Alberta Milk Power to Play Program

Alberta Curriculum Links Grade 2

Grade 2

Lesson 1: Meet our Superheroes!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 2 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

STEP ONE: MEET BROCK AND COCO Health and Life Skills Physical Education Language Arts

STEP TWO: THE SUPER MISSION Health and Life Skills Language Arts Art

STEP THREE: SING "OPEN YOUR BACKPACK"
Health and Life Skills
Physical Education
Music

Lesson 1: Meet our Superheroes!

LESSON OVERVIEW

In this essential start-up lesson, we introduce students to the main characters of the program, Brock Lee and Coco Lait, and to their super powers and the power snacks they enjoy.

Students will also:

- Be introduced to healthy eating through watching a DVD episode, discussion and singing a song about power to play
- Create their own personal superhero identity

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 1 of the Grade 2 *Power to Play* program.

Аст	ACTIVITY FOCUS		ALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
STEP ONE: MEET BROCK AND COCO Identify healthy food choices and activities		He	w-2.1 describe the effects of combining healthy eating and physical activity
STE	Start a portfolioCreate an identity		ysical Education neral Outcome B: Benefits Health 6 describe how the body benefits from physical activity 8 understand the connections between physical activity and emotional well-being; e.g., feels good
⋄	P THREE: SING "OPEN YOUR BACKPACK" Describe healthy foods and active bodies		

Lesson 1: Meet our Superheroes!

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 1 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS CURRICULUM AREA		OUTCOMES
STEP TWO: THE SUPER MISSION Reflect on healthy food choices Start a portfolio Create an identity	Language Arts Art	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore Express ideas and develop understanding ☐ Contribute relevant ideas and information from personal experiences to group language activities ☐ Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts Expression ☐ Purpose 5: Students will create an original composition, object or space based on supplied motivation.
STEP THREE: SING "OPEN YOUR BACKPACK" ❖ Describe healthy foods and active bodies	Music	Skill: Singing ☐ 6. Experience singing alone and in a group. ☐ 7. Sing accurately in unison.

Most of the lessons in <i>Power to Play</i> include the following activities: ❖ Watching DVD episodes ❖ Singing songs and rhymes
These activities reinforce and support the development of the following outcomes from the Language Arts program of studies:
General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts
2.2 Respond to Texts
Experience various texts
☐ Engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts
☐ Respond to mood established in a verity of oral, print and other media texts

Grade 2

Lesson 2: Review of Classifying Foods

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 2 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: EVERYTHING IN ITS PLACE

Health and Life Skills

Language Arts Mathematics

ACTIVITY B: WATCH DVD EPISODE 6 "OPERATION:

FOOD GROUPS"

Health and Life Skills

Language Arts

Mathematics

ACTIVITY C: VIRTUAL POWER FOODS

Health and Life Skills Language Arts Mathematics

WRAP UP: CREATE A GRAPHIC ORGANIZER:

SUPERHERO POWER FOODS Health and Life Skills Language Arts

Mathematics

POWER SNACK: KABOOM KABOBS!

Health and Life Skills

EXTENSION: MARKET DAY Health and Life Skills

Language Arts

ENERGY BLAST: HEALTHY EATING'S A WALK IN THE

PARK

Lesson 2: Review of Classifying Foods

LESSON OVERVIEW

In this lesson, students will review food classification according to Eating Well with Canada's Food Guide.

By the end of this lesson, students will be able to:

- Identify the four food groups in Canada's Food Guide
- Identify and classify healthy foods found in each of the four food groups
- Connect healthy food choices from the four food groups to a healthy body

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 2 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES	
ACTIVITY A: EVERYTHING IN ITS PLACE	Health	
Match foods to the four food	☐ W-2.5 classify foods according to <i>Canada's Food Guide to Healthy</i>	
groups	Eating, and apply knowledge of food groups to plan for appropriate	
Create a food word bank	snacks and meals	
 Explain how foods are sorted 		
	Physical Education	
ACTIVITY B: WATCH DVD EPISODE 6	General Outcome A: Activity	
"OPERATION: FOOD GROUPS"	1 select and perform locomotor skills through a variety of activities	
Identify benefits of foods from four food groups	☐ 3 select and perform nonlocomotor skills through a variety of activities	
	☐ 9 perform simple movement sequences by using elements of body	
ACTIVITY C: VIRTUAL POWER FOODS	and space awareness and relationships, alone and with others	
Sort food cards to create a power	☐ 13 select and perform basic skills of running, jumping, throwing in a	
snack	variety of environments and using various equipment; e.g., catching	
	General Outcome C: Cooperation	
WRAP UP: CREATE A GRAPHIC ORGANIZER:	☐ 4 accept responsibility for assigned roles while participating in	
Superhero Power Foods	physical activity	
Create a graphic organizer	☐ 5 display a willingness to play cooperatively with others of various abilities, in large or small groups	
Power Snack: Kaboom Kabobs!	General Outcome D: Do It Daily for Life	
Create a healthy snack	☐ 1 express a willingness to participate regularly in physical education class	
EXTENSION: MARKET DAY	☐ 3 demonstrate the ability to listen to directions, follow rules and	
Investigate new foods and classify	routines, and stay on-task while participating in physical activity	
them into food groups	☐ 4 demonstrate and participate in safe warm-up and cool-down	
	activities	
ENERGY BLAST: HEALTHY EATING'S A WALK IN	☐ 5 demonstrate moving safely and sensitively in various	
THE PARK [PHYSICAL EDUCATION OUTCOMES]	environments; e.g., modified games	

