas—1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns;            Form—2.1 write short texts using several simple forms;  <i>Media Literacy</i>—Producing Media Texts—3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p><b>The Arts:</b> <i>Visual Arts</i>—D1. Creating and Presenting—D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p> <p><b>Science:</b> <i>Life Systems</i>—1. Relating Science and Technology to Society and the Environment—1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced; 3. Understanding Basic Concepts—3.3 identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live</p>

Wrapping Up an Inquiry (p. 186)

**Language: Oral Communication**—Active Listening Strategies—1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations; Demonstrating Understanding—1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details; Extending Understanding—1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them; Interactive Strategies—2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions; Clarity and Coherence—2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns; Appropriate Language—2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience; Visual Aids—2.7 use a few different visual aids to support or enhance oral presentations;  
**Writing**—Purpose and Audience—1.1 identify the topic, purpose, audience, and form for writing; Research—1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 sort ideas and information for their writing in a variety of ways, with support and direction; Organizing Ideas—1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns; Form—2.1 write short texts using several simple forms; Voice—2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience;  
**Media Literacy**—Producing Media Texts—3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques

**The Arts: Visual Arts**—D1. Creating and Presenting—D1.3 use elements of design in art works to communicate ideas, messages, and understandings

**Science: Life Systems**—2. Investigation and Communication Skills—2.8 use a variety of forms to communicate with different audiences and for a variety of purposes