



Canadian International School of Hong Kong



Grade 2 Grade Level Guide 2017-2018

*To inspire excellence, cultivate character,
and empower engagement locally and globally*

Welcome to Grade 2!



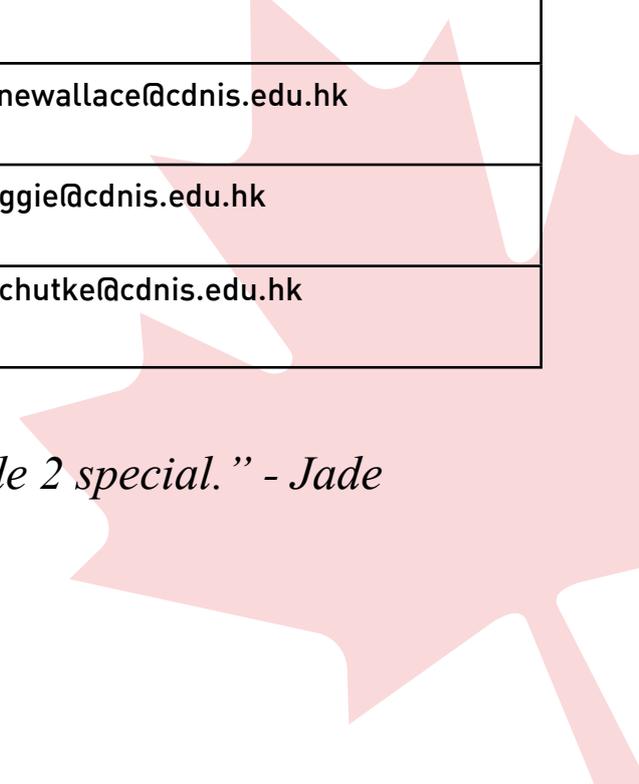
Dear parents and students of Grade 2,

Welcome to Grade 2. We trust that you will find this guide informative and helpful. It is intended to give you an overview of Grade 2 and to help you and your child prepare for and settle into this grade level. You can use this guide in addition to the general information provided in the Parent Handbook. The grade level teachers will communicate with you on a regular basis throughout the year on their blogs. We will also be inviting you to visit the school to celebrate your child's learning and progress at regular intervals. It is our hope that we can build a partnership this year through keeping all channels between the home and school as open as possible. We look forward to working closely with you. Please do not hesitate to directly contact your child's teacher for further clarification.

Grade 2 Team

Subject Area	Name	Email
Learning Leader Educational Assistant	Natalie Ross - 2C Dora Choi	natalieross@cdnis.edu.hk
Class Teacher Educational Assistant	Jackie Rendina - 2A Joyce Ho	jackierendina@cdnis.edu.hk
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Counsellor	Shelly Chutke	shellychutke@cdnis.edu.hk

“Having lots of teachers made Grade 2 special.” - Jade



IB Learner Profile



As an IB World School, CDNIS offers all three of the main IB programmes. They are linked by the IB philosophy and the common usage of the Learner Profile, a framework of ten learner attributes that represent the core attitudes and values we strive to develop in our students. These qualities and traits are an essential component of the CDNIS mission and vision to inspire excellence across our whole learning community.

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

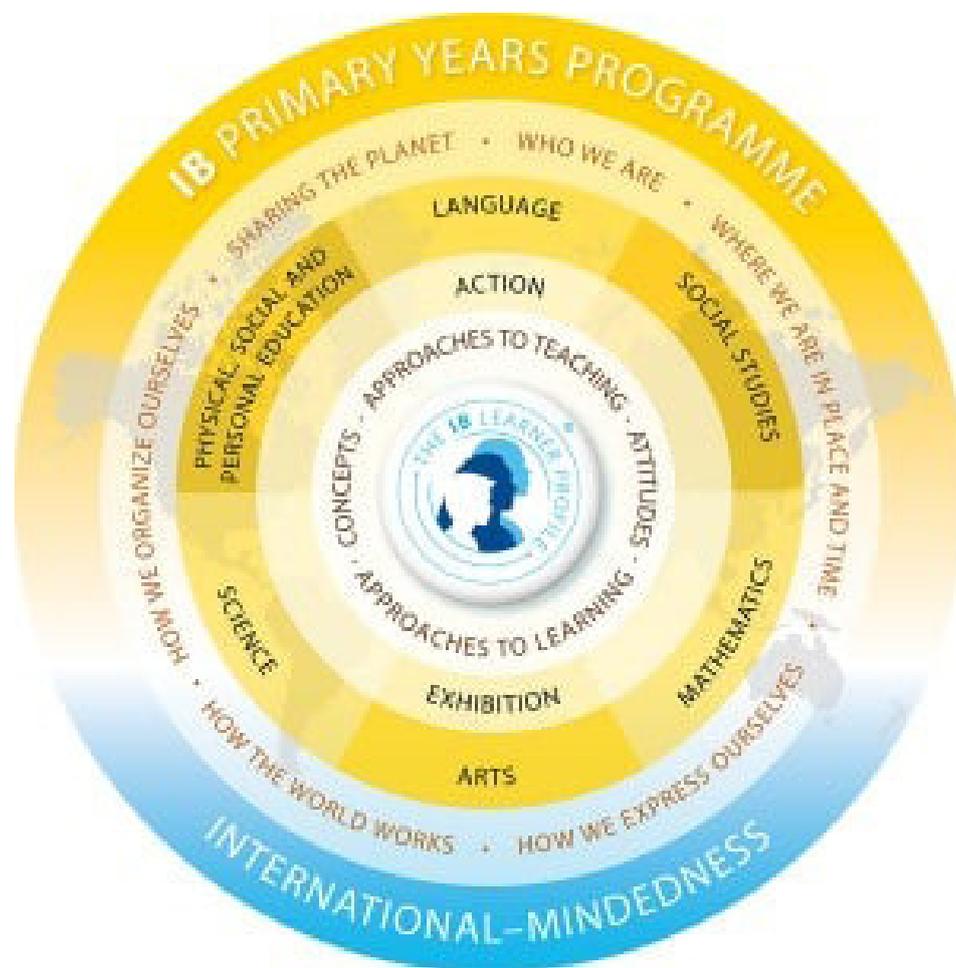
REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The PYP at CDNIS