Lesson 2: Review of Classifying Foods

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 2 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS	CURRICULUM AREA	Оитсомея
ACTIVITY A: EVERYTHING IN ITS PLACE Match foods to the four food groups Create a food word bank Explain how foods are sorted	Language Arts Mathematics (2007)	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Consider the ideas of others □ Connect own ideas and experiences with those shared by others Combine ideas □ Record ideas and information in ways that make sense General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information □ Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. □ 1. Demonstrate an understanding of repeating patterns (three to five elements) by:
ACTIVITY B: WATCH DVD EPISODE 6 "OPERATION: FOOD GROUPS" ❖ Identify benefits of foods from four food groups ACTIVITY C:	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Consider the ideas of others ☐ Connect own ideas and experiences with those shared by others Combine ideas ☐ Record ideas and information in ways that make sense General Outcome 3: Manage ideas and information 3.2 Select and Process Access information ☐ Use given categories and specific questions to find information in oral, print and other media texts 3.3 Organize, Record and Evaluate
VIRTUAL POWER		Organize information

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES	
FOODS Sort food cards to create a power snack		 □ Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order General Outcome 4: Enhance the clarity and artistry of communication 4.1 Enhance and Improve Expand knowledge of language □ Develop categories of words associated with experiences and topics of interest General Outcome 5: Respect, support and collaborate with others 5.2 Work within a Group Cooperate with others □ Work in a variety of partnerships and group structures Work in groups □ Contribute relevant information and questions to extend group understanding of topics and tasks □ Stay on topic during class and group discussions 	
	Mathematics (2007)	Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. 1. Demonstrate an understanding of repeating patterns (three to five elements) by: odescribing oextending ocmparing ocreating patterns using manipulatives, diagrams, sounds and actions. 3. Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V]	
WRAP UP: CREATE A GRAPHIC ORGANIZER: SUPERHERO POWER FOODS Create a graphic organizer	Language Arts	General Outcome 3: Manage ideas and information 3.2 Select and Process Access information ☐ Use given categories and specific questions to find information in oral, print and other media texts 3.3 Organize, Record and Evaluate Organize information ☐ Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order General Outcome 4: Enhance the clarity and artistry of communication 4.3 Present and Share Present information ☐ Present ideas and information by combining illustrations and written texts	
	Mathematics (2007)	Strand: Statistics and Probability (Data Analysis) General Outcome: Collect, display and analyze data to solve problems. 1. Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4-1.3, C7-1.1]	

ACTIVITY FOCUS CURR AREA	RICULUM A	OUTCOMES
		2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7-1.3]
EXTENSION: MARKET DAY Investigate new foods and classify them into food groups	guage Arts	General Outcome 3: Manage ideas and information 3.1 Plan and Focus Determine information needs □ Recall and follow directions for accessing and gathering ideas and information 3.2 Select and Process Evaluate sources □ Recognize when information answers the questions asked 3.4 Share and Review Share ideas and information □ Share, with familiar audiences, ideas and information on topics □ Clarify information by responding to questions Review research process □ Answer questions, such as "What did I do that worked well?" to reflect on research experiences

Grade 2

Lesson 3: "Aim for Four" Meals

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 2 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: SUPERHERO BALANCING ACT

Health and Life Skills

Language Arts Mathematics

ACTIVITY B: TEACH AND SING CD SONG 7 "AIM

FOR FOUR"

Health and Life Skills Language Arts Mathematics

ACTIVITY C: AIM FOR FOUR Health and Life Skills Language Arts Mathematics

ACTIVITY D: RE-SORT MEALS! Health and Life Skills Language Arts Mathematics WRAP UP: WHICH MEAL AIMS FOR FOUR?

Health and Life Skills

POWER SNACK: FOUR FOOD GROUP CALIFORNIA

SALAD

Health and Life Skills

EXTENSION: FAMILY FOOD AND FUN CREATIVE

STORY

Language Arts

HOME CONNECTION: WHAT'S FOR DINNER?

Health and Life Skills

ENERGY BLAST: RUNNING FOOD GROUPS

Lesson 3: "Aim for Four" Meals

LESSON OVERVIEW

In this lesson, we are going to learn how to balance meals using healthy foods from Canada's Food Guide.

By the end of this lesson, student will be able to:

- Select simple healthy meals that include four food groups ("Aim for Four")
- Describe what makes a healthy meal

