

# PARTNERS IN LEARNING GUIDE

**Student  
Success  
and  
Well-Being**

Creating confident learners through personalized learning, supportive environments and trusting relationships.

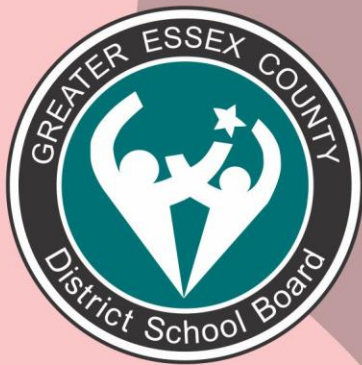
Demonstrating ethical stewardship through thoughtful and intentional use of financial, human, environmental and community resources.

**Engaging  
communities**  
through equitable and reflective practices that respect and honour our diversity.

**You have a tremendous impact on your child's learning:**

# 2

We have created this guide to support you and the GECDSB's mission which focuses on excellence in education by building confident learners, engaging with our communities and demonstrating ethical stewardship.



**GREATER ESSEX COUNTY  
District School Board**

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**[www.publicboard.ca](http://www.publicboard.ca)**

## **Inside the *Partners in Learning Guide:***

- Ways to communicate between home and school
- Overall grade expectations from the Ministry of Education
- What learning looks like in the classroom
- How you can support your child at home
- Ministry Resources

# LANGUAGE

# Grade 2

## Oral Language

By the end of Grade 2, students will: Overall Expectations

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

In the classroom, students may: Overall Expectations In Action

- Express personal interests
- Demonstrate when to speak and when to listen
- Talk about their own ideas and experiences related to a topic
- Use descriptive adjectives and adverbs to create images

Opportunities to continue the learning at home:

- Use a variety of voices while reading aloud with your child
- Encourage your child to ask questions about a text you read together
- Talk about different purposes for listening in a variety of settings (e.g. listening to the specials in a restaurant or to a message from a phone call)

## Reading

By the end of Grade 2, students will: Overall Expectations

- Read and demonstrate an understanding of a variety of literary, graphic and informational texts using a range of strategies to construct meaning
- Recognize a variety of text forms, text features and stylistic elements, and demonstrate an understanding of how they help communicate meaning
- Use knowledge of words and cueing systems to read fluently
- Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading

In the classroom, students may: Overall Expectations In Action

- Read a variety of books, fairy tales, maps, charts, etc.
- Retell a story, including the main ideas
- Demonstrate understanding through role play
- Make connections to themselves, texts and the world around them
- Practice reading with expression and a steady pace
- Engage in word study of common spelling patterns
- Read with their teacher in a small group

Opportunities to continue the learning at home:

- Read aloud to your child
- Encourage relatives and friends to share books as gifts
- Take your child to the library
- Play word games like Scrabble, Shake and Spell
- Have a book swap
- Select a variety of texts that interest your child (e.g. non-fiction, graphic novels)

## Writing

By the end of Grade 2, students will: Overall Expectations

- Generate, gather and organize ideas and information to write for an intended purpose and audience
- Draft and revise their writing using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience

- Use editing, proofreading and publishing skills, and strategies and knowledge of language conventions to correct errors, refine expression and present their work effectively
- Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process

In the classroom, students may: Overall Expectations In Action

- Write fairy tales and procedures for routine activities
- Organize ideas for writing using 'first', 'next', 'then' and 'finally'
- Plan, write, edit and revise their writing
- Use familiar words from the classroom environment
- Create informational texts on topics they have researched
- Conference with their teacher about their writing

Opportunities to continue the learning at home:

- Encourage your child to write daily (e.g. make lists, write letters)
- Draw pictures, label them and create a scrapbook
- Make journals of family activities or experiences
- Create games and write the rules for the game
- Research topics with your child based on interests and questions and create a log of learning

### Media Literacy

By the end of Grade 2, students will: Overall Expectations

- Demonstrate an understanding of a variety of media texts
- Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
- Create a variety of media texts for different purposes and audiences using appropriate forms, conventions and techniques
- Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts

In the classroom, students may: Overall Expectations In Action

- Identify messages in advertisements
- Express thoughts and feelings about movies and cartoons
- Identify points of view
- Suggest different view points
- Create media to tell a story

Opportunities to continue the learning at home:

