

## S. Wiberg - Grade 2 UNIT PLANNING TEMPLATE

Unit Topic/Area of Interest(s) Connected to Curriculum Subject(s) / Guiding Question:

Family Artifact Museum Day - Language Arts, Social Studies, Visual Art

'How can I tell the story of my family's past? What is my family's best treasure? How can I tell a special family story?'

Literacy Acquisition Targets based on grade level expectations as defined in the SD23 Early Learning Profile (linked [here](#)):

#### Oral Language

- Uses language to explain and inquire
- Is an active participant in classroom language activities
- Understands and uses appropriate social conventions for conversations when listening and speaking, and for presentations of others' work
- Ignores distractions and stays focused during listening activities

#### Reading (PM Levels 18-22)

- (Practices) Uses a variety of print and visual texts and text features for accessing information, research, inquiry
- Finds joy in reading and chooses text for pleasure and information
- (Code & Accuracy) Accesses context to support word solving
- Uses word parts, onset and rimes to solve unknown words
- Demonstrates increased flexibility in word solving strategies including word parts, phonics patterns, prefixes, suffixes
- Self-corrects using visual, structure and meaning cues
- (Comprehension & Fluency) Understands more complex language (syntax / structure)
- Infers, connects, visualizes, predicts, summarizes and synthesizes to comprehend
- Uses text organizers and text features to assist with comprehension of non-fiction text
- Responds to and makes personal connections with facts, characters and comparative situations in other texts
- (Content) Elements of story (character, plot, setting, structure - beginning, middle, end - and dialogue), text features, vocabulary associated with texts

#### Writing

- (Meaning / Ideas) Central idea is clear and developed
- Many sentences with some details that elaborate on central idea
- (Style) Writes several sentences with some variety in sentence beginnings, length, and structure
- Writing begins to connect with the audience
- The writer's feelings about the subject are loud and clear
- (Form / Organization) Independently follows the form modelled by the teacher
- Opening sentence introduces the topic / idea
- Ideas and events are logically connected and sequenced
- (Conventions) Correctly uses periods and often uses exclamation and question marks when appropriate
- Applies phonics and begins to use spelling patterns to spell unfamiliar words
- Conventional spelling of high frequency words (lists 1 & 2, partial list 3)

Students requiring additional literacy support - (name/baseline/plan - target area)

**Student A -**

Emerging with full-time CEA support - questions to go home to be recorded by CEA, family support/CEA to scribe answers & story & assist with presentation - student to create artwork and present story with assistance - Target: Active participation & listening skills, conventional spelling of List 1 words, choose suitable text, write own answers on graphic organizer 50% of the time

**Student B -**

Emerging with some CEA support - as above, as needed - Target: Active participation, use text features, conventional spelling of List 1, partial List 2

**Student C -**

ELL with some CEA support - as above, as needed - Target: Active participation, listening, conventional spelling of List 1 words

**Student D -**

ELL with minimal CEA support - as needed - Target: Active participation, use text features, conventional spelling of List 1 words

\*Note: LAT will drop-in during the research and Writer's Workshop components to provide extra support during mini-lessons and conferencing, and has offered to come with us during the Care Home visit for extra support, as well

|  |                           |                     |
|--|---------------------------|---------------------|
|  |                           |                     |
|  | Curriculum Area/Big Ideas | Essential Questions |

