

Explorations 2: Saskatchewan 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>Comprehend and Respond</i>—CR2.2 View and explain the key literal and inferential ideas, important details, and how elements enhance meaning in grade-appropriate visual and multimedia texts—a. View and demonstrate comprehension of grade-appropriate visual and multimedia texts including multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters; d. Obtain information from different media</p> <p>The Arts: <i>Critical/Responsive</i>—CR2.1—Examine arts expressions to determine how ideas for arts expressions may come from artists’ own communities—g. Respond to arts expressions in own communities, both verbally and non-verbally</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR2.3 Identify physical representations as constructed models of real things—b. Locate the local community on a map of Saskatchewan and Canada, and the community’s relative location on a globe</p>
<p>How do font and design add information? (p. 43)</p>	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.2 View and explain the key literal and inferential ideas, important details, and how elements enhance meaning in grade-appropriate visual and multimedia texts—c. Understand and apply the appropriate cues and conventions to construct and confirm meaning when viewing; j. Explain how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities—j. Recognize, with guidance, how own visual images communicate non-verbally; CP2.8—Create art works using a variety of visual art concepts, form, and media—c. Classify a large variety of lines using own words and apply in own work; f. Classify different kinds of textures using own words and apply observations to own work; g. Classify different kinds of shapes using own words and apply to own work</p>
<p>What information do numbers tell us? (p. 44)</p>	<p>Mathematics: <i>Number</i>—N2.1 Demonstrate understanding of whole numbers to 100 by: representing, describing, skip counting, differentiating between odd and even numbers, estimating with referents, comparing two numbers, ordering three or more numbers</p>
<p>What information do we get from logos? (p. 45)</p>	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.2 View and explain the key literal and inferential ideas, important details, and how elements enhance meaning in grade-appropriate visual and multimedia texts—a. View and demonstrate comprehension of grade-appropriate visual and multimedia texts including multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters; c. Understand and apply the appropriate cues and conventions to construct and confirm meaning when viewing; d. Obtain information from different media; f. View and interpret, with teacher support, the purpose of a message; j. Explain how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama</p> <p>The Arts: <i>Critical/Responsive</i>—CR2.1—Examine arts expressions to determine how ideas for arts expressions may come from artists’ own communities—a. Describe or infer how art works are created for a variety of reasons; d. Demonstrate sensitivity to differing responses and interpretations, recognizing that not everyone responds the same way to a work of art; e. Investigate and describe how artists and their work affect our visual environment and other forms of daily interactions</p>

Invitations to Inquire: Cluster 1	
What information do we get from signs and symbols? (p. 51)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.2 View and explain the key literal and inferential ideas, important details, and how elements enhance meaning in grade-appropriate visual and multimedia texts—a. View and demonstrate comprehension of grade-appropriate visual and multimedia texts including multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple chars, and posters; d. Obtain information from different media; f. View and interpret, with teacher support, the purpose of a message;</p> <p><i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding</p> <p>Mathematics: <i>Statistics and Probability</i>—SP2.1 Demonstrate understanding of concrete graphs and pictographs</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR2.3 Identify physical representations as constructed models of real things—c. Interpret basic features of maps and globes</p>
How can we use numbers to give information about ourselves? (p. 53)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.2 View and explain the key literal and inferential ideas, important details, and how elements enhance meaning in grade-appropriate visual and multimedia texts—a. View and demonstrate comprehension of grade-appropriate visual and multimedia texts including multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple chars, and posters; d. Obtain information from different media; f. View and interpret, with teacher support, the purpose of a message;</p> <p><i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—d. Follow a model to communicate ideas and information about a topic</p> <p>Mathematics: <i>Statistics and Probability</i>—SP2.1 Demonstrate understanding of concrete graphs and pictographs;</p> <p><i>Shape and Space</i>—SS2.1 Demonstrate understanding of non-standard units for linear measurement by: describing the choice and appropriate use of non-standard units, estimating, measuring, comparing and analyzing measurements; SS2.2 Demonstrate understanding of non-standard units for measurement of mass by: describing the choice and appropriate use of non-standard units, estimating, measuring, comparing and analyzing measurements</p>
How can numbers help understand more about something we can't see? (p. 54)	<p>Mathematics: <i>Number</i>—N2.1 Demonstrate understanding of whole numbers to 100 by: representing, describing, skip counting, differentiating between odd and even numbers, estimating with referents, comparing two numbers, ordering three or more numbers;</p> <p><i>Shape and Space</i>—SS2.1 Demonstrate understanding of non-standard units for linear measurement by: describing the choice and appropriate use of non-standard units, estimating, measuring, comparing and analyzing measurements; SS2.2 Demonstrate understanding of non-standard units for measurement of mass by: describing the choice and appropriate use of non-standard units, estimating, measuring, comparing and analyzing measurements;</p> <p><i>Statistics and Probability</i>—SP2.1 Demonstrate understanding of concrete graphs and pictographs</p>

<p>What logo will you create to tell about you? (p. 56)</p>	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.2 View and explain the key literal and inferential ideas, important details, and how elements enhance meaning in grade-appropriate visual and multimedia texts—a. View and demonstrate comprehension of grade-appropriate visual and multimedia texts including multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters; c. Understand and apply the appropriate cues and conventions to construct and confirm meaning when viewing; d. Obtain information from different media; f. View and interpret, with teacher support, the purpose of a message; j. Explain how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama;</p> <p>Compose and Create—CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility—a. Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues and make connections to own life; b. Create spoken, written, and other representations that include: a specific message, several related ideas which are logically organized and developed, ideas and information which are clear and complete, appropriate use of language and conventions including conventional print</p> <p>The Arts: <i>Creative/Production</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities—f. Compare differing ideas in art works, including own and peers’ visual expressions; i. Identify sources of inspiration and describe decisions made in creating own art works; j. Recognize, with guidance, how own visual images communicate non-verbally</p>
<p>What do images and symbols tell about where we live? (p. 57)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; d. Follow a model to communicate ideas and information about a topic; f. Combine illustrations and written text to express ideas, feelings, and information</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities—a. Use inquiry processes to explore a question or topic related to interest in own community; f. Compare differing ideas in art works, including own and peers’ visual expressions; i. Identify sources of inspiration and describe decisions made in creating own art works; j. Recognize, with guidance, how own visual images communicate non-verbally;</p> <p>Critical/Responsive—CR2.1—Examine arts expressions to determine how ideas for arts expressions may come from artists’ own communities—b. Discuss, with guidance, how the arts tell something about the society or community in which they were created; f. Investigate and discuss why arts expressions are created in various communities; CR2.2—Use inquiry and technology to investigate a variety of arts expressions—c. Pose questions about the arts and determine which questions are compelling enough to investigate as a group;</p> <p>Cultural/Historical—CH2.1—Identify key features of arts and cultural traditions in own community—b. Respond to a variety of arts expressions in own communities</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR2.3 Identify physical representations as constructed models of real things—b. Locate the local community on a map of Saskatchewan and Canada, and the community’s relative location on a globe</p>