- Talk about advertisements and help your child understand the purpose of the ad
- Expose your child to a variety of media (e.g. flyers, food product labels)
- Discuss the messages in movies, television shows and songs

## Social-Emotional Learning (SEL)

By the end of Grade 2, students will:

Overall Expectations

Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Students will learn skills to:	So that they can:
<ul style="list-style-type: none"> <li>identify and manage emotions</li> </ul>	<ul style="list-style-type: none"> <li>express their feelings and understand the feelings of others</li> </ul>
<ul style="list-style-type: none"> <li>recognize sources of stress and cope with challenges</li> </ul>	<ul style="list-style-type: none"> <li>develop personal resilience</li> </ul>
<ul style="list-style-type: none"> <li>maintain positive motivation and perseverance</li> </ul>	<ul style="list-style-type: none"> <li>foster a sense of optimism and hope</li> </ul>
<ul style="list-style-type: none"> <li>build relationships and communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>support healthy relationships and respect diversity</li> </ul>
<ul style="list-style-type: none"> <li>develop self-awareness and self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>develop a sense of identity and belonging</li> </ul>
<ul style="list-style-type: none"> <li>think critically and creatively</li> </ul>	<ul style="list-style-type: none"> <li>make informed decisions and solve problems</li> </ul>

*Ontario, (2020). The Ontario Curriculum Grades 1-8: Mathematics. Toronto: Ontario, Ministry of Education. p. 36*

In the classroom, students may:

- Practice critical and creative thinking. For example, in financial literacy as students are learning to break down different denominations of money and select different tools and strategies such as making lists of different money combinations, drawing pictures of different groupings and using manipulatives to break down amounts in different ways.

## Number

By the end of Grade 2, students will:

Overall Expectations

- Demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life
- Use the properties of addition and subtraction, and the relationships between addition and multiplication and between subtraction and division, to solve problems and check calculations

In the classroom, students may:

Overall Expectations In Action

- Compare, order and estimate whole numbers up to and including 200, in various contexts, count by 20's, 5's and 50's to 200
- Use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 10 items among 2, 3, 4, and 6 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts
- Use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 10
- Represent multiplication as repeated equal groups, including groups of one half and one fourth, and solve related problems, using various tools and drawings

<b>Opportunities to continue the learning at home:</b>	
<ul style="list-style-type: none"> <li>• Look for numbers in your environment and have your child read and put them in order</li> <li>• Skip count with your child by 2's, 5's, 10's, 20's and 50's to 200 and talk about patterns you see</li> <li>• Ask your child to solve real-life math problems (e.g. I can share these 12 cookies with 4 people in my family fairly. Each person will get 3 cookies.)</li> <li>• Ask your child to represent a number in a variety of ways (e.g. <math>18 = 9+9</math>, <math>10+8</math>, <math>20-2</math>, etc.)</li> </ul>	
<b>Algebra</b>	
<b>By the end of Grade 2, students will:</b>	<b>Overall Expectations</b>
<ul style="list-style-type: none"> <li>• Identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts</li> <li>• Demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts</li> </ul>	
<b>In the classroom, students may:</b>	<b>Overall Expectations In Action</b>
<ul style="list-style-type: none"> <li>• Determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns represented with shapes and numbers</li> <li>• Determine what needs to be added to or subtracted from addition and subtraction expressions to make them equivalent</li> <li>• Solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential and concurrent events</li> <li>• Apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations</li> </ul>	
<b>Opportunities to continue the learning at home:</b>	
<ul style="list-style-type: none"> <li>• Create a number pattern and ask your child to predict a number later in the pattern</li> <li>• Use counters to determine the missing number in the equation (<math>6 + 7 = ? + 5</math>)</li> <li>• On a grid mark off 2 or 3 destinations (e.g. the park, your home, a store). Have your child create a pathway with arrows from one destination to another and describe the movement on the pathway</li> </ul>	
<b>Data</b>	
<b>By the end of Grade 2, students will:</b>	<b>Overall Expectations</b>
<ul style="list-style-type: none"> <li>• Manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life</li> <li>• Describe the likelihood that events will happen, and use that information to make predictions</li> </ul>	
<b>In the classroom, students may:</b>	<b>Overall Expectations In Action</b>
<ul style="list-style-type: none"> <li>• Display sets of data, using one-to-one correspondence, in concrete graphs, pictographs, line plots, and bar graphs with proper sources, titles, and labels</li> <li>• Collect data through observations, experiments, and interviews to answer questions of interest that focus on two pieces of information, and organize the data in two-way tally tables</li> <li>• Use mathematical language, including the terms "impossible", "possible", and "certain", to describe the likelihood of complementary events happening, and use that likelihood to make predictions and informed decisions</li> <li>• Analyse different sets of data presented in various ways, including in logic diagrams, line plots, and bar graphs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions</li> </ul>	
<b>Opportunities to continue the learning at home:</b>	
<ul style="list-style-type: none"> <li>• Use games to reinforce the likelihood of an event happening</li> <li>• Encourage your child to sort household items and compare amounts of each item (e.g. crayons by colour, Lego pieces, materials for recycling)</li> <li>• Create a graph depicting the weather and talk about the number of sunny, cloudy and rainy days during a month</li> </ul>	