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 3 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES	
ACTIVITY A: SUPERHERO BALANCING ACT	Health	
Create a healthy meal	□ W-2.5 classify foods according to Canada's Food Guide to Healthy Eating, and apply knowledge of food groups to plan	
ACTIVITY B: TEACH AND SING CD SONG 7	for appropriate snacks and meals	
"AIM FOR FOUR"	□ W–2.2 examine the need for positive health habits; e.g.,	
Identify healthy food choices from	adequate sleep, sun protection	
each of the four food groups	☐ L-2.3 apply the decision-making process for age-appropriate issues	
ACTIVITY C: AIM FOR FOUR	issues	
 Assess food choices 	Physical Education	
	General Outcome A: Activity	
ACTIVITY D: RE-SORT MEALS!	☐ 3 select and perform nonlocomotor skills through a variety of	
 Sort and track food choices in 	activities	
meals	General Outcome C: Cooperation	
	☐ 4 accept responsibility for assigned roles while participating in	
WRAP UP: WHICH MEAL AIMS FOR FOUR?	physical activity	
Identify and classify foods into the	☐ 5 display a willingness to play cooperatively with others of	
four food groups	various abilities, in large or small groups	
	General Outcome D: Do It Daily for Life	
Power Snack: Four Food Group	☐ 1 express a willingness to participate regularly in physical	
California Salad	education class	
Create a healthy snack	☐ 3 demonstrate the ability to listen to directions, follow rules	
	and routines, and stay on-task while participating in physical	
HOME CONNECTION: WHAT'S FOR DINNER?	activity	
 Classify foods according to 	☐ 4 demonstrate and participate in safe warm-up and cool-	
Canada's Food Guide	down activities	
	☐ 5 demonstrate moving safely and sensitively in various	
ENERGY BLAST: RUNNING FOOD GROUPS	environments; e.g., modified games	
[PHYSICAL EDUCATION OUTCOMES]		

Lesson 3: "Aim for Four" Meals

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 3 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS	CURRICULUM	Оитсомея
	AREA	
ACTIVITY A:	Language Arts	General Outcome 2: Comprehend and respond personally and critically
SUPERHERO		to oral, print and other media texts
BALANCING ACT		2.1 Use Strategies and Cues
Create a		Use comprehension strategies
healthy		☐ Apply a variety of strategies, such as asking questions, making
meal		predictions, recognizing relationships among story elements and
		drawing conclusions
		General Outcome 3: Manage ideas and information
		3.1 Plan and Focus
		Determine information needs
		☐ Recall and follow directions for accessing and gathering ideas and information
		3.3 Organize, Record and Evaluate
		Organize information
		☐ Categorize related ideas and information, using a variety of strategies,
		such as finding significant details and sequencing events in logical
		order
	Mathematics	Strand: Patterns and Relations (Patterns)
	(2007)	General Outcome: Use patterns to describe the world and to solve
		problems.
		1. Demonstrate an understanding of repeating patterns (three to five
		elements) by:
		o describing
		o extending
		o comparing
		o creating
		patterns using manipulatives, diagrams, sounds and actions.
		☐ 3. Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V]
		Strand: Shape and Space (3-D Objects and 2-D Shapes) General Outcome: Describe the characteristics of 3-D objects and 2-D
		shapes and analyze the relationships among them.
		1. Sort 2-D shapes and 3-D objects, using two attributes, and explain
		the sorting rule. [C, CN, R, V]
		the sorting rule. [e, ett, it, v]
ACTIVITY B: TEACH	Language Arts	General Outcome 3: Manage ideas and information
AND SING CD		3.1 Plan and Focus
SONG 7 "AIM FOR		Determine information needs

ACTIVITY FOCUS	CURRICULUM	Оитсомея
FOUR" Identify healthy food choices from each of the four food groups	AREA	 □ Recall and follow directions for accessing and gathering ideas and information 3.2 Select and Process Access information □ Use given categories and specific questions to find information in oral, print and other media texts □ Evaluate sources □ Recognize when information answers the questions asked 3.3 Organize, Record and Evaluate Organize information □ Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order
	Mathematics (2007)	Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. 1. Demonstrate an understanding of repeating patterns (three to five elements) by: odescribing oextending ocomparing oreating patterns using manipulatives, diagrams, sounds and actions. 3. Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V]
ACTIVITY C: AIM FOR FOUR ❖ Assess food choices	Language Arts	General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate □ Evaluate information □ Examine gathered information to decide what information to share or omit 3.4 Share and Review □ Share ideas and information □ Share, with familiar audiences, ideas and information on topics □ Clarify information by responding to questions General Outcome 5: Respect, support and collaborate with others 5.2 Work within a Group Cooperate with others □ Work in a variety of partnerships and group structures Work in groups □ Contribute relevant information and questions to extend group understanding of topics and tasks □ Stay on topic during class and group discussions Evaluate group process □ Recognize own and others' contributions to group process
ACTIVITY D: RE- SORT MEALS! Sort and	Language Arts	General Outcome 3: Manage ideas and information 3.1 Plan and Focus Focus attention

ACTIVITY FOCUS	CURRICULUM	Оитсомея
track food choices in meals	Mathematics (2007)	 □ Relate personal knowledge to ideas and information in oral, print and other media texts □ Ask questions to determine the main idea of oral, print and other media texts □ Determine information needs □ Recall and follow directions for accessing and gathering ideas and information 3.2 Select and Process Evaluate sources □ Recognize when information answers the questions asked 3.3 Organize, Record and Evaluate Organize information □ Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order Evaluate information □ Examine gathered information to decide what information to share or omit Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. □ 1. Demonstrate an understanding of repeating patterns (three to five elements) by:
EXTENSION: FAMILY FOOD AND FUN CREATIVE STORY Write a creative story	Language Arts	General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts 2.4 Create Original Text Structure texts Create narratives that have beginnings, middles and ends; settings; and main characters that perform actions

Grade 2

Lesson 4: Munch on Healthy Lunches

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 2 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: CLASSROOM LUNCH STUDY PRINT

REVIEW

Health and Life Skills Language Arts

ACTIVITY B: HEALTHY LUNCH MUNCH!