Invitations to Inquire: Cluster 2	
How do packages communicate information and ideas? (p. 59)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.2 View and explain the key literal and inferential ideas, important details, and how elements enhance meaning in grade-appropriate visual and multimedia texts—a. View and demonstrate comprehension of grade-appropriate visual and multimedia texts including multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters; c. Understand and apply the appropriate cues and conventions to construct and confirm meaning when viewing; d. Obtain information from different media; f. View and interpret, with teacher support, the purpose of a message; j. Explain how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama;</p> <p><i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; c. Understand and apply the appropriate cues and conventions to construct and communicate meaning when using other forms of representing; f. Combine illustrations and written text to express ideas, feelings, and information</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities—f. Compare differing ideas in art works, including own and peers' visual expressions;</p> <p><i>Critical/Responsive</i>—CR2.1—Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities—a. Describe or infer how art works are created for a variety of reasons</p>
How do artists use image and design to convey ideas? (p. 60)	<p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities—i. Identify sources of inspiration and describe decisions made in creating own art works; f. Compare differing ideas in art works, including own and peers' visual expressions; CP2.8—Create art works using a variety of visual art concepts, forms, and media—a. Make basic decisions about own methods and materials; c. Classify a large variety of lines using own words and apply in own work; f. Classify different kinds of textures using own words and apply observations to own work; g. Classify different kinds of shapes using own words and apply to own work; i. Classify different kinds of patterns using own words and apply to own work;</p> <p><i>Critical/Responsive</i>—CR2.2—Use inquiry and technology to investigate a variety of arts expressions—a. Use libraries, community resources, and the Internet as sources of information about artists and their work; f. Manage information discovered about the arts using different methods including technology; g. Document and share collaborative inquiry findings with other students or with a community audience</p>

<p>How do artists and photographers create stories? (p. 62)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences—a. Employ a writing process; b. Select and use task-relevant before, during, and after strategies when writing to communicate meaning; c. Understand and apply the appropriate cues and conventions to construct and communicate meaning when writing; g. Write brief narratives based on own experiences and imaginations that move through a logical sequence of events and describe the setting, characters, character traits, goals, and events</p> <p>The Arts: <i>Critical/Responsive</i> CR2.1—Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities—d. Demonstrate sensitivity to differing responses and interpretations, recognizing that not everyone responds the same way to a work of art</p>
<p>What do images tell about life long ago? (p. 64)</p>	<p>The Arts: <i>Creative/Productive</i>—CP2.8—Create art works using a variety of visual art concepts, forms, and media—a. Make basic decisions about own methods and materials;</p> <p><i>Critical/Responsive</i>—CR2.1—Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities—b. Discuss, with guidance, how the arts tell something about the society or community in which they were created; f. Investigate and discuss why arts expressions are created in various communities; g. Respond to arts expressions in own communities, both verbally and non-verbally; CR2.2—Use inquiry and technology to investigate a variety of arts expressions—a. Use libraries, community resources, and the Internet as sources of information about artists and their work; g. Document and share collaborative inquiry findings with other students or with a community audience;</p> <p><i>Cultural/Historical</i>—CH2.1—Identify key features of arts and cultural traditions in own community—a. Describe how, from earliest times, human beings have influenced their communities through the creation of arts expressions</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR2.1 Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times—a. Plan and implement a process to learn about the past experiences of members of the local community</p>

Wrapping Up an Inquiry (p. 66)

English Language Arts: *Comprehend and Respond*—CR2.1 Comprehend and respond to a variety of grade-level texts that address identity, community, and social responsibility—c. Connect situations portrayed in texts personal experiences and prior learning; CR2.2 View and explain the key literal and inferential ideas, important details, and how elements enhance meaning in grade-appropriate visual and multimedia texts—a. View and demonstrate comprehension of grade-appropriate visual and multimedia texts including multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters; c. Understand and apply the appropriate cues and conventions to construct and confirm meaning when viewing; d. Obtain information from different media; f. View and interpret, with teacher support, the purpose of a message; j. Explain how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama; CR2.3 Listen and retell the key literal and inferential ideas and important details heard in small- and large-group activities, and follow oral directions and demonstrations—d. Listen to and follow independently a series of related directions or instructions related to class activities; e. Paraphrase information that has been shared by others;

Compose and Create—CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility—a. Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues and make connections to own life; b. Create spoken, written, and other representations that include: a specific message, several related ideas which are logically organized and developed, ideas and information which are clear and complete, appropriate use of language and conventions including conventional print; c. Use personal knowledge and experiences in communications; d. Share own stories and creations with peers and respond to questions or comments; CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; c. Understand and apply the appropriate cues and conventions to construct and communicate meaning when using other forms of representing; f. Combine illustrations and written text to express ideas, feelings, and information; CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; e. Report on a topic with facts and details, drawing from several sources of information; h. Make relevant contributions to class discussions and take turns; j. Explain how new ideas and information have added to understanding; CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences—a. Employ a writing process; b. Select and use task-relevant before, during, and after strategies when writing to communicate meaning; c. Understand and apply the appropriate cues and conventions to construct and communicate meaning when writing; d. Write groups of clear sentences that develop a central idea in a basic paragraph of six sentences; g. Write brief narratives based on own experiences and imaginations that move through a logical sequence of events and describe the setting, characters, character traits, goals, and events

The Arts: *Critical/Responsive*—CR2.2—Use inquiry and technology to investigate a variety of arts expressions—g. Document and share collaborative inquiry findings with other students or with a community audience

Social Studies: *Interactions and Interdependence of Nations*—IN2.2 Create a representation of the diversity of cultural groups in the local community—b. Retell the shared experiences and stories of members of the local community experienced through active listening, viewing, and reading of stories in various formats; d. Describe ways in which diverse individuals and groups contribute to the well-being of the local community

MOVING THINGS	
Engage	
How do things move? (p. 72)	<p>Mathematics: <i>Shape and Space</i>—SS2.1 Demonstrate understanding of non-standard units for linear measurement by: describing the choice and appropriate use of non-standard units, estimating, measuring, comparing and analyzing measurements</p> <p>Science: <i>Physical Science</i>—Motion and Relative Position—MP2.2 Investigate factors, including friction, which affect the motion of natural and constructed objects, including self—a. Pose questions about the motion of natural and constructed objects in their environment</p>
How can we put it in motion? (p. 73)	<p>English Language Arts: <i>Compose and Create</i>—CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play</p> <p>Mathematics: <i>Shape and Space</i>—SS2.1 Demonstrate understanding of non-standard units for linear measurement by: describing the choice and appropriate use of non-standard units, estimating, measuring, comparing and analyzing measurements</p> <p>Science: <i>Physical Science</i>—Motion and Relative Position—MP2.2 Investigate factors, including friction, which affect the motion of natural and constructed objects, including self—d. Examine a variety of toys, playground equipment, and other objects that move or which have components that move and ask questions that lead to exploration and investigation of the motion of objects</p>
What do we see that moves? (p. 74)	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—d. Follow a model to communicate ideas and information about a topic</p> <p>The Arts: <i>Creative/Productive</i>—CP2.2—Create and connect dance phrases using the elements of dance—b. Observe the motion of objects and people and incorporate these observations in movement explorations; <i>Critical/Responsive</i>—CR2.2—Use inquiry and technology to investigate a variety of arts expressions—d. Plan how to answer some or all of the questions posed as a whole group or in small groups; g. Document and share collaborative inquiry findings with other students or with a community audience</p> <p>Science: <i>Physical Science</i>—Motion and Relative Position—MP2.2 Investigate factors, including friction, which affect the motion of natural and constructed objects, including self—b. Describe examples of the motion of natural and constructed objects in their environment</p>