Understand

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <p><i>Language Arts:</i> Language and <a href="#">story</a> can be a source of creativity and joy.</p> <p><a href="#">Stories</a> and other <a href="#">texts</a> connect us to ourselves, our families, and our communities.</p> <p>Everyone has a unique <a href="#">story</a> to share.</p> <p>Through listening and speaking, we connect with others and share our world.</p> <p>Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</p> <p><i>Social Studies:</i> Canada is made up of many diverse regions and communities.</p> <p><i>Art:</i> Creative expression develops our unique identity and voice.</p> <p>Inquiry through the <a href="#">arts</a> creates opportunities for <a href="#">risk taking</a>.</p> <p>People connect to the hearts and minds of others in a variety of places and times through the <a href="#">arts</a>.</p> | <p><i>Who am I?</i></p> <p><i>Where do I come from?</i></p> <p><i>What is a special treasure in my family (artifact)?</i></p> <p><i>What is its story?</i></p> <p><i>Can I discover / uncover more about the story?</i></p> <p><i>Can I take pride in who I am and where I come from?</i></p> <p><i>Can I create a special family keepsake?</i></p> <p><i>Can I respect and appreciate others' stories?</i></p> |
| Become | <p><b>Core Competencies:</b></p> <p><b>Reflect: Is there a need to focus on these BEFORE starting unit? Yes. Practice needed in all areas. This is a term 2-3 inquiry (once Covid rules no longer apply)</b></p> <div> <div data-bbox="711 1027 955 1081">  Communication         </div> <div data-bbox="1159 1027 1327 1081">  Thinking         </div> <div data-bbox="1547 1027 1833 1081">  Personal &amp; Social         </div> </div>                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                 |

- ☐ Connect and engage with others (to share and develop ideas)
- ☐ Acquire, interpret, and present information (includes inquiries)
- ☐ Collaborate to plan, carry out, and review constructions and activities
- ☐ Explain/recount and reflect on experiences and accomplishments

#### **Creative**

- ☐ Novelty and value
- ☐ Generating ideas
- ☐ Developing ideas

#### **Critical**

- ☐ Analyze and critique
- ☐ Question and investigate
- ☐ Develop and design

#### **Positive Personal & Social Identity**

- ☐ Relationships and cultural contexts
- ☐ Personal values and choices
- ☐ Personal strengths and abilities

#### **Personal Awareness & Responsibility**

- ☐ Self-determination
- ☐ Self-regulation
- ☐ Well-being

#### **Social Responsibility**

- ☐ Contributing to community and caring for the environment
- ☐ Solving problems in peaceful ways
- ☐ Valuing diversity
- ☐ Building relationships

[Do]

**Curriculum Subject Area/Curriculum Competencies:**

**Language Arts:** *Comprehend and connect (reading, listening, viewing)*

Read fluently at grade level

Use sources of information and prior knowledge to make meaning

Use developmentally appropriate reading, listening, and viewing strategies to make meaning

Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community

Demonstrate awareness of the role that story plays in personal, family, and community identity

Use personal experience and knowledge to connect to stories and other texts to make meaning

Show awareness of how story in First Peoples cultures connects people to family and community

*Create and communicate (writing, speaking, representing)*

Exchange ideas and perspectives to build shared understanding

Create stories and other texts to deepen awareness of self, family, and community

Plan and create a variety of communication forms for different purposes and audiences

Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation

**Social Studies:** *Students are expected to be able to do the following:*

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Explain why people, events, or places are significant to various individuals and groups (significance)

Ask questions, make inferences, and draw conclusions about different types of sources

Sequence objects, images, and events, or explain why some aspects change and others stay the same

**Art:** *Students will be able to use creative processes to:*

Exploring and creating

Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Explore personal experience, community, and culture through arts activities

Communicating and documenting

Interpret symbolism and how it can be used to express meaning through the arts

|                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                             | Express feelings, ideas, stories, observations, and experiences through creative works<br>Describe and respond to works of art<br>Experience, document and share creative works in a variety of ways                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| KNOW                                                                                                                                        | <p><b>Content: (Paying particular consideration to literacy objectives)</b></p> <p><b>Language Arts:</b> <i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> <li>• <a href="#">elements of story</a></li> </ul> <p>Strategies and processes</p> <ul style="list-style-type: none"> <li>• <a href="#">metacognitive strategies</a></li> <li>• <a href="#">writing processes</a></li> </ul> <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> <li>• <a href="#">features of oral language</a></li> <li>• <a href="#">letter formation</a></li> <li>• <a href="#">sentence structure</a></li> <li>• <a href="#">conventions</a></li> </ul> <p><b>Social Studies:</b> <i>Students are expected to know the following:</i><br/> <a href="#">diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</a></p> <p><b>Art:</b> <a href="#">symbolism</a> as a means of expressing specific meaning</p> <p>traditional and contemporary <a href="#">Aboriginal arts</a> and arts-making processes</p> <p>a variety of local <a href="#">works of art</a> and artistic traditions from diverse cultures, communities, times, and places</p> <p><a href="#">personal and collective responsibility</a> associated with creating, experiencing, or sharing in a safe learning environment</p> |
|                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Baseline Assessments:</b>                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <i>SD 23 ELP Oral Language K-3 Checklist, Reading Continuum (Transitional Reading) and Emergent &amp; Early Writing Continuum (Grade 2)</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Metacognition - Assessment (as learning):</b>                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <i>Ongoing self-assessments (admission tickets, exit slips, Think-Pair-Share), unit self-assessment (reflections)</i>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### Formative Assessment (for Learning):

*Discussions*  
*Graphic organizers*  
*Group work - sharing of artifacts, questions, and answers*  
*Creation of questions*  
*Documentation of answers*  
*Ideas for artwork*  
*Writer's Workshop - mini-lessons, individual student conferences, peer feedback*

### Summative Assessment (of Learning):

*Written Story and Artwork Created by Each Student*  
*Presentation of Story and Artwork to Authentic Audience*  
*Audience Listening and Viewing*  
*Individual Self-Reflection (based on BC Core Competencies)*  
*Learning Maps (based on BC Performance Standards and SD23 ELP) and/or Single Point Rubrics for Reading, Writing, Oral Language (see Resources and/or attachments)*

### General Instructional Steps:

Define and Collect Artifacts  
Design a class set of interview questions to choose from (5 W's + H)  
Ask interview questions of family member(s)  
Record answers (collect & interpret data)  
Research important details  
Write a story of 3–5 sentences, or more  
Create artwork to show feelings about a story  
Present / speak to an authentic audience  
(to be expanded below)

| Learning Intention | Instructional Activities<br>(with Indigenous Worldviews/First Peoples' Principles<br>of Learning | Assessment AS<br>Learning | Resources<br>Who? What?<br>Where? |
|--------------------|--------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------|
|--------------------|--------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------|

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                     |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Introduce the Unit</i></p> | <p><i>Local Elder to visit the class, bringing a special artifact, telling its story, and allowing us to ask questions about it (*Fresh Grade photos)</i></p> <p><i>-Later: reminders to students – What was the artifact? Why was it so special? What story did it tell?</i></p> <p><i>-Later: What are the special artifacts of our classroom? Why are they special? Where could we put them to keep them safe?</i></p> <p><i>-Later: Class interactive read-aloud of Shi-shi-etko – What were the special artifacts? How were they kept safe?</i></p> <p><i>-Information sent home: 'Save the Date' notice, and students begin to hunt for family artifacts to bring to school</i></p> <p><i>-Review of audience listening behaviors for next day – What makes a good listener? How do we show appreciation to a guest? What do we do if we have a problem?</i></p> | <p><i>Students ask questions / create a class list of questions – Which ones are the best questions for me to ask? What am I curious about?</i></p> <p><i>Class creates a memory box of some kind</i></p> <p><i>Class responds to the story/artifact in a created artwork, individual, partner or group</i></p>                | <p><b>*Aboriginal Advocates in school and district</b></p> <p><b>Aboriginal team</b></p> <p><b>*Shi-shi-etko by Nicola Campbell, and selected clips from short movie:</b></p> <p><b><a href="https://www.youtube.com/watch?v=tKErhCGjSDE&amp;t=5s">https://www.youtube.com/watch?v=tKErhCGjSDE&amp;t=5s</a></b></p> |
| <p><i>Care Home Visit</i></p>    | <p><i>Elders and Students add handprints to mural upon arrival – care home will set up space in advance (paint will dry during story-telling)</i></p> <p><i>Elders share a prepared special story, artifact, picture</i></p> <p><i>Students ask questions using prepared class list from last class</i></p> <p><i>Students record answers in Data Notebooks – class chart also</i></p> <p><i>Students and elders add cut-out hearts representing the stories and artifacts to the mural, to be hung at the care home</i></p> <p><i>-Take lots of photos for Fresh Grade</i></p> <p><i>-Later: agenda / Fresh Grade reminders about student artifacts</i></p>                                                                                                                                                                                                           | <p><i>Class creates artwork response to stay at care home as a record of our visit – What kinds of artifacts seem most important? Why are they so special? How can we show how important they are?</i></p> <p><i>Back at school, students reflect on how the stories and artwork have now become part of their history</i></p> | <p><b>*Letter to Local Care Home – re: Artifacts &amp; Instructions for Elder stories – in advance</b></p> <p><b>Art Supplies (paper, paints for handprint mural)</b></p>                                                                                                                                           |
| <p><i>Bannock Day</i></p>        | <p><i>Guest speakers and bannock making – as outlined in Annotated Bibliography – interactive read aloud, discussion, make and eat bannock (and clean up)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><i>How is the bannock an artifact? How can we save the memory of it (representation)?</i></p>                                                                                                                                                                                                                               | <p><b>*The Bannock Book by Linda Ducharme</b></p>                                                                                                                                                                                                                                                                   |







How did it go? How do I know?

Did every child have a finished product he/she/they took pride in?

Did every child participate?

Did every child have someone special there?

Did every child have a family keepsake?

Use Self-reflection / Feedback forms to refine this idea for the following year!

What worked?

What needs to be changed?

Where to next?

Can I upload photos of stories/art/celebration for FreshGrade?

Can we make a class book commemorating the day?

AND/OR...

Can these keepsake stories go into individual student books of all their writing for the year?

## RESOURCES

(Supplementary to the ones already submitted in the course; these are also attached as separate documents for clarity)

Junior Historian Graphic Organizer - draft (to be co-constructed with students):

**Junior Historian Graphic Organizer!**

Name: \_\_\_\_\_

My family artifact is

\_\_\_\_\_  
\_\_\_\_\_

My picture of the artifact:



I can talk to my \_\_\_\_\_

\_\_\_\_\_  
about the artifact.

Here is everything I can find out about my family artifact:

1. **What** is important about this artifact?

\_\_\_\_\_

2. **Where** did it come from?

\_\_\_\_\_

3. **Who** first had the artifact?

\_\_\_\_\_

4. **How** or **why** did it become important to my family?

\_\_\_\_\_

5. **When** did this happen?

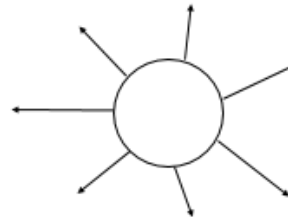
\_\_\_\_\_

6. Other information or things I want to find out can go on the back of this sheet. Please return to school completed by \_\_\_\_\_ (date).

Other information and questions I still have:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |



**Self-Assessment of the Core Competencies:**

To be used for individual competencies (exit slips, Thumbs Up/Thumbs Down, Think-Pair-Share) throughout the unit, then discussed all together & filled in individually at the end of the unit

Name: \_\_\_\_\_

# Student Self-Assessment

## Core Competencies

Read each statement below. Circle one of ☺ ☹ ☹ Take your time.

| PERSONAL / SOCIAL (10) |                                                                                               |
|------------------------|-----------------------------------------------------------------------------------------------|
| ☺ ☹ ☹                  | I am kind, I can show respect, kindness and support to others.                                |
| ☺ ☹ ☹                  | I can solve problems in a peaceful way and ask for help when I need it.                       |
| ☺ ☹ ☹                  | I can participate in activities to improve the classroom, school, community or natural world. |
| ☺ ☹ ☹                  | I can describe who I am and my positive qualities and strengths.                              |
| ☺ ☹ ☹                  | I can tell you about the people, places and things that are important to me.                  |
| ☺ ☹ ☹                  | I can describe my family and community.                                                       |
| ☺ ☹ ☹                  | I can make choices that keep me happy, healthy and safe.                                      |
| ☺ ☹ ☹                  | I can use strategies to manage my emotions.                                                   |

## COMMUNICATION



|       |                                              |
|-------|----------------------------------------------|
| ☺ ☹ ☹ | I can listen to others.                      |
| ☺ ☹ ☹ | I can share my ideas and questions.          |
| ☺ ☹ ☹ | I can work together during group activities. |
| ☺ ☹ ☹ | I can reflect on my learning.                |

## CRITICAL THINKING



|       |                                                   |
|-------|---------------------------------------------------|
| ☺ ☹ ☹ | I can get ideas when I explore and ask questions. |
| ☺ ☹ ☹ | I can try different ways of doing things.         |

## CREATIVE THINKING



|       |                                                                                          |
|-------|------------------------------------------------------------------------------------------|
| ☺ ☹ ☹ | I can get ideas (by exploring and play) and build on other's ideas to create new things. |
| ☺ ☹ ☹ | I can try a new idea when something doesn't work; sometimes it takes a few tries.        |

(Source: Jeanette Lewis)

## Writing Assessment

(Document with 2 versions also Attached)

# Family Museum Artifact Day

Name: \_\_\_\_\_

## Learning Map - Grade 2 Story Writing

My self-assessment colour is .

|                                                                                                                 | Emerging<br>I need lots of help to grow!                                                            | Developing<br>I need a little bit of help to grow!                                                                                  | Proficient<br>Look at me grow!                                                                                  | Extending Wow!<br>                                                          |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| We all start here on this side!<br>Stop colouring at your stage right now today.<br>Try not to skip any stages! |                    |                                                    |                              |                                                                                                                                                                |
| Meaning / Ideas<br>→                                                                                            | I have a big idea and 1 or 2 things to say.                                                         | I have a big idea and 3 or 4 things to say.                                                                                         | I have a well-developed big idea and 5 or 6 interesting things to say.                                          | I have a well-developed big idea and 7 or more interesting things to say. I want to keep on writing!                                                           |
| Style<br>→                                                                                                      | I wrote several sentences in my story. I have one feeling in my story.                              | I wrote more than one kind of sentence. I used a Triple Scoop Word. I wrote about feelings.                                         | My sentences have different lengths. I used several Triple Scoop Words. My feelings are loud and clear.         | My sentences sound like the ones in a published book. I used many Triple Scoop Words. I want my audience to feel like they are part of my story.               |
| Form / Organization<br>→                                                                                        | I drew a picture to show information and detail about my idea.                                      | I have a beginning, middle and end in my writing, like the Museum story form.                                                       | I followed the Museum Story form. I have an opening sentence. I used connecting words.                          | I wanted to write more than the Museum Story form. I have an interesting opening sentence, connecting words, and a good ending. I want to try paragraphs next. |
| Conventions<br>→                                                                                                | I used capital and lower case letters and at least 1 period. I spelled many List 1 words correctly. | I wrote several sentences with capital letters to start and periods to end. I spelled List 1 words and some List 2 words correctly. | I wrote sentences with capital letters to start and periods to end. I spelled List 1 and 2 words all correctly. | I wrote sentences with capital letters to start and <u>and</u> <u>!</u> <u>?</u> to end. I spelled List 1, 2 and 3 words, and tried some new words.            |

My partner's name \_\_\_\_\_ and peer-assessment colour: .

My teacher is Mrs. Wiberg. Her colour is .

Family Museum Artifact Day

Name: \_\_\_\_\_

Single Point Rubric - Grade 2 Story Writing

My self-assessment colour is .

|                        | Emerging / Developing<br>Things we can improve:<br> | Proficient<br>Look at me grow!<br>      | Extending - Things that were<br>amazing! / Goals<br> |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Meaning /<br>Ideas     |                                                                                                                                      | I have a well-developed big idea<br>and 5 or 6 interesting things to<br>say.                                             |                                                                                                                                         |
| Style                  |                                                                                                                                      | My sentences have different lengths.<br>I used several Triple Scoop Words.<br>My feelings are loud and clear.            |                                                                                                                                         |
| Form /<br>Organization |                                                                                                                                      | I followed the Museum Story form.<br>I have an opening sentence.<br>I used connecting words.                             |                                                                                                                                         |
| Conventions            |                                                                                                                                      | I wrote sentences with capital<br>letters to start and periods to<br>end. I spelled List 1 and 2 words<br>all correctly. |                                                                                                                                         |

My partner's name \_\_\_\_\_ and peer-assessment colour .

My teacher is Mrs. Wiberg. Her colour is .

## Reading Assessment

(Document with 2 versions also Attached)

### Family Museum Artifact Day

Name: \_\_\_\_\_

### Learning Map - Grade 2 Reading

My self-assessment colour is .

|                                                                                                                 | Emerging<br>I need lots of help to grow!                                                                        | Developing<br>I need a little bit of help to grow!                                                           | Proficient<br>Look at me grow!                                                                                            | Extending Wow!<br>Extend your Wow!                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| We all start here on this side!<br>Stop colouring at your stage right now today.<br>Try not to skip any stages! |                                |                             |                                        |                                                                            |
| <b>Identity / Metacognition</b><br>→                                                                            | I am becoming a reader. I like help to choose a 'just right' book. I use 1 or 2 strategies to find information. | I am a reader. I usually choose 'just right' books. I use 3 or 4 strategies to find out what I need to know. | I am a reader! I choose 'just right' books. I find joy in reading. I use many strategies to find out what I need to know. | I just want to keep reading and finding more books to read. I enjoy challenging myself. I have reading goals. I keep finding new ways to answer my questions. |
| <b>Code / Accuracy</b><br>→                                                                                     | I like to have help on tricky words. I like Ms. Roberts to help me use context clues and parts of words.        | I sometimes use context clues and parts of words to solve tricky words. I can sometimes self-correct.        | I use context clues and parts of words to solve tricky words. I can usually self-correct.                                 | I use many strategies to solve unknown words. I can figure out tricky words by myself.                                                                        |
| <b>Comprehension / Fluency</b><br>→                                                                             | With help, I can re-tell the story, and guess what will happen next.                                            | I can usually re-tell the events and make connections to the story. I sometimes guess what will happen next. | I can re-tell the events. I can visualize and predict. I make connections to the story on my own.                         | I use many strategies to understand the story. I notice small details like character traits and quotation marks when I am reading.                            |
| <b>Content</b><br>→                                                                                             | I understand that stories have a beginning, middle and end, and characters.                                     | I understand that stories have a plot and setting.                                                           | I understand that stories often have dialogue. I notice interesting vocabulary in stories.                                | I like talking and writing about stories. I can spot many different elements of stories.                                                                      |

My partner's name \_\_\_\_\_ and peer-assessment colour .

My teacher is Mrs. Wiberg. Her colour is .

**Family Museum Artifact Day**

Single Point Rubric - Grade 2 Reading

Name: \_\_\_\_\_

My self-assessment colour is .

|                             | Emerging / Developing -<br>Things we can improve:<br> | Proficient -<br>Look at me grow!<br>                 | Extending - Things that were<br>amazing! / Goals:<br> |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Identity /<br>Metacognition |                                                                                                                                        | I am a reader!<br>I choose 'just right' books.<br>I find joy in reading. I use many<br>strategies to find out what I<br>need to know. |                                                                                                                                          |
| Code /<br>Accuracy          |                                                                                                                                        | I use context clues and parts<br>of words to solve tricky words.<br>I can usually self-correct.                                       |                                                                                                                                          |
| Comprehension<br>/ Fluency  |                                                                                                                                        | I can re-tell the events. I can<br>visualize and predict. I make<br>connections to the story on my<br>own.                            |                                                                                                                                          |
| Content                     |                                                                                                                                        | I know a lot about what a<br>story needs to have in it.                                                                               |                                                                                                                                          |

My partner's name \_\_\_\_\_ and peer-assessment colour .

My teacher is Mrs. Wiberg. Her colour is .

# Oral Language Assessment

(Document with 2 versions also Attached)

## Family Museum Artifact Day

Name: \_\_\_\_\_

### Learning Map - Grade 2 Oral Language

My self-assessment colour is .

|                                 | <b>Emerging</b><br>I need lots of help to grow!<br>                   | <b>Developing</b><br>I need a little bit of help to grow!<br>                     | <b>Proficient</b><br>Look at me grow!<br>                                                           | <b>Extending Wow!</b><br>             |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Hearing / Listening</b><br>→ | I follow directions and classroom routines with help and some reminders.                                                                               | I follow directions and classroom routines with just a reminder or two.                                                                                            | I follow directions and classroom routines.                                                                                                                                            | I help others follow directions and classroom routines.                                                                  |
| <b>Sharing / Speaking</b><br>→  | I ask questions with help.<br>I sometimes take my turn in Sharing Circle.<br>I can Wonder and sometimes Explain.                                       | I ask questions with a bit of help. I usually take my turn in Sharing Circle to tell stories.<br>In Discussion Circle, I can Wonder and Explain.                   | I ask questions. I like Sharing Circle and always take my turn to tell and retell stories with a Beginning, Middle, and End. In Discussion Circle, I can Explain, Wonder, and Compare. | I ask questions that others Wonder, and some unique ones besides. I often help to lead in Sharing and Discussion Circle. |
| <b>Classroom / Social</b><br>→  | I usually participate in Classroom Activities. I take breaks when I need to help me focus. Ms. Roberts helps me do 3-4-5 Breathing and Mindful Minute. | I participate in Classroom Activities and usually remember to follow our Class Agreement. If I lose focus I am reminded to use 3-4-5 Breathing and Mindful Minute. | I participate gladly in Classroom Activities, follow our Class Agreement, and use 3-4-5 Breathing and Mindful Minute on my own when I need to.                                         | I like to be a Classroom Leader. I help others follow our Class Agreement, and use 3-4-5 Breathing and Mindful Minute.   |

My partner's name \_\_\_\_\_ and peer-assessment colour .

My teacher is Mrs. Wiberg. Her colour is .

# Family Museum Artifact Day

Name: \_\_\_\_\_

Single Point Rubric - Grade 2 Oral Language

My self-assessment colour is .

|                        | Emerging / Developing -<br>Things we can improve:<br> | Proficient -<br>Look at me grow!<br>                                                                                    | Extending - Things that were<br>amazing! / Goals:<br> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Hearing /<br>Listening |                                                                                                                                        | I follow directions and classroom<br>routines.                                                                                                                                                           |                                                                                                                                          |
| Sharing /<br>Speaking  |                                                                                                                                        | I ask questions.<br><br>I like Sharing Circle.<br>I take my turn to tell and retell<br>stories with a Beginning, Middle, and<br>End.<br><br>In Discussion Circle, I can Explain,<br>Wonder, and Compare. |                                                                                                                                          |
| Classroom /<br>Social  |                                                                                                                                        | I participate gladly in Classroom<br>Activities.<br>I follow our Class Agreement.<br><br>I use 3-4-5 Breathing and<br>Mindful Minute on my own when I<br>need to.                                        |                                                                                                                                          |

My partner's name \_\_\_\_\_ and peer-assessment colour .

My teacher is Mrs. Wiberg. Her colour is .