# SCIENCE & TECHNOLOGY

# Grade 2

*The Ontario Curriculum, Grades 1 to 8: Science and Technology, 2022* focuses on fundamental science and technology concepts and on STEM skills that are critical for all students to develop in our rapidly changing, scientific and technologically sophisticated world.

## **STEM skills and connections**

- Engages students in connecting and applying science, technology, engineering and mathematics concepts as they consider real-world issues related to our changing world including society, the economy, and the environment
- Helps students apply coding skills and learn about the impacts of emerging technologies, such as artificial intelligence, on everyday life and in STEM-related fields
- Supports students in exploring practical applications of science and technology in their home and community and in various occupations, including the skilled trades and ensures that all students see themselves as confident, effective science and technology learners and practitioners

Students will:

- use research, experimentation and engineering design to foster critical thinking, scientific and technological literacy, and problem-solving
- investigate real-world problems and make connections between science, technology, other subject areas and social, economic, and environmental issues that impact our lives
- understand and apply safety procedures and communicate their findings and results clearly.

## **Understanding Life Systems: Growth and Changes in Animals**

By the end of Grade 2, students will:

Overall Expectations

- Assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live
- Demonstrate an understanding that animals grow and change and have distinct characteristics

In the classroom, students may:

Overall Expectations In Action

- Sort animals by their similarities and differences (e.g. number of legs, where they live)
- Ask questions and read books about how we can protect animals and their environment
- Investigate the life cycle of an animal such as a butterfly

## **Understanding Structures and Mechanisms: Movement**

By the end of Grade 2, students will:

Overall Expectations

- Assess the impact on society and the environment of simple machines and mechanisms
- Demonstrate an understanding of movement and ways in which simple machines help to move objects

In the classroom, students may:

Overall Expectations In Action

- Explore common simple machines such as a teeter totter
- Ask questions about how simple machines can improve human life
- Investigate how different toys move and the force used to move them

Opportunities to continue the learning at home:

- Talk about the simple machines in the home and how they make your life easier (e.g. using a cart to move a fridge)
- Investigate how different objects move (e.g. can opener)
- Do a search for six simple machines in your home (e.g. lever, inclined plane, pulley, wheel and axle, screw and wedge)

## Understanding Matter and Energy: Properties of Liquids and Solids

By the end of Grade 2 students will:

Overall Expectations

- Assess ways in which the uses of liquids and solids can have an impact on society and the environment
- Demonstrate an understanding of the properties of liquids and solids

In the classroom, students may:

Overall Expectations In Action

- Explore the ways solids and liquids can change (e.g. ice cubes melting)
- Ask questions about what would happen if we combined liquids and solids
- Test “what if’s” such as putting a solid in a liquid - Does it sink or float?

Opportunities to continue the learning at home:

- Take a trip to the local recycling plant to see how certain liquids are disposed of to protect the environment (e.g. old paint, gasoline)

## Understanding Earth and Space Systems: Air and Water in the Environment

By the end of Grade 2, students will:

Overall Expectations

- Assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things
- Demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs

In the classroom, students may:

Overall Expectations In Action

- Watch demonstrations of the water cycle (e.g. heat water in a kettle to show evaporation and the build-up of condensation on a mirror)
- Share questions they have about changes of state in our environment such as where a puddle goes or where rain comes from
- Read books and visit websites that show the water cycle at work

Opportunities to continue the learning at home:

- Create a plan to reduce the amount of water used in the home (e.g. shut off tap when brushing your teeth, reduce lawn watering)
- Investigate how much water exists on our planet (e.g. Google Earth)
- Ask your child to record how they use clean water throughout the day





# SOCIAL STUDIES

# Grade 2

## Heritage and Identity: Changing Family and Community Traditions

By the end of Grade 2, students will:

Overall Expectations

- Compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/celebrations
- Use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong
- Describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups

In the classroom, students may:

Overall Expectations In Action

- Compare traditions and celebrations of various cultural groups in the local community
- Use the inquiry process to investigate some of the past and present traditions and celebrations in their family
- Organize, in chronological order, some important events and people from multiple generations in their family

Opportunities to continue the learning at home:

- Attend cultural celebrations within the community
- Encourage your child to gather information from relatives about the traditions they celebrate
- Construct a family tree with your child

## People and Environments: Global Communities

By the end of Grade 2, students will:

Overall Expectations

- Describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions
- Use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live
- Identify and locate various physical features and selected communities around the world, and describe some aspects of people's ways of life in those communities

In the classroom, students may:

Overall Expectations In Action

- Identify ways that the lives of children in other countries may be different from Canadian children
- Use the inquiry process to analyze patterns in natural environments of selected communities
- Label continents and significant bodies of water on a globe and a map

Opportunities to continue the learning at home:

- Watch news stories and discuss how the current events affect the children in those countries
- Help your child identify how the climate affects the sports that are played in various countries
- Assist your child in finding their community on a globe and a map

# THE ARTS

# Grade 2

## Dance

By the end of Grade 2, students will: Overall Expectations

- Apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas
- Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences
- Demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts

In the classroom, students may: Overall Expectations In Action

- Create a simple dance inspired by outdoor play
- Identify how the elements of dance are used to communicate meaning
- Use dance to represent the main idea in a poem or story

Opportunities to continue the learning at home:

- Talk about the feelings or moods created by a dance
- Mimic dance styles and patterns
- Have your child talk about possible connections between dance and music

## Drama

By the end of Grade 2, students will: Overall Expectations

- Apply the creative process to dramatic play and process drama using the elements and conventions of drama to communicate feelings, ideas and stories
- Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences
- Demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts

In the classroom, students may: Overall Expectations In Action

- Participate in dramatic play and role play
- Communicate thoughts, feelings and perspectives within a role
- Celebrate drama and theatre traditions from around the world

Opportunities to continue the learning at home:

- Promote and share theatre experiences with your child
- Talk about what they like or dislike about a character's role
- Role-play a story or part of the story they are reading

## Music

By the end of Grade 2, students will: Overall Expectations

- Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music
- Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences
- Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts

In the classroom, students may: Overall Expectations In Action

- Create and perform simple music
- Discuss personal responses to music pieces
- Describe how elements of music create mood

**Opportunities to continue the learning at home:**

- Initiate conversation about why your child likes or dislikes a song
- Play a game trying to recognize the instruments in a song
- Teach your child the lyrics to one of your favourite childhood songs

**Visual Arts**

**By the end of Grade 2, students will:**

**Overall Expectations**

- Apply the creative process to produce a variety of two and three-dimensional art works using elements, principles and techniques of visual arts to communicate feelings, ideas and understandings
- Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and art experiences
- Demonstrate an understanding of a variety of art forms, styles and techniques from the past and present, and their social and/or community contexts

**In the classroom, students may:**

**Overall Expectations In Action**

- Create works of art inspired by the world around them
- Use the elements of design in their art work to show feeling
- Express their feelings and ideas about works of art

**Opportunities to continue the learning at home:**

- Create art using materials found in nature
- Create art using only line, shape or colour
- Go online and take a virtual tour of a gallery
- Google the work of a famous artist (e.g. [www.googleartproject.com](http://www.googleartproject.com))



# HEALTH & PHYSICAL EDUCATION

# Grade 2

## Social-Emotional Learning Skills

By the end of Grade 2, students will:

Overall Expectations

- Apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade

In the classroom, students may:

Overall Expectations In Action

- Learn skills, like deep breathing or refocusing, if unhappy or upset
- Use positive self-talk when persevering through physical activity
- Use positive language when talking to peers, as part of developing healthy relationships

