

## GRADE 2 REPORT CARD COMMENTS

### SCIENCE

During our unit on "Magnets and Magnetism" students made predictions, conducted several experiments, recorded observations, and drew conclusions based on their findings. \_\_\_ displays a keen interest in science and regularly contributes to class discussions. He conducts investigations with confidence and has an appreciation for the scientific method.

The two topics we studied in Science this term were "Exploring Liquids" and "Hot and Cold Temperatures". Through our experiments students developed their skills to predict, observe, test, record, and discuss. At the end of the unit students applied their knowledge of insulating materials and the states of matter to design, build, and improve an insulating device to keep an ice cube cold. \_\_\_ describes properties of water and other liquids, and explains the importance of water to living and nonliving things. He recognizes the effects of heating and cooling on materials, and identifies methods to change the temperatures in a variety of environments.

The topics we studied in the final term were "Boats and Buoyancy" and "Small Flying and Crawling Animals". Students described, classified and ordered materials on the basis of their buoyancy. They also modified materials to make them float or sink. Using what he learned about buoyancy, stability, and waterproofing, \_\_\_ can evaluate the appropriateness of materials needed to design and construct a floating device. He compares insects based on their physical characteristics and identifies what they require to meet their basic needs.

### SOCIAL STUDIES

Our first area of focus in Social studies this term was on mapping skills. Next we defined what makes Edmonton a unique place to live, and compared it with life in Saskatoon. \_\_\_ can create simple maps and use cardinal directions accurately, as well as identify the city, province, and country he lives in. He independently compares and contrasts life between the two prairie communities we are studying.

This term we learned about social, economic, regional and cultural factors that affect the quality of life of people who live in Nunavut. Students gained their knowledge through videos, books, guest speakers, and photographs. \_\_\_ can effectively compare an Inuit community with a prairie community. He responds and participates enthusiastically during class discussions, and shows an appreciation for cultural differences. He can develop critical questions, research information, and summarize his findings independently.

The focus in Social Studies this term has been the exploration and understanding of life in Acadian communities in New Brunswick and Nova Scotia. \_\_\_ gathers information from a variety of resources and organizes key concepts using graphic organizers. He stays focused and paces himself well during independent study time. He can confidently present her Canadian city research findings to the class. \_\_\_ effectively compares and contrasts his own quality of life with children from the provinces we have studied this year.

## 2 Grade Report Comments

**United States. Department of the  
Army**

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## 2 Grade Report Comments:

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