Health and Life Skills

Language Arts Mathematics

WRAP UP: DESIGN A SUPER LUNCH BOX

Health and Life Skills

Language Arts

Art

POWER SNACK: SALSA SOUP! Health and Life Skills

EXTENSION: WATCH DVD EPISODE 4 "OPERATION:

WORLD OF FOOD" Health and Life Skills Language Arts

HOME CONNECTION: LUNCH IN A SOUP

Health and Life Skills

FUN CORNER

Health and Life Skills

Mathematics Language Arts

ENERGY BLAST: LUNCH BAG TAG

Lesson 4: Munch on Healthy Lunches

LESSON OVERVIEW

In this lesson, students will learn about healthy lunches that include all four food groups. "Aim for Four" to play, grow and feel great!

By the end of this lesson, student will be able to:

- Describe the importance of a healthy lunch to play, grow and feel great
- Evaluate and select simple healthy lunches
- ❖ Design a simple healthy lunch using Canada's Food Guide ("Aim for Four")

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 4 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
ACTIVITY A: CLASSROOM LUNCH STUDY PRINT Identify healthy lunch choices ACTIVITY B: HEALTHY LUNCH MUNCH! ASSESS lunch choices	Health ☐ W-2.5 classify foods according to Canada's Food Guide to Healthy Eating, and apply knowledge of food groups to plan for appropriate snacks and meals ☐ W-2.2 examine the need for positive health habits; e.g., adequate sleep, sun protection
WRAP UP: DESIGN A SUPER LUNCH BOX	Physical Education
Design a lunch box	General Outcome A: Activity
	☐ 1 select and perform locomotor skills through a variety of
POWER SNACK: SALSA SOUP!	activities
Create a healthy snack	☐ 3 select and perform nonlocomotor skills through a variety of activities
EXTENSION: WATCH DVD EPISODE 4	☐ 9 perform simple movement sequences by using elements of
"OPERATION: WORLD OF FOOD"	body and space awareness and relationships, alone and with
Identify food origins	others
	☐ 13 select and perform basic skills of running, jumping, throwing
HOME CONNECTION: LUNCH IN A SOUP	in a variety of environments and using various equipment; e.g.,
Identify healthy lunch foods	catching
	General Outcome C: Cooperation
FUN CORNER	☐ 4 accept responsibility for assigned roles while participating in
Create a beverage pictograph	physical activity
Identify food cards	☐ 5 display a willingness to play cooperatively with others of
	various abilities, in large or small groups
ENERGY BLAST: LUNCH BAG TAG	General Outcome D: Do It Daily for Life
[PHYSICAL EDUCATION OUTCOMES]	☐ 1 express a willingness to participate regularly in physical
	education class
	☐ 3 demonstrate the ability to listen to directions, follow rules
	and routines, and stay on-task while participating in physical

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
	 activity 4 demonstrate and participate in safe warm-up and cool-down activities 5 demonstrate moving safely and sensitively in various environments; e.g., modified games

Lesson 4: Munch on Healthy Lunches

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 4 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS	CURRICULUM	Оитсомея
ACTIVITY A: CLASSROOM LUNCH STUDY PRINT Identify healthy lunch choices	Language Arts	General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts 2.1 Use Strategies and Cues Use comprehension strategies ☐ Apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions
ACTIVITY B: HEALTHY LUNCH MUNCH! * Assess lunch choices	Language Arts	General Outcome 3: Manage ideas and information 3.2 Select and Process Evaluate sources ☐ Recognize when information answers the questions asked 3.3 Organize, Record and Evaluate Organize information ☐ Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order
	Mathematics (2007)	 Strand: Number General Outcome: Develop number sense. □ 4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V] □ 5. Compare and order numbers up to 100. [C, CN, ME, R, V] □ 7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V] Strand: Statistics and Probability (Data Analysis) General Outcome: Collect, display and analyze data to solve problems. □ 1. Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4-1.3, C7-1.1] □ 2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7-1.3]
WRAP UP: DESIGN A SUPER LUNCH BOX Design a lunch box	Language Arts	General Outcome 4: Enhance the clarity and artistry of communication 4.3 Present and Share Present information Present ideas and information by combining illustrations and written texts Enhance presentation

ACTIVITY FOCUS	CURRICULUM AREA	Оитсомея
	, and a	☐ Clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments
	Art	Expression ☐ Purpose 5: Students will create an original composition, object or space based on supplied motivation.
EXTENSION: WATCH DVD EPISODE 4 "OPERATION: WORLD OF FOOD" Identify food origins	Language Arts	General Outcome 3: Manage ideas and information 3.1 Plan and Focus Focus attention □ Relate personal knowledge to ideas and information in oral, print and other media texts Plan to gather information □ Ask questions to focus on particular aspects of topics for own investigations 3.2 Select and Process Access information □ Use given categories and specific questions to find information in oral, print and other media texts General Outcome 5: Respect, support and collaborate with others 5.1 Respect Others and Strengthen Community Appreciate diversity □ Discuss the experiences and traditions of various communities portrayed in oral, print and other media texts
FUN CORNER Create a beverage pictograph	Mathematics (2007)	 Strand: Number General Outcome: Develop number sense. □ 4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V] □ 6. Estimate quantities to 100, using referents. [C, ME, PS, R] □ 7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V] Strand: Statistics and Probability (Data Analysis) General Outcome: Collect, display and analyze data to solve problems. □ 1. Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4-1.3, C7-1.1] □ 2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7-1.3] Strand: Shape and Space (Measurement) General Outcome: Use direct and indirect measurement to solve problems. □ 2. Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight). [C, CN, ME, R, V]
FUN CORNER Identify food cards	Language Arts	General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information □ Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical

ACTIVITY FOCUS	CURRICULUM AREA	Оитсомея
		order
	Mathematics (2007)	Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. 3. Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V]

Lesson 5: Snacks for an Active Body: "Aim for Two"

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 2 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: WATCH DVD EPISODE 3 "OPERATION:

SUPER SNACKS"

Health and Life Skills

Language Arts

ACTIVITY B: FUEL AN ACTIVE BODY!