## Active Living

By the end of Grade 2, students will:

Overall Expectations

- Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives
- Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
- Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

In the classroom, students may:

Overall Expectations In Action

- Dance to music and play cooperative games
- Discuss how they feel when they are active
- Monitor their body's response to physical activity

## Movement Competence

By the end of Grade 2, students will:

Overall Expectations

- Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities
- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities

In the classroom, students may:

Overall Expectations In Action

- Balance, using different body parts and making different body shapes
- Describe what fair play looks like
- Toss an object (e.g., beanbag, ball) at a target

## Healthy Living

By the end of Grade 2, students will:

Overall Expectations

- Demonstrate an understanding of factors that contribute to healthy development
- Demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- Demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

In the classroom, students may:

Overall Expectations In Action

- Create an exit plan for home fire safety
- Create menus for a healthy lunch
- Describe how to relate positively to others in the classroom
- Learn about oral health, like regular teeth brushing
- Discuss how a person's body and brain respond to challenges or uncomfortable situations

Opportunities to continue the learning at home:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Discuss why it is important to be active</li><li>• Have Conversations about things to consider when choosing a snack</li><li>• Create challenges for your child like balancing on one foot</li></ul> | <ul style="list-style-type: none"><li>• While playing family games, discuss why rules might be fair or unfair</li><li>• Create a fire exit plan with the whole family</li><li>• At the pharmacy, make your child aware of safe and unsafe drugs</li></ul> |
|--|---|

# FRENCH AS A SECOND LANGUAGE

“Students will communicate and interact with growing confidence in French, one of Canada’s official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.”

Ministry of Education, 2013 FSL Curriculum Grades 1-8

## What are the advantages of learning a new language?

- Learning a second language supports a child’s continuing growth in their first language
- Students develop motivation, self-esteem, and confidence, enriched social skills, and increased cultural appreciation
- A wider variety of opportunities for future success and opportunities are available

## What are the different types of French programs?

### Core French

The Core French program is mandatory in all English Language schools, **beginning in Grade 4**. Students will receive 120 hours of French per year in Grades 4–8.

### French Immersion

GECDSD offers an Early French Immersion model within several elementary schools:

- JK – Grade 1 — 100% of instruction in French
- Grades 2–5 — 80% French (Language Arts is in English)
- Grades 6–8 — 50% French (Math, Science, and Language Arts are in English)
- For subjects other than FSL that are taught in French, the expectations in each course are those outlined in the English-language curriculum policy documents.

The elementary school curriculum for Core French, Extended French, and French Immersion is designed to prepare students for success in the corresponding program at the secondary level.

## How can I support my child’s learning of French?

- Talk to your child about the benefits of learning French
- Encourage your child to talk, read, and write in their first language
- Read aloud to your child in their first language
- Support your child’s exploration of French resources (e.g., books, songs, videos, museums, art galleries)
- Encourage your child to share their learning with you. They could be your teacher!

## Talk to your child’s teacher about other resources

The Ontario Curriculum: French as a Second Language: Core, Grades 4-8;

Extended, Grades 4–8; Immersion, Grades 1–8, 2013

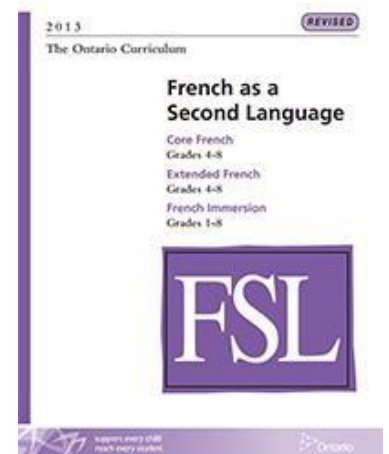
<http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl.html>

Ministry of Education FSL

<http://www.edu.gov.on.ca/eng/amenagement/fls.html>

Supporting Your Child’s Success in French Immersion and Extended French

<http://www.edu.gov.on.ca/eng/literacynumeracy/parentguidefrench.pdf>



# SCHOOL LIBRARY LEARNING COMMONS

*The only thing that you absolutely have to know, is the location of the library.*  
Albert Einstein

What is available at school?

The GECDSB offers library programs with qualified Teacher-Librarians in our schools. All students have access to an up-to-date school library with collections that support curriculum, digital citizenship, inquiry, and reading for pleasure.