## Happy Mother's Day Card - One Possible Template

(\*will need to have others available to honor family diversity, as well as lots of art supplies for those students who want to make their own)

Made for You, Especially  
By Mrs. Wilkins's Class



HAPPY  
Mother's  
DAY

I love my mom because

---

---



These flowers are for you for being the  
best mom ever.

Love, from \_\_\_\_\_

Images: Creative Commons

**Story Feedback Forms** (to be filled in by students and guests after listening to story presentations from the Author's Chair and also from small groups) - in small groups and/or whole class - feedback will be used by students to set goals for the next time they write a story

Name: \_\_\_\_\_ Stars for: \_\_\_\_\_

| ✓ Check the correct box.                                  | yes | no |
|-----------------------------------------------------------|-----|----|
| This story has a beginning, middle, and end.              |     |    |
| The student reads the story clearly so everyone can hear. |     |    |
| The student takes pride in their work.                    |     |    |
| The student is a good listener.                           |     |    |

Star - \_\_\_\_\_ Wish - \_\_\_\_\_  
 Star - \_\_\_\_\_

Name: \_\_\_\_\_ Stars for: \_\_\_\_\_

| ✓ Check the correct box.                                  | yes | no |
|-----------------------------------------------------------|-----|----|
| This story has a beginning, middle, and end.              |     |    |
| The student reads the story clearly so everyone can hear. |     |    |
| The student takes pride in their work.                    |     |    |
| The student is a good listener.                           |     |    |

Star - \_\_\_\_\_ Wish - \_\_\_\_\_  
 Star - \_\_\_\_\_

Name: \_\_\_\_\_ Stars for: \_\_\_\_\_

| ✓ Check the correct box.                                  | yes | no |
|-----------------------------------------------------------|-----|----|
| This story has a beginning, middle, and end.              |     |    |
| The student reads the story clearly so everyone can hear. |     |    |
| The student takes pride in their work.                    |     |    |
| The student is a good listener.                           |     |    |

Star - \_\_\_\_\_ Wish - \_\_\_\_\_  
 Star - \_\_\_\_\_

These are to be cut into slips after the event and given to the writer for goal-setting. (This would be a great use for a class set of clipboards including enough for the family members / guests.)

**Self-Reflection on the Unit (this is feedback for me!)**

## Name: \_\_\_\_\_

1. What part did you like best? Circle 1 or 2.

Wandering      Research      Writer's Workshop      Drawing

Painting      Other: \_\_\_\_\_

Why was this your favourite? \_\_\_\_\_

2. What part was hardest? Circle 1 or 2.

Wandering      Research      Writer's Workshop      Drawing

Painting      Other: \_\_\_\_\_

Why was it challenging? \_\_\_\_\_

3. What was the best part of the Museum Day? Circle 1 or 2.

[Sharing your work](#) [Celebrating](#) [Listening to stories](#)

Making the frame    Other: \_\_\_\_\_

Why was this part your favourite? \_\_\_\_\_

4. What was the hardest part of the Museum Day? Circle 1 or 2.

Sharing your work   Celebrating   Listening to stories

Making the frame    Other: \_\_\_\_\_

Why was this part challenging? \_\_\_\_\_

5. What are you most proud of? \_\_\_\_\_

6. What do you wish you could change? \_\_\_\_\_

7. What do you wish Ms. W would change for next time?

**Works Cited:**

Lewis, Jeanette. *Student Self-Assessment: Core Competencies*. Grades 1-4.

Smith, Patricia. *Teacher Resource Package Early Literacy Essential Skills Profile: Kindergarten to Grade Three*. Central Okanagan Public Schools (District 23), 2020.  
<file:///C:/Users/stacey.wiberg/Desktop/READING%20WRITING%20PRIMARY%20GRADES/MODULE%207/SD23%20ELP%20teacher%20resource%20Revised%20July%202020.pdf>. Accessed 3 April 2021.

Adapted from SD#68 Planning Template