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# **Grade 2**

Lessons

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## Grade 2 Cluster of Learning Outcomes\*

### Targeted Learning Outcomes

**K.5.2.E.1a Identify basic changes in growth and development from birth to childhood** (e.g., changes to teeth, brain, height, body weight, clothes size...). (Lesson 1–Part 2)

**K.5.2.E.1b Describe how living things produce their offspring and care for their young** (e.g., animal mating; providing food, warmth, shelter, and protection for babies; union of egg and sperm...). (Lesson 1–Part 1)

**K.5.2.E.1c Determine the differences and similarities between self and others** (e.g., body build, hair colour, eyes, skin colour, features, gender, body parts, fitness, interests, culture, beliefs and values...). (Lesson 2)

**K.5.2.E.2a Describe how human beings express their emotions for people about whom they care** (e.g., showing love and affection by caring, sharing, being kind and gentle, speaking affectionately, hugging, kissing...). (Lesson 3–Part 1)

**K.5.2.E.3a Identify ways family or caregivers provide support and nurturing for personal growth and development** (e.g., provide food and warmth, express encouragement, listen attentively, provide advice, hugs...). (Lesson 3–Part 2)

**K.5.2.E.3c Discuss the responsibilities** (e.g., respect private spaces and private parts...) **associated with gender differences.** (Lesson 4–Part 1)

**S.5.2.A.5 Use appropriate language regarding private and sensitive issues** (e.g., no foul language, hurtful teasing, name calling, offensive gestures or signs...). (Lesson 4–Part 2)

### Related Learning Outcomes

**K.3.2.A.1 Recognize the importance of practising safe behaviours** (e.g., following directions, performing within own limits, understanding safety rules for using large equipment...) **alone and/or with others.** (Lesson 4–Part 1)

**K.4.2.A.1 Recognize that everyone is special, unique, and able to succeed** (i.e., families, interests, talents, feelings, desires). (Lesson 2)

**K.4.2.A.2b List ways to show personal responsibility at home and school** (e.g., keep room tidy, put away belongings, follow directions, practise daily health habits, complete homework, respect others, play safely, learn to set boundaries, ask for help, offer to help...). (Lesson 3–Part 2; Lesson 4–Part 1)

(continued)

### Related Learning Outcomes (continued)

**K.4.2.B.1a Identify responsible and respectful behaviours** (e.g., following directions, completing tasks, being honest, displaying etiquette, playing fairly, cooperating, sharing, keeping promises, speaking kindly...) **for developing positive relationships.** (Lesson 3–Part 1; Lesson 4–Part 1)

**K.4.2.B.1b Talk about similarities and differences** (e.g., likes/dislikes, cultural connections...) **of responses of self and responses of others involving sports/physical activities and/or social events.** (Lesson 2)

**K.4.2.C.1a Identify appropriate ways for sharing and expressing feelings and emotions related to different situations** (e.g., cooperative-type activities, competitive-type activities, at home, in public...). (Lesson 3–Part 1)

**K.4.2.C.2 Identify and sort causes of anxiety or stress** (e.g., facing new and/or unfamiliar situations; feeling out of control; experiencing loud voices/noises, competition, disagreements, heights, performing in front of others; being apart from family; health problems...) **for self and others as they relate to school, home, and community.** (Lesson 4–Part 2)

**K.4.2.C.3 Identify feelings and emotions associated with anxiety** (e.g., feeling anxious, scared, nervous, timid...). (Lesson 4–Part 2)

**K.4.2.C.4a Discuss ways and activities** (e.g., play, deep breathing, progressive relaxation, family walk, talk with safe adult, healing circles...) **to reduce personal stress.** (Lesson 4–Part 2)

**S.4.2.A.3 Demonstrate appropriate behaviours for getting along with others** (e.g., wait for one's turn, share equipment, help others, invite others to play, show respect for individual differences...) **in partner activities.** (Lesson 4–Part 2)

**S.4.2.A.5 Explore ways to relax the mind and body** (e.g., progressive relaxation, deep-breathing exercises, visualization, quiet time, light cool-down activities...). (Lesson 4–Part 2)

**K.5.2.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life** (e.g., self-regulation relative to practising daily health routines for cleanliness, rest, healthy eating, good posture...). (Lesson 4–Part 1)

\* The student learning outcomes are identified in *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (Manitoba Education and Training).