Health and Life Skills

Language Arts

ACTIVITY C: PLAY! GROW! FEEL GREAT!

Health and Life Skills

Language Arts Mathematics

WRAP UP: ACTIVE SUPERHERO BOOK!

Health and Life Skills

Language Arts

Art

POWER SNACK: YOGURT SUNDAE

Health and Life Skills

EXTENSION: SNACK CIRCLE Health and Life Skills

FUN CORNER

Physical Education

ENERGY BLAST: POWER PLAY Physical Education Daily Physical Activity

Lesson 5: Snacks for an Active Body: "Aim for Two"

LESSON OVERVIEW

In this lesson, students explore healthy snacks that include two food groups, and learn the importance of moving their bodies.

By the end of this lesson, student will be able to:

- Describe the importance of healthy snacks for playing, growing and feeling great
- Select a favourite physical activity that will help build a healthy body
- Describe the importance of physical activity for a healthy body
- Plan simple healthy snacks using two food groups

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 5 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES	
ACTIVITY A: WATCH DVD	Health	
EPISODE 3 "OPERATION: SUPER	☐ W–2.5 classify foods according to <i>Canada's Food Guide to Healthy</i>	
Snacks"	Eating, and apply knowledge of food groups to plan for appropriate	
 Create a class chart 	snacks and meals	
	□ W–2.1 describe the effects of combining healthy eating and physical	
ACTIVITY B: FUEL AN ACTIVE	activity	
BODY!	\square W–2.2 examine the need for positive health habits; e.g., adequate	
Identify connection	sleep, sun protection	
between healthy foods,		
physical activity and	Physical Education	
thinking	General Outcome B: Benefits Health	
A	☐ 1 recognize that "energy" is required for muscle movement [ACTIVITIES	
ACTIVITY C: PLAY! GROW! FEEL	ONLY]	
GREAT! ❖ Create plan for snacks	Compared Outhorne A. Activity	
 Create plan for snacks that promote healthy 	General Outcome A: Activity ☐ 1 select and perform locomotor skills through a variety of activities	
bodies	3 select and perform nonlocomotor skills through a variety of activities	
bodies	9 perform simple movement sequences by using elements of body and	
WRAP UP: ACTIVE SUPERHERO	space awareness and relationships, alone and with others	
Book!	General Outcome C: Cooperation	
❖ Create active	☐ 1 identify and demonstrate respectful communication skills	
superhero book page	appropriate to context	
	4 accept responsibility for assigned roles while participating in physical	
Power Snack: Snack Circle	activity	
Create a healthy snack	☐ 5 display a willingness to play cooperatively with others of various	
_	abilities, in large or small groups	
EXTENSION: SNACK CIRCLE	General Outcome D: Do It Daily for Life	
Classify healthy snack	☐ 1 express a willingness to participate regularly in physical education	

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
foods	class 3 demonstrate the ability to listen to directions, follow rules and
FUN CORNER	routines, and stay on-task while participating in physical activity 4 demonstrate and participate in safe warm-up and cool-down
ENERGY BLAST: POWER PLAY	activities
[PHYSICAL EDUCATION OUTCOMES]	 5 demonstrate moving safely and sensitively in various environments; e.g., modified games

Lesson 5: Snacks for an Active Body: "Aim for Two"

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 5 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS	CURRICULUM	Оитсомея
	AREA	
ACTIVITY A:	Language Arts	General Outcome 2: Comprehend and respond personally and critically
WATCH DVD		to oral, print and other media texts
EPISODE 3		2.1 Use Strategies and Cues
"OPERATION:		Use comprehension strategies
SUPER SNACKS"		☐ Apply a variety of strategies, such as asking questions, making
Create a class chart		predictions, recognizing relationships among story elements and drawing conclusions
		General Outcome 5: Respect, support and collaborate with others
ACTIVITY B: FUEL		5.2 Work within a Group
AN ACTIVE BODY!		Cooperate with others
Identify		☐ Work in a variety of partnerships and group structures
connection		Work in groups
between		☐ Contribute relevant information and questions to extend group
healthy		understanding of topics and tasks
foods,		☐ Stay on topic during class and group discussions
physical		Evaluate group process
activity and		☐ Recognize own and others' contributions to group process
thinking		3 ,
ACTIVITY C: PLAY!	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences
GROW! FEEL		1.1 Discover and Explore
GREAT!		Express ideas and develop understanding
Create plan		Express or represent ideas and feelings resulting from activities or
for snacks		experiences with oral, print and other media texts
that		1.2 Clarify and Extend
promote		Combine ideas
healthy		☐ Record ideas and information in ways that make sense
bodies		General Outcome 3: Manage ideas and information
		3.1 Plan and Focus
		Determine information needs
		☐ Recall and follow directions for accessing and gathering ideas and
		information
		3.2 Select and Process
		Evaluate sources
		☐ Recognize when information answers the questions asked
	Mathematics	Strand: Statistics and Probability (Data Analysis)
	(2007)	General Outcome: Collect, display and analyze data to solve problems.
		☐ 1. Gather and record data about self and others to answer questions.
		[C, CN, PS, V] [ICT: C4-1.3, C7-1.1]