Can we access library materials from home?

The GECDSB provides a “virtual library” for students they can use at school and at home — including access to eBooks, encyclopedias, research support, subscription databases, and much more.

Virtual Library Link: <https://publicboard.ca/Students/VirtualLibrary/Pages/default.aspx>



[www.publicboard.ca](http://www.publicboard.ca) > Students > Virtual Library > Elementary Virtual Library Commons > Online Databases

Read or listen to many stories in different languages.



[www.publicboard.ca](http://www.publicboard.ca) > Students > Virtual Library > Elementary Virtual Library Commons > Online Databases



Read or listen to topics on Science including animals, weather, and natural disasters.

User ID: greateressex

Password: library

[www.publicboard.ca](http://www.publicboard.ca) > Students > Virtual Library > Elementary Virtual Library Commons > Online Databases



Listen to a variety of picture books read aloud for your learning and enjoyment.

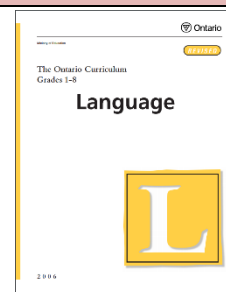
These are some examples of the databases and encyclopedias within our GECDSB collection.

All GECDSB databases and encyclopedias require a login and password which your child can obtain from their school Teacher-Librarian.

# RESOURCES

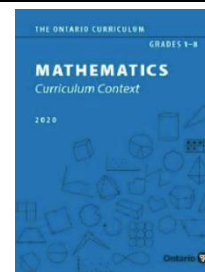
The Ontario Curriculum, Grades 1-8, Language (2006)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary>

Reading and Writing with Your Child  
<http://edu.gov.on.ca/eng/literacynumeracy/parentGuideLitEn.pdf>



The Ontario Curriculum, Grades 1-8, Mathematics (2020)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary>

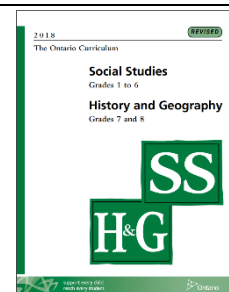
Parent's Guide  
<https://www.dcp.edu.gov.on.ca/en/parents>



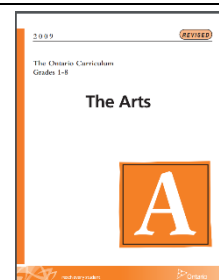
The Ontario Curriculum, Grades 1-8, Science & Technology (2022)  
<https://www.dcp.edu.gov.on.ca/en/curriculum/science-technology>



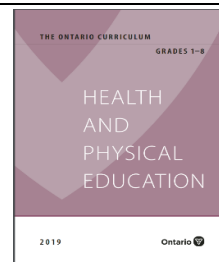
The Ontario Curriculum, Grades 1-6, Social Studies, Grades 7-8, History & Geography (2018)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary>



The Ontario Curriculum, Grades 1-8, The Arts (2009)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary>



Ontario Health and Physical Education Curriculum, Grades 1-8, 2019  
<http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf>



# COMMUNICATION BETWEEN HOME AND SCHOOL

“The partnership of parents [guardians] and teachers is a powerful one.”  
Council of Ontario Directors of Education (CODE), Parent Tool Kit

What questions can I ask my child about their day at school?

- Tell me one thing that you learned today?
- What would you like to tell me about today?
- What was the best part of your day?
- What questions did you ask today?
- How do you feel today? Why do you feel that way?

You know your child best:

Please feel free to contact your child’s teacher at any time through a telephone call or note whenever you would like to share or communicate.



What are ways to connect with my child’s school?

## School Website/Newsletter

Check out the school newsletter or use the school’s website to check on activities and events throughout the year. Ask your child’s teacher if there is a different form of communication they use to keep in contact with the home (e.g., agenda, newsletters, and/or EDSBY, etc.).



## Meet the Staff

Start the year by meeting your child’s staff in September. “Meet the Staff” events occur within the first month of school. We look forward to meeting you during this informal event.

## Report Cards

Elementary Progress Reports are sent home in November. The Elementary Provincial Report card will be sent home in February and the second one will be sent home towards the end of June. Sit down with your child to review their progress. Complete and discuss the back portion of the report card (setting goals and next steps) with your child before sending the signed copy to your child’s school.