<p>What different ways can we move in a pattern? (p. 75)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—g. Use sound or movement to demonstrate understanding</p> <p>The Arts: <i>Creative/Productive</i>—CP2.2—Create and connect dance phrases using the elements of dance—f. Identify and investigate different kinds of locomotor and non-locomotor actions, and explore a variety of ways to walk, run, leap, slide, gallop, jump, hop, turn, twist, bend, stretch, and pause; d. Demonstrate and discuss how movement patterns can repeat and contrast; g. Move with a variety of speeds, duration, and varying forces for expressive purposes</p> <p>Mathematics: <i>Patterns and Relations</i>—P2.1 Demonstrate an understanding of repeating patterns by: describing, representing patterns in alternate modes, extending, comparing, creating patterns using manipulatives, pictures, sounds, and actions; P2.2 Demonstrate understanding of increasing patterns by: describing, reproducing, extending, creating patterns using manipulatives, pictures, sounds, and actions</p> <p>Physical Education: <i>PE2.3</i>—Explore, express, and apply, a variety of ways to skillfully move the body through space while participating in movement activities—a. Use performance words to demonstrate understanding of performance cues language connected to skillful locomotor movement; b. Say performance cues while jumping backward, rolling forward and sideways, hopping, skipping, galloping, leaping, sliding, and rolling backwards; d. Walk forward and backward at varying speeds, following a variety of given directions and pathways, keeping head up and avoiding collisions; <i>PE2.7</i>—Explore and demonstrate rhythmical movement with smooth transitions between movements—c. Replicate, smoothly, a series of four to six movements in a sequence led by others; d. Vary body shapes and level of movement, with smooth transitions from one movement to the next, in time to a rhythm; g. Explore and create rhythmical movement sequences with and without music</p> <p>Science: <i>Physical Science</i>—Motion and Relative Position—MP2.2 Investigate factors, including friction, which affect the motion of natural and constructed objects, including self—e. Investigate, describe, and represent different patterns of movement of familiar objects, including themselves</p>
Invitations to Inquire: Cluster 1	
<p>How do magnets affect movement? (p. 81)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; j. Explain how new ideas and information have added to understanding</p> <p>Mathematics: <i>Shape and Space</i>—SS2.1 Demonstrate understanding of non-standard units for linear measurement by: describing the choice and appropriate use of non-standard units, estimating, measuring, comparing and analyzing measurements</p> <p>Science: <i>Physical Science</i>—Motion and Relative Position—MP2.2 Investigate factors, including friction, which affect the motion of natural and constructed objects, including self—g. Demonstrate how pushes and pulls can cause an object to speed up, slow down, stop, or change direction</p>

<p>How do different ramps affect how things move? (p. 83)</p>	<p>Mathematics: <i>Shape and Space</i>—SS2.1 Demonstrate understanding of non-standard units for linear measurement by: describing the choice and appropriate use of non-standard units, estimating, measuring, comparing and analyzing measurements</p> <p>Science: <i>Physical Science</i>—Motion and Relative Position—MP2.2 Investigate factors, including friction, which affect the motion of natural and constructed objects, including self—k. Provide examples of technologies that are designed to make it easier for people and constructed objects to move on different surfaces</p>
<p>How does the wind affect the way things move? (p. 84)</p>	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.4 Read and demonstrate comprehension of grade- appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions—a. Read and understand a variety of grade-level-appropriate narrative and informational texts including legends, traditional stories and folktales, poetry, environmental print, and predictable books including First Nations and Métis resources</p> <p>Mathematics: <i>Shape and Space</i>—SS2.1 Demonstrate understanding of non-standard units for linear measurement by: describing the choice and appropriate use of non-standard units, estimating, measuring, comparing and analyzing measurements</p> <p>Science: <i>Physical Science</i>—Motion and Relative Position—MP2.2 Investigate factors, including friction, which affect the motion of natural and constructed objects, including self—b. Describe examples of the motion of natural objects in their environment</p>
<p>How will you build a toy with moving parts? (p. 86)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; h. Construct three-dimensional objects to clarify ideas and understanding; CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; j. Explain how new ideas and information have added to understanding</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities— h. Reflect and discuss to help make decisions about own art works; CP2.8—Create art works using a variety of visual art concepts, forms, and media—a. Make basic decisions about own methods and materials;</p> <p><i>Critical/Responsive</i>—CR2.2—Use inquiry and technology to investigate a variety of arts expressions—b. Investigate various arts expressions in own communities, throughout the world, and in different eras using technology; d. Plan how to answer some or all of the questions posed as a whole group or in small groups; f. Manage information discovered about the arts using different methods including technology g. Document and share collaborative inquiry findings with other students or with a community audience</p> <p>Science: <i>Physical Science</i>—Motion and Relative Position—MP2.2 Investigate factors, including friction, which affect the motion of natural and constructed objects, including self—d. Examine a variety of toys, playground equipment, and other objects that move or which have components that move and ask questions that lead to exploration and investigation of the motion of objects</p>

Invitations to Inquire: Cluster 2	
How will we create a kinetic sculpture? (p. 88)	<p>English Language Arts: <i>Compose and Create</i>—CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences—f. Write short pieces in the form of reports that describe and explain familiar objects, events, and experiences</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities— a. Use inquiry processes to explore a question or topic related to interest in own community; d. Identify the difference between two dimensions and three dimensions; i. Identify sources of inspiration and describe decisions made in creating own art works; CP2.8—Create art works using a variety of visual art concepts, forms, and media—a. Make basic decisions about own methods and materials; g. Classify different kinds of shapes using own words and apply to own work; i. Classify different kinds of patterns using own words and apply to own work</p> <p>Science: <i>Physical Science</i>—Motion and Relative Position—MP2.1 Analyze methods of determining the position of objects relative to other objects—g. Collaborate with other students to describe the position of an object from different positions using drawings, and written and oral descriptions; MP2.2 Investigate factors, including friction, which affect the motion of natural and constructed objects, including self— l. Generate new questions about the motion of objects that arise from what was learned</p>
How can we show movement in our paintings? (p. 90)	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—g. Use sound or movement to demonstrate understanding; C2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play</p> <p>The Arts: <i>Creative/Productive</i>—CP2.2—Create and connect dance phrases using the elements of dance—b. Observe the motion of objects and people and incorporate these observations in movement explorations; CP2.7—Create visual art works that draw on observations and express ideas about own communities—a. Use inquiry processes to explore a question or topic related to interest in own community; g. Describe how ideas for visual expressions come from many different sources; h. Reflect and discuss to help make decisions about own art works; i. Identify sources of inspiration and describe decisions made in creating own art works; j. Recognize, with guidance, how own visual images communicate non-verbally</p>

