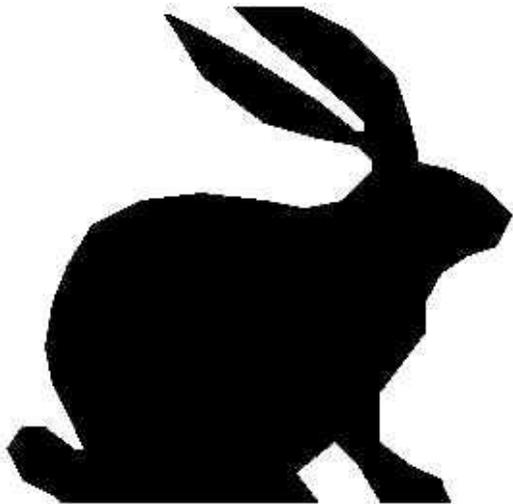

Classroom Critters

Developing Our Writing Skills



Including:

Writing Skills - What Do We Know?
How to Gather Our Information - Jot Notes
Capitalize it Properly
What Did You Eat Today?
Is This a Complete Thought?
Let's Go Back and Check
Reporting On . . .

A Unit for Grade 2

Written by:

Joanne Instance, Donna Cox (Project Leader)

Length of Unit: approximately: 11.8 hours

October 2002



Classroom Critters **Developing Our Writing Skills A Unit for Grade 2**

Acknowledgements

The developers are appreciative of the suggestions and comments from colleagues involved through the internal and external review process.

The Council of Ontario Directors of Education expresses its appreciation to the Boards who took the lead in developing these units on

The Arts, Grades 1-8

Health & Physical Education, Grades 1-8

Language, Grades 1-8

and to the many writers from District School Boards across the province.

A Unit for Grade 2

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Champlain Discovery

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Based on a unit by:

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This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.



Task Context

Everyone likes to investigate. In this unit, students investigate animals, specifically how an animal grows and adapts to its environment. Students use this knowledge in writing a report about the characteristics of an animal of their choice, focusing on the animal's appearance, habitat, food, young, and enemies. The written report emphasizes skills in organizing collected research, learning how to make jot notes when gathering information, using capitals and commas, as well as writing complete sentences. Students also develop their editing skills. Finally, students apply this knowledge to constructing a diorama to accompany their report.

Task Summary

This unit teaches students a range of skills and tasks to help them communicate clearly and logically in writing. By completing this unit, students develop their written communication skills. Students learn the conventions of language by using simple sentences organized by topic to communicate their ideas. They practise using capital letters to begin sentences and learn to apply capitals for proper nouns. They will learn to use commas to separate items in a list and use vocabulary appropriate for the Growth and Changes in Animals strand of Science and Technology. By linking this Science and Technology strand, students can apply the skills they are learning. Students sort and classify information, and clarify their ideas by editing and revising the information they have researched. Finally, students communicate and use their knowledge of visual elements to enhance their written work. In the Culminating Task, students write a report using the information they have gathered and create a visual presentation in the form of a diorama.

Culminating Task Assessment

Students produce a diorama and a written report about the patterns of growth and change of a specific animal. The students gather their information in jot note form under the topic headings, and use a graphic organizer to assist in collecting their information. The students create a report in complete sentences and in good copy. Students then create dioramas using construction paper and modelling clay. The teacher assesses students using a rubric and rating scale that is introduced and discussed with students prior to the Culminating Task.

Links to Prior Knowledge

Students should be able to:

1. write a simple but complete sentence;
2. use a period at the end of each sentence;
3. have phonetic knowledge to sound out unfamiliar words when reading;
4. print legibly, leaving spaces between words;
5. read simple written materials independently;
6. use phonics to spell unfamiliar words;
7. work independently;
8. cooperate with others and share resources.

Considerations

Notes to Teacher

1. This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgement in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.



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Developing Our Writing Skills A Unit for Grade 2

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

2. Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.
3. This unit is best taught later in the year to allow students to develop their reading skills to a higher independent reading level, which in turn facilitates the research process.
4. The lessons are based around collecting information about a classroom pet. The teacher may provide a common stuffed animal (e.g., cat, dog) as an alternative to a real classroom pet. Note: Teachers should follow school and board health and safety policies about pets in the classroom.
5. The list of resources provided is only a suggested list. The teacher may supplement his/her own resources by visiting the school or local libraries, or by using the Internet. Resources should be collected in advance and made available in the classroom.
6. The teacher should keep a word wall or experience charts to immerse students in the vocabulary for this unit.
7. Times provided are only an approximation. The teacher should use his/her own discretion in determining the time needed for each lesson.
8. Depending on the reading ability of the class, teachers may use reading buddies from a junior grade to assist students in reading the information they are researching.
9. There are many opportunities for assessment in this unit. The assessment tools are only suggestions.

Adaptations

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students who are identified in the Language area may need accommodations to this writing unit. These accommodations should follow their IEP.

ESL students may require additional support in acquiring the vocabulary for this unit. Students may write key words or use picture clues to support their understanding. The teacher should help ESL students understand by providing a lot of oral discussion and visual supports.



Classroom Critters
Developing Our Writing Skills A Unit for Grade 2

1 Writing Skills - What Do We Know?

Our Classroom Pet

The pre-knowledge assessment is conducted in three sections, each 40-minutes long.

In the first part, the teacher checks for prior knowledge of writing complete sentences and organizing information into topics of study. The teacher and students select an imaginary class pet and discuss and share knowledge about this class pet. Discussion focuses on the topics of appearance, habitat, food, enemies, and young. Students then complete a worksheet that focuses on organizing the information into topic headings.

In the second part, students take information recorded in point form and write complete sentences using appropriate conventions for this grade.

In the third part, the teacher uses a strategy that will assess prior knowledge about sentence structure, capitalization and punctuation. The teacher presents a paragraph lacking capitalization and punctuation. Students edit a paragraph independently using correct capitalization, punctuation, and sentence structure.

2 How to Gather Our Information - Jot Notes

Students are taught how to take jot notes from material they read. The teacher provides the class with a worksheet containing information about the appearance of their imaginary class pet. The teacher and class read the paragraph sentence by sentence, taking jot notes on chart paper. Students then demonstrate their knowledge of this skill by taking jot notes from a second paragraph about the enemies of the class pet.