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
		☐ 2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7-1.3]
WRAP UP: ACTIVE SUPERHERO BOOK! ❖ Create active superhero book page	Language Arts	General Outcome 3: Manage ideas and information 3.1 Plan and Focus Determine information needs □ Recall and follow directions for accessing and gathering ideas and information General Outcome 4: Enhance the clarity and artistry of communication 4.3 Present and Share Present information □ Present ideas and information by combining illustrations and written texts
	Art	Expression ☐ Purpose 5: Students will create an original composition, object or space based on supplied motivation.
EXTENSION Classify healthy snacks	Language Arts	General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information □ Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order General Outcome 4: Enhance the clarity and artistry of communication 4.3 Present and Share Use effective oral and visual communication □ Speak in a clear voice, with appropriate volume, at an understandable pace and with expression Demonstrate attentive listening and viewing □ Ask relevant questions to clarify understanding and to have information explained □ Show enjoyment and appreciation during listening and viewing activities
	Mathematics (2007)	Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. 3. Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V]

Lesson 6: Start Your Day the Power Way

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 2 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: WATCH DVD EPISODE 2 "OPERATION:

POWER BREAKFAST" Health and Life Skills Language Arts

ACTIVITY B: HEALTHY BREAKFAST STUDY PRINT

Health and Life Skills

Language Arts

ACTIVITY C: THINK, PAIR, SHARE: SUPERHERO

BREAKFAST!

Health and Life Skills Language Arts

Mathematics

WRAP UP: THE GREAT BREAKFAST GRAPH

Health and Life Skills Language Arts

Art

POWER SNACK: CEREAL TASTE TEST

Mathematics

EXTENSION: GET PHYSICAL Physical Education

HOME CONNECTION: BREAKFAST IN BED

Health and Life Skills

FUN CORNER

Physical Education

Science Art

ENERGY BLAST: HAVE A BALL!

Lesson 6: Start Your Day the Power Way

LESSON OVERVIEW

In this lesson, students will learn the importance of starting the day with a healthy breakfast that includes all four food groups.

By the end of this lesson, student will be able to:

- Use Canada's Food Guide to design a simple healthy breakfast
- Describe healthy breakfast food choices
- ❖ Describe the importance of eating a healthy breakfast to play, grow and feel great!

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 6 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
ACTIVITY A: WATCH DVD EPISODE 2	Health
"OPERATION: POWER BREAKFAST"	☐ W–2.5 classify foods according to <i>Canada's Food Guide to Healthy</i>
Identify healthy breakfast food choices	Eating, and apply knowledge of food groups to plan for appropriate snacks and meals
	☐ W–2.1 describe the effects of combining healthy eating and
ACTIVITY B: HEALTHY BREAKFAST STUDY	physical activity
Print	☐ R–2.6 develop strategies to show respect for others; e.g., show
Identify need for healthy	interest when others express feelings, offer support
breakfast choices	☐ R–2.8 recognize and value strengths and talents that members
	bring to a group; e.g., identify skills each member can offer
ACTIVITY C: THINK, PAIR, SHARE:	
SUPERHERO BREAKFAST!	Physical Education
 Create a healthy breakfast and 	General Outcome A: Activity
track food groups	 1 select and perform locomotor skills through a variety of activities 3 select and perform nonlocomotor skills through a variety of
WRAP UP: THE GREAT BREAKFAST	activities
GRAPH	☐ 5 select and perform ways to receive, retain and send an object,
Create a class breakfast graph	using a variety of body parts and implements, individually and with others
EXTENSION: GET PHYSICAL	☐ 9 perform simple movement sequences by using elements of body
 Create personal graphs 	and space awareness and relationships, alone and with others
	General Outcome C: Cooperation
HOME CONNECTION: BREAKFAST IN BED	☐ 1 identify and demonstrate respectful communication skills
 Create a healthy breakfast 	appropriate to context
menu	☐ 5 display a willingness to play cooperatively with others of various abilities, in large or small groups
FUN CORNER	General Outcome D: Do It Daily for Life
	☐ 1 express a willingness to participate regularly in physical
ENERGY BLAST: HAVE A BALL! [PHYSICAL	education class

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
EDUCATION OUTCOMES]	 □ 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity □ 4 demonstrate and participate in safe warm-up and cool-down activities □ 5 demonstrate moving safely and sensitively in various environments; e.g., modified games