The Lower School at CDNIS offers the Primary Years Programme (PYP) from the International Baccalaureate (IB), which has been developed for schools around the globe for students 3-12 years of age. The PYP draws on research and best practices from a range of national systems and international schools to create a relevant, engaging and challenging educational framework for all children. Its constructivist view of learning is supported by the latest neuroscience research. In short, CDNIS provides a future-ready education for your child.



Five Essential Elements

The curriculum framework is based on five essential elements: concepts, knowledge, skills, attitudes and action. These five elements are transdisciplinary and implemented through an inquiry-based, concept-driven pedagogy. The PYP strives to develop an internationally minded person who embraces the joy of learning throughout their lives.

Grade 2 Expectations

EXPECTATIONS

HOME COMMUNICATION

The majority of communication between the teacher and home will be via the class blog, so please make sure that you subscribe. Students will use their agendas to record school events and home learning. We encourage parents to check and discuss important events from their child's agenda every evening. Teachers will also email parents on an individual basis as needed, so please remember to check your parent cdnis email regularly.

BIRTHDAYS

If you would like to celebrate your child's birthday at school, please contact your child's teacher at least a week in advance so that a few minutes can be set aside. Individual items such as cookies, muffins, cupcakes and cups of fruit are the preferred option. When preparing something to bring in, please keep in mind that some children may have food allergies.

CLASS PARENT AND VOLUNTEERS

On occasion, teachers may request additional parent helpers for field trips or special classroom activities or support. If you are interested in taking on the role as 'class parent' this year, please express your interest by emailing your child's teacher.

ITEMS TO BRING TO SCHOOL

Students are to bring to school every day:

- A re-usable water bottle
- Hat for outdoor recess
- Healthy/nutritious snack

Please discourage your child from bringing toys, etc. to school as they often get broken or may be lost.

ARRIVAL AT SCHOOL

When students arrive at school, they must go to the 11th floor playground or they may visit the library (from 7:30am). Students are asked to line up on the 11th floor for dismissal to class at 7:45 am. Students are not to drop off their school bags on the 13th floor before going to the 11th floor.



Grade 2 Expectations



ESSENTIAL AGREEMENTS

Throughout Grade 2, a focus is on developing students' independence and responsibility. We expect that students will be packing and carrying their own school bags, as well as remembering events such as Dress Down Days and things they need for certain class activities (e.g. swimming). We ask parents and helpers to allow students to walk upstairs to their classrooms by themselves, carrying their own bags each day.

HOME LEARNING

All children are expected to read individually, or to an adult each night for 10 - 20 minutes and practice the reading strategies learned at school. In instances when other home learning is assigned, the total amount of reading and home learning should not exceed 20 -25 minutes for all subjects.