## Parent Teacher Interviews

Contact the school when you receive your child’s report cards to schedule a meeting or telephone conversation to discuss your child’s progress with their teachers.

## School Advisory Committee (SAC)

School Councils have been created to enhance students’ learning through the cooperative efforts of parents, students, staff members, and others in the community. Speak with the administration at your child’s school for more information on how to participate and support your school’s committee.

## Greater Essex County Parent Involvement Committee

The Greater Essex County District School Board Parent Involvement Committee (GECPIC) provides regular opportunities for parents/guardians to network, share ideas, offer advice and stay informed through educational presentations of relevant topics throughout the school year. GECPIC has established parental engagement as a priority and promotes communication among School Councils, parents/guardians, staff, community partners, Trustees, and the Director. To confirm dates and times visit [www.publicboard.ca](http://www.publicboard.ca) (Parent Involvement).





# Greater Essex County District School Board | Strategic Priorities

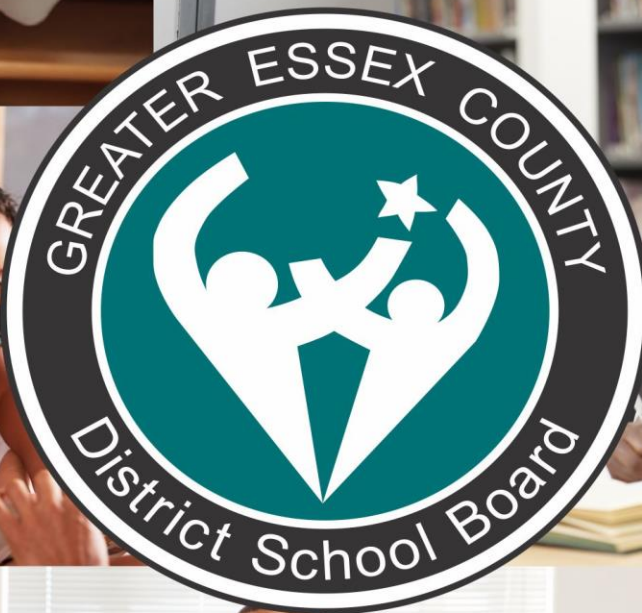
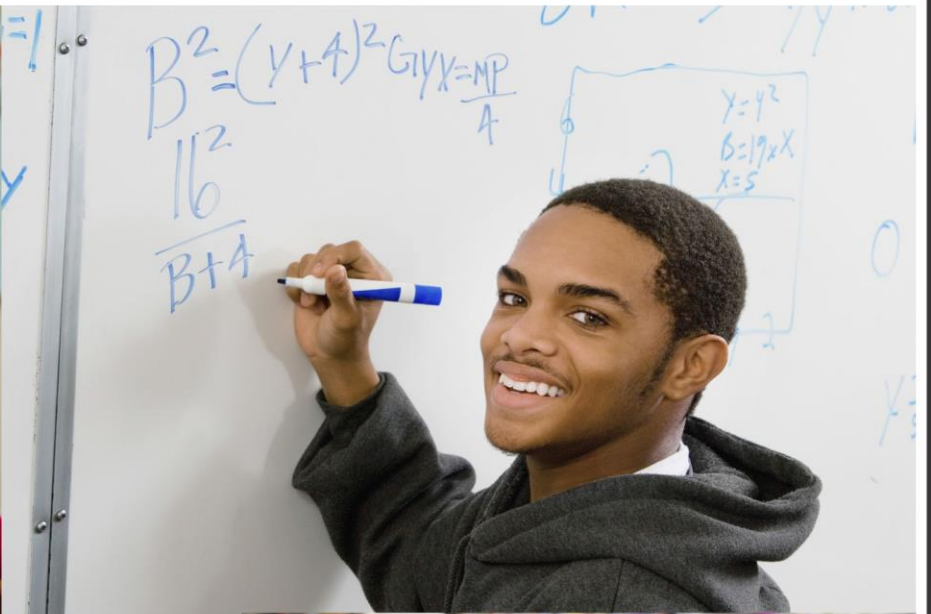
## VISION

Building Tomorrow Together



## MISSION

Leading excellence in public education by creating confident learners, engaging diverse communities and demonstrating ethical stewardship.



[publicboard.ca](http://publicboard.ca)