3 Capitalize it Properly

The teacher makes cards that each contain a proper noun (e.g., place, street, name, month, books, titles, date, etc.) Students each get a card and sort themselves by common attributes. The teacher then distributes a worksheet containing many proper nouns that have not been capitalized. Students sort and classify the proper nouns independently, applying capital letters as needed.

4 What Did You Eat Today?

Students learn how to use the comma to separate items in a list. The teacher and students make a list of the things the classroom pet eats. The teacher then instructs students on how to put this information into sentences, using the comma. The class writes a brief paragraph together, using commas where necessary. As a follow-up, students write a brief paragraph (three to five sentences) about the foods they ate for breakfast, snack, and lunch, and mark the location of the commas.

5 Is This a Complete Thought?

This subtask is divided into two parts. First the teacher provides students with samples of sentence fragments and complete sentences about the classroom pet and its habitat. Students participate in a Think/Pair/Share activity in which they read the word sequences and sort them according to whether they are complete sentences or fragments.

In the second part, the teacher provides students with jot notes about the imaginary classroom pet and its young. Students use the jot notes in writing a short paragraph with complete sentences.

6 Let's Go Back and Check

Students edit the paragraphs they wrote in Subtask 5. The teacher provides the rough draft of a short paragraph of writing as an overhead. Using an editing checklist (BLM 6.1), the teacher and students go through the editing process. Students then repeat the process using the paragraphs about the classroom pet they wrote the previous day.



7 Reporting On . . .

Students produce a diorama and a written report about the patterns of growth and change of a specific animal. The students gather their information in jot note form under the topic headings, and use a graphic organizer to assist in collecting their information. The students create a report in complete sentences and in good copy. Students then create dioramas using construction paper and modelling clay. The teacher assesses students using a rubric and rating scale that is introduced and discussed with students prior to the Culminating Task.



Classroom Critters

Developing Our Writing Skills A Unit for Grade 2

120 mins

Description

Our Classroom Pet

The pre-knowledge assessment is conducted in three sections, each 40-minutes long.

In the first part, the teacher checks for prior knowledge of writing complete sentences and organizing information into topics of study. The teacher and students select an imaginary class pet and discuss and share knowledge about this class pet. Discussion focuses on the topics of appearance, habitat, food, enemies, and young. Students then complete a worksheet that focuses on organizing the information into topic headings.

In the second part, students take information recorded in point form and write complete sentences using appropriate conventions for this grade.

In the third part, the teacher uses a strategy that will assess prior knowledge about sentence structure, capitalization and punctuation. The teacher presents a paragraph lacking capitalization and punctuation. Students edit a paragraph independently using correct capitalization, punctuation, and sentence structure.

Expectations

- 2e6 • revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher;
- 2e8 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 2e7 • use and spell correctly the vocabulary appropriate for this grade level;

Groupings

- Students Working As A Whole Class
- Students Working Individually

Teaching / Learning Strategies

- Brainstorming
- Classifying
- Discussion
- Mnemonic Devices

Assessment

Pre-assessment activities
 The teacher first assesses students on their ability to classify information under correct headings and records the students' level of knowledge and skill anecdotally. The teacher should also consider and document the students' level of participation in an anecdotal format.

The teacher then assesses students anecdotally as they demonstrate their knowledge in writing complete sentences from jot note form.

Finally, the teacher assesses students as they demonstrate their knowledge of the editing process and records performance using anecdotal records as well as a checklist completed by students to record specific editing skills.



Classroom Critters

Developing Our Writing Skills A Unit for Grade 2

120 mins

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. In part 1, the class gathers to brainstorm about the imaginary class pet (i.e., where it lives, what it eats, its enemies, its appearance, and its young). Students ask questions, share knowledge, and offer opinions.
2. The teacher should prepare ahead an experience chart for each topic of discussion: Habitat, Young, Enemies, Appearance, and Food. The teacher guides the students' discussion and helps them make decisions about the information and about which headings the information could be recorded under. The teacher then provides students with BLM 1.1, All About Cuddles, and has them independently number information about Cuddles, their classroom pet, according to the appropriate sub-topic.
3. In the second part, the teacher talks to students about their results and records the information on the experience charts around the classroom.
4. When all charts contain three pieces of information, students transfer the information from point form to sentence format.
5. In the final part, students edit BLM 1.2, We Love Cuddles. The teacher should first read the paragraph with the class a few times to assist them with any unfamiliar words. Students then use a coloured pencil and an editing checklist to assist them in making their revisions.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students who struggle in the area of oral language may need additional time to process information and provide oral responses. They may benefit from rehearsing correct responses or receiving instructional prompts before a question is given in class.

Some students may require someone to scribe for them as they copy their information under the correct headings. They may benefit from reciting the information in sentence form instead of writing it. The teacher may provide additional time for the written task or reduce the amount of information required in their advance organizer. When editing, students may benefit from focusing on one writing skill at a time.

Resources

- | | | |
|-------------------------------------------------------------------------------------|----------------------------------|-----------------------------|
|  | BLM 1.1 All About Cuddles | BLM_1.1_AllAboutCuddles.cwk |
|  | BLM 1.2 We Love Cuddles | BLM_1.2_WeLoveCuddles.cwk |
|  | markers | 1 pack |
|  | SCOPE editing chart | 1 |
|  | chart paper | 1 pack |



Classroom Critters

Developing Our Writing Skills A Unit for Grade 2

120 mins

Notes to Teacher

The teacher should limit the amount of information collected to no more than three pieces per heading. The written paragraph about an animal should be three to five sentences in length. When editing, students should use coloured pencils to make their revisions. This unit uses an editing chart. Students should have access to the editing checklist (see BLM 6.1). This chart should be made prior to the unit, and students should be familiar with the acronym and what each letter stands for.

Teacher Reflections



Classroom Critters

Developing Our Writing Skills A Unit for Grade 2

45 mins

Description

Students are taught how to take jot notes from material they read. The teacher provides the class with a worksheet containing information about the appearance of their imaginary class pet. The teacher and class read the paragraph sentence by sentence, taking jot notes on chart paper. Students then demonstrate their knowledge of this skill by taking jot notes from a second paragraph about the enemies of the class pet.

