

**Grade 2 - Language Curriculum Alignment**  
**2022-23 FIRST LEGO League Explore Team Meeting Guide**

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p><b>Session 1:</b></p> <p><b>Introduction - Let's Discover</b></p> <ul style="list-style-type: none"> <li>Students discuss the Core Value of <b>discovery</b> and provide examples.</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>The team will use discovery to explore the SUPERPOWERED theme and explain what is an energy journey</li> <li>The team will identify different energy examples on the mat</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Students share what they did in the session</li> <li>Students explain what an energy journey is and its different parts</li> <li>Students show the different energy examples on the mat</li> </ul>	Reading	*1.1 read some different literary texts, graphic texts (e.g., simple maps, charts, diagrams, graphs), and informational texts (e.g. "How to" books, non-fiction books) *1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details *1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them *2.3 identify some text features and explain how they help readers understand texts (e.g., table of contents, index, chart, illustrations, pictures, diagrams, icons)	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	Writing	1.2 generate ideas about a potential topic, using a variety of strategies and resources	-
	Oral Communication	1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them	<ul style="list-style-type: none"> <li>-</li> <li>•</li> </ul>

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		*2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns *2.7 use a few different visual aids, (e.g., photographs, artefacts, a story map) to support or enhance oral presentations	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p><b>Session 2:</b></p> <p><b>Introduction – Go Team</b></p> <ul style="list-style-type: none"> <li>Students talk about what teamwork is and provide examples of this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>The team will build the wind turbine and explore how it works</li> <li>The team will identify different energy sources</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>share what they did in the session</li> <li>demonstrate how the wind turbine works</li> <li>explain what an energy source is and provide examples</li> <li>show the different energy sources on the mat</li> </ul>	Reading	<p>*1.1 read some different literary texts, graphic texts (e.g., simple maps, charts, diagrams, graphs), and informational texts (e.g. “How to” books, non-fiction books)</p> <p>2.1 identify and describe the characteristics of a few simple text forms, with a focus on informational texts</p> <p>2.3 identify some text features and explain how they help readers understand texts (e.g., table of contents, index, chart, illustrations, pictures, diagrams, icons)</p>	<ul style="list-style-type: none"> <li>●</li> <li>—</li> <li>—</li> </ul>
	Writing	<p>*1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <p>*1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p>*2.1 write short texts using a few simple forms</p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul>
	Oral Communication	<p>*2.3 communicate ideas and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p>*2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience</p> <p>*2.7 use a few different visual aids, (e.g., photographs, artefacts, a story map) to</p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul>

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		support or enhance oral presentations	
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<p><b>Session 3:</b></p> <p><b>Introduction – Let’s Have Fun</b></p> <ul style="list-style-type: none"> <li>Teams talk about what fun is and provide examples of this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>Teams will build the energy storage model and explore how it works</li> <li>Teams will identify different ways energy is stored and distributed</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>share what they did in the session</li> <li>demonstrate how the energy storage model works</li> <li>explain how energy is stored and distributed</li> <li>show the different energy connections on the mat</li> </ul>	Reading	<p>*1.1 read some different literary texts, graphic texts (e.g., simple maps, charts, diagrams, graphs), and informational texts (e.g. “How to” books, non-fiction books)</p> <p>*1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>2.1 identify and describe the characteristics of a few simple text forms, with a focus on informational texts</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>-</li> </ul>
	Writing	<p>*1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p>*2.1 write short texts using a few simple forms</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Oral Communication	<p>*2.3 communicate ideas and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p>*2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience</p> <p>*2.7 use a few different visual aids, (e.g., photographs, artefacts, a story map) to</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

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<p><b>Session 4:</b></p> <p><b>Introduction – Let’s Innovate</b></p> <ul style="list-style-type: none"> <li>Students talk about what innovation is and the team provides examples of this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>The team will build the carousel and connect it to the energy storage model</li> <li>The team will identify different ways energy is consumed</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>share what they did in the session</li> <li>demonstrate how the carousel works</li> <li>explain what an energy consumer is and provide examples</li> <li>show different examples of energy consumption on the mat</li> </ul>	Reading	<p>*1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>*2.1 identify and describe the characteristics of a few simple text forms, with a focus on informational texts</p> <p>*2.3 identify some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts</p>	<ul style="list-style-type: none"> <li>•</li> <li>-</li> <li>-</li> </ul>
	Writing	<p>*1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <p>*2.1 write short texts using a few simple forms</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Oral Communication	<p>*2.3 communicate ideas and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p>*2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience</p> <p>*2.7 use a few different visual aids, (e.g., photographs, artefacts, a story map) to support or enhance oral presentations</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