<p>How can we use motion to create abstract paintings? (p. 91)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences—f. Write short pieces in the form of reports that describe and explain familiar objects, events, and experiences</p> <p>The Arts: <i>Creative/Productive</i>—CP2.8—Create art works using a variety of visual art concepts, forms, and media—a. Make basic decisions about own methods and materials; <i>Critical/Responsive</i>—CR2.1—Examine arts expressions to determine how ideas for arts expressions may come from artists’ own communities—c. Recognize that an audience will not see or hear everything in an arts expression at first introduction; d. Demonstrate sensitivity to differing responses and interpretations, recognizing that not everyone responds the same way to a work of art; CR2.2—Use inquiry and technology to investigate a variety of arts expressions—a. Use libraries, community resources, and the Internet as sources of information about artists and their work</p>
<p>Invitations to Inquire: Cluster 3</p>	
<p>How can we move from here to there? (p. 93)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; f. Combine illustrations and written text to express ideas, feelings, and information; CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities—a. Use inquiry processes to explore a question or topic related to interest in own community</p> <p>Science: <i>Physical Science</i>—Motion and Relative Position—MP2.2 Investigate factors, including friction, which affect the motion of natural and constructed objects, including self—k. Provide examples of technologies that are designed to make it easier for people and constructed objects to move on different surfaces</p>
<p>What do you recommend for 60 minutes of active movement? (p. 94)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding</p> <p>Mathematics: <i>Number</i>—N2.1 Demonstrate understanding of whole numbers to 100 by: representing, describing, skip counting, differentiating between odd and even numbers, estimating with referents, comparing two numbers, ordering three or more numbers</p> <p>Physical Education: <i>PE2.2</i>—Analyze daily habits and actions that demonstrate personal engagement in, and taking personal responsibility for, leading a physically active life—a. Explain what it means, and why it is important, to be responsible for own level of participation in movement activity; c. Describe some benefits of participating in regular movement activity that support a balanced life; d. Record on a weekly calendar a daily record of personal participation in movement activities, both in and out of school; g. Identify opportunities for participation in movement activities that are self-initiated</p>

Wrapping Up an Inquiry (p. 96)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.3 Listen and retell the key literal and inferential ideas and important details heard in small- and large-group activities, and follow oral directions and demonstrations—a. Listen and demonstrate comprehension by retelling key points in grade-appropriate literary and informational texts including First Nations and Métis resources; d. Listen to and follow independently a series of related directions or instructions related to class activities; h. Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions;</p> <p><i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; b. Select and use task-relevant before, during, and after strategies when using other forms of representing to communicate meaning; c. Understand and apply the appropriate cues and conventions to construct and communicate meaning when using other forms of representing; e. Consider and choose appropriate text form to represent ideas and stories; CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; e. Report on a topic with facts and details, drawing from several sources of information; h. Make relevant contributions to class discussions and take turns; j. Explain how new ideas and information have added to understanding; CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences—a. Employ a writing process; b. Select and use task-relevant before, during, and after strategies when writing to communicate meaning; c. Understand and apply the appropriate cues and conventions to construct and communicate meaning when writing; d. Write groups of clear sentences that develop a central idea in a basic paragraph of six sentences; g. Write brief narratives based on own experiences and imaginations that move through a logical sequence of events and describe the setting, characters, character traits, goals, and events</p> <p>The Arts: <i>Critical/Responsive</i>—CR2.2—Use inquiry and technology to investigate a variety of arts expressions—g. Document and share collaborative inquiry findings with other students or with a community audience</p> <p>Science: <i>Physical Science</i>—Motion and Relative Position—MP2.2 Investigate factors, including friction, which affect the motion of natural and constructed objects, including self—l. Generate new questions about the motion of objects that arise from what was learned</p> <p>Social Studies: <i>Resources and Wealth</i>—RW2.1 Describe ways in which the local community meets needs and wants of its members; RW2.3 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability</p>
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DESIGN TIME	
Engage	
What do we notice about the design of structures in our world? (p. 102)	<p>English Language Arts: <i>Compose and Create</i>—CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; j. Explain how new ideas and information have added to understanding</p> <p>The Arts: <i>Critical/Responsive</i>—CR2.1—Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities—a. Describe or infer how art works are created for a variety of reasons; e. Investigate and describe how artists and their work affect our visual environment and other forms of daily interactions; g. Respond to arts expressions in own communities, both verbally and non-verbally; CR2.2—Use inquiry and technology to investigate a variety of arts expressions—f. Manage information discovered about the arts using different methods including technology; <i>Cultural/Historical</i>—CH2.1—Identify key features of arts and cultural traditions in own community—b. Respond to a variety of arts expressions in own communities</p> <p>Mathematics: <i>Shape and Space</i>—SS2.3 Describe, compare and construct 3-D objects including: cubes, spheres, cones, cylinders, pyramids; SS2.5 Demonstrate understanding of the relationship between 2-D shapes and 3-D objects</p> <p>Science: <i>Physical Science</i>—Liquids and Solids—LS2.1 Investigate properties of familiar liquids and solids—a. Pose questions that lead to investigation and exploration of the properties of familiar liquids and solids; b. Classify objects in various natural and constructed environments as liquids or solids</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR2.3 Identify physical representations as constructed models of real things—a. Describe constructed features of the local community and examine the value and purpose of such constructions</p>
What different shapes can we make? (p. 103)	<p>Mathematics: <i>Shape and Space</i>—SS2.4 Describe, compare and construct 2-D shapes including: triangles, squares, rectangles, circles</p> <p>Science: <i>Physical Science</i>—Liquids and Solids—LS2.1 Investigate properties of familiar liquids and solids—a. Pose questions that lead to investigation and exploration of the properties of familiar liquids and solids</p>
How can we use natural objects to create a work of art? (p. 104)	<p>English Language Arts: <i>Compose and Create</i>—CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities— a. Use inquiry processes to explore a question or topic related to interest in own community; d. Identify the difference between two dimensions and three dimensions; g. Describe how ideas for visual expressions come from many different sources; j. Recognize, with guidance, how own visual images communicate non-verbally; CP2.8—Create art works using a variety of visual art concepts, forms, and media—a. Make basic decisions about own methods and materials</p> <p>Science: <i>Physical Science</i>—Liquids and Solids—LS2.1 Investigate properties of familiar liquids and solids—a. Pose questions that lead to investigation and exploration of the properties of familiar liquids and solids</p>