Expectations

2e34 – restate information in a short non-fiction text in their own words;

Groupings

Students Working As A Whole Class
Students Working In Pairs

Teaching / Learning Strategies

Discussion
Practice And Drill
Read Along

Assessment

The teacher observes the students' level of participation in the group activity and records anecdotally. Partners complete the task using paper and pencil. The student work is scored based on the number of correct jot notes created.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. The teacher and students discuss the appearance of their class pet.
2. Following the discussion, the teacher and students read together a paragraph provided on the blackboard or as an overhead transparency about the appearance of the classroom critter.
3. When the students are familiar with the information, the teacher reads the paragraph one sentence at a time, getting students to provide the information in jot note form. As students provide the words or phrases, the teacher records them on chart paper as a list.
4. When the list is completed, the class reads a second paragraph together (BLM 2.1, Rabbit Enemies).
5. Students then work in pairs to create jot notes from the information given in the paragraph.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students may require additional time for processing information and responding during discussion. The teacher may wish to provide instructional prompts so that students are aware of the expectations and can rehearse oral



Classroom Critters

Developing Our Writing Skills A Unit for Grade 2

45 mins

responses before being questioned.

A student who is having difficulty reading should be paired with a student who can easily read the paragraph. This student may also dictate for the partner in recording the jot notes.

Resources



BLM 2.1 Rabbit Enemies

BLM_2.1_RabbitEnemies.cwk



markers

1 pack



chart paper

1 pack

Notes to Teacher

The teacher should provide a paragraph of approximately six sentences.

Teacher Reflections



Description

The teacher makes cards that each contain a proper noun (e.g., place, street, name, month, books, titles, date, etc.) Students each get a card and sort themselves by common attributes. The teacher then distributes a worksheet containing many proper nouns that have not been capitalized. Students sort and classify the proper nouns independently, applying capital letters as needed.

Expectations

2e15 – use capital letters for proper nouns (e.g., holidays, place names, titles);

Groupings

Students Working Individually
Students Working As A Whole Class

Teaching / Learning Strategies

Word Sort (sorting And Predicting)
Workbook/work Sheets

Assessment

The teacher observes each student's level of cooperation, decision-making, and independent thinking, and records in anecdotal form. A Checklist is used to record ability to sort and categorize nouns, and using capitals appropriately.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record
Checklist

Teaching / Learning

1. The teacher should prepare, in advance, word cards that each contain a proper noun. There should be enough for every student in the classroom.
2. The teacher distributes one card to each student.
3. Students then mingle, read, and discuss the noun cards of other students, and sort themselves into groups of common attributes (e.g. people, places, dates, months, etc.) Students should group themselves as they see fit and problem-solve as they go through the decision-making process of examining their attributes.
4. When students have grouped themselves, they take turns telling the others why they feel they should be together. The teacher puts these headings on the board and guides them in their categorization titles.
5. In the final task, students independently complete BLM 3.1, Sorting and Categorizing Nouns.
6. The teacher should assess each student's level of interaction and cooperation in the sorting activity as well as his/her proficiency in completing the Black Line Master.

Adaptations

**Classroom Critters****Developing Our Writing Skills A Unit for Grade 2**

40 mins

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students who have difficulty reading may be partnered with another student. The teacher may read the worksheet aloud with students, having them classify each noun. The teacher may scribe for the student or put the words in a word bank on a computer to assist those who have difficulty with fine motor skills or organization.

Resources**BLM 3.1 Sorting and Classifying Nouns**

BLM_3.1_SortClassifyNouns.cwk

**Proper Noun Cards**

1

Notes to Teacher**Teacher Reflections**



Description

Students learn how to use the comma to separate items in a list. The teacher and students make a list of the things the classroom pet eats. The teacher then instructs students on how to put this information into sentences, using the comma. The class writes a brief paragraph together, using commas where necessary. As a follow-up, students write a brief paragraph (three to five sentences) about the foods they ate for breakfast, snack, and lunch, and mark the location of the commas.

Expectations

- 2e16 – use a comma correctly to separate items in a list, in dates, and in addresses;
- 2e1 • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates);
- 2e21 – use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;

Groupings

- Students Working Individually
- Students Working As A Whole Class

Teaching / Learning Strategies

- Brainstorming
- Workbook/work Sheets

Assessment

The teacher observes the students' level of participation in the brainstorming activity. In the performance task, students apply their knowledge of commas in a brief expository statement of what they ate today. Both activities are assessed anecdotally.

Assessment Strategies

- Observation

Assessment Recording Devices

- Anecdotal Record

Teaching / Learning

1. The teacher and students work as a group in brainstorming a list of what their classroom pet eats.
2. The teacher records this list in jot note form on chart paper.
3. The teacher then instructs students on how to use a comma to write a sequence of items in a sentence.
4. The class writes a brief paragraph together, using a coloured marker to show the location of the commas in each sentence.
5. As a follow-up, students demonstrate their understanding by writing a brief paragraph about the foods they ate for breakfast, snack, and lunch. They use a coloured pencil to mark the location of each comma.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Some students who are identified may need someone to scribe their ideas for them. The student can then edit the sentence, using a coloured pencil to apply the commas. Students having difficulty with word recall or vocabulary development may use a word bank to assist them in generating sentences about what they have eaten during the day.



Resources

	Chart Paper	
	markers	1 pack
	red coloured pencil	1
	notebook	1

Notes to Teacher

Teacher Reflections



Classroom Critters

Developing Our Writing Skills A Unit for Grade 2

80 mins

Description

This subtask is divided into two parts. First the teacher provides students with samples of sentence fragments and complete sentences about the classroom pet and its habitat. Students participate in a Think/Pair/Share activity in which they read the word sequences and sort them according to whether they are complete sentences or fragments.

In the second part, the teacher provides students with jot notes about the imaginary classroom pet and its young. Students use the jot notes in writing a short paragraph with complete sentences.

