

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.

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Kathy Dickenson Crane



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EdPsych Modules Cheryl Cisero Durwin, Marla Reese-Weber, 2024-12-16 EdPsych Modules uses an innovative modular approach integrating case studies drawn from real life classroom situations to address the challenge of effectively connecting theory and research to practice The Fifth Edition includes thorough coverage of the latest developments in education such as artificial intelligence virtual reality the latest neuroscience research and updated coverage of disabilities

Writing Effective Report Card Comments Kathy Dickenson Crane, 2007-08 Thoughtful and constructive report card comments can improve parent teacher communication and student performance Each book features hundreds of ready to use comments in a variety of specific areas in academic performance and personal development General messages are also included as well as a robust list of helpful words and phrases

Resources in Education, 1998 **ERS Spectrum**, 1999 *Congressional Record* United States. Congress, 2000 *Lumber World Review*, 1923 Report Rothamsted Experimental Station, 1975 Reports for 1908 1929 include Supplement to the Guide to the experimental plots

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The Times-picayune Index, 1990 *The American School Board Journal* William George Bruce, William Conrad Bruce, 1962 The Times Index, 2002 Indexes the Times and its supplements

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