

Winter Birds Curricular Connections - Grade 2

| Subject Area | Curriculum Connections | Notes |
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| Mathematics | <p>D1.1 sort sets of data about people or things according to two attributes, using tables and logic diagrams, including Venn and Carroll diagrams</p> <p>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</p> <p>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</p> <p>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</p> <p>E2.2 explain the relationship between centimetres and metres as units of length, and use benchmarks for these units to estimate lengths</p> <p>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</p> | <p>See Topic 5 in the WRDSB Long Range Plans</p> <ul style="list-style-type: none"> - Adapt the sample problems suggested to include birds - Identify the physical characteristics of birds (e.g., colour, size, shape, beak, etc.) using two-way tally tables - Use the graphs generated by @outdoor_ed on Twitter or check in with the WRDSB Outdoor Education site to analyse the Winter Bird data the Outdoor Education Specialists will be curating <p>If students are keeping track of the numbers and species of birds seen, there are lots of possibilities here. The outdoor ed. staff will also be providing data about numbers and types of birds seen, and providing graphs</p> <ul style="list-style-type: none"> - estimation or guess-and-check opportunities for children helps them to understand the term 'reasonableness' when answering (Sample questions: <i>How many birds do you think you will see at Nutrition Break outside? About how many centimetres in height do you think the black capped chickadee is from the downy woodpecker?</i>) - students could sort different species of birds by colour, size, physical attributes such as long legs/short legs, etc. |
| Language | <p>Reading</p> <ul style="list-style-type: none"> - read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; <p>Writing</p> <ul style="list-style-type: none"> - generate, gather, and organize ideas and information to write for an intended purpose and | <ul style="list-style-type: none"> - 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 "Winter Birds" - pairing the exploration of Winter Birds with graphics and words (such as the education tools found on the WRDSB Outdoor Education website) with real life experiences, helps |

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| | <p>audience;</p> <ul style="list-style-type: none"> - 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; | <p>students to read information in context and grasp the ideas that are communicated through text/graphic</p> <ul style="list-style-type: none"> - 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 bird or by using different adjectives to describe the bird'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 Winter Birds in their community to Winter Birds found around the world by creating media texts like creating a PSA (poster, infographic, news clip, iMovie, etc.) and explain why the birds look differently and have different characteristics in various parts of the world (e.g., the climate may be a reason for some birds to have more or less down). |
| <p>Social Studies</p> | <p>B1.3 demonstrate an understanding of the importance of sustainability in people's interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions</p> <p>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</p> <p>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</p> <p>B2.4 interpret and analyse information relevant to their investigations, using a variety of tools</p> <p>B2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between communities' natural environment and the</p> | <ul style="list-style-type: none"> - consider how and why some places in the world rely on birds such as: - their ability to pollinate - spread seeds - control pests - keep coral reefs alive |

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| | ways of life of people in those communities | |
| Science | <p>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</p> <p>3.3 describe ways in which living things, including humans, depend on air and water</p> | <ul style="list-style-type: none"> - Have students consider their impact on Winter Birds in their school yard or community - do they bother birds in their nests on the yard by shaking or throwing things at the trees? What do they do if they spot a nest or a bird or even an owl in a tree on the school yard? - What winter nesting materials would be suitable for the birds? Could students find and gather appropriate materials for the birds so that they are easily accessible by the birds to make their winter nests? - What kind of air surrounds the trees in which winter birds live? Would there be a difference between rural and urban communities and the locations in which Winter Birds would choose to locate? |