Expectations

2e34 – restate information in a short non-fiction text in their own words;

Groupings

Students Working In Pairs
Students Working Individually

Teaching / Learning Strategies

Think / Pair / Share
Workbook/work Sheets

Assessment

The rating scale is based on the performance task of transforming jot notes into complete sentences. The teacher assesses students on whether they can write complete sentences of varied length, and beginning with varied vocabulary (see BLM 5.2).

Assessment Strategies

Conference
Observation

Assessment Recording Devices

Rating Scale

Teaching / Learning

1. In the first task, students participate in a Think/Pair/Share activity with a partner (see Notes to Teacher).
2. The teacher provides each pair with BLM 5.1, Baby Rabbits containing samples of sentence fragments and complete sentences about the classroom pet and its habitat.
3. Together, students sort the samples, marking "F" for fragment and "C" for complete sentence. During the Think/Pair/Share activity, the teacher should confer with each pair to ensure students are on track and can identify a sentence fragment and a complete sentence. Students who are having difficulty may require more examples and explanations of the two before moving on to the independent activity.
4. Students orally make sentence fragments into complete sentences.
5. Once the Think/Pair/Share activity is complete, the teacher may want to post the sentence fragments and the complete sentences for reference at a later time.
6. In the second task, students use BLM 5.1, Baby Rabbits to develop complete sentences and write a

**Classroom Critters****Developing Our Writing Skills A Unit for Grade 2**

80 mins

paragraph about baby rabbits.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students who struggle in the area of written language may find it easier to use the computer for their word processing. They could also be given sentence fragments and be asked to provide complete sentence answers orally. Some students may be more successful if asked to unscramble the words to form a complete sentence instead of being provided the vocabulary to form the sentence.

Resources

BLM 5.1 Baby Rabbits - written paragraph BLM_5.1_BabyRabbitParagraph.cwk



BLM 5.2 Written paragraph rating scale BLM_5.2_ParaRatingScale.cwk



chart paper

1

Notes to Teacher

The Think/Pair/Share activity is a strategy whereby students think alone for a period of time (5 to 10 minutes) in response to a task or questions assigned. In this case, students read the sentences and independently make decisions on whether the sentences are complete thoughts or fragments. When they have had a sufficient amount of time, students work in pairs to discuss their thoughts and whether they agree or disagree with each other's decision. In pairs, students can offer their opinions and explain the reasons for the selections if they differ. When students have had time to complete this process, they share their responses with the rest of the class. Students can decide as a class how the sentences should be grouped (e.g., sentences versus fragments).

Teacher Reflections



Classroom Critters

Developing Our Writing Skills A Unit for Grade 2

40 mins

Description

Students edit the paragraphs they wrote in Subtask 5. The teacher provides the rough draft of a short paragraph of writing as an overhead. Using an editing checklist (BLM 6.1), the teacher and students go through the editing process. Students then repeat the process using the paragraphs about the classroom pet they wrote the previous day.

Expectations

- 2e6 • revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher;
- 2e7 • use and spell correctly the vocabulary appropriate for this grade level;
- 2e8 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 2e15 – use capital letters for proper nouns (e.g., holidays, place names, titles);
- 2e20 – begin to use resources (e.g., personal dictionary, classroom-displayed vocabulary) to confirm spelling;

Groupings

- Students Working As A Whole Class
- Students Working Individually

Teaching / Learning Strategies

- Demonstration
- Writing Process

Assessment

The students' paragraphs are the performance task for this lesson. The teacher uses a checklist of skills to determine the students' ability to edit written information. The checklist follows the SCOPE editing strategy.

Assessment Strategies

- Performance Task
- Observation

Assessment Recording Devices

- Checklist

Teaching / Learning

1. The teacher prepares a paragraph of information containing omissions in punctuation and capitalization.
2. The teacher provides a spelling list of words related to the activity for students to use in editing.
3. The teacher reviews the editing process.
4. The class goes through the process of orally editing the paragraph. Using the overhead projector, the teacher marks the revisions in coloured marker on the overhead acetate.
5. Students then individually demonstrate their knowledge of the process by editing the paragraphs they wrote yesterday about the classroom pet and its young. They use the Editing Checklist (BLM 6.1) and check each element as they go through the editing process. Encourage students to refer to classroom dictionaries and other resources.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students may need peer readers to read the paragraph to them. They may also benefit from limiting the editing

**Classroom Critters****Developing Our Writing Skills A Unit for Grade 2****40 mins**

task to one item at a time (e.g., capitals) and providing direct feedback for this item alone. Depending on the students' success, the teacher could provide the next item for editing or provide further examples and opportunities to practise the first item.

Resources

	BLM 6.1 Editing Checklist	BLM_6.1_EditingChecklist.cwk
	overhead transparency	2
	overhead markers	4
	editing chart	1
	coloured pencils	4
	Dictionary	
	overhead projector	1

Notes to Teacher**Teacher Reflections**



Classroom Critters

Developing Our Writing Skills A Unit for Grade 2

340 mins

Description

Students produce a diorama and a written report about the patterns of growth and change of a specific animal. The students gather their information in jot note form under the topic headings, and use a graphic organizer to assist in collecting their information. The students create a report in complete sentences and in good copy. Students then create dioramas using construction paper and modelling clay. The teacher assesses students using a rubric and rating scale that is introduced and discussed with students prior to the Culminating Task.

Expectations

- 2a28 • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;
- 2s22 – describe the life processes of an animal that they have observed (e.g., the eating habits, movement, rest patterns, and breathing of a mealworm);
- 2s15 A – use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., use the words egg, caterpillar, larva, chrysalis, and adult in describing the metamorphosis of a butterfly);
- 2e21 – use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;
- 2s13 – ask questions about and identify some needs of different animals with which they are familiar, and explore possible answers to these questions and ways of meeting these needs (e.g., examine different kinds of teeth and explain how their shape enables an animal to bite, tear, or grind its food);
- 2e20 – begin to use resources (e.g., personal dictionary, classroom-displayed vocabulary) to confirm spelling;
- 2e16 A – use a comma correctly to separate items in a list, in dates, and in addresses;
- 2e15 A – use capital letters for proper nouns (e.g., holidays, place names, titles);
- 2e8 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 2e7 A • use and spell correctly the vocabulary appropriate for this grade level;
- 2e6 • revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher;
- 2e5 • use some materials from other media (e.g., collage) to enhance their writing;
- 2e2 A • organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end);
- 2e1 A • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates);
- 2e34 – restate information in a short non-fiction text in their own words;

Groupings

Students Working Individually

Teaching / Learning Strategies

Advance Organizer
Classifying
Model Making
Research Process
Writing Process

Assessment

A rating scale checklist is attached for evaluating the diorama (BLM 7.2). The teacher should use this evaluation under the category of Visual Arts. The rubric is used in assessing the written component of the research project.