<p>What if it had never been created? (p. 105)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; d. Follow a model to communicate ideas and information about a topic; f. Combine illustrations and written text to express ideas, feelings, and information</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities— a. Use inquiry processes to explore a question or topic related to interest in own community</p> <p>Science: <i>Physical Science</i>—Motion and Relative Position—MP2.2 Investigate factors, including friction, which affect the motion of natural and constructed objects, including self—l. Generate new questions about the motion of objects that arise from what was learned</p>
<p>Invitations to Inquire: Cluster 1</p>	
<p>How can we combine shapes to create an interesting design? (p. 111)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities— h. Reflect and discuss to help make decisions about own art works; CP2.8—Create art works using a variety of visual art concepts, forms, and media—g. Classify different kinds of shapes using own words and apply to own work; i. Classify different kinds of patterns using own words and apply to own work; <i>Critical/Responsive</i>—CR2.1—Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities—b. Discuss, with guidance, how the arts tell something about the society or community in which they were created; CR2.2—Use inquiry and technology to investigate a variety of arts expressions—b. Investigate various arts expressions in own communities, throughout the world, and in different eras using technology</p> <p>Mathematics: <i>Shape and Space</i>—SS2.4 Describe, compare and construct 2-D shapes including: triangles, squares, rectangles, circles; SS2.5 Demonstrate understanding of the relationship between 2-D shapes and 3-D objects</p>
<p>How can we arrange recycled materials to create a work of art? (p. 112)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; h. Construct three-dimensional objects to clarify ideas and understanding</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities— i. Identify sources of inspiration and describe decisions made in creating own art works; j. Recognize, with guidance, how own visual images communicate non-verbally; CP2.8—Create art works using a variety of visual art concepts, forms, and media—a. Make basic decisions about own methods and materials; k. Describe and represent the position of objects relative to other objects; <i>Critical/Responsive</i>—CR2.2—Use inquiry and technology to investigate a variety of arts expressions—g. Document and share collaborative inquiry findings with other students or with a community audience</p>

<p>How can we arrange line, shape, and colour to create abstract artwork? (p. 114)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities—Reflect and discuss to help make decisions about own art works; i. Identify sources of inspiration and describe decisions made in creating own art works; j. Recognize, with guidance, how own visual images communicate non-verbally; CP2.8—Create art works using a variety of visual art concepts, forms, and media—a. Make basic decisions about own methods and materials; c. Classify a large variety of lines using own words and apply in own work; g. Classify different kinds of shapes using own words and apply to own work;</p> <p>Critical/Responsive—CR2.2—Use inquiry and technology to investigate a variety of arts expressions—c. Pose questions about the arts and determine which questions are compelling enough to investigate as a group; f. Manage information discovered about the arts using different methods including technology; g. Document and share collaborative inquiry findings with other students or with a community audience</p>
<p>How can we design and create a co-operative structure? (p. 115)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; h. Construct three-dimensional objects to clarify ideas and understanding; CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities— a. Use inquiry processes to explore a question or topic related to interest in own community; d. Identify the difference between two dimensions and three dimensions; f. Compare differing ideas in art works, including own and peers' visual expressions;</p> <p>Critical/Responsive—CR2.1—Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities—f. Investigate and discuss why arts expressions are created in various communities;</p> <p>Cultural/Historical—CH2.1—Identify key features of arts and cultural traditions in own community—a. Describe how, from earliest times, human beings have influenced their communities through the creation of arts expressions; d. View and listen to the work of artists from various cultural groups</p>
<p>Invitations to Inquire: Cluster 2</p>	
<p>What can this become? (p. 117)</p>	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.4 Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions—a. Read and understand a variety of grade-level-appropriate narrative and informational texts including legends, traditional stories and folktales, poetry, environmental print, and predictable books including First Nations and Métis resources</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities—a. Use inquiry processes to explore a question or topic related to interest in own community; f. Compare differing ideas in art works, including own and peers' visual expressions; h. Reflect and discuss to help make decisions about own art works; CP2.8—Create art works using a variety of visual art concepts, forms, and media—a. Make basic decisions about own methods and materials; b. Demonstrate safety, co-ordination, and skills in using simple visual art tools and materials</p>

How might design solve this problem? (p. 118)	<p>English Language Arts: <i>Compose and Create</i>—CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions—e. Report on a topic with facts and details, drawing from several sources of information</p>
How can we improve a design to make it even better? (p. 120)	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—f. Combine illustrations and written text express ideas, feelings, and information</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities—a. Use inquiry processes to explore a question or topic related to interest in own community; i. Identify sources of inspiration and describe decisions made in creating own art works; <i>Critical/Responsive</i>—CR2.1—Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities—a. Describe or infer how art works are created for a variety of reasons; CR2.2—Use inquiry and technology to investigate a variety of arts expressions—b. Investigate various arts expressions in own communities, throughout the world, and in different eras using technology</p> <p>Social Studies: <i>Resources and Wealth</i>—RW2.1 Describe ways in which the local community meets needs and wants of its members</p>
How can we build a boat that floats? (p. 122)	<p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities— a. Use inquiry processes to explore a question or topic related to interest in own community; h. Reflect and discuss to help make decisions about own art works</p> <p>Science: <i>Physical Science</i>—Liquids and Solids—LS2.2 Investigate interactions between liquids and solids, and technologies based on those interactions—h. Use a variety of sources to gather information about objects that sink and float; i. Demonstrate an understanding of sinking and floating by solving a related practical problem such as building an object that will float, carry a load, and be stable</p>
How can we design a building to suit the environment? (p. 124)	<p>English Language Arts: <i>Compose and Create</i>—CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; j. Explain how new ideas and information have added to understanding</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities—a. Use inquiry processes to explore a question or topic related to interest in own community; f. Compare differing ideas in art works, including own and peers' visual expressions; h. Reflect and discuss to help make decisions about own art works; CP2.8—Create art works using a variety of visual art concepts, forms, and media—a. Make basic decisions about own methods and materials; b. Demonstrate safety, co-ordination, and skills in using simple visual art tools and materials; <i>Critical/Responsive</i>—CR2.2—Use inquiry and technology to investigate a variety of arts expressions—b. Investigate various arts expressions in own communities, throughout the world, and in different eras using technology</p> <p>Social Studies: <i>Resources and Wealth</i>—RW2.1 Describe ways in which the local community meets needs and wants of its members; RW2.3 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability</p>

Wrapping Up an Inquiry (p. 126)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.3 Listen and retell the key literal and inferential ideas and important details heard in small- and large-group activities, and follow oral directions and demonstrations—d. Listen to and follow independently a series of related directions or instructions related to class activities; h. Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions;</p> <p><i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; b. Select and use task-relevant before, during, and after strategies when using other forms of representing to communicate meaning; c. Understand and apply the appropriate cues and conventions to construct and communicate meaning when using other forms of representing; e. Consider and choose appropriate text form to represent ideas and stories; CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; e. Report on a topic with facts and details, drawing from several sources of information; h. Make relevant contributions to class discussions and take turns; j. Explain how new ideas and information have added to understanding; CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences—a. Employ a writing process; b. Select and use task-relevant before, during, and after strategies when writing to communicate meaning; c. Understand and apply the appropriate cues and conventions to construct and communicate meaning when writing; d. Write groups of clear sentences that develop a central idea in a basic paragraph of six sentences; g. Write brief narratives based on own experiences and imaginations that move through a logical sequence of events and describe the setting, characters, character traits, goals, and events</p> <p>The Arts: <i>Critical/Responsive</i>—CR2.2—Use inquiry and technology to investigate a variety of arts expressions—g. Document and share collaborative inquiry findings with other students or with a community audience</p>
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PEOPLE, PLACE, AND TIME	
Engage	
What is community? (p. 132)	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; d. Follow a model to communicate ideas and information about a topic</p> <p>Social Studies: <i>Interactions and Interdependence of Nations</i>—IN2.1 Determine characteristics of a community—b. Compile a list of various communities to which students belong</p>
Where in the world are we? (p. 133)	<p>English Language Arts: <i>Compose and Create</i>—CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility—c. Use personal knowledge and experiences in communications; f. Use inquiry to explore a question or topic that is of individual or group interest including: considering personal knowledge and understanding of a topic to identify information needs; contributing relevant ideas and questions to assist in group understanding of a topic or task and to identify sources of additional information</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR2.2 Analyze the influence of the natural environment on the local community; DR2.3 Identify physical representations as constructed models of real things—c. Interpret basic features of maps and globes</p>
What is the story behind the name? (p. 134)	<p>English Language Arts: <i>Compose and Create</i>—CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility—c. Use personal knowledge and experiences in communications; f. Use inquiry to explore a question or topic that is of individual or group interest including: considering personal knowledge and understanding of a topic to identify information needs; contributing relevant ideas and questions to assist in group understanding of a topic or task and to identify sources of additional information; using the language of inquiry</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR2.1 Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times—e. Research the origins of, and reasons for, the names of public sites and landmarks in the local community</p>
What do stories and artifacts tell about us? (p. 135)	<p>English Language Arts: <i>Compose and Create</i>—CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility—c. Use personal knowledge and experiences in communications; d. Share own stories and creations with peers and respond to questions or comments; e. Tell, draw, write, and dramatize stories about self, family, community, and family/community traditions to express ideas and understanding</p> <p>Social Studies: <i>Interactions and Interdependence of Nations</i>—IN2.2 Create a representation of the diversity of cultural groups in the local community</p>

