Monster Trees Curricular Connections - Grade 2

Subject Area	Curriculum Connections	Notes
Mathematics	D1.1 sort sets of data about people or things according to two attributes, using tables and logic diagrams, including Venn and Carroll diagrams D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on two pieces of information, and organize the data in two-way tally tables D1.3 display sets of data, using one-to-one correspondence, in concrete graphs, pictographs, line plots, and bar graphs with proper sources, titles, and labels E2.1 choose and use non-standard units appropriately to measure lengths, and describe the inverse relationship between the size of a unit and the number of units needed E2.2 explain the relationship between centimetres and metres as units of length, and use benchmarks for these units to estimate lengths E2.3 measure and draw lengths in centimetres and metres, using a measuring tool, and recognize the impact of starting at points other than zero	If students are measuring trees and collecting data, there are lots of possibilities here. Just the concept of using a measuring tape to measure the distance around a tree would get at the idea of "measurable attributes." - same as conceptualizing how a string could be stretched around something and then straightened out to be measured. - exploring the use of non-standard units to measure the circumference of a tree helps children recognize the importance of unit choice - estimation or guess and check opportunities for children helps them to understand the term 'reasonableness' when answering - students could sort different species of leaves by using the WRDSB Monster Tree resources, create patterns, or build graphs using found objects at the base of the tree
Language	Reading - read and demonstrate an understanding of a variety of literary, **graphic, and informational texts**, using a range of strategies to construct meaning; Writing - generate, gather, and organize ideas and information to write for an intended purpose and audience;	- to develop their oral communication skills, students need numerous opportunities to listen and talk about a range of subjects, topics, and experiences such as exploring "Monster Trees" - pairing the exploration of Monster Trees with graphics and words (such as the pre-made WRDSB Monster Tree resources) with real life experiences, helps students to read information in context and grasp the ideas that are

	- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; - use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;	communicated through text/graphic - to become good writers, students need frequent opportunities to write for various purposes and audiences such as writing observations by **drawing and labeling a picture** of a tree or by **using different adjectives** to describe the tree's characteristics to a peer, teacher, or family member - linking science and/social studies to media literacy could allow students the opportunity to demonstrate their knowledge about the Monster Trees in their community to Monster Trees found around the world by creating media texts like **creating a PSA** (poster, infographic, news clip, iMovie, etc.) and explain why the trees grow differently in various parts of the world (e.g., climate).
Social Studies	B1.3 demonstrate an understanding of the importance of sustainability in people's interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions B2.1 formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live B2.2 gather and organize information and data about some communities' locations, climate, and physical features, and the ways of life of people in these communities B2.4 interpret and analyse information relevant to their investigations, using a variety of tools B2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between communities' natural environment and the ways of life of people in those communities	Some large trees may be over 100 or 200 years-old or older. A good starting point might be to ask, what did this area look like when the tree started growing?. If the tree had eyes, what would it have seen over its lifetime?

Science	1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration (e.g., the point of view of parents, children, other community members), and plan a course of action to help keep the air and water in the local community clean 3.3 describe ways in which living things, including humans, depend on air and water	- Have students consider their impact on the Monster Trees in their school yard or community - do they touch or hang from them why they are outside for recess? Is there fencing around newly planted trees? Why would this be? - What kind of air surrounds the trees? Would there be a difference between rural and urban communities and the rate at which trees grow as a result of human impact? Why or why not?