## Lesson 1: Growing (Part 1)

### Cluster of Learning Outcomes

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Students will...

- ✓ **K.5.2.E.1b** Describe how living things produce their offspring and care for their young (e.g., animal mating; providing food, warmth, shelter, and protection for babies; union of egg and sperm...).
- ✓ Indicates targeted learning outcome.



### Lesson Focus

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As a result of the learning activities within this lesson students will be able to

- state that all living things mate to produce offspring
- identify examples of how animals and humans care for the young



### Resources

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#### Audiovisual

- video of how animals care for their young

#### Print/Publications

- pictures of animals (e.g., from magazines, newspapers, printouts of electronic sources)
- story of how animals care for their young

*Example of Story:*

Berenstain, Stan, and Jan Berenstain. *The Berenstain Bears' New Baby*. New York, NY: Random House, 1974.



## Notes to Teacher

Focus content on animal examples to help students understand where babies (animals and humans) come from.



Be sensitive to students who come from different family configurations and who may not know who their biological parents are.

## Curricular Connections



### SC:

Cluster 1—Growth and Changes in Animals (care for offspring)

2-1-08 Recognize that all animals can have offspring, and that offspring generally resemble their parents.

2-1-09 Compare the appearance of young and mature animals of the same type.

2-1-10 Compare the length of time from birth to adulthood for humans and other animals.

## Family Involvement



- Invite families to view/hear students' research findings on the care of offspring.
- Recommend a book about birth and the care of a new baby.

### *Examples of Books:*

Hickling, Meg. *Boys, Girls and Body Science: A First Book about Facts of Life*. Illus. Kim LaFave. Madeira Park, BC: Harbour Publishing, 2002.

Sears, William, Martha Sears, and Christie Watts Kelly. *Baby on the Way*. Illus. Renée Andriani. Boston, MA: Little, Brown, 2001.

---. *What Baby Needs*. Illus. Renée Andriani. Boston, MA: Little, Brown, 2001.



## Suggestions for Instruction

1. Read a story or view a video about animals having offspring and caring for their young.  
*Alternative:*  
Plan a field trip to a farm/zoo. Tell students that all living things produce offspring so that their species can survive.
2. Have students brainstorm ways in which animals care for their young. List responses on the classroom board under three categories: Food, Shelter, and Protection.
3. Discuss with students the names of different adult animals and their offspring (e.g., buck, doe, fawn, bull, cow, calf).
4. Display on the wall a three-column poster with the following headings: Male, Female, and Offspring. Provide students with pictures of animals (e.g., from magazines, newspapers, printouts from electronic media) and have them cut out pictures and paste them onto the appropriate column of the poster.
5. Draw a Venn diagram on the board and highlight the similarities and differences among the male, female, and offspring of the same species. A human or animal example may be used.
6. Have students select and research an animal of their choice (e.g., family pet) and present their findings on how it cares for its young. They may present their research in a format of their choice (e.g., poster, pamphlet, video, PowerPoint, poem, song, illustrated story).

## Suggestions for Assessment



### Questioning/Interview

Teacher Assessment: Checklist

Use the following statements to interview students about their research findings:

1. Explain how living things care for their young. Use an animal you know well as an example.
2. Describe the ways in which different animals care for their young.
3. Compare the ways in which various animals care for their young.
4. Compare the ways in which animals and humans care for their young.
5. Explain where you found your information.

### Suggested Criteria:

- Look for number of correct responses.
- Ask students whether all living creatures produce young. Why? (So that species can survive.)

## Notes