Lesson 6: Start Your Day the Power Way

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 5 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS	CURRICULUM AREA	Оитсомея
ACTIVITY A: WATCH DVD EPISODE 2 "OPERATION: POWER BREAKFAST" ❖ Identify healthy breakfast food choices	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore Express ideas and develop understanding ☐ Contribute relevant ideas and information from personal experiences to group language activities ☐ Talk about how new ideas and information have changed previous understanding 1.2 Clarify and Extend Consider the ideas of others ☐ Connect own ideas and experiences with those shared by others
ACTIVITY B: HEALTHY BREAKFAST STUDY PRINT Identify need for healthy breakfast choices	Language Arts	General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts 2.4 Create Original Text Generate ideas Use own and respond to others' ideas to create oral, print and other media texts Elaborate on the expression of ideas Add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts General Outcome 3: Manage ideas and information 3.1 Plan and Focus Determine information needs Recall and follow directions for accessing and gathering ideas and information 3.3 Organize, Record and Evaluate Organize information Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order
ACTIVITY C: THINK, PAIR, SHARE: SUPERHERO BREAKFAST! Create a healthy	Language Arts	General Outcome 5: Respect, support and collaborate with others 5.2 Work within a Group Cooperate with others Work in a variety of partnerships and group structures Work in groups Contribute relevant information and questions to extend group

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
breakfast and track food groups		understanding of topics and tasks ☐ Stay on topic during class and group discussions Evaluate group process ☐ Recognize own and others' contributions to group process
WRAP UP: THE GREAT BREAKFAST GRAPH ❖ Create a class breakfast graph	Language Arts Mathematics (2007)	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore Express ideas and develop understanding □ Talk about how new ideas and information have changed previous understanding Experiment with language and forms □ Use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information 1.2 Clarify and Extend Consider the ideas of others □ Connect own ideas and experiences with those shared by others General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts 2.4 Create Original Text Generate ideas □ Use own and respond to others' ideas to create oral, print and other media texts □ Elaborate on the expression of ideas General Outcome 5: Respect, support and collaborate with others 5.2 Work within a Group Cooperate with others □ Work in a variety of partnerships and group structures Evaluate group process □ Recognize own and others' contributions to group process Strand: Statistics and Probability (Data Analysis) General Outcome: Collect, display and analyze data to solve problems. □ 1. Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4-1.3, C7-1.1] □ 2. Construct and interpret concrete graphs and pictographs to solve
	Art	problems. [C, CN, PS, R, V] [ICT: C7-1.3] Expression □ Purpose 5: Students will create an original composition, object or space based on supplied motivation.
Power Snack: Cereal Taste Test Create a healthy snack and conduct a taste test	Mathematics (2007)	Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. 1. Demonstrate an understanding of repeating patterns (three to five elements) by: odescribing extending comparing

ACTIVITY FOCUS	CURRICULUM AREA	Оитсомея
		 creating patterns using manipulatives, diagrams, sounds and actions. 3. Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V] Strand: Shape and Space (Measurement) General Outcome: Use direct and indirect measurement to solve problems. 2. Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight). [C, CN, ME, R, V]
FUN CORNER	Science	Topic A: Exploring Liquids 2–6 Describe the interaction of water with different materials, and apply that knowledge to practical problems of drying, liquid absorption and liquid containment. 3. Compare the amount of liquid absorbed by different materials; e.g., students should recognize that some forms of paper are very absorbent but other forms of paper are not.
	Art	Expression ☐ Purpose 5: Students will create an original composition, object or space based on supplied motivation.

Lesson 7: Design-A-Meal

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 2 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: WATCH DVD EPISODE 7 "OPERATION:

AIM FOR FOUR"

Health and Life Skills

Language Arts

ACTIVITY B: MENU MARATHON!

Health and Life Skills

Language Arts

Mathematics

ACTIVITY C: On TOP OF OUR _____!

Health and Life Skills

Language Arts

Music

WRAP UP: SPECIAL OF THE DAY

Health and Life Skills

Language Arts

Art

POWER SNACK: PIZZA - WITH A TWIST!

Mathematics

EXTENSION: WHAT'S FOR DINNER?

Health and Life Skills

Mathematics

HOME CONNECTION: TAKEOUT MENU FUN!

Health and Life Skills

FUN CORNER

Physical Education

Science Art

ENERGY BLAST: SUPER SKIPPING

Lesson 7: Design-A-Meal

LESSON OVERVIEW

In this final lesson, students will review the importance of healthy meals to fuel playing, growing and feeling great. They will also design a simple menu.

By the end of this lesson, student will be able to:

- ❖ Use Canada's Food Guide to design a simple, healthy meal
- Recognize the four food groups that go into making healthy meals

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 7 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
A == A : M := DVD == 7	11lab
ACTIVITY A: WATCH DVD EPISODE 7	Health
"OPERATION: AIM FOR FOUR"	□ W-2.5 classify foods according to Canada's Food Guide to
Discuss role of likes and	Healthy Eating, and apply knowledge of food groups to plan for
dislikes in food choices	appropriate snacks and meals
ACTIVITY B: MENU MARATHON!	Physical Education
Identify meals in a menu	General Outcome A: Activity
that includes four food	☐ 1 select and perform locomotor skills through a variety of
groups	activities
8. o a po	☐ 3 select and perform nonlocomotor skills through a variety of
ACTIVITY C: On Top of Our!	activities
Create a healthy food	☐ 5 select and perform ways to receive, retain and send an
choices verse	object, using a variety of body parts and implements,
	individually and with others
WRAP UP: SPECIAL OF THE DAY	☐ 9 perform simple movement sequences by using elements of
Create a Special of the Day	body and space awareness and relationships, alone and with
card	others
	☐ 13 select and perform basic skills of running, jumping, throwing
Power Snack: Pizza – With a Twist!	in a variety of environments and using various equipment; e.g.,
Create a healthy snack	catching
,	General Outcome C: Cooperation
EXTENSION: WHAT'S FOR DINNER?	☐ 4 accept responsibility for assigned roles while participating in
 Create personal graphs 	physical activity
	☐ 5 display a willingness to play cooperatively with others of
HOME CONNECTION: TAKEOUT MENU	various abilities, in large or small groups
Fun!	General Outcome D: Do It Daily for Life
Identify entrées with all four	☐ 1 express a willingness to participate regularly in physical
food groups	education class
	☐ 3 demonstrate the ability to listen to directions, follow rules
Fun Corner	and routines, and stay on-task while participating in physical
	activity
ENERGY BLAST: SUPER SKIPPING	☐ 4 demonstrate and participate in safe warm-up and cool-down