Invitations to Inquire: Cluster 1	
When would you rather be in Grade 2? (p. 141)	<p>English Language Arts: <i>Compose and Create</i>—CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility—c. Use personal knowledge and experiences in communications; f. Use inquiry to explore a question or topic that is of individual or group interest including: considering personal knowledge and understanding of a topic to identify information needs; contributing relevant ideas and questions to assist in group understanding of a topic or task and to identify sources of additional information; sharing and presenting findings and conclusions; using the language of inquiry</p> <p>Mathematics: <i>Statistics and Probability</i>—SP2.1 Demonstrate understanding of concrete graphs and pictographs</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR2.2 Analyze the influence of the natural environment on the local community—c. Inventory ways in which the natural environment influences lifestyles of the local community; DR2.1 Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times—d. Represent ways in which life in the local community has changed over time</p>
How do weather and climate affect our lives? (p. 143)	<p>Mathematics: <i>Statistics and Probability</i>—SP2.1 Demonstrate understanding of concrete graphs and pictographs</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR2.2 Analyze the influence of the natural environment on the local community—Describe natural features of the local community and speculate upon their importance</p>
How does the place we live affect our lives? (p. 145)	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—b. Select and use task-relevant before, during, and after strategies when using other forms of representing to communicate meaning; e. Consider and choose appropriate text form to represent ideas and stories; f. Combine illustrations and written text to express ideas, feelings, and information; i. Create dramatizations to express ideas and understanding</p> <p>The Arts: <i>Creative/Productive</i>—CP2.3—Adopt roles and collaborate with others in role within dramatic contexts, using community as inspiration—b. Adopt roles in dramatic situations and interact appropriately with others in roles drawing on imagination and own understanding of the context; CP2.4—Contribute ideas when engaged in a variety of drama strategies and during periods of reflection— a. Use inquiry processes to explore a question or topic that is of individual or group interest for contextual drama</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR2.2 Analyze the influence of the natural environment on the local community—c. Inventory ways in which the natural environment influences lifestyles of the local community</p>
How does your day compare to that of a child living elsewhere? (p. 146)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, social responsibility and make connections to prior learning and experiences—b. Discuss the experiences and traditions of various communities and cultures portrayed in texts including First Nations and Métis resources; c. Connect situations portrayed in texts to personal experiences and prior learning; d. Identify similarities and differences between what is known and what is presented in texts</p> <p>Mathematics: <i>Statistics and Probability</i>—SP2.1 Demonstrate understanding of concrete graphs and pictographs</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR2.2 Analyze the influence of the natural environment on the local community—c. Inventory ways in which the natural environment influences lifestyles of the local community</p>

<p>What can art tell about who and where we are? (p. 147)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; f. Combine illustrations and written text to express ideas, feelings, and information</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities— a. Use inquiry processes to explore a question or topic related to interest in own community; <i>Critical/Responsive</i>—CR2.1—Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities—b. Discuss, with guidance, how the arts tell something about the society or community in which they were created; f. Investigate and discuss why arts expressions are created in various communities; CR2.2—Use inquiry and technology to investigate a variety of arts expressions—g. Document and share collaborative inquiry findings with other students or with a community audience; <i>Cultural/Historical</i>—CH2.1—Identify key features of arts and cultural traditions in own community—a. Describe how, from earliest times, human beings have influenced their communities through the creation of arts expressions; b. Respond to a variety of arts expressions in own communities; c. Recognize there are a variety of arts expressions in Saskatchewan; d. View and listen to the work of artists from various cultural groups; f. Investigate the arts and cultural traditions found in own community</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR2.3 Identify physical representations as constructed models of real things—d. interpret artistic representations of the land in and around the local community</p>
<p>What do toys tell about when and where children live? (p. 148)</p>	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, social responsibility and make connections to prior learning and experiences—b. Discuss the experiences and traditions of various communities and cultures portrayed in texts including First Nations and Métis resources; c. Connect situations portrayed in texts to personal experiences and prior learning; d. Identify similarities and differences between what is known and what is presented in texts; <i>Compose and Create</i>—CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction— e. Report on a topic with facts and details, drawing from several sources of information; j. Explain how new ideas and information have added to understanding</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR2.2 Analyze the influence of the natural environment on the local community—d. Identify ways that technology has been and is used to enable people to adapt to the natural environment</p>
<p>Invitations to Inquire: Cluster 2</p>	
<p>What celebrations and traditions bring people together? (p. 150)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility –b. Create spoken, written, and other representations that include: a specific message, several related ideas which are logically organized and developed, ideas and information which are clear and complete, appropriate use of language and conventions including conventional print; c. Use personal knowledge and experiences in communications; d. Share own stories and creations with peers and respond to questions or comments; e. Tell, draw, write, and dramatize stories about self, family, community, and family/community traditions to express ideas and understanding</p> <p>Social Studies: <i>Interactions and Interdependence of Nations</i>—IN2.2 Create a representation of the diversity of cultural groups in the local community—c. Identify the significance of a variety of cultural traditions, festivals, and celebrations in the school and local communities</p>