Assessment Strategies

Performance Task
Exhibition/demonstration
Conference

Assessment Recording Devices

Rubric
Rating Scale

**Classroom Critters****Developing Our Writing Skills A Unit for Grade 2**

340 mins

Teaching / Learning

1. The teacher provides an organizer (BLM 7.1) in advance to assist students in collecting their information.
2. The teacher gives students four 40-minute classes to collect information from classroom resources, the school library, resources brought from home, or possibly the Internet.
3. Students classify the information under the correct headings and enter it in jot note form on the graphic organizer.
4. When students have collected their information, the teacher gives them two 40-minute periods to write each topic in complete sentences in their notebooks.
5. Students should then individually edit their information, using the coloured pencils as previously instructed. The teacher confers with each student before the final draft is started.
6. After conferring with the teacher, the teacher gives students 40 minutes to put their rough drafts into good copy.
7. The teacher gives students 60 minutes to create a diorama using construction paper and modelling clay.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students may benefit from the use of a text-to-speech software program to read the information to students. The text-to-speech program can read the text for these students, allowing them to hear the information as opposed to having them read the material. Students can then enter their research on the graphic organizer in point form or retell the information to another student or teacher, who could then print the information for them. Students may require assistance in each step of the editing process or may need a peer to assist them in editing their rough drafts. Students who have difficulty in the area of written language may benefit from leaving their information in jot note form and orally presenting their research.

Resources

	Research Report	
	BLM 7.1 Graphic Organizer	BLM_7.1_GraphicOrganizer.cwk
	BLM 7.2 Assessment for Diorama	BLM_7.2_DioramaAssessment.cwk
	Bears	Deborah Hodge
	Welcome to the World of Bears	Daine Swanson
	Animals under the Ground	Allan Fowler
	Screech! A Book about Bats	Melvin and Gilda Berger
	Rabbits	Sharon Sharth
	Deer, Moose, Elk and Caribou	Deborah Hodge

**Classroom Critters****Developing Our Writing Skills A Unit for Grade 2**

340 mins

	The Journey of a Whale	Carolyn Scrace
	Welcome to the World of Skunks	Diane Swanson
	Brrr! A Book About Polar Animals	Melvin and Gilda Berger
	Moose	Diane Swanson
	Going on a Whale Watch	Bruce McMillan
	Whales	Deborah Hodge
	Wolves	Michael George
	Animal Homes	Barbara Taylor
	What is a Rodent?	Bobbie Kalman
	Amphibian	Dr. Barry Clarke
	Chomp! A Book about Sharks	Melvin Berger
	How Do Animals Adapt?	Bobbie Kalman
	What is a Marine Mammal?	Bobbie Kalman
	Beavers	Deborah Hodge
	Animal Defenses	Etta Kaner and Pat Stephens
	shoe box	1
	modelling clay	20 pkg.
	plain white paper	1
	construction paper	8 packs
	scanner	1

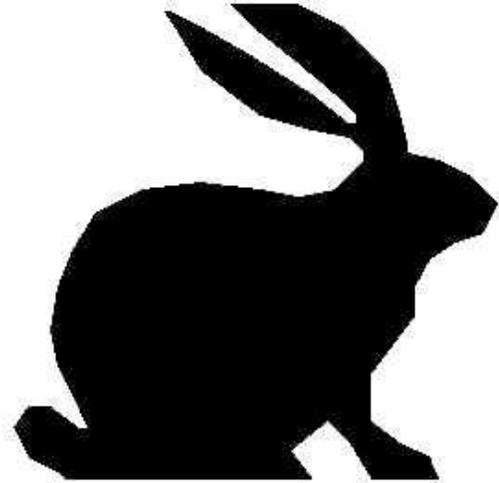
**Classroom Critters****Developing Our Writing Skills A Unit for Grade 2**

340 mins

Notes to Teacher

- There may be a wide range of reading abilities in a Grade 2 classroom. Students who have difficulty reading may require a reading buddy from a higher grade to help them read the material. Students can also use the Internet to help them collect information about their research animal. Because this written assignment is designed for Grade 2, the teacher should only expect students to collect three to five interesting points per heading. Students capable of collecting more should be encouraged to do so. They may need additional time in order to collect their information and complete the writing process.
- In the final part of this subtask, students create a diorama of the animal. The diorama should visually reflect the information stated in the written report.

Teacher Reflections



Appendices

Classroom Critters

Developing Our Writing Skills

Resource List:
Black Line Masters:
Rubrics:
Unit Expectation List and Expectation Summary:



Classroom Critters

Developing Our Writing Skills A Unit for Grade 2



Rubric

- Research Report ST 7
2



Blackline Master / File

- BLM 1.1 All About Cuddles ST 1
BLM_1.1_AllAboutCuddles.cwk
- BLM 1.2 We Love Cuddles ST 1
BLM_1.2_WeLoveCuddles.cwk
- BLM 2.1 Rabbit Enemies ST 2
BLM_2.1_RabbitEnemies.cwk
- BLM 3.1 Sorting and Classifying Nouns ST 3
BLM_3.1_SortClassifyNouns.cwk
- BLM 5.1 Baby Rabbits - written paragraph ST 5
BLM_5.1_BabyRabbitParagraph.cwk
- BLM 5.2 Written paragraph rating scale ST 5
BLM_5.2_ParaRatingScale.cwk
- BLM 6.1 Editing Checklist ST 6
BLM_6.1_EditingChecklist.cwk
- BLM 7.1 Graphic Organizer ST 7
BLM_7.1_GraphicOrganizer.cwk
- BLM 7.2 Assessment for Diorama ST 7
BLM_7.2_DioramaAssessment.cwk



Licensed Software

- 1998 Canadian and World Encyclopaedia Unit
 Eyewitness Encyclopaedia of Nature Unit



Print

- Amphibian ST 7
Dr. Barry Clarke
0-7737-2666-7
- Animal Defenses ST 7
Etta Kaner and Pat Stephens
1-55074-421-6
- Animal Homes ST 7
Barbara Taylor
1-55209-031-0
- Animals under the Ground ST 7
Allan Fowler
0-516-26254-8
- Bears ST 7
Deborah Hodge
1-55074-269-8
- Beavers ST 7
Deborah Hodge
1-55074-429-1
- Brrr! A Book About Polar Animals ST 7
Melvin and Gilda Berger
0-439-20165-9
- Chomp! A Book about Sharks ST 7
Melvin Berger
0-590-52298-1
- Deer, Moose, Elk and Caribou ST 7
Deborah Hodge
1-55074-435-6
- Going on a Whale Watch ST 7
Bruce McMillan
0-590-45769-1
- Graphic Organizers Unit
Jennifer Jacobson and Dottie Raymer
ISBN 0-590-37884-8
- How Do Animals Adapt? ST 7
Bobbie Kalman
0-86505-980-2
- How to Write a Simple Report Unit
Jennifer Overend Prior
ISBN 1-57690-502-0
- Moose ST 7
Diane Swanson
1-55110-854-2



Classroom Critters

Developing Our Writing Skills A Unit for Grade 2

<input type="checkbox"/> Rabbits Sharon Sharth 1-56766-587-X	ST 7		Material	
<input type="checkbox"/> Screech! A Book about Bats Melvin and Gilda Berger 0-439-20164-0	ST 7			
<input type="checkbox"/> The Journey of a Whale Carolyn Scrace 0-531-15420-3	ST 7		<input type="checkbox"/> bristol board 2 per class	Unit
<input type="checkbox"/> Welcome to the World of Bears Daine Swanson 1-55110-519-5	ST 7		<input type="checkbox"/> Chart Paper per class	ST 4
<input type="checkbox"/> Welcome to the World of Skunks Diane Swanson 1-55110-855-0	ST 7		<input type="checkbox"/> chart paper 1 per class	ST 5
<input type="checkbox"/> Whales Deborah Hodge 1-55074035602	ST 7		<input type="checkbox"/> coloured pencils 4 per person red, blue, green, purple	ST 6
<input type="checkbox"/> What is a Marine Mammal? Bobbie Kalman 0-86505-936-5	ST 7		<input type="checkbox"/> construction paper 4 per person various colours	Unit
<input type="checkbox"/> What is a Rodent? Bobbie Kalman 0-86505-923-3	ST 7		<input type="checkbox"/> construction paper 8 packs per class	ST 7
<input type="checkbox"/> Wolves Michael George 1-56766-584-5	ST 7		<input type="checkbox"/> Dictionary	ST 6
			<input type="checkbox"/> editing chart 1	ST 6
			<input type="checkbox"/> experience chart paper 1 pkg. per class	Unit
			<input type="checkbox"/> glue 1 per person	Unit
			<input type="checkbox"/> markers 1 pack per class	ST 1
			<input type="checkbox"/> markers 1 pack per class	ST 2
			<input type="checkbox"/> markers 1 pack per class	ST 4
			<input type="checkbox"/> modelling clay 20 per class Colours will be mainly brown, grey, black, and white.	Unit
			<input type="checkbox"/> modelling clay 20 pkg. per class approximately four colours per person	ST 7
			<input type="checkbox"/> notebook 1 per person	ST 4



Classroom Critters

Developing Our Writing Skills A Unit for Grade 2

<ul style="list-style-type: none"> <input type="checkbox"/> overhead markers 4 per class the markers should be different colours <input type="checkbox"/> overhead markers 4 per class of different colours <input type="checkbox"/> overhead transparency 2 per class <input type="checkbox"/> plain white paper 1 per person <input type="checkbox"/> Proper Noun Cards 1 per person Cards should be made in advance and should contain some proper nouns from each category. <input type="checkbox"/> red coloured pencil 1 per person <input type="checkbox"/> scissors 1 per person <input type="checkbox"/> shoe box 1 per person for diorama 	<p>Unit</p>  <p>Equipment / Manipulative</p> <hr/> <p>ST 6 <input type="checkbox"/> chart paper ST 1 1 pack per class</p> <p>ST 6 <input type="checkbox"/> chart paper ST 2 1 pack per class</p> <p>ST 7 <input type="checkbox"/> overhead projector Unit 1 per class</p> <p>ST 3 <input type="checkbox"/> overhead projector ST 6 1 per class</p> <p><input type="checkbox"/> scanner ST 7 1 per class</p> <p>ST 4 <input type="checkbox"/> SCOPE editing chart ST 1 1 per class</p> <p>Unit BLM 1.4</p> <p>ST 7</p>  <p>Other</p> <hr/> <p><input type="checkbox"/> animal books for research Unit print a varied list of animal books is provided for the research subtask</p> <p><input type="checkbox"/> dictionary Unit access to a primary dictionary</p> <p><input type="checkbox"/> grammar resource books Unit print Books containing lessons on writing a complete sentence, using a comma, punctuation, capitalization would be useful in cases where students need reinforcement of a skill.</p>
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All About Cuddles

Classify the jot notes into the appropriate sub-topics:

1. Appearance
2. Habitat
3. Food
4. Enemies
5. Young

_____ - has soft fluffy hair

_____ - eats grass, clover, and crops

_____ - babies are called kits

_____ - eagles, hawks, and owls eat rabbits

_____ - make their homes in burrows

_____ - feed their babies milk

_____ - plant eater

All About Cuddles

- _____ - in winter search for berries, roots, and twigs
- _____ - humans kill rabbits for food, fur, and sport
- _____ - powerful back legs and shorter front legs
- _____ - grassy meadows, mountains, and deserts
- _____ - four to six babies born at one time
- _____ - ears are made to hear well
- _____ - live in large groups

we love cuddles

cuddles is our classroom pet he is very soft and fluffy to touch cuddles lives in a cage at school but in a burrow outside he likes to eat grass clover crops and rabbit pellets cuddles is safe in our cage but outside he has many enemies eagles hawks and owls eat rabbits humans also kill rabbits for food fur and sport we love to have cuddles as our classroom pet

Rabbit Enemies

Rabbits have many enemies. Some rabbits never get to be a year old. Eagles, hawks, and owls fly overhead, looking for rabbits. Rabbits are chased by foxes, bobcats, wolves, and dogs. Sometimes, snakes and weasels can crawl into rabbit burrows and kill the young. Humans kill rabbits for their fur and also for food and sport.

Jot Notes

-

-

-

-

-

Sorting and Categorizing Nouns

Tuesday
New York
March
Valentine's Day
Karen
October
Iris Street
Canada

Soo Lin
January
Ottawa
Saturday
Aunt Sarah
Easter
Asia
Tom

Places	People	Things

Sorting and Categorizing Nouns

Tuesday
New York
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Saturday
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Easter
Asia
Tom

Places	People	Things

Baby Rabbits

___ male rabbit called a buck

___ female rabbit is called a doe

___ 4-6 babies born

___ babies are called kits

___ babies are blind and deaf

___ drink milk from their mother

Rating Scale for Written Paragraph

	Well done !	Satisfactory	Needs Improvement
Sentences are in complete form.			
All information is included			
Sentences begin with varied vocabulary			

Editing Checklist

I have checked my work for spelling errors and used resources to confirm spelling.	
I have checked my work for capitals.	
I have checked my work for omissions.	
I have checked my work for punctuation.	
Everything else looks fine (neatness, organization, etc.)	

Graphic Organizer for Collecting Research Information

Habitat

-

-

-

Appearance

-

-

-

Enemies

-

-

-

Topic: _____

Young

-

-

-

Food

-

-

-

Assessment for Diorama

Student Name: _____

Diorama includes the elements of design (colour, shape, form, space, texture).	1 2 3 4
The presentation is clear and enhances the content of the report.	1 2 3 4
The diorama shows evidence of planning and is neatly done.	1 2 3 4

Research Report

for use with Subtask 7 : Reporting On . . .
from the Grade 2 Unit: Classroom Critters



Student Name: _____
Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 2e1** • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates);
- 2e7** • use and spell correctly the vocabulary appropriate for this grade level;
- 2e8** • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 2e15** – use capital letters for proper nouns (e.g., holidays, place names, titles);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Application of Language Conventions 2e7, 2e8, 2e15 use of commas, capitals, periods and spelling	- correctly uses a few of the conventions studied (e.g., capital letter for proper nouns, a comma to separate items in a list, correct spelling for animal research vocabulary)	- correctly uses some of the conventions studied (e.g., capital letter for proper nouns, a comma to separate items in a list, correct spelling for animal research vocabulary)	- uses most of the conventions studied (e.g., capital letter for proper nouns, a comma to separate items in a list, correct spelling for animal research vocabulary)	- uses all of the conventions studied (e.g., capital letter for proper nouns, a comma to separate items in a list, correct spelling for animal research vocabulary)
Reasoning 2e1 - understanding of the topic, relevance of supporting facts and details	- information is based primarily on student's personal knowledge - a few supporting facts and details are included providing a simple explanation and its characteristics	- information is based primarily on a single resource and student's personal knowledge - the student uses some of the information to support the topic and provides some clarity in the explanation about their animal and its characteristics	- information is based on a few resources and personal knowledge - the student uses the information to support the topic and clearly provides an explanation about their animal and its characteristics	- the information is based on a variety of resources - the student uses the information to thoroughly support the topic and provides a well developed explanation about their animal and its characteristics
Communication 2e1, 2e8 - word usage and variety	- the student makes limited use of science vocabulary (habitats, enemies) to describe their animal	- the student makes some use of science vocabulary (habitats, enemies) to describe their animal	- the student makes general use of science vocabulary (habitats, enemies) to describe their animal	- the student makes extensive use of science vocabulary (habitats, enemies) to describe their animal
Organization of ideas grouping of information into sub-topics	- the student demonstrates the ability to organize a few ideas into the five subtopics - a few headings are included	- the student demonstrates the ability to organize some of the information into the five subtopics - some headings are used to organize the information	- the student demonstrates the ability to organize the information appropriately into the five subtopics - headings are used to organize each subtopic	- the student demonstrates the ability to organize information effectively and logically into subtopics - headings are fully labelled and detailed



Classroom Critters

Developing Our Writing Skills A Unit for Grade 2

Selected **Assessed**

English Language---Writing

<input type="checkbox"/> 2e1	• communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates);	1	1
<input type="checkbox"/> 2e2	• organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end);		1
<input type="checkbox"/> 2e5	• use some materials from other media (e.g., collage) to enhance their writing;	1	
<input type="checkbox"/> 2e6	• revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher;	3	
<input type="checkbox"/> 2e7	• use and spell correctly the vocabulary appropriate for this grade level;	2	1
<input type="checkbox"/> 2e8	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).	2	1
<input type="checkbox"/> 2e15	– use capital letters for proper nouns (e.g., holidays, place names, titles);	2	1
<input type="checkbox"/> 2e16	– use a comma correctly to separate items in a list, in dates, and in addresses;	1	1
<input type="checkbox"/> 2e20	– begin to use resources (e.g., personal dictionary, classroom-displayed vocabulary) to confirm spelling;	2	
<input type="checkbox"/> 2e21	– use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;	2	

English Language---Reading

<input type="checkbox"/> 2e34	– restate information in a short non-fiction text in their own words;	3	
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Science and Technology---Life Systems

<input type="checkbox"/> 2s13	– ask questions about and identify some needs of different animals with which they are familiar, and explore possible answers to these questions and ways of meeting these needs (e.g., examine different kinds of teeth and explain how their shape enables an animal to bite, tear, or grind its food);	1	
<input type="checkbox"/> 2s15	– use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., use the words egg, caterpillar, larva, chrysalis, and adult in describing the metamorphosis of a butterfly);		1
<input type="checkbox"/> 2s22	– describe the life processes of an animal that they have observed (e.g., the eating habits, movement, rest patterns, and breathing of a mealworm);	1	

The Arts---Visual Arts

<input type="checkbox"/> 2a28	• produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;	1	
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Classroom Critters

Developing Our Writing Skills A Unit for Grade 2

English Language

2e1	1	1	2e2	1	2e3	2e4	2e5	1	2e6	3	2e7	2	1	2e8	2	1	2e9	2e10
2e11			2e12		2e13	2e14	2e15	2	1	2e16	1	1	2e17	2e18	2e19	2e20	2	
2e21	2		2e22		2e23	2e24	2e25			2e26	2e27	2e28	2e29	2e30				
2e31			2e32		2e33	2e34	3	2e35	2e36	2e37	2e38	2e39	2e40					
2e41			2e42		2e43	2e44	2e45	2e46	2e47	2e48	2e49	2e50						
2e51			2e52		2e53	2e54	2e55	2e56	2e57	2e58	2e59	2e60						
2e61			2e62		2e63	2e64	2e65											

Mathematics

2m1	2m2	2m3	2m4	2m5	2m6	2m7	2m8	2m9	2m10
2m11	2m12	2m13	2m14	2m15	2m16	2m17	2m18	2m19	2m20
2m21	2m22	2m23	2m24	2m25	2m26	2m27	2m28	2m29	2m30
2m31	2m32	2m33	2m34	2m35	2m36	2m37	2m38	2m39	2m40
2m41	2m42	2m43	2m44	2m45	2m46	2m47	2m48	2m49	2m50
2m51	2m52	2m53	2m54	2m55	2m56	2m57	2m58	2m59	2m60
2m61	2m62	2m63	2m64	2m65	2m66	2m67	2m68	2m69	2m72
2m73	2m74	2m75	2m76	2m77	2m78	2m79	2m80		
2m81	2m82	2m83	2m84	2m85	2m86	2m87	2m88	2m89	2m90
2m91	2m92	2m93	2m94	2m95	2m96	2m97	2m98	2m99	2m100
2m101	2m102	2m103	2m104	2m105	2m106	2m107	2m108	2m109	2m110
2m111	2m112								

Science and Technology

2s1	2s2	2s3	2s4	2s5	2s6	2s7	2s8	2s9	2s10		
2s11	2s12	2s13	1	2s14	2s15	1	2s16	2s17	2s18	2s19	2s20
2s21	2s22	1	2s23	2s24	2s25	2s26	2s27	2s28	2s29	2s30	
2s31	2s32	2s33	2s34	2s35	2s36	2s37	2s38	2s39	2s40		
2s41	2s42	2s43	2s44	2s45	2s46	2s47	2s48	2s49	2s50		
2s51	2s52	2s53	2s54	2s55	2s56	2s57	2s58	2s59	2s60		
2s61	2s62	2s63	2s64	2s65	2s66	2s67	2s68	2s69	2s70		
2s71	2s72	2s73	2s74	2s75	2s76	2s77	2s78	2s79	2s80		
2s81	2s82	2s83	2s84	2s85	2s86	2s87	2s88	2s89	2s90		
2s91	2s92	2s93	2s94	2s95	2s96	2s97	2s98	2s99	2s100		
2s101	2s102	2s103	2s104	2s105	2s106	2s107	2s108	2s109	2s110		

Social Studies

2z1	2z2	2z3	2z4	2z5	2z6	2z7	2z8	2z9	2z10
2z11	2z12	2z13	2z14	2z15	2z16	2z17	2z18	2z19	2z20
2z21	2z22	2z23	2z24	2z25	2z26	2z27	2z28	2z29	2z30
2z31	2z32	2z33	2z34	2z35	2z36	2z37	2z38	2z39	2z40
2z41	2z42	2z43	2z44	2z45	2z46	2z47	2z48		

Health & Physical Education

2p1	2p2	2p3	2p4	2p5	2p6	2p7	2p8	2p9	2p10
2p11	2p12	2p13	2p14	2p15	2p16	2p17	2p18	2p19	2p20
2p21	2p22	2p23	2p24	2p25	2p26	2p27	2p28	2p29	2p30
2p31	2p32	2p33	2p34	2p35	2p36	2p37	2p38	2p39	2p40
2p41									

The Arts

2a1	2a2	2a3	2a4	2a5	2a6	2a7	2a8	2a9	2a10	
2a11	2a12	2a13	2a14	2a15	2a16	2a17	2a18	2a19	2a20	
2a21	2a22	2a23	2a24	2a25	2a26	2a27	2a28	1	2a29	2a30
2a31	2a32	2a33	2a34	2a35	2a36	2a37	2a38	2a39	2a40	
2a41	2a42	2a43	2a44	2a45	2a46	2a47	2a48	2a49	2a50	
2a51	2a52	2a53	2a54	2a55	2a56	2a57	2a58	2a59	2a60	
2a61	2a62	2a63	2a64	2a65	2a66	2a67				



Classroom Critters

Developing Our Writing Skills A Unit for Grade 2

Analysis Of Unit Components

- 7 Subtasks
- 29 Expectations
- 68 Resources
- 53 Strategies & Groupings
- Unique Expectations --
- 11 Language Expectations
- 3 Science And Tech Expectations
- 1 Arts Expectations

Resource Types

- 1 Rubrics
- 9 Blackline Masters
- 2 Licensed Software
- 23 Print Resources
- 0 Media Resources
- 0 Websites
- 24 Material Resources
- 6 Equipment / Manipulatives
- 0 Sample Graphics
- 3 Other Resources
- 0 Parent / Community
- 0 Companion Bookmarks

Groupings

- 5 Students Working As A Whole Class
- 2 Students Working In Pairs
- 6 Students Working Individually

Assessment Recording Devices

- 4 Anecdotal Record
- 2 Checklist
- 2 Rating Scale
- 1 Rubric

Teaching / Learning Strategies

- 1 Advance Organizer
- 2 Brainstorming
- 2 Classifying
- 1 Demonstration
- 2 Discussion
- 1 Mnemonic Devices
- 1 Model Making
- 1 Practice And Drill
- 1 Read Along
- 1 Research Process
- 1 Think / Pair / Share
- 1 Word Sort (sorting And Predicting)
- 3 Workbook/work Sheets
- 2 Writing Process

Assessment Strategies

- 2 Conference
- 1 Exhibition/demonstration
- 6 Observation
- 2 Performance Task