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
[PHYSICAL EDUCATION OUTCOMES]	activities 5 demonstrate moving safely and sensitively in various environments; e.g., modified games

Lesson 7: Design-A-Meal

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 7 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS	CURRICULUM	OUTCOMES
ACTIVITY A: WATCH DVD EPISODE 7 "OPERATION: AIM FOR FOUR" ❖ Discuss role of likes and dislikes in food choices	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore Express ideas and develop understanding ☐ Contribute relevant ideas and information from personal experiences to group language activities ☐ Talk about how new ideas and information have changed previous understanding 1.2 Clarify and Extend Consider the ideas of others ☐ Connect own ideas and experiences with those shared by others
ACTIVITY B: MENU MARATHON! Identify meals in a menu that includes four food groups	Language Arts	General Outcome 3: Manage ideas and information 3.1 Plan and Focus Determine information needs □ Recall and follow directions for accessing and gathering ideas and information 3.2 Select and Process Access information □ Use given categories and specific questions to find information in oral, print and other media texts Evaluate sources □ Recognize when information answers the questions asked 3.3 Organize, Record and Evaluate Organize information □ Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order Evaluate information □ Examine gathered information to decide what information to share or omit
	Mathematics (2007)	Strand: Number General Outcome: Develop number sense. □ 4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V] □ 6. Estimate quantities to 100, using referents. [C, ME, PS, R] □ 7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V] □ 10. Apply mental mathematics strategies, such as:

ACTIVITY FOCUS	CURRICULUM AREA	Оитсомеѕ
		 using doubles making 10 one more, one less two more, two less building on a known double thinking addition for subtraction for basic addition facts and related subtraction facts to 18. [C, CN, ME, PS, R, V] Strand: Statistics and Probability (Data Analysis) General Outcome: Collect, display and analyze data to solve problems. 1. Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4-1.3, C7-1.1] 2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7-1.3]
ACTIVITY C: ON TOP OF OUR! Create a healthy food choices verse	Language Arts	General Outcome 4: Enhance the clarity and artistry of communication 4.1 Enhance and Improve Enhance artistry ☐ Choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts 4.3 Present and Share Enhance presentation ☐ Clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments Use effective oral and visual communication ☐ Speak in a clear voice, with appropriate volume, at an understandable pace and with expression Demonstrate attentive listening and viewing ☐ Ask relevant questions to clarify understanding and to have information explained ☐ Show enjoyment and appreciation during listening and viewing activities
	Music	Skill: Creating Make up new words to songs
WRAP UP: SPECIAL OF THE DAY Create a Special of the Day card	Language Arts	General Outcome 3: Manage ideas and information 3.1 Plan and Focus Focus attention ☐ Relate personal knowledge to ideas and information in oral, print and other media texts Determine information needs ☐ Recall and follow directions for accessing and gathering ideas and information 3.2 Select and Process Use a variety of sources ☐ Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community Access information ☐ Use given categories and specific questions to find information in oral,

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
		print and other media texts Evaluate sources □ Recognize when information answers the questions asked 3.3 Organize, Record and Evaluate Organize information □ Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order Evaluate information □ Examine gathered information to decide what information to share or omit General Outcome 4: Enhance the clarity and artistry of communication 4.1 Enhance and Improve Expand knowledge of language □ Develop categories of words associated with experiences and topics of interest Enhance artistry □ Choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts 4.3 Present and Share Present information □ Present ideas and information by combining illustrations and written texts Enhance presentation □ Clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments
	Art	Expression ☐ Purpose 5: Students will create an original composition, object or space based on supplied motivation.
EXTENSION: WHAT'S FOR DINNER? Create personal graphs	Mathematics (2007)	Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. □ 1. Demonstrate an understanding of repeating patterns (three to five elements) by: ○ describing ○ extending ○ comparing ○ creating patterns using manipulatives, diagrams, sounds and actions. □ 3. Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V] Strand: Shape and Space (3-D Objects and 2-D Shapes) General Outcome: Describe the characteristics of 3-D objects and 2-D shapes and analyze the relationships among them. □ 1. Sort 2-D shapes and 3-D objects, using two attributes, and explain the sorting rule. [C, CN, R, V]
Fun Corner	Language Arts Art	General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts 2.4 Create Original Text Structure texts

ACTIVITY FOCUS	CURRICULUM	OUTCOMES
	AREA	
		☐ Create narratives that have beginnings, middles and ends; settings; and main characters that perform actions
		Expression ☐ Purpose 5: Students will create an original composition, object or space based on supplied motivation.