<p>What can music and dance teach us about cultures, celebrations, and traditions? (p. 152)</p>	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, social responsibility and make connections to prior learning and experiences—a. View, listen to, read, and respond to a variety of texts including First Nations and Métis resources that present different viewpoints and perspectives on issues and topics related to identity, community, and social responsibility and relate to own experiences; b. Discuss the experiences and traditions of various communities and cultures portrayed in texts including First Nations and Métis resources</p> <p>The Arts: <i>Creative/Productive</i>—CP2.1—Create and connect dance phrases using ideas about community as stimuli—a. Select and connect movements from explorations to create dance phrases; CP2.6—Create and perform music that demonstrates understanding—j. Use own words, and music terminology, to develop common understanding and use of the language;</p> <p>Cultural/Historical—CH2.1—Identify key features of arts and cultural traditions in own community—a. Describe how, from earliest times, human beings have influenced their communities through the creation of arts expressions; d. View and listen to the work of artists from various cultural groups; CH2.2—Describe key features of traditional arts expressions of Saskatchewan First Nations and Métis artists—b. Investigate the distinct characteristics of First Nations and Métis dances and dance regalia including connections to history; c. Identify characteristics of individual dance styles; d. Identify characteristics of traditional music styles</p> <p>Social Studies: <i>Interactions and Interdependence of Nations</i>—IN2.2 Create a representation of the diversity of cultural groups in the local community—c. Identify the significance of a variety of cultural traditions, festivals, and celebrations in the school and local communities</p>
<p>How might we improve our community? (p. 154)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility—f. Use inquiry to explore a question or topic that is of individual or group interest including: considering personal knowledge and understanding of a topic to identify information needs; contributing relevant ideas and questions to assist in group understanding of a topic or task and to identify sources of additional information; accessing ideas using a variety of sources such as simple chapter books, multimedia and online resources, computers, and Elders; matching ideas and understandings to inquiry or research needs; sharing and presenting findings and conclusions; using the language of inquiry</p> <p>Social Studies: <i>Interactions and Interdependence of Nations</i>—IN2.1 Determine characteristics of a community—e. Create an inventory of ways in which individuals and groups contribute to the well-being of the school and local community</p>

Wrapping Up an Inquiry (p. 156)

English Language Arts: *Comprehend and Respond*—CR2.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, social responsibility and make connections to prior learning and experiences—a. View, listen to, read, and respond to a variety of texts including First Nations and Métis resources that present different viewpoints and perspectives on issues and topics related to identity, community, and social responsibility and relate to own experiences; b. Discuss the experiences and traditions of various communities and cultures portrayed in texts including First Nations and Métis resources; c. Connect situations portrayed in texts to personal experiences and prior learning; d. Identify similarities and differences between what is known and what is presented in texts; CR2.3 Listen and retell the key literal and inferential ideas and important details heard in small- and large-group activities, and follow oral directions and demonstrations—a. Listen and demonstrate comprehension by retelling key points in grade-appropriate literary and informational texts including First Nations and Métis resources; b. Select and use task-relevant before, during, and after strategies to construct meaning when listening; c. Understand and apply the appropriate cues and conventions to construct and confirm meaning when listening d. Listen to and follow independently a series of related directions or instructions related to class activities; h. Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions;

Compose and Create—CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility—b. Create spoken, written, and other representations that include: a specific message, several related ideas which are logically organized and developed, ideas and information which are clear and complete, appropriate use of language and conventions including conventional print; c. Use personal knowledge and experiences in communications; d. Share own stories and creations with peers and respond to questions or comments; e. Tell, draw, write, and dramatize stories about self, family, community, and family/community traditions to express ideas and understanding; f. Use inquiry to explore a question or topic that is of individual or group interest including: considering personal knowledge and understanding of a topic to identify information needs; contributing relevant ideas and questions to assist in group understanding of a topic or task and to identify sources of additional information; accessing ideas using a variety of sources such as simple chapter books, multimedia and online resources, computers, and Elders; matching ideas and understandings to inquiry or research needs; sharing and presenting findings and conclusions; using the language of inquiry; CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; b. Select and use task-relevant before, during, and after strategies when using other forms of representing to communicate meaning; c. Understand and apply the appropriate cues and conventions to construct and communicate meaning when using other forms of representing; e. Consider and choose appropriate text form to represent ideas and stories; CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; e. Report on a topic with facts and details, drawing from several sources of information; CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences—a. Employ a writing process; b. Select and use task-relevant before, during, and after strategies when writing to communicate meaning; c. Understand and apply the appropriate cues and conventions to construct and communicate meaning when writing; d. Write groups of clear sentences that develop a central idea in a basic paragraph of six sentences

Social Studies: *Resources and Wealth*—RW2.3 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability—a. Represent through visual art, music, dance, writing, or other forms, the contribution of individuals and communities to initiate change that supports sustainability

ANIMALS IN OUR WORLD	
Engage	
What do we know and wonder? (p. 162)	<p>English Language Arts: <i>Compose and Create</i>—CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; b. Select and use task-relevant before, during, and after strategies when speaking to communicate meaning</p> <p>Science: <i>Life Science</i>—Animal Growth and Changes—AN2.1 Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles—a. Pose questions about the growth and development of familiar animals</p>
What can we learn about animals from experts? (p. 163)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.3 Listen and retell and important details heard in small- and large-group activities, and follow oral directions and demonstrations—e. Paraphrase information that has been shared by others; h. Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions</p> <p>Science: <i>Life Science</i>—Animal Growth and Changes—AN2.1 Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles—b. Use a variety of resources to find information about the life cycles of living things</p>
What information is interesting to us? (p. 164)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.4 Read and demonstrate comprehension of grade- appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions—a. Read and understand a variety of grade-level-appropriate narrative and informational texts including legends, traditional stories and folktales, poetry, environmental print, and predictable books including First Nations and Métis resources; b. Select and use task-relevant before, during, and after strategies to construct meaning when reading; c. Understand and apply the appropriate cues and conventions to construct and confirm meaning when reading; e. Read and retell the key ideas and elements of informational texts including First Nations and Métis resources</p> <p>Science: <i>Life Science</i>—Animal Growth and Changes—AN2.1 Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles—Use a variety of resources to find information about the life cycles of living things</p>
What is your opinion? (p. 165)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.3 Listen and retell and important details heard in small- and large-group activities, and follow oral directions and demonstrations—e. Paraphrase information that has been shared by others; h. Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions;</p> <p><i>Compose and Create</i>—CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction— a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; b. Select and use task-relevant before, during, and after strategies when speaking to communicate meaning</p> <p>Mathematics: <i>Statistics and Probability</i>—SP2.1 Demonstrate understanding of concrete graphs and pictographs</p> <p>Science: <i>Life Science</i>—Animal Growth and Changes—AN2.3 Assess the interdependence of humans and animals in natural and constructed environments—Discuss the care and handling of wild and domesticated animals, including keeping animals as pets</p>

