



## SCOPE & SEQUENCE

### GR. 2 - LANGUAGE ARTS



## Student Task

**GRADE 2: English Language Arts****TASK: Story Structure (Beginning, Middle, End)****TIMELINE: 3 Classes****PRODUCTIVITY TOOL: Word Processor****LEVEL OF DIFFICULTY: Average**

In cooperative groups of 3, the students will write 3 stories over three class periods. The class periods will each focus on one part of the story:

**Beginning**

- we meet the characters
- we learn the setting
- we learn the problem

**Middle**

- characters have adventures
- characters try to solve the problem

**End**

- the problem is solved
- characters are usually safe
- the reader is usually happy



Students will be introduced to “Travelsaurus Rex” – a mascot who travels from school to school across Canada as part of a telecollaborative project. They will be given the following story starter:

When Travelsaurus Rex decided to go on a hiking trip to the mountains for a holiday, he packed his backpack with the eleven things he thought he'd need for his adventure: his clothes, his sleeping bag, a Swiss Army knife, a hatchet, matches, a flashlight, a compass, a first aid kit, 100 metres of rope, fish hooks and line, as well as a little bit of food.

Class #1 – add to the story starter (characters, setting, problem)

Class #2 – trade stories with a partner, add the middle of the story (adventures, try to solve problem)

Class #3 – trade stories with a second partner, add the ending (solve problem, character is safe, reader is happy)



## ICT Outcomes

**The learner will:**

- C4** 1.1 follow a plan to complete an inquiry
- C5** 1.1 share information collected from electronic sources to add to a group task
- C7** 1.4 make predictions based on organized information
- F1** 1.1 identify techniques and tools for communicating, storing, retrieving and selecting information
- 1.2 apply terminology appropriate to the technologies being used at this division level
- 1.3 demonstrate an understanding that the user manages and controls the outcomes of technology
- F3** 1.1 demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies
- 1.2 work collaboratively to share limited resources
- 1.3 demonstrate appropriate care of technology equipment
- F5** 1.1 demonstrate proper posture when using a computer
- 1.2 demonstrate safe behaviours when using technology
- F6** 1.1 perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down
- P1** 1.1 create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques
- P3** 1.2 create visual images by using such tools as paint and draw programs for particular audiences and purposes
- P4** 1.1 integrate text and graphics to form a meaningful message
- 1.2 balance text and graphics for visual effect






## Curriculum Outcomes


### **GRADE 2: English Language Arts**

#### **TASK: Story Structure (Beginning, Middle, End)**


##### ***GO 1.1 Discover and Explore, Bullet 1***

-  contribute relevant ideas and information from personal experiences to group language activities



##### ***GO 1.2 Clarify and Extend, Bullet 1***

-  connect own ideas and experiences with those shared by others



##### ***GO 2.1 Use Strategies and Cues, Bullet 1***

-  use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning


##### ***GO 2.2 Respond to Texts, Bullets 3 and 7***

-  model own oral, print and other media texts on familiar forms
-  suggest alternative endings for oral, print and other media texts


##### ***GO 2.4 Create Original Text, Bullets 1 and 4***

-  use own and respond to others' ideas to create oral, print and other media texts
-  create narratives that have beginnings, middles and ends; settings; and main characters that perform actions


##### ***GO 3.3 Organize, Record and Evaluate, Bullet 2***

-  produce oral, print and other media texts with introductions, middles and conclusions


##### ***GO 3.4 Share and Review, Bullet 1***

-  share, with familiar audiences, ideas and information on topics


##### ***GO 4.1 Enhance and Improve, Bullet 3***

-  check for capital letters, punctuation at the end of sentences and errors in spelling


##### ***GO 4.2 Attend to Conventions, Bullet 1***

-  write complete sentences, using capital letters and periods


##### ***GO 4.3 Present and Share, Bullet 1***

-  present ideas and information by combining illustrations and written texts

##### ***GO 5.1 Respect Others and Strengthen Community, Bullet 4***

-  participate in shared language experiences to acknowledge and celebrate individual and class accomplishments

##### ***GO 5.2 Work Within a Group, Bullet 1***

-  work in a variety of partnerships and group structures