Programme of Inquiry

<p>WHO WE ARE Aug 14 - Sept 22</p> <p>Central Idea: The choices people make affect their health and personal well-being.</p> <p>Lines of Inquiry: What it means to have a balanced lifestyle and healthy habits How the choices we make affect our health Different sources of information that help us to make choices</p>	<p>HOW THE WORLD WORKS Sep 25 - Nov 10</p> <p>CENTRAL IDEA: Humans are driven to imagine, construct and invent.</p> <p>Lines of Inquiry: Circumstances that drive humans to create and use new materials and technology How imagination and scientific thinking helps us solve problems The impact of human invention and technological advances</p>	<p>HOW WE ORGANISE OURSELVES Nov 13 - Jan 12</p> <p>Central Idea: The value of goods and services is connected to wants and needs.</p> <p>Lines of Inquiry: The exchange of goods and services What people value The consequences of consumer choices</p>
<p>SHARING THE PLANET Jan 15 - Mar 9</p> <p>Central Idea: Understanding that Earth is a system of cycles enables us to live with the future in mind.</p> <p>Lines of Inquiry: Probable and preferable future of Earth How Earth's cycles work and are connected to each other How Earth's cycles are connected to its future</p>	<p>WHERE WE ARE IN PLACE AND TIME Mar 12 - April 27</p> <p>Central Idea: Individuals can make a difference through their actions and contributions</p> <p>Lines of Inquiry: Qualities and circumstances that lead to significant actions The contribution individuals have made How lives have been changed by the actions and contributions of others</p>	<p>HOW WE EXPRESS OURSELVES April 30 - Jun 8</p> <p>Central Idea: Images and ideas can be expressed in ways that captivate an audience</p> <p>Lines of Inquiry: Techniques used to engage an audience The ideas we gain from different types of text The connection between my response and the techniques used</p>

Mathematics

The study of Mathematics equips students with knowledge, skills, and habits of mind that are essential for successful and rewarding participation in the 21st Century.

CDNIS has a set of standards for the teaching of Math that are drawn from the Ontario Standards. As a PYP school, we use inquiry to explore these expectations.

Overall Grade 2 Expectations	
<p>NUMBMBER SENSE AND NUMERATION Read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢</p> <p>Demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as starting points.</p> <p>Solve problems involving the addition and subtraction of one-and two-digit whole numbers, using a variety of strategies, and investigate multiplication and division.</p> <p>MEASUREMENT Estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using non-standard units and standard units.</p> <p>Compare, describe, and order objects, using attributes measured in non-standard units and standard units.</p> <p>GEOMETRY AND SPATIAL SENSE Describe and represent the relative locations of objects, and represent objects on a map.</p> <p>Identify two-dimensional shapes and three-dimensional figures and sort and classify them by their geometric properties.</p> <p>Compose and decompose two-dimensional shapes and three-dimensional figures.</p>	<p>PATTERNING AND ALGEBRA Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.</p> <p>Demonstrate an understanding of the concept of equality between pairs of expressions, using concrete materials, symbols, and addition and subtraction to 18.</p> <p>DATA MANAGEMENT AND PROBABILITY Collect and organise categorical or discrete primary data and display the data, using tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organisers, with labels ordered appropriately along horizontal axes, as needed.</p> <p>Read and describe primary data presented in tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organisers.</p> <p>Describe probability in everyday situations and simple games.</p> <p style="text-align: center;"><i>“We had lots of activities with time and measurement and those helped me learn.”</i> - Patrick</p>

Literacy

CDNIS follows the PYP Scope and Sequence documents for our study of literacy. Acknowledging that the PYP is a flexible inquiry-based programme, these expectations are subject to change.

Overall Grade 2 Expectations

WRITTEN LANGUAGE - WRITING

The structure of different types of texts includes identifiable features.

We write in different ways for different purposes.

Applying a range of strategies helps us express ourselves so that others can enjoy and/or understand our writing.

When writing, the words we choose and how we choose to use them enables us to share our imaginings and ideas.

WRITTEN LANGUAGE - READING

People read to learn.

Wondering about texts and asking questions helps us to understand the meaning.

What we already know enables us to understand what we read.

Different types of texts serve different purposes.

The words we see and hear enable us to create pictures in our minds.

Applying a range of strategies helps us to read and understand new text.

ORAL LANGUAGE - SPEAKING AND LISTENING

Everyone has the right to speak and be listened to.

Spoken communication is different from written communication.

Spoken language varies according to the purpose and audience.

VISUAL LANGUAGE - VIEWING AND PRESENTING

Visual texts can expand our database of sources of information.

Visual texts provide alternative means to develop new levels of understanding.

Different visual techniques produce different effects and are used to present different types of information.



““We had to write biographies and it took a long time but it was fun and we learned a lot.” - Brayden

Chinese Studies

Language A

LISTENING & SPEAKING:

- Listen and respond in small or large groups for increasing periods of time
- Listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form.
- Obtain simple information from accessible spoken texts.
- Interact effectively with peers and adults in familiar social settings.
- Use language to address their needs, express feelings and opinions.
- Describe personal experience.
- Talk about the stories, writing, pictures .

READING:

- Participate in shared/guided reading, posing and responding to questions, responding actively, making predictions.
- Make connections between personal experience and storybook characters.
- Understand sound-symbol relationships and recognize familiar sounds/symbols/ words of the language.
- Recognize some high-frequency and high-interest words and characters.