Invitations to Inquire: Cluster 1	
What can we learn about animals in a field study? (p. 171)	<p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities—b. Identify and represent details in the appearance of plants, animals, people, and objects; e. Investigate and observe how people, animals, and objects look different from different points of view</p> <p>Science: <i>Life Science</i>—Animal Growth and Changes—AN2.3 Assess the interdependence of humans and animals in natural and constructed environments—b. Observe familiar animals in natural and constructed environments safely and respectfully</p>
What can we learn about animals in a virtual field study? (p. 173)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.4 Read and demonstrate comprehension of grade- appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions—e. Read and retell the key ideas and elements of informational texts including First Nations and Métis resources; <i>Compose and Create</i>—CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences—a. Employ a writing process; i. Write a response with supporting details from a text viewed, listened to, or read</p> <p>Science: <i>Life Science</i>—Animal Growth and Changes—AN2.1 Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles—b. Use a variety of resources to find information about the life cycles of living things</p>
How do animals change and grow over time? (p. 175)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.4 Read and demonstrate comprehension of grade- appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions—e. Read and retell the key ideas and elements of informational texts including First Nations and Métis resources; <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; b. Select and use task-relevant before, during, and after strategies when using other forms of representing to communicate meaning; d. Follow a model to communicate ideas and information about a topic; f. Combine illustrations and written text to express ideas, feelings, and information</p> <p>Science: <i>Life Science</i>—Animal Growth and Changes—AN2.1 Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles—e. Compare the length and stages of life cycles of familiar animals; h. Create a physical, visual, or dramatic representation of the growth and development of familiar animals during their life cycles</p>
What can we find out about what animals need? (p. 177)	<p>English Language Arts: <i>Compose and Create</i>—CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; e. Report on a topic with facts and details, drawing from several sources of information; j. Explain how new ideas and information have added to understanding</p> <p>Health Education: <i>USC2.2</i>—Determine how healthy snacking practices influence personal health—b. Investigate the role food and water play in being healthy</p> <p>Science: <i>Life Science</i>—Animal Growth and Changes—AN2.3 Assess the interdependence of humans and animals in natural and constructed environments—d. Assess features of natural and constructed environments that support or hinder the health and growth of familiar animals; e. Analyze ways in which human activities intentionally or unintentionally can help or harm wild and domesticated animals</p>

<p>In what ways are animals alike? (p. 179)</p>	<p>English Language Arts: <i>Comprehend and Respond</i>—CR2.4 Read and demonstrate comprehension of grade- appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions—a. Read and understand a variety of grade-level-appropriate narrative and informational texts including legends, traditional stories and folktales, poetry, environmental print, and predictable books including First Nations and Métis resources; b. Select and use task-relevant before, during, and after strategies to construct meaning when reading; c. Understand and apply the appropriate cues and conventions to construct and confirm meaning when reading; e. Read and retell the key ideas and elements of informational texts including First Nations and Métis resources;</p> <p><i>Compose and Create</i>—CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—e. Report on a topic with facts and details, drawing from several sources of information</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities—a. Use inquiry processes to explore a question or topic related to interest in own community; b. Identify and represent details in the appearance of plants, animals, people, and objects; e. Investigate and observe how people, animals, and objects look different from different points of view;</p> <p><i>Critical/Responsive</i>—CR2.2—Use inquiry and technology to investigate a variety of arts expressions—g. Document and share collaborative inquiry findings with other students or with a community audience</p> <p>Mathematics: <i>Statistics and Probability</i>—SP2.1 Demonstrate understanding of concrete graphs and pictographs</p> <p>Science: <i>Life Science</i>—Animal Growth and Changes—AN2.1 Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles—e. Compare the length and stages of life cycles of familiar animals</p>
<p>Invitations to Inquire: Cluster 2</p>	
<p>How do animals contribute to the world? (p. 181)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; d. Follow a model to communicate ideas and information about a topic; f. Combine illustrations and written text to express ideas, feelings, and information;</p> <p>CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; e. Report on a topic with facts and details, drawing from several sources of information</p> <p>The Arts: <i>Creative/Productive</i>—CP2.7—Create visual art works that draw on observations and express ideas about own communities—a. Use inquiry processes to explore a question or topic related to interest in own community; b. Identify and represent details in the appearance of plants, animals, people, and objects; e. Investigate and observe how people, animals, and objects look different from different points of view;</p> <p><i>Critical/Responsive</i>—CR2.2—Use inquiry and technology to investigate a variety of arts expressions—g. Document and share collaborative inquiry findings with other students or with a community audience</p> <p>Science: <i>Life Science</i>—Animal Growth and Changes—AN2.3 Assess the interdependence of humans and animals in natural and constructed environments—f. Examine ways in which humans and animals interact with each other</p>

How can we protect animals and the places where they live? (p. 183)

English Language Arts: *Comprehend and Respond*—CR2.4 Read and demonstrate comprehension of grade- appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions—a. Read and understand a variety of grade-level-appropriate narrative and informational texts including legends, traditional stories and folktales, poetry, environmental print, and predictable books including First Nations and Métis resources; e. Read and retell the key ideas and elements of informational texts including First Nations and Métis resources;
Compose and Create—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; d. Follow a model to communicate ideas and information about a topic; CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; e. Report on a topic with facts and details, drawing from several sources of information

The Arts: *Creative/Productive*—CP2.7—Create visual art works that draw on observations and express ideas about own communities—
a. Use inquiry processes to explore a question or topic related to interest in own community;

Critical/Responsive—CR2.2—Use inquiry and technology to investigate a variety of arts expressions—g. Document and share collaborative inquiry findings with other students or with a community audience

Science: *Life Science*—Animal Growth and Changes—AN2.3 Assess the interdependence of humans and animals in natural and constructed environments—d. Assess features of natural and constructed environments that support or hinder the health and growth of familiar animals; g. Discuss the care and handling of wild and domesticated animals, including keeping animals as pets, housing animals in zoos and aquariums, and identifying careers related to animal care

Wrapping Up an Inquiry (p. 186)

English Language Arts: *Comprehend and Respond*—CR2.3 Listen and retell the key literal and inferential ideas and important details heard in small- and large-group activities, and follow oral directions and demonstrations—a. Listen and demonstrate comprehension by retelling key points in grade-appropriate literary and informational texts including First Nations and Métis resources; b. Select and use task-relevant before, during, and after strategies to construct meaning when listening; c. Understand and apply the appropriate cues and conventions to construct and confirm meaning when listening d. Listen to and follow independently a series of related directions or instructions related to class activities; h. Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions; CR2.4 Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions—a. Read and understand a variety of grade-level-appropriate narrative and informational texts including legends, traditional stories and folktales, poetry, environmental print, and predictable books including First Nations and Métis resources; b. Select and use task-relevant before, during, and after strategies to construct meaning when reading; e. Read and retell the key ideas and elements of informational texts including First Nations and Métis resources;

Compose and Create—CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details—a. Design a visual representation to demonstrate understanding; b. Select and use task-relevant before, during, and after strategies when using other forms of representing to communicate meaning; c. Understand and apply the appropriate cues and conventions to construct and communicate meaning when using other forms of representing; e. Consider and choose appropriate text form to represent ideas and stories; CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and direction—a. Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play; e. Report on a topic with facts and details, drawing from several sources of information; CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences—a. Employ a writing process; b. Select and use task-relevant before, during, and after strategies when writing to communicate meaning; c. Understand and apply the appropriate cues and conventions to construct and communicate meaning when writing; d. Write groups of clear sentences that develop a central idea in a basic paragraph of six sentences;

Critical/Responsive—CR2.2—Use inquiry and technology to investigate a variety of arts expressions—g. Document and share collaborative inquiry findings with other students or with a community audience

Science: *Life Science*—Animal Growth and Changes—AN2.3 Assess the interdependence of humans and animals in natural and constructed environments—c. Examine the importance and sacredness of animals in First Nations, Métis, and other cultures; d. Assess features of natural and constructed environments that support or hinder the health and growth of familiar animals

Social Studies: *Resources and Wealth*—RW2.3 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability