

The Wonder of  
**Grade 2**

Curriculum Sample

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**Welcome to the Wonder of Grade Two!**

Your child is deeply in their feelings! This year finds your child experiencing a constant fluctuation between opposites. Their opinions and ideas are fueled by their emotions, and these emotions can swing from one end of the spectrum to the other with lightening speed. You may notice this with friend dynamics that are constantly changing. Daily Wonder is happy to announce that your child is progressing right on schedule! Our philosophy....take a deep breath, and make space for your child's opinions. Use redirection when opinions are brought in unkind ways that need refining. As parents, we are always walking the fine line between making space for our child's experiences and expressions, and guiding and redirecting behaviours that are not acceptable. Year 2 curriculum offers story themes of the Heroes of our world, and a path to aspire towards, as well as the animal fables, which offer a spectrum of examples of human characteristics that your child can learn from.

## Year Overview

Month	Curriculum Areas	Social Emotional Learning Competencies	First People’s Principles of Learning	Description
<b>Month 1:</b> Wonder of Patterns	<ul style="list-style-type: none"> <li>Math,</li> <li>Language Arts</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Creative Thinking</li> <li>Social Awareness and Responsibility</li> </ul>	Learning is holistic, reflexive, reflective, experiential, and relational	Students will be guided to become skilled at mathematical generalizations about change through their study of shapes and patterns. This study will transfer to the science of change as students participate in hands-on activities with shapes and objects. Nature stories will form the basis of the lessons for this unit.
<b>Month 2:</b> Wonder of Place Value	<ul style="list-style-type: none"> <li>Language Arts</li> <li>Math</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Creative Thinking</li> </ul>	Learning recognizes the role of Indigenous Learning	Students will recall the “what is” of numbers as they are introduced to place value to 1,000,000. Games and activities inspired by the Land of Numeria will inform each lesson. Fables will be the basis of social/emotional learning.
<b>Month 3:</b> Wonder of Heroes	<ul style="list-style-type: none"> <li>Social Studies</li> <li>Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>Positive Personal &amp; Cultural Identity</li> </ul>	Learning is embedded in memory, history and story	Students will hear stories of Heroes: Mary Two-Axe, Chief Dan George, Hua Mulan, Gisele Rabesahala, and more. They will come to recognize that everyone has a unique story to share. Students will continue to explore phonics rules and build confidence in reading.
<b>Month 4:</b> Wonder of Math	<ul style="list-style-type: none"> <li>Lang Arts</li> <li>Math</li> <li>Social Studies</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Personal Awareness &amp; Responsibility</li> </ul>	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors	Students will work with addition and subtraction of numbers up to 1,000,000 to gain computational fluency and further comfort with place value. Fables from around the world will form the basis for Social Emotional Learning. Lessons about the forest and forestry will be the setting for math work.



<p><b>Month 5:</b> Wonder of Noble People</p>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Positive Personal &amp; Cultural Identity</li> </ul>	<p>Learning involves patience and time</p>	<p>Students will hear stories of Noble People: Malala Yousafzai, Greta Thunberg, Jane Goodall and more. They will come to see that stories connect us to ourselves, our families and our communities. Students will continue to work on developing their reading and writing skills.</p>
<p><b>Month 6:</b> Wonder of Times Tables</p>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Language Arts</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Personal &amp; Cultural Identity</li> </ul>	<p>Learning is holistic, reflexive, reflective, experiential, and relational</p>	<p>Students will continue/deepen computational fluency in working with addition and subtraction of numbers up to 1,000,000. Students will also focus on times tables through skip counting. Fables will form the story line for Social Emotional Learning.</p>
<p><b>Month 7:</b> Wonder of Reading</p>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> </ul>	<p>Learning involves patience and time</p>	<p>Stories will be the central topic of this unit as students explore their preferences in style and subject. Writing to read will be the path over the month. Stories of <a href="#">kindness</a> will form the basis for Social Emotional Learning.</p>
<p><b>Month 8:</b> Wonder of Graphs</p>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Social Awareness and Responsibility</li> <li>• Positive Personal &amp; Cultural Identity</li> </ul>	<p>Learning involves patience and time</p>	<p>Students will begin to look at objects as measurable and use this as the basis for creating graphs. Data will be collected about everyday objects, especially from the kitchen and represented pictorially in graphs. Fables will form the story line for Social Emotional Learning.</p>
<p><b>Month 9:</b> Wonder of Stories</p>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Thinking</li> </ul>	<p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors</p>	<p>Stories will be the central topic of this unit as students explore puppetry and oral storytelling. Students will create their own story and opportunity to share it. Picture books from a variety of authors will form the basis of Social Emotional Learning for this unit.</p>
<p><b>Month 10:</b> Wonder of Building</p>	<ul style="list-style-type: none"> <li>• Science</li> <li>• Social Studies</li> <li>• Language Arts</li> <li>• Math</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating</li> <li>• Collaborating</li> </ul>	<p>Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations</p>	<p>Students will build bird or bug houses suitable for exploring the relationship between living things and the environment, and the use of tools. Nature stories will form the basis of Social Emotional Learning for this unit.</p>



# The Morning Lesson

## Rhythm and Routine

At Daily Wonder we talk a lot about rhythm and routine. That’s because we know that young children feel a sense of good health when they are held by boundaries, including the lay-out of the day, week, month.... Children are meant to learn through play and doing until they reach high school. This means we need to provide them with lots of activities that spark their creativity and provide space for wonder. When they know what is expected of them the children are freed up to be in the moment. It is up to the adults to create the boundaries to free the children.

A friend recently told us that she was not expecting the freedom that came with building a fence around her property. It sounds kind of backwards, that a fence creates freedom, but think about it...she has a dog that had to be tied up or managed all the time. Once the fence went up, the dog knew how far it could go and the people trusted that the dog would just do dog things. We aren’t comparing children and dogs, but we are comparing the freedom fence to boundaries.

Rhythm – this is your wide level organization such as your year, when you start school, what holidays or celebrations you participate in, what time you get up each day, what time you start and end your morning lesson...

Routine – these are the details within your rhythm such as singing a song to begin the morning lesson, lighting a candle before story, and how you end the day. Routines are kind of like the rules for ‘how we do things’.

Your Daily Wonder teachers suggest the following rhythm for your morning lesson (framework for sample taken from “The Roadmap to Literacy” by Langley and Militzer-Kopperl):

Portion	Time amount	Content – each portion has a balance of loud and quiet
Opening	12-15 min	Begin, verse, singing, speech, movement, nature observation, riddle, etc. Here you are welcoming the day, becoming present for the lesson.
Skills/Practice*	20-40 min	Practice skills and activities associated with concepts from previous days, here you are building competencies (knowledge and abilities) on the path to understanding concepts.
Intro/Review*	10-25 min	New and on-going concepts, new subject content, new skills, review previous day, multi-sensory activities
Bookwork*	15-35 min	Portfolio for writing/drawing, copy, picture; practice books for rough draft, rules, etc.
Story	15-20 min	The key! Preferably told rather than read. Used to intro new concept or as soul food, can be moved to Intro section

\*can include one or two transition activities of 2-3 minutes

Transition – Integrated Movement Activities (IMA) such as singing, clapping, speech, movement, developmental exercises, bean bag, Simon says, etc



**What Else?**

As you can see, we are suggesting a morning lesson that is between 1 – 2 hours each morning. We recommend this is followed five days per week. That leaves you a lot of day to fill before bedtime!

*Numeracy* – In addition to the Morning Lesson, your Daily Wonder team recommends that your child spend 15 – 30 minutes each day working on math foundation skills. DW is committed to introducing the big math concepts in Monthly Units throughout the year but your child needs to practice these skills daily. The amount of practice will be unique to your child, your schedule and their grade level. **We suggest using a provincial/state math book available at your local bookstore and working through this chapter by chapter.** Have a look at our Numeracy Scope and Sequence PDF to see what and when big concepts will come up for your child in a Monthly Unit, that way you can avoid the skill building portions for that topic in your math skills book until your child has been introduced to it properly.

*Literacy* – Your Daily Wonder team recommends that in addition to the Morning Lesson and Numeracy Practice time, your child spend 15 – 30 minutes each day reading. Again, DW will introduce literacy concepts along the way but reading and writing are foundational skills that need practice every day. Your child will have plenty of practice writing through the daily lesson, but reading is necessary to practice outside the lesson time. Depending on your child’s relationship to reading at this time it can be great to read to your child, have them read aloud to you, or give them quiet space for silent reading. You’ll know what combination suits your child best. Books you choose should be enjoyable, minimally but consistently challenging, contain appropriate content for the age of the reader, and provide examples of characters that share your child’s frame of reference whenever possible.

Your Daily Wonder team also recommends a good balance of unstructured play time or creative time, and down time. Here is a sample of a daily rhythm used by some of our DW members:

<b>Time</b>	<b>Activity</b>
8 – 10 am	Morning Lesson
10 – 10:30 am	Snack and chores
10:30 – 11 am	Numeracy skills practice
11 – 12:30 pm	Play time/Creative time - unstructured
12:30 pm	Lunch and chores
1:30 – 3 pm	Play time/Creative time – structured (lessons, outings etc)
3 – 4 pm	Quiet time/Reading time



You are going to have unique rhythms and routines because your family's needs are unique. Our number one suggestion is, have fun! Our number two suggestion is, no matter how you organize your day and week, for best results keep it consistent.

**Here are some ideas for activities to do after the morning lesson is finished:**

1. Outdoor hike, adventure
2. Painting-- free painting or guided
3. Beeswax, clay, play-dough modelling---can have them create things based on morning lesson or seasonal themes
4. Knitting
5. Music lesson/practice
6. Free drawing- crafting time--based on morning lesson or seasonal themes
7. Cooking/baking
8. House chores
9. Journal writing
10. Older students could catch up on morning lesson work
11. Story time/ silent reading
12. Gardening
13. Woodwork
14. Building projects



## Additional Curriculum Areas Covered in Daily Wonder Lesson Plans

In some Provinces/States the government may require Home Learning families to report how they are covering curriculum. We have tried to make our guides so that you know for yourself that your children are receiving opportunities to understand concepts from grade appropriate core subjects: Math, Language Arts, Social Studies, and Science, as well as First Peoples Principles of Learning and opportunities to develop Social Emotional Competencies. The guides list the concepts covered in each lesson so that you feel confident in the connections between what your child will **understand over time** and what they are **doing** each day. This is because **our curriculum is concept based and competency driven**.

There are some additional curriculum areas covered in our guides that are not listed on the PDFs. We didn't want to overwhelm you with words. This document will describe some of those areas and characterize the activities that will cover concepts from those curriculum areas. ***If you are a home learning parent who needs to report curriculum, this guide can help you sort that out.***

Curriculum Area	Type of Activity that Provides Opportunity to Understand Concepts
Applied Design, Skills, and Technology (ADST)	Opportunities to use design thinking: designing, creating, making, evaluating products, services, and processes – making things For BC residents: <a href="#">look here for more info</a>
Arts Education	Opportunities that support developing aesthetically through dance, drama, music and visual art via investigation of elements, creation of and response to art works, and interest in the arts – portfolio creation, Social Studies activities that involve immersion in a culture to understand it via the arts For BC residents: <a href="#">look here for more info</a>
Career Education	Opportunities that help students develop the following: awareness of strengths, collaborative communication, experience in a range of roles, ability to learn and grow, adaptability, resiliency, and flexibility – activities that are collaborative like household chores BC residents: <a href="#">look here for more info</a>
Physical and Health Education	Opportunities to understand aspects of physical, mental and social well-being as well as movement skills, respectful relationship skills, and personal and community health and safety decision making strategies – physical activities and skill building as well as discussions around how to be healthy including aspects of nutrition and mental health BC residents: <a href="#">look here for more info</a>



# The Wonder of Patterns

**Year 2 Month 1**

*This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.*



# Month Overview

## CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

**Math: Concept:** The regular change in increasing patterns can be identified and used to make generalizations.

**Connection:** You will be focusing on mirror forms in this unit; there will always be transformation as a pattern or form crosses the midline. Your child will become aware of where they are going next as they become more familiar with each shape.

**Concept:** Objects and shapes have attributes that can be described, measured and compared

**Connection:** Attributes are the elements about a shape that your child would describe with adjectives and adverbs. You will bring new shapes with ever increasing levels of complexity. They will get a feeling for vertical vs. horizontal.

**Language Arts: Concept:** Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

**Connection:** Your child will create a story about the shapes they are learning about. Your child can begin to journal their take-away from this unit.

**Concept:** Language and story can be a source of creativity and joy

**Connection:** You will tell nature stories throughout this unit.

**Science: Concept:** Materials can be changed through physical and chemical processes

**Connection:** You will help your child turn clay into many different shapes.

**Concept:** Forces influence the motion of an object.

**Connection:** Your child will observe objects in motion in nature. They will come to study the pathways that create pattern including the forces behind the movement.

## FIRST PEOPLE’S PRINCIPLES OF LEARNING

**Principle:** Learning is holistic, reflexive, reflective, experiential and relational.

**Connection:** The Nature Stories can be quite holistic, reflexive and relational, especially Indigenous Nature Stories. You will focus on the experiential element in ‘doing’ the patterns. As you and your child engage together over the wonder of shapes, you’ll be demonstrating relational learning. You will focus on learning being reflexive (thinking deeply) and reflective (referring to relationship between concepts) in your contemplation of how the shapes change. You will pass on responsibility to your child, trusting them to take what they have learned and apply it to their own journey of each shape. Your child will go inward to understand where to go next with each shape and reflecting on their experiences over the month.



## **CURRICULUM OVERVIEW**

Taken from the overview of Year One Patterns, your goal is the same in starting with this unit, but the specific forms and patterns will be directly linked to the developmental needs of the child of 7 going on 8.

The Wonder of Patterns is a funny name, but quite literally means that you and your child will be telling stories of and with patterns and forms. What are patterns and forms? When you think about it, patterns exist in everything in nature and forms make up all the letters and numbers that we use today. There is the straight line and the curved line and all the ways that these two friends interact. By spending three or four weeks exploring patterns and forms through imaginative pictures, you have a place to focus on routines and rhythms for home learning, and your expectations for school time in your home such as where, when, and how. And by focusing deeply on the patterns and forms, you get to also focus on the 'form' of your child's posture, pencil grip, quality of work, and habits. You'll also get to ease into the start of the year since there is no studying to do, you're welcome!

Curriculum in this unit will be covered in the first three weeks, Days 1-15. The final week is Flex Week and can be used to create flexibility in the way that works for you. A project is offered for independent work for Flex Week called 'Scribble Town'.

## **PARENT PREPARATION**

There are some resources that you'll get to make for the fun activities you'll get to bring to your child. They won't take you long but will need your time ahead of beginning the unit.

Notice that in the Materials Needed section there is mention of a cursive writing resource. Not convinced that cursive is worth the trouble? Read the article linked in Appendix A before you decide.

Use your local library for silent reading books for your child, kindle can't teach them 'book sense' which is a thing, and it creates pathways in the brain.



### MATERIALS NEEDED

- A clean and quiet place for work that is consistently available and of low stimulation
- Access to nature, clothing/equipment to support safety for such access
- A portfolio (large book of unlined pages, large paper can be made into a book later) and crayons
- Large paper for practicing (40-50 sheets is ideal)
- Small journal for jotting down inspiration
- Outside chalk if pavement/cement is available
- Rope, up to 20' is great but yarn can work too, minimum 18"
- Verses and songs for beginnings, transitions, and endings
- Intentional Movement Activities – movement games and activities to support your child's specific needs
- Access to Nature Stories – see recommended books in Grade 2 overview or visit the [Resource Hub](#) for suggestions

### SOCIAL EMOTIONAL LEARNING

***Creative thinking*** means generating new ideas by being curious. Students will begin to see shapes and forms all around them; be sure to have a journal to allow for a collection of these discoveries. As you focus on the rhythms and routines you want to have in place for home learning, you can give some responsibility to your child. This will support their sense of *social awareness and responsibility* as well as their recognition that learning has an important place in your home. With your conscious and careful set-up for home learning, your child(ren) will come to see that learning is a central value for your family, that it is *holistic, reflexive, reflective, experiential and relational*.

**Creative Thinking:** Concept: Generating new ideas by being curious.

**Connection:** Your child will create a story of shapes. They will build curiosity working with quadrants. In their journaling have your child contemplate what their favourite shapes or patterns were, why?

**Social Awareness and Responsibility:** If they share their story with others they show a recognition of their role within a community. On Day 10, arrange a 'Story Time' for your child to share their story with family or community.

You and your child are working together to create the shapes, then they will take on some shapes by themselves.



### DEVELOPMENTAL CONNECTION

Developmentally, children who are age 7, going on 8, experience a kind of duality of the human condition. They begin to become conscious that they can express both good and bad, kind and mean behaviour. This realization is a necessary and normal part of developing into a healthy adult who can express compassion and agency. The goal of the Second Year Daily Wonder curriculum is to develop harmony despite these two elements of being human. In this unit, the Wonder of Patterns, the specific goal is to create a harmonic balance of space in patterns and forms.

### PARENT REFLECTION

- Harmonic balance in space', what does that mean to me?
- Do I see evidence of the natural unfolding of my child expressed through exploration of duality? How do I want to respond when they are mean? When they are altruistic? Am I triggered by either of these expressions?
- What is my new inspiration for a tattoo or art project now that I have inspiring forms and patterns on my mind?



## DAY 1

### GOALS OF THE LESSON

One goal today, settle in. You'll be focusing on setting up your rhythm and routines today. You'll have your verses and/or songs for beginning, transitions and ending; you'll have thought about your expectations for how you want your child to attend each aspect of your lesson; you'll have organized materials: portfolio, crayons, practice paper, candle, matches, snuffer, clean work space, story space, etc.... Feel free to ask yourself as you go, "how does this serve my child?" For example, when they are distracted and playing with the dog when you are saying the beginning verse, the answer might be 'it doesn't serve my child at all for me to say a verse and not expect their full presence' so you'll change that expectation.

You've got this!

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Your child is as unique as you are. You will know what they need in order to love learning. Please know that this guide can be adjusted in many ways to suit the needs of your child and you. What we know at Daily Wonder is that consistency in rhythm and routine along with developmentally aligned story themes is what gives space for the wonder, and the joy. Let the children live in the pictures and wonder at the world. It is from the wonder that their unique take on the world develops. Your child's world view is guided by their emotional responses to the human condition presented to their imagination.

Today you will need your carefully selected verses/songs, prepared IMA, and mental math story, as well as a mental image of the form that you practiced and will bring to your child today. You'll need a journal and pencils or crayons today too.

Let's keep the wonder alive by going outside...

## TODAY'S LESSON

**Step 1. Opening:** When you are ready, sing or say your beginning song/verse to bring your child to the lesson from the place you will begin each day at the time you will begin each day. Take a few minutes to go over the day's schedule, observe the weather and/or other nature aspects, sing a morning greeting song, and set an intention for the day.

**Step 2. Intentional Movement Activities (IMA)** is next, about 10-15 minutes of movement that develops your child's skills, is connected to learning, and places them in their body for today's work. This time can include clapping games, jump rope, yoga, body geography games, or brain gym games. Check out the Resource Hub for some ideas if you need them.



**Step 3. Math Minute:** Take 1-5 minutes to provide an opportunity for mental math. Mental math is math thinking without using paper to work it out, it is for developing flexibility. Today try this: I have 20 apple seeds and I want to share them with 4 friends, how many will they each get?

**Step 4. Practice & Review:** This is the time where you will work on drawing out and strengthening concepts you have brought to your child in previous days. This part of the lesson can be 15-40 minutes. For today you are going to jump ahead to Step 5.



**Step 5. New Material:** this portion of the lesson will normally take 10-15 minutes but for today will form the bulk of the morning. Start by going outside; take your journal and crayons and be sure to think about how you want to draw your child back to the lesson as you transition to a place where they normally play. Have your child find 5 different types of leaves in your yard or neighbourhood. You can either do a walking tour or you can have them pick those leaves and bring them to you. They'll need one leaf for a practice activity (it would be great to keep three additional leaves for tomorrow's bookwork too). Observe the shape of the leaves together. Describe the elements or attributes of the shape for each leaf (pointy at tip, jagged edges, big at middle, etc).

Bring your child to the journal and crayons. Have them select a leaf from their collection and gently tear it in half down the stem. They can place the left half of the leaf on the paper and draw in the right side of the leaf to match. This will give them context for the rest of the unit when they begin drawing forms that complete a whole image. [Here](#) is an example:

**Step 6. Bookwork:** Use a transition song/verse to head back to the inside learning space with table and bookwork materials nearby. Bookwork will take about 10-30 minutes each day. Begin on the first page of a new portfolio. Ask your child to create a border by shading the edges of the page about ½ inch thick. Next, they can very lightly shade the whole page with the side of a golden yellow crayon; this is the air. Across the top third of the page have your child write the title "Patterns" or "The Wonder of Patterns". Under the title your child can draw a thick branch with a few thin branches coming from that and the leaves attached to the end of the little branches. This is the title page for the Patterns portfolio.

**Step 7. Story:** Transition to Story Time with a verse/song and lit candle. Tell or read a Nature Story. Have your child snuff the candle at the end.

**Step 8. Closing:** Close the morning lesson with a verse or song once all materials are put away. Don't forget to allow up to 30 minutes for silent reading and up to 30 minutes for math practice in a grade level workbook. Check the Daily Wonder Math Scope and Sequence pdf to see what major math concepts are coming up in units. You can avoid working in those areas until your child has had the opportunity to learn them holistically in a unit.



## DAY 2

### GOALS OF THE LESSON

One goal today, get comfortable with your routine. Go with the flow you set up yesterday and it will just get easier. You'll be bringing the concept of mirror image to create a shape today. You have already done the big job of building the living picture in your child's imagination, now you'll take that 'whole' picture and define its 'parts' so that your child will come to understand what makes a shape.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Start by asking yourself what worked yesterday and what you want to change today. Remember that consistency will build habits and help settle everyone into the routines you envisioned. You have all that it takes to create a wonderful home learning environment.

You'll need your rope or string today as well as your paintbrush and a dish of water. You'll also need those three leaves you saved from yesterday.

## TODAY'S LESSON

**Step 1. Opening:** When you are ready, sing or say your beginning song/verse. Go over the day's schedule, observe the weather and/or other nature aspects, sing a morning greeting song, and set an intention for the day.

**Step 2. Intentional Movement Activities (IMA):** Choose movement that develops your child's skills, is connected to learning, and places them in their body for today's work. A clapping rhythm would go nicely with the study of patterns.

**Step 3. Math Minute:** Take 1-5 minutes to provide an opportunity for mental math. Today try this: I have 5 squares, how many corners do I have?

**Step 4. Practice & Review:** Take out the rope/string and ask your child to make a leaf shape with the rope. Ask them to try some other shapes too such as other leaves or the sun, a spiral, etc.

Take out the water and brush and find a place for painting with water that will allow for the wet to show (sidewalk, untreated wooden fence, smooth rock, your car if you dare). Have your child water paint the shape of the leaf from yesterday, one side, then the other. They can try this a few times.



**Step 5. New Material:** Now lay the rope down in the middle of the paint surface. Paint the edge of the leaf shape on the left side of the rope. Ask your child to draw the right side to match. Try this a few times, changing the shape of the leaf slightly each time. It is incredible how many brain pathways are activated by this activity!



**Step 6. Learning Portfolio:** Use a transition song/verse to arrive at the bookwork area. Turn to the second page of the portfolio. Ask your child to create a border by shading the edges of the page about ½ inch thick. Today your child will draw what you reviewed from yesterday (elements of a leaf), tomorrow they will draw what you introduced today (mirror image patterns). Inside the border frame guide your child to lay the three leaves from yesterday in a pleasing way on the page. They will shade around each leaf beginning with their crayon on the leaf so that in the end they have a white space that shows the shape of each leaf. Have your child fill in any space around the leaf shading with the side of a golden yellow crayon, leaving the white space to indicate the shape of the leaves. Look at [this](#) great example:

**Step 7. Story:** Transition to Story Time with a verse/song and lit candle. Tell or read a Nature Story. Have your child snuff candle at the end.

**Step 8. Closing:** Close the morning lesson with a verse or song once all materials are put away. Remember to provide time for reading and math practice today.



## DAY 3

### GOALS OF THE LESSON

One goal today: to stay inspired by your observations of pattern and shape in your environment. If you are engaged and inspired, your child will be too.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

You've got this!

Today you will need: your verses/songs, your IMA, your mental math ideas, chalk, your bookwork materials including practice paper, your selected story and candle if you're using one, and your full engagement.

## TODAY'S LESSON

**Step 1. Opening:** When you are ready, sing or say your beginning song/verse. Go over the day's schedule, observe the weather and/or other nature aspects, sing a morning greeting song, and set an intention for the day.

**Step 2. Intentional Movement Activities (IMA):** Choose movement that develops your child's skills, is connected to learning, and places them in their body for today's work. A beanbag tossing rhythm would go nicely with the study of patterns.

**Step 3. Math Minute:** Today try this: Sandy lives with his mom, dad, and grandma as well as his three sisters and brother. How many people live in Sandy's house?

**Step 4. Practice & Review:** Provide your child with several pieces of large practice paper and some stick crayons or coloured pencils. Draw the left side of a leaf shape for them on one of the papers and ask them to draw the other side. Next have them do the same thing but with their toes! Have them practice with any body part they think can hold a crayon. You should try it too!

Day one and two were about bringing single closed forms with the added element of mirror image on day two. Take time now to draw out the concept that shapes have attributes – while practicing the leaf shapes with rope/chalk/water outside, or line and crayon inside, discuss what the journey around the shape involves (One direction? Curve? Straight?). Get your child to use some of these words without suggesting them, this way you'll know the concept lives *in* them.



**Step 5. New Material:** Bring the focus back to your guidance. On a fresh sheet of paper, demonstrate a new type of form with the same process of beginning with the middle line, drawing the shape on the left (for right handed child) and allowing them to complete the shape on the other side of the line. This time, the shape will have a change in direction. The shape can still be like a leaf only it might have two distinct bumps which requires you to draw the line out toward the edge of the paper then change direction in toward the line, then out again and finally, back toward the line (we'll move up to two changes of direction, keep it to one change today.)

**Step 6. Learning Portfolio:** Transition to your bookwork area with a song/verse. Have your child create a beautiful border around the page for today. Draw the 'rope' line down the center of the page for your child using a straight edge to guide you such as a ruler or book edge. Very lightly draw the left side of the leaf from yesterday. Have your child go over it to darken it and then work to match it on the right-hand side. They can lightly shade outside the form golden yellow with the side of the crayon. Leaving the shape edge as the central figure on the page will highlight the pattern and shape attributes and stand as evidence of your child's integration of these concepts. When a page gets busy with details it can minimize the evidence of learning. If your child needs to doodle, give them a journal as a place for these and keep portfolio for representing concept learning only.

**Step 7. Story:** Transition to Story Time with a verse/song and lit candle. Tell or read a Nature Story. Have your child snuff candle at the end.

**Step 8. Closing:** Close the morning lesson with a verse or song once all materials are put away. Don't forget reading and math practice sometime today.



## DAY 4

### GOALS OF THE LESSON

One goal today: deepening the work with comparison of shapes and generalizations.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

You'll be slowly building up the complexity of the shapes and patterns. It can feel very slow for some parents and for some children. We move slowly so that learning can be authentic and deep. If you are struggling with the pace of concept roll out, try expanding the pace of the IMA or the quality of the bookwork to meet your needs.

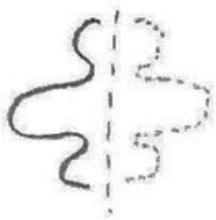
## TODAY'S LESSON

**Step 1. Opening:** When you are ready, sing or say your beginning song/verse. Go over the day's schedule, observe the weather and/or other nature aspects, sing a morning greeting song, and set an intention for the day.

**Step 2. Intentional Movement Activities (IMA):** Choose movement that develops your child's skills, is connected to learning, and places them in their body for today's work. A beanbag tossing rhythm would go nicely with the study of patterns.

**Step 3. Math Minute:** Today try this: Nutty had 15 seeds and shared them among 3 friends, how many did they each get?

**Step 4. Practice & Review:** Today you'll have your child walk the shapes as if they are the crayon or paintbrush – this is a good image to share with them to get them into the activity. Lay the rope down on the floor/ground so it can act as the middle line. You will walk a leaf shape on one side of the line while your child watches, then they'll mirror you. End with a focus on the leaf shape from yesterday with the change in direction. Try this as many times as you want, try switching roles too.



**Step 5. New Material:** Ask your child to imagine a form on one side of the line that had two changes in direction/three humps, draw this in the air for them. Ask them to draw the mirror of it in the air. Tell them you'll return to this shape tomorrow.



**Step 6. Learning Portfolio:** Take out portfolio and have your child create a beautiful border around the page for today. Draw the middle line down the center of the page for your child. Lightly draw the left side of the two hump/change of direction leaf that you introduced yesterday and practiced today. Have your child go over it to darken it and then work to match it on the right hand side. Again, your child can shade appropriately according to your expectations.

**Step 7. Story:** Transition to Story Time with a verse/song and lit candle. Tell or read a Nature Story. Have your child snuff candle at the end.

**Step 8. Closing:** Close the morning lesson with a verse or song once all materials are put away.



## DAY 5

### GOALS OF THE LESSON

Inspire your child to feel the balance in the shape by experiencing it with the whole body.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you'll be bringing the forms into the body again, by walking them. If you are a family that has a water colour paints set-up, you can substitute painting for the portfolio work. If the painting paper is the same size as the portfolio, you can have your child glue the painting into the book later. Water colour painting is a great way to mix it up and can feel therapeutic for many children. If you intend to go this route it is good to set up the materials before you begin your morning lesson.

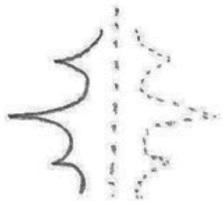
## TODAY'S LESSON

**Step 1. Opening:** When you are ready, sing or say your beginning song/verse. Go over the day's schedule, observe the weather and/or other nature aspects, sing a morning greeting song, and set an intention for the day.

**Step 2. Intentional Movement Activities (IMA):** Choose movement that develops your child's skills, is connected to learning, and places them in their body for today's work. A beanbag tossing rhythm would go nicely with the study of patterns.

**Step 3. Math Minute:** Today try this: 2 and 4 and 3 and 7, how many?

**Step 4. Practice & Review:** Today you'll walk the forms again but at the same time. Start by discussing the form with three bumps/two changes of direction, that you introduced yesterday. You can draw it in the air if it helps bring the form back to the mind. Lay the rope on the floor/ground, clap hands with your child from one side of the rope with them on the other, both of you begin at the same time and walk the shape on your side, clap hands at the end. The goal is to begin and end at the same time but to notice when you are near to each other and when you are far, this will require you to move through the shape at the same speed. Try doing it backwards, try switching sides, try shrinking and growing the shape...



**Step 5. New Material:** Playing the same game, ask your child to watch as you show them a slightly different form that they'll practice on Day 6. This time you'll walk a form with two changes in direction but instead of humps it can have



curving valleys and steep points. The points require you to stand in one place and pivot to change direction; this is quite a different feeling than walking the humps!

**Step 6. Learning Portfolio:** Transition to the bookwork area with your song or verse. Take out portfolio and have your child create a beautiful border around the page for today. Draw the middle line down the center of the page for your child. Lightly draw the left side of the three hump/two change of direction leaf introduced yesterday. Have your child go over it to darken it and then work to match it on the right-hand side. Again, your child can shade appropriately according to your expectations. Substitute painting materials for portfolio today if that is possible for you.

**Step 7. Story:** Transition to Story Time with a verse/song and lit candle. Tell or read a Nature Story. Have your child snuff candle at the end.

**Step 8. Closing:** Close the morning lesson with a verse or song once all materials are put away. After reading and math practice celebrate the completion of your first week!



# The Wonder of Place Value

**Year 2 Month 2**

*This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.*



## Month Overview

### CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

**Language Arts: Concepts:** Curiosity and wonder lead us to new discoveries about ourselves and the world around us. Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

**Connections:** During this unit you will tell your child the place value story of 'The Land of Numeria.' You'll also tell a Fable to help connect your child to the world through story and play.

**Math: Concept 1:** Numbers to 100 represent quantities that can be decomposed into 10's and 1's.

**Connections:** During this unit you will building imagery through counting by 1's, 2's 3's 4's 5's, 10's, 100's and 1000's building computational fluency and number sense.

**Concept 2:** Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value.

**Connections:** During this unit you will practice skip counting and you'll observe your child counting and writing numbers. You will play the number line game and the number card game. You will be counting by 10's, 100's and 1000's and will work up to hundred thousand. You will strengthen number sense and place value understanding through practice and play.

**Concept 3:** The likelihood of possible outcomes can be examined, compared, and interpreted.

**Connection:** You will play a game of Throw Sticks which will lay the foundation for understanding place value.

### FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

**Principle:** Learning recognizes the role of Indigenous knowledge. **Connection:** The story of 'The Land of Numeria' includes values shared by many Indigenous cultures such as respect for and knowledge of the natural world, concern for harmony and balance in our use of resources, and consideration of how our impact will affect future generations. You'll introduce the Apache game Throw Sticks to further connect to this principle.

### SOCIAL EMOTIONAL LEARNING

*Creative thinking* means generating new ideas by being curious. Your child will begin to intuit what will happen next in the place value stories of Numeria. This will lead them to make simple judgements using *critical thinking*. You'll teach your child a First People's math game to connect to Indigenous learning perspectives and worldviews.



### CURRICULUM OVERVIEW

You'll use a running story to characterize each place value for your child. Bringing the concept of place value in this way will support your child to develop a living picture of what each place value means in the context of the whole world! When you incorporate all the senses into your story the images in your child's imagination become alive and long term. Not only that, but you develop a love for the story and its content. You'll accompany the stories with hands-on activities to practice the movement of place value and give these abstract concepts some context. You'll use elements you decide to use as models from your story and you'll also play around with nature items and things from around the house. The key is to practice, to keep concepts alive as living pictures, and to have fun!

Curriculum for this unit will be covered in 15 days. Days 16-20 make up your Flex Week. You can maintain a 5 day school rhythm and end at Day 15, or you could continue with the rhythm through to Day 20 (you'll take up the place value of millions and introduce an exciting game), or you could stretch out days 1-15 over a 4 day school rhythm that takes you into four weeks. The beauty of a Flex Week is that you get to choose how to use it.

### MATERIALS NEEDED

- A loving adult who has a relationship with the child
- A clean and quiet place for work that is consistently available and of low stimulation
- Access to nature, clothing/equipment to support safety for such access
- Your verses/songs/Intentional Movement Activities for the month – related to theme or season and in tune with your child's developmental needs (check out the [Resource Hub](#) on our website for more information on these elements of the Morning Lesson)
- A portfolio (large book of unlined pages, large paper can be made into a book later)
- Small journal for jotting down inspiration
- A book of Fables
- A story of Numeria that you have made up ([or you can use the DW version in Appendix A at the bottom of this unit](#)) as well as models of the story elements that indicate each place value
- Game pieces for "Throw Sticks" - see Appendix B at bottom of this unit
- Materials for pattern practice:
  - Clay
  - Flour/grain
  - Water colour paints
  - chalk



## PARENT PREPARATION

- Check out all the resources available to you [on our website](#).
- There are some materials to prepare for this unit; it doesn't need to take you much time to collect/create.
- Don't forget to collect some new verses, songs and IMA for this unit. We suggest you keep the same beginning and ending verses/songs all year, but you may want some new ones that are related to the season or theme for transitions and for your opening portion of the morning lesson.

## DEVELOPMENTAL CONNECTION

In Grade One your child discovered the 'what is' of numbers. They understand the characteristics of each number; how it is expressed in nature, how it is expressed on their body, how many parts it has, what its symbol looks like, when its turn is in counting, and how to say its name. The next step in numeracy is to bring the concept of place value. This is a significant step in developing numeracy. To truly understand place value, it takes more than just being able to count, it is about understanding what a group of 10, 100, 1000 etc. really is and how these groupings work together to form larger and larger numbers. You'll slowly bring the story of place value to your child this month using the setting of 'Numeria'. This is an imaginative story that you will make up with DW guidance (See Appendix A for this unit). Think about the image of the units/ones, tens, hundreds, thousands, ten thousands, hundred thousands, and

millions that you might bring into your story. You'll want to prepare materials to mimic these story elements so that you and your child can 'act out' or model the numbers.

You'll be overtly presenting the principle that learning recognizes the role of Indigenous perspectives when you bring a math game called "Throw Sticks" to your child during Flex Week. Be sure to check out [the link to the game here](#) or in Appendix B so that you can prepare materials ahead of time.

## PARENT REFLECTION

How do you feel about story telling? What do you tell yourself about your skill in this area? Is there something specific you wish to work on such as reaching the senses? Beginnings and endings? Sequencing? Imagery? Oral telling over reading? Set yourself a goal for story telling this month and check in each week to see how you are getting on.



## DAY 1

### GOALS OF THE LESSON

Today you will begin a focus on further developing numeracy. You will thoughtfully support your child to develop their skills through practice in counting and computational fluency. You will also begin the story that will deliver the concept of place value – composition and decomposition of larger and larger numbers.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

**You've got this!**

**Think about where your child is at with math and numeracy at this point. You'll spend a few minutes each morning doing some mental math activities to strengthen their skills. You'll save place value practice for the Practice portion of your morning. Your math activities can include counting games, oral word problems, computation games, etc. and should only take between 2-5 minutes of your Morning Lesson. You can also give about 10 minutes a day for your child to work through a grade level provincial/state math workbook. Be sure to see the DW document called Math Scope and Sequence so that you can avoid concept themes of workbooks until after they come through a unit. This way you can ensure that your child has fully integrated the math concept before they begin to practice it.**

## TODAY'S LESSON

**Step 1. Opening:** For 5 minutes or so you'll begin with a morning verse or song then go over today's schedule and date, share a nature observation, etc. You might add a seasonal verse or song as well.

**Step 2. Intentional Movement Activities (IMA):** Spend 10 -15 minutes guiding your child through intentional movement exercises that support their development such as body geography games, crossing mid-lines, jump rope, etc. Check out the [Resource Hub](#) for ideas. It can be beneficial to set these exercises to verses or songs as well.

**Step 3. Math Minute:** Take a moment to focus on fun math exercises such as domino adding/multiplying, playing cards adding/multiplying, math stories, mental math drills, etc.

**Step 4. Practice & Review:** This portion of your morning will be between 15 and 40 minutes. This is where your child will integrate the concepts through competencies. That means they will begin to understand big ideas through doing activities that develop their capacities,



expand their processes, and create their mindset. Today is day one of your new unit so you haven't got much to practice yet. Practice counting and skip counting then jump ahead to Step 5.

**Step 5. New Material:** Today you'll tell the first installment of your story of *The Land of Numeria* to get the place value ball rolling. You'll find the DW version of the story in Appendix A. Today's story will be about the setting and characters; remember to add as much into your story for all the senses as you can. You can also tell a Fable for the official Story Time at the end of today's lesson. If you intend to do this, save the verse and candle for Story Time.

**Step 6. Learning Portfolio:** Use a transition verse or song to move to the quiet workspace. Have your child take out their portfolio and crayons. They will begin on the first page of a new book with a beautifully done border around the page. Guide your child to center the title on the page: *The Land of Numeria: a Tale of Place Value*. Guide your child to draw the setting of the story you told, perhaps a hut in the woods with smoke rising and mountains behind with the rising sun. Remember to avoid outlines but rather work with shading if you can.

**Step 7. Story:** Use a transition verse or song or even an IMA to transition into story time with a candle. Use Fables as the soul food stories for your child this month. They are short stories that will allow for the place value story to also be remembered. Fables will give your child an opportunity to contemplate complex emotions and impulses. No need to tell the 'moral' in words, your child will feel it. Begin each story time with a review of the previous day's story to give your child an opportunity to express their own moral take-away.

**Step 8. Closing:** Close the morning lesson with an ending verse once all materials are put away. Remember to provide up to 30 minutes for silent reading (you can read to your child or have them read to themselves), as well as about 15 minutes to work in a grade level math workbook.



## DAY 2

### GOALS OF THE LESSON

Today you'll observe how high your child can count and where they are at with writing the numbers as you prepare a number line. This is your child's work, try to do less and observe more. This observation moment will help you notice authentic growth over the month.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

**You are a perfect human being, just as you are. Learning is happening all day, relax, enjoy this moment.**

**Today you'll make a number line. You can do this with any materials you want/have: chalk on pavement, knots on string, paper and pencil, rope and clothes pegs, etc.**

## TODAY'S LESSON

**Step 1. Opening:** Begin with a morning verse or song then go over today's schedule and date, check the weather, share a nature observation, etc. You might add a seasonal verse or song as well.

**Step 2. Intentional Movement Activities (IMA):** Spend 10 -15 minutes guiding your child through intentional movement exercises that support their development such as body geography games, crossing mid-lines, jump rope, etc. Check out the [Resource Hub](#) for ideas. It can be beneficial to set these exercises to verses or songs if possible.

**Step 3. Math Minute:** Take a moment to focus on fun math exercises such as domino adding/multiplying, playing cards adding/multiplying, math stories, mental math drills, etc.

**Step 4. Practice & Review:** You could provide 10 minutes for grade level math practice workbook here or move on to activity. There is no portfolio work today so practice workbook time can come later if that is preferable. Take out your materials for creating the number line. Begin by asking your child to count as high as they can. Be excited for them but don't do it for them. Imagine you are holding a gift for them (the rest of the numbers) that they have to wait to receive. Once they count as high as they can, celebrate! Then, using the materials, support your child to create a number line as best they can. If they get a number wrong in counting or in writing, you can say something like "almost got it" or "so close, let's just turn this one around" etc. Complete as much of the line as your child's enthusiasm extends.



**Step 5. New Material:** Transition into review with a verse or IMA. Ask your child to tell you what they remember from the story of *The Land of Numeria* (TLON). You can draw out elements such as stewardship and community roles if you want as well. Tell the next portion of the story, about units/ones.

**Step 6. Learning Portfolio:** Use a transition verse or song to move to the quiet workspace. There is no assignment for the portfolio today so this time is another option for doing some practice in the workbook. If you observed that your child needs extra support in writing numbers, take this time today to do some good copy number cards that can be hung up as reminders of what the numbers look like.

**Step 7. Story:** Use a transition verse or song or even an IMA to transition into story time with a candle. Begin with a review of the story from yesterday then tell a Fable from your Fables book.

**Step 8. Closing:** Close the morning lesson with an ending verse once all materials are put away. Remember to provide time for reading practice and math practice if you haven't already done this.



## DAY 3

### GOALS OF THE LESSON

Today you'll focus on number sense and computational fluency as you play a game with the number line your child made yesterday. If you are noticing that your child reverses many of the numbers or that they do not have a clear sense of the order of numbers, create a beautiful, colourful set of number cards for them up to 20. Use the cards each day in your math activity minutes by asking your child to put them in order and ask questions like in the number line game below. Seeing the numbers written, and interacting with them each day, will support your child's development of number sense. You can use paper, smooth stones, wood rounds, or any beautiful cohesive object for your number 'cards'.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

**You are beautiful. And talented.**

**You'll use the number line from yesterday in practice time today, have it nearby.**

**If you are using the DW *Land of Numeria* story with Fox Boy, you'll guide your child to draw Fox Boy in their book today, see example below to get an idea of the shape of face, where the ears go, the tail, etc. You got this!**

## TODAY'S LESSON

**Step 1. Opening:** Begin with a morning verse or song then go over today's schedule and date, check the weather, share a nature observation, etc. You might add a seasonal verse or song as well.

**Step 2. Intentional Movement Activities (IMA):** Spend 10 -15 minutes guiding your child through intentional movement exercises that support their development such as body geography games, crossing mid-lines, jump rope, etc. Check out the [Resource Hub](#) for ideas. It can be beneficial to set these exercises to verses or songs if possible.

**Step 3. Math Minute:** Take a moment to focus on fun math exercises such as domino adding/multiplying, playing cards adding/multiplying, math stories, mental math drills, etc.

**Step 4. Practice & Review:** You can offer 10 minutes for math workbook now or save for later. You'll take out the number line again and lay it out. If you need to recreate (you did it in chalk and it rained), do that now. Have your child count/read it for you as they touch each number. You'll play a number line game now. No matter how long or short your child's number line is it doesn't matter, what matters is that your child



progresses at their own authentic learning pace. Using the number line, you will play a kind of 'seek and find' with the numbers for about 10-15 minutes. Here are some examples for questions to ask: find the number that is 3 plus 3, find the number that is 8 minus 4, find the number that is 2 more than 12, find the number that is 20 less than 65, find the number that is 4 times 4. Find the sweet spot for your child's skill set and work around that. Each time you ask a question your child will touch the number on the line. They can pose questions for you too! This is how you'll work on number sense and computational fluency today.

**Step 5. New Material:** Transition into review with a verse or IMA. Ask your child to tell you what they remember from the story of *The Land of Numeria* (TLON). You can ask them to demonstrate, or act out, how the characters struggled with amounts over 9. Your child can use any materials to act this out: pillows, forks, actual kindling, etc. You'll save the next part of the story until tomorrow. You can move right into bookwork.

**Step 6. Learning Portfolio:** Use a transition verse or song to move to the quiet workspace. Today you'll work in the portfolio to bring the picture to the left page for the story of units. Tomorrow you'll bring the writing to the right page. Have your child create a beautiful border around the page on the left side of the book. Guide your child to draw a picture of Fox Boy, holding up to 9 branches, standing in the forest, or your own character and items if you are using a different story. Yes, you can!

Example of a fox taken from [here](#).



**Step 7. Story Time:** Use a transition verse or song or even an IMA to transition into story time with a candle. Tell a Fable from your Fables book after reviewing the previous story.

**Step 8. Closing:** Close the morning lesson with an ending verse once all materials are put away. Save time today for reading and math practice.



## DAY 4

### GOALS OF THE LESSON

You'll use your number cards and/or your number line again today for games and practice. You are building number sense and computational fluency. Observe your child, watch for developments of new learning. Celebrate.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

You will need materials to represent the units and tens for tomorrow. If you are telling the Fox Boy story, you can use mini branches, or sticks, and string for the grass. Assemble these for tomorrow.

## TODAY'S LESSON

**Step 1. Opening:** Begin with a morning verse or song then go over today's schedule and date, check the weather, share a nature observation, etc. You might add a seasonal verse or song as well.

**Step 2. Intentional Movement Activities (IMA):** Spend 10 -15 minutes guiding your child through intentional movement exercises that support their development such as body geography games, crossing mid-lines, jump rope, etc. Check out the [Resource Hub](#) for ideas. It can be beneficial to set these exercises to verses or songs if possible.

**Step 3. Math Minute:** Take a moment to focus on fun math exercises such as domino adding/multiplying, playing cards adding/multiplying, math stories, mental math drills, etc. You could ask something like "I am standing on 20 on the number line and take 2 steps back, what number am I on?"

**Step 4. Practice & Review:** You can offer 10 minutes for math workbook now or save for later. You'll take out the number line again and lay it out. Turn over a card so that the number can't be seen, ask your child what number is missing. Try turning two over and ask what they are. Try turning two over and ask what the sum of the two missing numbers is. Keep practicing in this playful way for 10 to 15 minutes.

**Step 5. New Material:** Transition into review with a verse or IMA. Ask your child to tell you what they remember from the story of TLON. Tell them, "Let me tell you what happens next" then tell the next instalment about tens.



**Step 6. Learning Portfolio:** Use a transition verse or song to move to the quiet workspace. Today you'll work in the portfolio to bring the writing on the right page. Have your child create a beautiful border around the page on the right side of the book. Guide your child to create writing lines on the page if needed. You can use the side of a yellow, then orange crayon to create lines across the page in a striped pattern or you can use a ruler and pencil. Guide your child to write a summary of the story of units under the title at the top of the page 'Ones' using a thick coloured pencil. They can copy your writing from a separate page or from a chalk board/white board. The writing might say something like: *Fox Boy and his friends could carry up to 9 single branches in their arms.* Have your child write the numbers 1 through 9 either horizontally or vertically on the page. If your child is a writer, feel free to support them to add more written details. Be sure to consider and redirect pencil grip and posture for best health during writing.

**Step 7. Story:** Use a transition verse or song or even an IMA to transition into story time with a candle. Review then tell a Fable from your Fables book.

**Step 8. Closing:** Close the morning lesson with an ending verse once all materials are put away.



## DAY 5

### GOALS OF THE LESSON

You'll use your materials to begin counting by 10's and may even begin to add groups of 10's and ones = computational fluency.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

You are doing great things. We believe in you.

You will need materials to represent the units and tens for today, set aside.

## TODAY'S LESSON

**Step 1. Opening:** Begin with a morning verse or song then go over today's schedule and date, check the weather, share a nature observation, etc. You might add a seasonal verse or song as well.

**Step 2. Intentional Movement Activities (IMA):** Spend 10 -15 minutes guiding your child through intentional movement exercises that support their development such as body geography games, crossing mid-lines, jump rope, etc. Check out the [Resource Hub](#) for ideas. It can be beneficial to set these exercises to verses or songs if possible.

**Step 3. Math Minute:** Take a moment to focus on fun math exercises such as domino adding/multiplying, playing cards adding/multiplying, math stories, mental math drills, etc.

**Step 4. Practice & Review:** You can offer 10 minutes for math workbook now or save for later. Gather your materials for demonstrating ones and tens and lay out for your child. Ask them to show you how the characters from TLON grouped the materials once they combined to 10, have your child create bundles, as many as they can. It will serve you later to have them make at least 10 bundles. Also leave 9 singles. Show your child how you can use the bundles to count quickly by counting in 10's. Practice counting in 10's using the materials. Play around with your role, for example, gather three bundles and ask your child how many sticks there are. Try a sample of four bundles and three singles, see if your child can name the amount. Use up to 35 minutes to play around creating models of numbers up to 99. If you think your child is ready, you can even add piles together, for example...a pile of three bundles and two singles, plus/and a pile of two bundles and one single, how many altogether? Be aware that if you are adding singles, it is a big step to imagine the process of those becoming a bundle of 10. If you demo adding groups together, give some practice for today where singles do not add up beyond 9.



**Step 5. New Material:** Ask your child to remind you of the setting and characters from the tens in the story TLON.

**Step 6. Learning Portfolio:** Use a transition verse or song to move to the quiet workspace. Today you'll work in the portfolio to bring the picture for the tens on the left page. Have your child begin with a tidy border. Guide your child to draw bundles of branches tied with grass in the forest near the fallen tree. Depending on your art skills and confidence, feel free to add characters around the setting but make sure the bundles are the central figure.

**Step 7. Story:** Use a transition verse or song or even an IMA to transition into story time with a candle. Review, then tell a Fable from your Fables book.

**Step 8. Closing:** Close the morning lesson with an ending verse once all materials are put away. Leave time today for reading practice and math practice if it hasn't already been done.



## Appendix - The Land of Numeria Story

(written by Rebecca Watkin, just in this moment, without self-consciousness, to show you that YOU CAN too!)



*These are modeling materials I purchased from the Dollar Store and assembled into a kit in an afternoon. Ones: toothpicks, Tens: ten tied toothpicks, Hundreds: ten bundles of ten toothpicks tied with jute, Thousands: wood square to represent carts, Ten thousands: wooden cubes to represent huts, Hundred thousands: a wooden ring covered in green felt with ten wooden cubes to represent the village, and Million: a wooden tree to represent Eagle's nest and the ten years of counting 100 000s. You'll need 10 of each model piece. The cards you see here are not the ones described to you in the plans as necessary. The ones you see here are colour coded for place value but cannot be layered as described in the lesson plan.*

### Week 1

#### Opening

Long, long ago in a place far from here, there was a forest village called Numeria. In Numeria the sun shone down through the trees onto the huts nestled there and a gentle wind carried the smoke from the chimneys across the river and up to meet the tips of the Misty Mountains. The birds trilled and danced among the branches of the trees and woke the animals and village inhabitants each morning.

Numeria was a busy place most every morning. The smell of oats cooking on stoves met with the rosy glow of dawn each day. Before the sun could reach past the tallest of the mountains Fox Boy would already be packing his lunch kit for the day. Fox Boy had an important job in the village. He was in charge of firewood. He knew just how important it was to keep the villagers warm and cozy and to heat their food for meals. He knew how important it was to care for the trees of Numeria and to only harvest what was offered and necessary. He was given the job of Wood Minder because everyone knew just how much he loved the forest and a good cup of tea.



Fox Boy readied himself each day with a sack of snacks and a compass. He liked to nibble morsels all morning and he did not like to get lost. On this morning, like all others, Fox Boy stepped outside, sniffed the morning air, and greeted his friends and helpers. Waiting there in the village round was Walter Weasel, Grace Goose, and the Cutter Clan who were small but mighty ants. Together the friends set off down the path.

The friends walked for a time, talking and listening. They stopped here and there to nibble at their snacks, to rest, and to look at the compass. They knew to keep the compass' arrow pointing at N for Numeria so they could find their way home. Today they walked in the direction of the compass' E for Eagle. Eagle had told them about some trees that had fallen in the winter and were ready for harvest. They walked on in that direction.

### Units

When they arrived at Eagle's Tower, they saw the trees that had fallen nearby. The friends sat upon the fallen trees to listen. Walter, Grace and the Cutters looked to Fox Boy, the Wood Minder, to tell them what the trees were saying. Fox Boy's face was still, he put his hands on the laying tree and offered thanks. A Robin sang from the bower nearby and Fox Boy smiled. He told the friends that the trees gave their permission to be used by the villagers.

Although Fox Boy was really very good at remembering how important it was to keep the villagers warm and to care for the forest, he needed help with the figuring. Fox Boy asked the Cutters to help him remember how many villagers there were so that he knew how much wood to prepare. The Clan told him there were 24 villagers living in 10 houses. Fox Boy turned his head this way and that as he looked at the long tree. He asked Walter to help him cut off the smaller branches from the trunk of the tree. Grace lined up all those smaller branches, the Cutters cleared away all of the leaves for compost in the forest. As the sun began to draw sweat from their backs, the friends agreed that a good day's work had been done. Fox Boy and Walter each began to gather up the small branches. They found they could not take them all as their hands were only so big. In Fox Boy's arms the Cutters counted 9 small branches. In Walter's arms the Clan counted the same, 9 small branches. This was just the right amount to carry.

With his arms full Fox Boy had to rely on Grace to lead them in the direction of the N on the compass so that they would arrive home safely. And this is what they did.

### Tens

The next morning Fox Boy awoke feeling excited to get back to the tree near Eagle's Tower to gather more wood. He added extra cinnamon to his oats on this day to give him more pep in his step. He greeted his friends again in the village round. They checked the compass for the E to guide them to Eagle's Tower and set off. After a while the friends stopped at a stump to rest and nibble at their snacks. It wasn't long before they arrived at Eagle's Tower and the fallen trees.



Fox Boy looked around and saw that there were still many small branches to gather today. He asked his friends to help gather all those branches into a pile. They each took a big, deep breath and began their work. They lifted, carried, climbed, tossed, piled, dragged and on and on for a long while. Soon they felt the fingers of Father Sun tapping their backs. They stood to see the giant pile of small branches and they gasped! Such work they had done! Fox Boy knew this pile of wood would be enough kindling for all of the villagers for all of winter.

Fox Boy and Walter began to gather up as many branches as they could. Each time they counted up to 9 branches but when they added one more branch it would roll off and thump back to the ground. They tried over and over. How would they get the kindling back to Numeria?

Grace had an idea. She toddled off toward the creek and soon came back with some thick wetland grass in her beak. She showed Fox Boy how to lay the long grass down on the forest floor, place 10 branches onto the blade of grass, and then tie the ends of the grass together. "Oh my!" Fox Boy and Walter shouted with surprise and delight! This was a perfect solution for gathering up more kindling. They made a plan to do this to the whole giant pile of branches in their next days of work.

They talked excitedly about their plan all the way back to Numeria. What a great day it had been.

## **Week 2**

### Hundreds

As the robins sang in the morning light, Fox Boy placed his lemon tea thermos into his day sack and stepped outside to meet his friends. Everyone was excited to return to Eagle's Tower that day to count and stack wood. They set off in the direction of compass' E.

When they arrived, they took a minute to touch the fallen trees and give gratitude for the offering. They admired their pile of branches from the work of days before. Grace toddled off to the creek to get the wetland grass they would need for tying. Walter would be passer of branches and the Cutters and Fox Boy would be counters and tiers.

Grace laid the first long piece of strong wetland grass down on the forest floor, Walter passed branches to Fox Boy and the Cutters who laid them on the grass. 1, 2, 3, 4, counted the Cutters. 5, 6, 7, 8, counted Fox Boy. 9, 10! they said together. Fox Boy tied the ends of the grass together and then placed the bundle beside their first bundle. Walter suddenly said, "Wait! I see how we can count up the kindling pieces very quickly, look! 10, 20! We can count by 10s!". All the friends huddled around to work out what Walter was telling them. What a discovery!

They worked quickly after that, their excitement providing extra energy for their bodies. As Father Sun began to tickle their backs, they stood up to see that they had many, many bundles set together in a stack. They began to count: 10, 20, 30, 40, 50 and on and on. They had so many bundles! How would they get them to Numeria? The Cutters had an idea. Queen Cutter spoke for the Clan, she said that she knew of a place



nearby that had vines that the snakes and creeping animals used as highways to the tree tops. She thought that if they could harvest some of the strong vines they could use them to bundle the small bundles into groups of 10. Walter stomped his foot in excitement. His mind was sharp, and he understood what Queen Cutter was explaining. Fox Boy agreed to try it though he was not yet sure it would work.

The Cutters were very quick in bringing the first long strand of vine to Eagle's Tower. They laid the vine down as they had done with the wetland grass and placed bundles of 10 onto the vine. They counted bundles, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and tied the vine tight. Walter said "watch" as he touched each bundle and counted 10, 20, 30, 40, 50, 60, 70, 80, 90, 100! The bundle held 100 kindling branches, 10 bundles of 10! Fox Boy clapped and let out a great Hurrah! They decided to return the next day and bundle small bundles into 100s.

They set off toward Numeria each with a cloak of great satisfaction.

### Thousands

The next morning brought a cool blanket of clouds to cover the forest. Fox Boy was inspired by the clouds to put an extra spoon of honey into his thermos of lemon tea. He stepped outside and took a deep breath of the cool forest air. Yes, he thought, soon we'll be making our lanterns to keep our rooms lit and hearts warm through the winter. He was happy to be gathering wood with his friends on this morning.

The friends greeted each other and set off quickly for their day of work. They reached Eagle's Tower as the sun was breaking through the clouds. They took a moment to admire their work from previous days. They saw a small pile of single branches, ones. They saw bundles of 10 branches tied with wetland grass, tens. They saw one pile of ten tens bundled together in a kind of triangle to make 100. Today's task was to keep bundling ten tens together into hundreds and tie them with the mighty vine.

They all worked together, the Cutter Clan cutting the vine, Grace bringing it to the others, Walter and Fox Boy stacking the bundles of 10 onto the long vine, four side by side, three onto that, two onto that, and one on top, then a tight knot of vine tied on top. When they had three big bundles of small bundles and their tummies were rumbling for a snack they sat to nibble and admire their work. Fox Boy asked Walter how they could count these big bundles quickly like they had done with 10s and 100s. Walter's brow knitted in thought for a moment and then he jumped up. "I know!" he said. "He showed the others how he could count by 100s, "100, 200, 300". He went on, "We can organize these 100s the same way we did for ones, and tens. Once we get to 10 big bundles of 100 we will have 1000 and can group them together". The friends jumped up with such great excitement at this brilliant idea. Fox Boy was so excited that his tea splashed out when he jumped and wet his toe!

Just then Brother Badger walked into the forest whistling. He had come with a message from Numeria. He said that he had been sent with a reminder for them that there were wood carts for bringing the wood from the forest to Numeria. He said they were stored not far away and that he would help bring them to Eagle's Tower. Fox Boy and the others wondered if the carts would be the very thing that would help them stack the 100s into groups of 10 to make 1000s, it was worth a try.



The first cart arrived, and the friends got to work. They lifted 100 bundles into the cart, a layer of four, then a layer of three, then a layer of two, and one on top. Walter counted, 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000! Ten bundles of hundreds! They were delighted that the carts would help them arrange the wood into groups they could quickly count, and that they had a way to get the heavy wood back to Numeria.

Fox Boy was beginning to understand. He realized that with each full cart he could count by thousands, 1000, 2000, 3000, 4000 and so on. Another great day of work.

### Week 3

#### Ten Thousands

The next morning Fox Boy awoke to the sound of rain wetting the thatched roof of his house. This made him smile for the sake of the village garden where delicious things were growing. He felt happy as he prepared his lemon tea and snacks. By the time he greeted his friends outside, the rain had slowed to a dainty misting. On they went, toward Eagle's Tower, excited to see the growing, and orderly pile of kindling and wood.

As they arrived at the fallen trees there were met with Brother Badger who was just delivering the final cart. Wow! "thank you" the friends said together. Brother dusted off his paws and waved goodbye before disappearing into the woods. The friends looked around at the groups of branches in ones, tens, hundreds and thousands. They felt proud of their work. They set down their sacks and began to work, bringing big bundles of 100s to stack into carts, ten each, to make 1000. Things were starting to get crowded with carts. Fox Boy stopped to contemplate his discomfort.

He decided that they needed to start moving full carts of 1000 to Numeria so that they had more room to work at Eagle's Tower. The Cutter Clan volunteered to go and get help from the other villagers while Fox Boy and the other worked on cutting up the large tree trunks into small wood.

The morning passed with Fox Boy cutting and stacking the tree trunk into smaller pieces of wood, Walter, the Cutter Clan, and Grace sorting, tying and stacking wood into carts, and the villagers wheeling the carts of 1000s to the village. By the time Father Sun spoke to them, they were working on the last cart. The friends gathered their things and together walked the final cart to Numeria.

When they arrived at the village round, they received quite a shock! There were so many carts in the round that they could not even see the houses. The villagers were all outside their houses looking worried, how would they greet each other if they couldn't see each other? Where would the littles play if the village round was cluttered? They needed to find a place for all of the carts that was away from the village round. This would take some thinking. Fox Boy knew who could help. He found Mother Elk sitting on her doorstep. "Mother", Fox Boy asked, "where



will we put the carts, what do you know from the past?” Mother Elk looked past Fox Boy to the rear of the house beside her. “Each house has a wood hut behind, you may fill the huts”. Perfect! Fox Boy touched Mother’s hoofs in thanks and returned to the villagers. He told them what he intended to do. He asked each villager to remove the morning glory and ivy from the doors of their hidden huts so that he and his friends could fill each of them with wood.

Soon enough, huts began to be filled. The carts fit perfectly, the same in each one. When the whole village round was empty of carts, the villagers and the friends danced and played in the center. After a time, tummies began to rumble, and Mother Elk rang the dinner bell. The village round cleared as villagers went into their little homes to prepare and eat their evening meal.

Fox Boy and the friends stayed out a little late to thank each other for a hard day’s work. Grace asked, “how many carts fit into each hut?” “I don’t know” said Fox Boy, he had forgotten to count. The friends went to the outer edge of the houses to see all of the huts. They began at Fox Boys hut, counting carts, 1000, 2000, 3000, 4000, 5000, 6000, 7000, 8000, 9000, 10 000! They went to the next hut and counted the same! And the next, and the next. It became clear that each hut could hold 10 000 pieces of wood, enough to last the whole winter! The friends felt very satisfied with their work and happily parted ways for the evening.

### Hundred Thousands

Fox Boy looked out his window as he stretched to greet the early morning. He could see dew on the leaves of the garden greens that was making them sing and stretch toward the rising sun. He felt the same way. Soon he was ready and greeting his friends for another good day’s work.

As they found each other on the edge of the village round Grace began hopping from foot to foot. “I have something to report” she sputtered. “Tell us” said the friends. Grace told them how she had dreamed about wood all through the night. How she saw piles of wood in her dreams. Piles of ones, piles of tens in small bundles, piles of hundreds in big bundles, piles of thousands in carts, piles of ten thousands in huts. Grace opened her eyes wide and hopped from foot to foot. “I know how much wood there is!” she exclaimed. She told them that in her dream she had counted up all of the huts full of wood behind all 10 village houses. Suddenly Walter clapped his hands. He had realized what she meant. Together Grace and Walter began to count for the others, 10 000, 20 000, 30 000, 40 000, 50 000, 60 000, 70 000, 80 000, 90 000, 100 000! One hundred thousand pieces of wood in the village!

The friends finally understood why Grace was so very excited, this WAS news! What a lot of work they had done to bring 100 000 pieces of wood to the villagers. The thought of this gift made them all feel warm inside. They kept that feeling as they checked the compass and headed in the direction of its E.



## Week 4, Flex Week

### Millions

When the friends arrived at Eagle's Tower, they set down their sacks and looked around. But wait, something was different. The fallen trees were gone. They realized that they had gathered the branches, composted the leaves, and cut and gathered all of the trunk wood. All that remained was some wood chips and dirt. The friends took a moment to let this sink in. Walter found a branch of salal that had snapped when the trees fell, and picked it up. He began to use it to sweep the wood chips off the path further into the forest. The friends understood and began to help. They gathered up all the broken and snapped salal and juniper branches and offered it back to the forest floor for nourishment. They tidied and repaired the ground where they had worked for so many days.

Suddenly the friends heard a swooping sound and looked up. Eagle had lighted on a branch just above their heads. The friends stopped working and greeting Eagle. Eagle bowed his head in greeting. He acknowledged the work the friends had done in harvesting the wood of the fallen trees. He told them that they had done a great thing to give the fallen trees a purpose. He reminded them that everything is connected, the trees give us air to breath and wood for warmth or compost for the soil to give us more trees. He told the story of air, of water, and of earth. He spoke of the cycles of time. The friends listened to the stories of the world and they felt warm. Grace spoke up. She wanted to share the story of her dream discovery. She told Eagle that they had harvested one hundred thousand pieces of wood from the fallen trees and that all that wood was stacked in easy to count, orderly piles, in the village. Eagle nodded and smiled. He told them that he had been watching the village from his tower for a long time. He told them that even the village has a cycle of time. That many others had been the cutters, the counters, the minders. He said that he had been watching the cycle of firewood gathering for ten years, and with that he winked at Walter.

Walter stood up. The wink from Eagle had sent a message to his figuring place. He realized what Eagle meant. Just then Eagle bowed his head in salutation and flew off into the clearing. The friends waved him off.

Walter stood to face his friends. He shared what he had discovered through Eagle's stories. "Eagle told us that he has watched the wood gathering for ten years. We can count by hundred thousands to discover how much wood Eagle has seen stacked from his Tower!" They all stood now with great excitement. 100 000, 200 000, 300 000, 400 000, 500 000, 600 000, 700 000, 800 000, 900 000, 1 000 000! One Million! Wow! From his tree Eagle has seen one million pieces of firewood, stacked and organized.

The friends gathered their things and headed back home in the direction of the compass' N. They talked excitedly all the way, counting by 1s, 10s, 100s, 1000s, 10 000s, 100 000s and 1 000 000s as they imagined time spreading out and out and out.

They arrived home just as the North Wind brought a heavy rain. Fox Boy went inside, put the kettle on, and lit his candle. He noticed that the candle was getting small. He smiled as he imagined what he would like to create for this year's lantern for the Lantern Festival in just a few weeks.



# The Wonder of Heroes

**Year 2 Month 3**

*This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.*



## Month Overview

### CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

**Language Arts:** **Concept 1:** Language and story can be a source of creativity and joy.

**Connection:** Your child will hear stories of heroes either read or told by you. The words you choose have the effect of inspiring feelings. Your child will be inspired to retell stories in their own creative way.

**Concept 2:** Stories and other texts connect us to ourselves, our families, and our communities.

**Connection:** When your child hears the hero stories in this unit they will look around to see these qualities in themselves and those around them.

**Concept 3:** Playing with language helps us discover how language works.

**Connection:** You and your child will play games and do activities to bring four phonics rules.

**Social Studies:** **Concept 1:** Individuals have rights and responsibilities as global citizens.

**Connection:** This is the key to the Hero! Heroes often are the ones who update human rights, challenge human rights or display human rights. Heroes are also a perfect example of one who takes responsibility.

**Concept 2:** Canada is made up of many diverse regions and communities.

**Connection:** Your child will hear stories about Canadian heroes which will be an opportunity to discuss Canada's diverse regions and people.

### FIRST PEOPLES' PRINCIPLES OF LEARNING

**Principle:** Learning takes patience and time. **Connection:** On the road to mastery of reading and writing we come to understand that we are all unique in our journey and that patience is key.

### OVERVIEW

The stories of Heroes will be the backdrop for the beginning of the second year of the DW literacy program. In Grade One we worked on the Emergent Phase and the Phonemic Awareness Phase of literacy. This month begins our work of Grade Two, the Pattern Phase of literacy. There are several priorities for moving step by step through this phase of literacy. We will begin this month with ensuring that your child has fully mastered the Phonemic Awareness Phase, then move into the first steps of the Pattern Phase. We will go step by step with a program developed by Janet Langley and Jennifer Militzer-Kopperl called The Roadmap to Literacy. DW will take this well researched program and bring it to you in your home learning plans. The goal is to help you give your child an opportunity to master the decoding stage of reading by the end of the year with all the foundational pathways set up in the brain. If your child is already a reader, don't worry, we will make sure that activities are fun as we set about ensuring that your child is ready for high level expression in later grades.



## MATERIALS NEEDED

- You will make some resources to be used this month. Appendix will give instructions and details about these including specific materials.
- Access to Hero stories (links provided in [Appendix](#)) or books of your choosing
- Verses and songs for beginning, transitions, and endings as well as specifically themed for the season and topic
- Intentional Movement Activities – chosen and prepared to continue to support your child’s physical development
- A math workbook to continue 10 minutes of math practice a day on foundational skills. Be sure to see DW Math Scope and Sequence document on the Hub to know what topics to avoid in workbooks.
- Silent reading books at your child’s reading level
- Read aloud books – suggestions in Appendix
- A cursive writing guidebook or resource
- A portfolio for Language Arts - DW recommends you keep math together and LA together
- Coloured pencils and crayons
- A practice book with lines
- Materials for literacy activities (see note above and Appendix)

## PARENT PREPARATION

There are some resources that you’ll get to make for the fun activities you’ll bring to your child. They won’t take you long but will need your time ahead of beginning the unit.

Notice that in the Materials Needed section there is mention of a cursive writing resource. Not convinced that cursive is worth the trouble? Read the article linked in Appendix before you decide.

Use your local library for silent reading books for your child, kindle can’t teach them ‘book sense’ which is a thing, and it creates pathways in the brain.

## SOCIAL EMOTIONAL LEARNING

**In hearing stories of heroes from Canadian culture and beyond, your child will begin to understand their own values and those of their community in the development of a *positive personal and cultural identity*. As they work with the challenges in the literacy learning this month, they will begin to understand the Indigenous principle that *learning takes patience and time*.**



### **DEVELOPMENTAL CONNECTION**

**The child of 7 going on 8 is in a developmental stage of duality. I was once given the metaphor of a straight line as a way to think of Grade Two. Coming out of Grade One where the metaphor is a circle, the line took me some time to understand. The child of this age is inspired to be able to be in a literal line with others, as in line up for things. This sounds easy but the child of this age can struggle with this social challenge. That brings me to the other way I understand the metaphor. The eight year-old is passing back and forth between one side of the line or the other, between their higher self and their lower, their hero qualities and the opposite. This back and forth is part of their learning to be in balance ON the line. To inspire balance, we tell stories so the child can hear their deepest feelings reflected. We tell stories of the Animals in Fables, so the children can laugh at those qualities of the human such as naughtiness, silliness, greed, unkindness, manipulation, etc. This month we will begin to tell the stories of Heroes in direct contrast to the Fables. The Hero stories allow the child to get a feeling for the other side of the line, the qualities of generosity, perseverance, courage, kindness, and compassion.**

### **PARENT REFLECTION**

Food for thought. We also encourage journaling, which will give you time to yourself and that's a bonus. You're welcome. Below are some journal prompts for you.

What kind of reader were you? Did you learn early? Late? What was the outcome of your timeline? The truth is, it doesn't matter how long it takes to become a great reader, we'll watch for blocks that need attention along the way, but what really matters is to keep the joy. The only way to keep the joy is to relax. Are you relaxed?

What is your definition of a hero? What qualities do you think a hero has to have? Kindness? Shouldn't we all be kind? Courage? Don't we all have courage at times? What makes a hero stand out? Who are your heroes? Who stands out from your childhood as being a special person? Why? Is being a hero about who a person is or about their deeds? What does 'change-maker' mean to you? Is creating change the only way to be a hero?



## DAY 1

### GOALS OF THE LESSON

You'll talk about Heroes, what makes them and how they impact us. You'll tell the first hero story.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Be sure to read through the Appendix for essential resources like a link to information all about [Mary Two-Axe](#), your hero for today. You'll be working with a two-day rhythm this month: Day one, review story and picture; Day two, writing and new story. Each day you will do literacy activities like phonics rules and games.

Phonics rule for today: Silent E – when silent 'e' comes after a vowel (toe) or a consonant preceded by a vowel (cake), the vowel becomes long and the 'e' is silent.

## TODAY'S LESSON

**Step 1. Opening:** Begin today with a deep breath followed by a morning verse or song. Review today's schedule, share a nature observation, and a weather report.

**Step 2. Intentional Movement Activities:** A 5 to 10 minute collection of purposeful movements that are specifically chosen by you to support your child's development. Connect movements to verse or song. Rhythm is a great place to start for your IMA. A steady rhythm supports coordination and breathing. Here is a short-short-long (meaning the type of steps) marching verse for the Wonder of Heroes. Step short-short-long as you say the following to the rhythm, feel free to write it down on a card so you have the words in front of you if you can't remember it right away. Add obstacles to the walking over the next weeks such as a balance beam section or pillows to step on or around:

*Brave and true, I will be.  
Each kind word, sets me free.  
Each kind deed, makes me strong.  
I will fight, for the right.  
I will con-quer the wrong.*

**Step 3. Math Minute:** Take a couple of minutes to play a brief math game or ask a mental math question. Here's one you might try today: What odd number lives between 62 and 65?



**Step 4. Practice & Review:** Begin by reviewing the phonics rule for silent E. Set up an imaginative image of a word hero/wizard. Silent E transforms one word into another by writing the letter E on the end of a word (pin, fin, cap, etc.), and then whispering, “letter I, say your name and I’ll be silent in this game”, pin becomes pine. Play around with all the words you can think of that show this rule and are phonetic.

**Step 5. New Material:** Pose the question, ‘what does it mean to be a hero to you?’. Write down your child’s answers as a collection of ideas. Light a candle and say a story verse to set up a quiet listening space. Tell the story of Mary Two-Axe that you have prepared using the link to her biography. Simplify to something like this:

*Mary Two-Axe lived with her mother, father and siblings at the mouth of the St. Lawrence River in Canada. Her tribe was known as the “keepers of the eastern door” because they cared for the river on the eastern shore. Mary had to travel as her mother’s helper who was a healer. She would help her mother care for sick people all over the St. Lawrence area even in the deepest snow. When Mary was just 10 years old her mother caught the Spanish flu and died. Mary’s heart was broken but she made a promise to herself to continue her mother’s legacy of caring for those who needed it.*

*When Mary was 18, she left her village and moved to the USA to get work. She found a home in a place called “Little Caughnawaga” since many other Mohawk nation people lived there too; they made a community together. With her grown up eyes Mary could see that not all people were being treated equal. She discovered that First Nations women were not allowed to return home to their villages or tribes if they married a white man. Mary had married a white man and she felt that she could not accept this rule. She saw how the sadness of First Nations women who could not return to their homes to visit their families took its toll on their health. Mary began working to change all the rules that were unfair to First Nations women. Over time she had a lot of impact on the laws of Canada and the USA and changed the way First Nations women were treated. Mary Two-Axe is called a hero.*

**Step 6. Learning Portfolio:** Transition to the bookwork area and take out Language Arts portfolio and materials. Begin on the first page, the title page, with a border. Guide your child to bring the image of a dragon across the bottom of the page, this will represent the ‘wrong’. They will bring the light image of the sword to the top of the page, this will represent the ‘right’. If a sword isn’t the right image for you, use a candle or something that shines/reflects the light. Across the centre of the page support your child to write the title “Heroes” or, “The Wonder of Heroes”. Shade the page so that the light meets the dragon and overtakes it.

**Step 7.** Typically you would end with a story time but today needed the story at New Material time. Close the lesson for today with an ending song or verse once all materials are put away.

Remember to provide between 10 and 30 minutes for practice in a leveled math workbook and up to 30 minutes for reading practice sometime today. The more you are able to create a routine the easier this practice will be.



## DAY 2

### GOALS OF THE LESSON

You'll review *Mary Two-Axe*. What resonated with your child? Did she have any of the characteristics from your child's list?

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will begin the cursive writing practice. If you're not convinced have a read through the articles linked in the Appendix. If you decide to skip cursive, just skip past its mention in the plans.

Phonics rule for today: Silent E – when silent 'e' comes after a vowel (toe) or a consonant preceded by a vowel (cake), the vowel becomes long and the 'e' is silent. We'll work with this one again today.

## TODAY'S LESSON

**Step 1. Opening:** Begin today with a deep breath followed by a morning verse or song. Review today's schedule, share a nature observation, and a weather report.

**Step 2. Intentional Movement Activities:** A 5 to 10 minute collection of purposeful movements that are specifically chosen by you to support your child's development. Connect movements to verse or song. A verse was offered in yesterday's plan to get you started.

**Step 3. Math Minute:** Take a couple of minutes to play a brief math game or ask a mental math question. Here's one you might try today: What number lives 2 steps after 47?

**Step 4. Practice & Review:** Take a minute to review the phonics rule for silent E once again. See if your child remembers Silent E's statement. Give your child a few riddles to see if they can guess the word that uses Silent E, such as: 'what can I do with my hand that is also found in the ocean? Wave', etc.

Practice Book. Using a lined practice book (this will be your child's Phonics Rules book, it is a good idea to have all of these in one place. A binder works well or a designated, lined, practice book) have your child turn to a fresh page and write the title "Silent E". Have them write the rule into their book: *When Silent E sits silently at the end of a word, the vowel says its name.* Support your child to write a list of words that follow this rule. This will be the 'rules' section of the practice book.



**Step 5. New Material:** In another section of the practice book, have your child do their first cursive writing practice. They can do the looping letters across several lines of the practice book: 'e' and 'l' are the letters to try but have your child loop them all together to practice the size of them on the lines for today. They can try eeeeIIIIII or elelelelelele across the page in cursive.

**Step 6. Learning Portfolio:** Transition to the bookwork area and take out Language Arts portfolio and materials. You may need to provide an IMA if your child needs an outbreak. In their portfolio they will turn to the second page today to write out the marching poem. This poem is the manifesto of the hero! Begin with a border and penciled ruler lines for writing. Begin with the title "Brave and True" and then support your child to copy out the whole poem. See if they notice that 'brave' is a word for their Silent E list. Shade to finish off the page.

**Step 7. Story:** Light a candle and say a story verse to transition to a quiet listening space. Tell the story of [Chief Dan George](#) through his poem 'Great Spirit Prayer'. The message from Chief Dan George is to be present, and to see, feel, hear, and know that we are all connected and connected to spirit so that we stay clear on our humble path as humans.

**Step 8.** Close the lesson for today with an ending song or verse once all materials are put away.

Remember to provide practice time for math workbook and silent reading as part of your daily routine.



## DAY 3

### GOALS OF THE LESSON

You'll review *Chief Dan George and the Great Spirit Prayer*. What is CDG asking for? Is he hoping for his listener to be a hero?

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

**Phonics rule for today: Silent E – when silent 'e' comes after a vowel (toe) or a consonant preceded by a vowel (cake), the vowel becomes long and the 'e' is silent. We'll work with this one again today.**

## TODAY'S LESSON

**Step 1. Opening:** Begin today with a deep breath followed by a morning verse or song. Review today's schedule, share a nature observation, and a weather report.

**Step 2. Intentional Movement Activities:** A collection of purposeful movements that are specifically chosen by you to support your child's development. Connect movements to verse or song. Continue to use the hero verse and feel free to add skipping, jumping, hopping, beanbag tossing, ball bouncing, etc. Check in at the [Resource Hub](#) for ideas.

**Step 3. Math Minute:** Take a couple of minutes to play a brief math game or ask a mental math question. Here's one you might try today: What number lives 3 steps after 73?

**Step 4. Practice & Review:** Take some time to review the phonics rule for silent E. Get your child to give you a few examples of this rule at play. Today you'll have your child write a short poem written by Patti Connolly into their practice books next to the Silent E rule. Once they have copied the poem have them underline the silent E words in colour.

**Lyn, sad and pale,  
Tells a shocking tale  
Of a dragon with a flame  
That someone brave must tame.**



**Step 5. New Material:** Cursive practice! If your child needs to do more looping e and l, go ahead. Today they can add the pointing letters i and t without the dot or cross. They'll be practicing the motion and size of coming to a point, unlike the loop. They can try iiiiiiiitttttttt or ittititititit across a couple of lines. Be sure to indicate the height of each line or loop. You can use the image of a landscape with the earth being where all the letters sit, the sky where some reach into and the sea where others dip down to.

**Step 6. Learning Portfolio:** Transition to the bookwork area and take out Language Arts portfolio and materials. You may need to provide an IMA if your child needs an outbreath. Today you'll guide your child to do a drawing about the "Great Spirit Prayer". Ask your child what they think is the most important message in the poem. Support them to create an image of this inside the border. Perhaps they think listening is the most important message, an image could be a stream bubbling down a mountain. Perhaps they think strength is the most important message, an image could be two people embracing in an outside setting. Use your imagination to guide your child's. Begin with a border and a title.

**Step 7.** Close the lesson for today with an ending song or verse once all materials are put away.



## DAY 4

### GOALS OF THE LESSON

You'll review Chief Dan George and the Great Spirit Prayer. Choose the part of the prayer that spoke to your child the most for writing into the portfolio. You'll continue with phonics rules and cursive practice.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you're telling the story of [Hua Mulan](#). See Appendix for a link and a picture book suggestion to get from the library.

Phonics rule for today, it's more of a process than a rule but is something to use and practice: Onset and Rime – onset means the first phoneme/sound, and rime is the rest of the word. We'll use onset and rime to work on encoding/spelling and decoding/sounding out.

## TODAY'S LESSON

**Step 1. Opening:** Begin today with a deep breath followed by a morning verse or song. Review today's schedule, share a nature observation, and a weather report.

**Step 2. Intentional Movement Activities:** A collection of purposeful movements that are specifically chosen by you to support your child's development. Connect movements to verse or song. Continue to use the hero verse and feel free to add skipping, jumping, hopping, beanbag tossing, ball bouncing, etc. Check in at the [Resource Hub](#) for ideas.

**Step 3. Math Minute:** Take a couple of minutes to play a brief math game or ask a mental math question. Here's one you might try today: What number lives 7 steps after 83?

**Step 4. Practice & Review:** Encoding – say the word *clip*, say the onset and spell it on your display surface (chalk board, white board, paper) /cl/ say the rime and spell it /ip/ ask, "does that look right?" Decode – underline the onset /cl/ while saying it, underline the rime /ip/ while saying it. "Yes, that looks right". Try two more words in this family for today – drip, snip, sip, flip, etc.

**Step 5. New Material:** Take out the practice book for cursive practice. Make sure the practice book is organized in a way that is useful - for example phonics rules are at the front of the book, cursive practice is at the back. Today you'll practice cursive. Show your child how the e loop is an /e/ the l loop is an /l/ the i point only needs a dot to be an /i/ and the t point only needs a cross to be a /t/. Support them to cursive write



all the words they can think of with these letters: let, lit, tell, till, little, lilt. Give feedback about the size of the letters in comparison to each other and their form and starting place.

**Step 6. Learning Portfolio:** Transition to the bookwork area and take out Language Arts portfolio and materials. You may need to provide an IMA if your child needs an outbreath. Today you'll guide your child to choose a line from the "Great Spirit Prayer". Ask your child what image they chose and why. Ask them what the world would be like if all people followed the message they chose from the prayer. Support them to write the line from the prayer inside a border either on the page beside their drawing or on top of the drawing if it makes sense to. Something like: *Make my hands respect the things that you have made.*

**Step 7. Story:** Transition to the story space with a verse or song, light a candle. Tell the story of Hua Mulan. Something like this:

*Long, long ago in China there was a young girl named Hua Mulan who lived with her mother and father on a tiny farm where they grew vegetables. One day Mulan heard the town crier announce that China was recruiting soldiers to fight in the wars. The message said that every household must supply their males. Mulan had no brothers and knew that her father was too old and weak to survive a war. She decided to dress and pose as a boy and take her father's place in the war.*

*Once Mulan had joined the war she learned quickly how to fight with sword on horseback. She protected China from its enemies while hiding her true identity. She eventually became known for her bravery and was awarded medals for courage and strength. One day, while preparing for a particularly challenging battle, Mulan decided to reveal her true identity so that she could let her hair down and wear more comfortable clothing suited for her own body. When her fellow soldiers saw her as she really was their respect and awe only grew. Mulan became known as a war hero and her family was rewarded for her courage.*

**Step 8.** Close the lesson for today with an ending song or verse once all materials are put away.



## DAY 5

### GOALS OF THE LESSON

You'll review the story of Hua Mulan. What makes Mulan a hero?

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you're reviewing the story of Hua Mulan.

**Phonics rule for today: Onset and Rime – onset means the first phoneme/sound, and rime is the rest of the word. We'll use onset and rime to work on encoding/spelling and decoding/sounding out.**

**You'll continue this work for today.**

## TODAY'S LESSON

**Step 1. Opening:** Begin today with a deep breath followed by a morning verse or song. Review today's schedule, share a nature observation, and a weather report.

**Step 2. Intentional Movement Activities:** A collection of purposeful movements that are specifically chosen by you to support your child's development. Connect movements to verse or song. Continue to use the hero verse and feel free to add skipping, jumping, hopping, beanbag tossing, ball bouncing, etc. Check in at the [Resource Hub](#) for ideas.

**Step 3. Math Minute:** Take a couple of minutes to play a brief math game or ask a mental math question. Here's one you might try today: What number lives 14 steps after 26?

**Step 4. Practice & Review:** Tell your child about word families. Just as a family will have a last name, some words have families like that too. For example (write these to show your child): clip, drip, slip, trip, and snip all belong to the same family, the IP family. Just like people who have two names: Judy Jones, Bill Jones, and Wanda Jones, the IP family has two parts to their names too. The first part is like a person's first name /cl/ and called the onset. The second part is like a last name /ip/ and called the rime. We can use the onset and rime to spell words faster.

Try the other words in the list, decoding by onset and rime. Show how much faster it is to use onset and rime for reading /str/ /ip/ rather than /s/ /t/ /r/ /i/ /p/.



Phonics Rule Book: Take out the practice book/phonics rules book to write up this rule. Title the rule “Onset and Rime”. Have your child write out a word from the list separated into onset and rime and labeled as such.

**Step 5. New Material:** Move to the cursive section of the book. Today guide your child to practice the wave letter form like for ‘c’. This curving line makes up the base for ‘a’, ‘c’, ‘d’, ‘g’, ‘o’, and ‘q’. Have them try just ccccccc, then switch to cececlclcl and cicicictctct.

**Step 6. Learning Portfolio:** Transition to the bookwork area and take out the Language Arts portfolio and materials. You may need to provide an IMA if your child needs an outbreath. For bookwork you’ll need two pages side by side, today you’ll work on the left page. Guide your child to create a picture of Hua Mulan on horseback on a field. Remember to begin with a border and title. While they draw you can discuss the characteristics of Mulan. What made her a hero?

**Step 7. Story:** Today you can tell any story you wish to. Tomorrow you will tell the next hero story.

**Step 8:** Close the lesson for today with an ending song or verse once all materials are put away.

Remember to provide practice time today for math and reading.



## Appendix

**Story Characters** – information/inspiration for your preparation plus picture book suggestions

1. Mary Two Axe - <https://www.thecanadianencyclopedia.ca/en/article/mary-two-axe-earley>
2. Chief Dan George – Great Spirit Prayer - [https://www.youtube.com/watch?v=o\\_JEhT5cFhI](https://www.youtube.com/watch?v=o_JEhT5cFhI)
3. Hua Mulan - <https://www.ancient-origins.net/history-famous-people/ballad-hua-mulan-legendary-warrior-woman-who-brought-hope-china-005084>

A children’s book about Hua Mulan is written by Wenjun Qin and called ‘I am Hua Mulan’

4. Gisele Rabesahala - <https://thinkafrica.net/gisele-rabesahala-visionary-and-a-human-rights-lawyer/>
5. Clara Lemlich - <https://www.pbs.org/wgbh/americanexperience/features/biography-clara-lemlich/>

A children’s book written by Michelle Markel called ‘Brave Girl’ tells the story of Clara Lemlich.

6. Mary Walker – <https://www.womenshistory.org/education-resources/biographies/mary-edwards-walker>

A children’s book about Mary Walker is written by Cheryl Harness and called ‘Mary Walker Wears the Pants’.

7. Marie Curie - <https://www.biography.com/scientist/marie-curie>

A children’s book about Marie Curie is by Megan Stine and called ‘Who was Marie Curie?’

8. Josiah Henson - <https://www.thecanadianencyclopedia.ca/en/article/josiah-henson>

A children’s book about Josiah Henson is by Rona Arato and called ‘Working for Freedom’.



**Read Aloud Stories** – suggested books for reading aloud to your child

1. 'Tal, His Marvelous Adventures with Noom-Zor-Noom', by Paul Fenimore Cooper
2. 'Where the Mountain Meets the Moon', by Grace Lin
3. 'Rickshaw Girl', by Mitali Perkins
4. 'Adventures of the Little Wooden Horse', by Ursula Moray Williams
5. 'The King of Ireland's Son', by Padraic Colum

**Cursive Writing articles**

1. For three solid benefits involving literacy - <https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/cursive-writing-practice.html>
2. For the biological and psychological benefits - <https://www.psychologytoday.com/ca/blog/memory-medic/201308/biological-and-psychology-benefits-learning-cursive>

**Literacy Activities** – materials, set-up, and instructions:

Two games for Symbol Imagery Exercise. These games are taken from The Roadmap to Literacy, and they took them from Lindamood-Bell programs. We love how we all love to teach children to read!

Syllable Cards

- WHAT: Write words/syllables, that can be sounded out, onto index cards. As an alternative you could use a list of words and a blackboard. In either case, use your neatest printing, making sure all letters are lower case and of a nice size. You can use some sight words but make sure that most words can be sounded out.
- HOW: Show the card to your child, take card away, have child air write the word, have your child tell you the letters of the word while you write them down, have your child read the letters, then the word. Make one change to the word by either removing/covering or changing one letter and asking your child to read the new word. You can also ask what letter you'd need to change to change the word to a new word, example 'what do I do to change cat to cut'?

Mystery Word

- Played the same way as Syllable Cards but without the cards. Say one letter at a time of the word you've chosen. Your child will air write it, then tell you the letters to write, read those letters, then read the word.



**Sight Words** are the most common words that appear in print. Some of the words are phonetically spelled, some don't follow the rules. It is great to create flash cards to bring sight words to your work with the above games after you have introduced the phonics rules for a word. Click this [link](#) for a free downloadable list of sight words and some printable flash cards.

**Phonics Rules for Year 2** – Many of these rules will be covered in the Language Arts focused units but feel free to work with them whenever you want. This unit will cover rules 1 – 4 below as well as review the 'silent E' rule from Year/Grade One.

1. Encoding and decoding using onset and rime
2. When two vowels go walking the first one does the talking
3. Diphthongs – OI, OU and AU are found in the middle, OY, OW and AW are found at the end
4. The Guardians – CK, TCH, DGE – Some root words are spelled with an extra letter to guard the short vowel letter.
5. Both the long vowel and the R vowel get their full pronunciation as vowels, ex. fire = fie + er
6. Inflectional Endings – Most plural nouns end in -s. The suffix -es is used when the root word ends with the letters S, Z, X, CH, or SH.
7. Silent Consonants.
8. Vowel teams – EA, EY, EI, EIGH, IGH, EW, EU, UI, EAR, YR
9. Compound Words
10. Homophones