WRITING:

- Write informally about their own ideas, experiences and feelings.
- Read their own writing to the teacher and to classmates.
- Discriminate between types of code, for example, pinyin letters, words/ characters.
- Write some high-frequency and high-interest words and characters.

Language B

LISTENING & SPEAKING:

- Follow classroom instructions, showing understanding.
- Listen and respond in small or large groups for increasing periods of time
- Memorize and join in with poems, rhymes and songs.
- Realize that word order can change from one language to another.
- Talk about the stories, writing, pictures and models they have created.

READING:

- Enjoy listening to stories
- Listen attentively and respond to stories read aloud.
- Join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction.
- Participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.
- Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level.

WRITING:

- Participate in shared writing, observing the teacher's writing and making suggestion.
- Enjoy writing and value their own effort.
- Choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party.
- Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story.
- Create illustrations to match their own written text.

Specialist Areas

PERFORMING ARTS

Students in Grade 2 love to create and express themselves in a variety of ways. The Performing Arts program for these students begins where children begin— using chant, song, movement, play and fantasy.

Students learn how to use their singing voice with confidence, alone and with others. They learn how to move their bodies creatively to tell stories, exhibit emotions and interpret what they hear. They explore how to use a variety of instruments, pitched and unpitched, as tools to accompany or inspire their work. They collaborate in groups large and small to dynamically present their learning to audiences of all shapes and sizes - in assemblies, Spotlights and small classroom performances.

With the wide range of engagements and projects in Performing Arts our students learn to take risks and have an open mind when trying something new. Most importantly, students unleash and expand a curiosity for the Arts, fine-tuning tools that will allow them to appreciate and participate in them as lifelong learners. Through this work, students create a musical culture in which every member of the community has the capacity to participate joyfully and confidently.

Ashley Benusa

VISUAL ARTS

The Grade 2 Visual Arts classroom is a dynamic, fun and vibrant place to be, where students explore self expression through art history and the world around them. We explore different art processes using traditional mediums such as painting, drawing, printmaking and sculpture, to digital tools using iPad's, design software or tech-meshed art. The PYP Visual Arts phases build upon skills and knowledge as students take a journey of creating and responding through the Units of Inquiry. As a part of the curriculum, students regularly enjoy creative experiences through the CDNIS Artists in Residence Programme, and relish in the opportunity to work with real artists from our community, deepening their understanding and appreciation for the Arts.

Tim Brown

Specialist Areas

PHYSICAL EDUCATION

The goal of the Lower School physical education programme at CDNIS is to instil a sense of joy in students when participating in physical activities while striving for personal excellence, equity and fair play. At the same time our wish is to cultivate the character of each student so they can contribute to the world around them in a positive manner.

Marc Steiner and Justin Wah

GUIDANCE COUNSELLORS

At CDNIS we believe in a proactive and preventive approach to guidance. The Lower School Counselling programme is developed along the lines of the PYP personal, social and physical education documents. The Counsellors work collaboratively with the teachers, parents and external professionals to design and implement programmes to promote optimum emotional, social and academic development and support the joy of learning in all our students.

The Counsellors offer an array of support and information via regular workshops and Parent Coffee Mornings, and encourage parents to contact the Guidance Office with any questions or concerns they may have with regard to their child's development.

Please check our blogs and Flash messages for information on upcoming parenting workshops and coffee mornings.

Lora Lee and Shelly Chutke



Special Events

SWIMMING

Block 1 : Oct 9 - Nov 24, 2017

Block 2 : April 9 - June 1, 2018

SPOTLIGHTS

Week of Nov 6 - 10, 2017

ASSEMBLIES

Friday September 22 - (2A)

Friday November 24 - (2D)

Friday January 12 - (2E)

Friday March 9 - (2B)

Friday May 18 - (2C)



“Making new friends was really fun and the best part of the year.” - Hana

Assessment and Reporting

The primary purpose of assessment and reporting at CDNIS is to improve student learning. We view parents, teachers and students as an integral part of this process as the child moves along their individual learning journey. At CDNIS we assess and report the learning journey in a variety of ways, including:

- NWEA's Measure of Academic Progress (MAP) with a focus on growth and as a guide for instruction for Reading, Math and Language Usage;
- Reading Assessments - to assist students in growing in the five aspects of reading (phonics, phonemic awareness, vocabulary, fluency and comprehension);
- 3-Way Learning Conversations;
- Learning Reviews;
- Progress Reports (January and June);
- Student Led Learning Reviews;
- PYP Exhibition (Grade 6);
- Portfolios;
- Ongoing, formative assessments (conferencing, daily and immediate feedback).

These diverse methods of assessment and reporting are to support our belief that all students learn in different ways and at different times. At CDNIS, we identify, support and appreciate learning diversity.





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