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<p><b>Session 5:</b></p> <p><b>Introduction – Be Inclusive</b></p> <ul style="list-style-type: none"> <li>The team will talk about what inclusion is and provide examples of this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>The team will build the LEGO model from the lesson and explore motor coding blocks</li> <li>The team will apply their coding and building skills to change the existing model into a wind turbine</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>Share what they did in the session</li> <li>Show the motor coding skills they learned</li> <li>Demonstrate how they modified the model and code to capture the maximum amount of energy</li> </ul>	Reading	<p>*1.1 read some different literary texts, graphic texts (e.g., simple maps, charts, diagrams, graphs), and informational texts (e.g. “How to” books, non-fiction books)</p> <p>*1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>*2.1 identify and describe the characteristics of a few simple text forms, with a focus on informational texts</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>-</li> </ul>
	Writing	<p>*1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <p>*2.1 write short texts using a few simple forms</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Oral Communication	<p>*2.3 communicate ideas and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p>*2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience</p> <p>*2.7 use a few different visual aids, (e.g., photographs, artefacts, a story map) to</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

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<p><b>Session 6:</b></p> <p><b>Introduction – Have an Impact</b></p> <ul style="list-style-type: none"> <li>Teams will talk about what impact is and provide examples of this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>The team build the LEGO model from the lesson and explore light and sound blocks</li> <li>The team will build the motor and hub build and motorize the Explore model</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>Share what they did in the session</li> <li>Show the light and sound coding skills they learned</li> </ul> <p>Build and code the motor and hub build and motorize part of the Explore model</p>	Reading	<p>*1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>*2.1 identify and describe the characteristics of a few simple text forms, with a focus on informational texts</p>	<ul style="list-style-type: none"> <li>●</li> <li>-</li> </ul>
	Writing	<p>*1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <p>*2.1 write short texts using a few simple forms</p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>
	Oral Communication	<p>*2.3 communicate ideas and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p>*2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience</p> <p>*2.7 use a few different visual aids, (e.g., photographs, artefacts, a story map) to</p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul>

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<p><b>Session 7:</b></p> <p><b>Introduction – Discovery Build</b></p> <ul style="list-style-type: none"> <li>The team will provide examples of how they have used discovery throughout the sessions</li> <li>The team will create a build from the prototyping pieces represent this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>The team will build the LEGO model from the lesson and code the robot to drive</li> <li>The team will apply their coding and building skills to change the existing robot into an electric car</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>Share what they did in the session</li> <li>Show how they have applied coding skills learned in previous sessions to make a</li> </ul>	Reading	1.1 read a few different types of literary texts, graphic texts, and informational texts 2.3 identify some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts	<ul style="list-style-type: none"> <li>●</li> <li>-</li> </ul>
	Writing	1.2 generate ideas about a potential topic, using a variety of strategies and resources 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources 2.1 write short texts using a few simple forms (e.g., directions for playing a game)	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>-</li> </ul>
	Oral Communication	*2.3 communicate ideas and information orally in a clear, coherent manner using simple but appropriate organizational patterns *2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience *2.7 use a few different visual aids, (e.g., photographs, artefacts, a story map) to	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul>

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mobile robot ● Demonstrate how their electric car drives on the mat		support or enhance oral presentations	
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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p><b>Sessions 8 &amp; 9:</b></p> <p><b>Introduction – Teamwork and Fun Builds</b></p> <ul style="list-style-type: none"> <li>The team will provide examples of how they have used teamwork and fun throughout the sessions</li> <li>The team will create a build from the prototyping pieces representing this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>The team will draw their team model design and labels its required parts</li> <li>The team will create their team model of a better energy journey for their community</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>Share what they did at the end of each session</li> <li>Explain the program and how it motorizes either the wind turbine or carousel</li> <li>Review the list of required parts and identify them on the team model</li> </ul>	Reading	<p>*1.1 read a few different types of literary texts, graphic texts, and informational texts</p> <p>*2.3 identify some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Writing	<p>*1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <p>*1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Oral Communication	<p>*2.3 communicate ideas and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p>*2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience</p> <p>*2.7 use a few different visual aids, (e.g., photographs, artefacts, a story map) to</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

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<ul style="list-style-type: none"><li>• Demonstrate how the team model works</li></ul>		support or enhance oral presentations	
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<p><b>Sessions 10 &amp; 11:</b></p> <p><b>Introduction – Innovation and Inclusion Builds</b></p> <ul style="list-style-type: none"> <li>● The team will provide examples of how they have used innovation (Session 10) and inclusion (Session 11)</li> <li>● The team will create a build from the prototyping pieces representing this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>● The team will create a plan for what they will include on their team poster</li> <li>● The team will design and create their team poster</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>● Share what they did at the end of each session</li> <li>● Show their team poster design</li> <li>● Explain their team journey</li> <li>● Demonstrate how they will present their team poster</li> </ul>	Reading	1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	●
	Writing	*1.1 identify the topic, purpose, audience, and form for writing *1.2 generate ideas about a potential topic, using a variety of strategies and resources *1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources *1.4 sort ideas and information for their writing in a variety of ways, with support and direction *1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary (e.g., use a graphic organizer to explain their material to a classmate and ask for feedback to identify gaps)	● ● ● ● ●
	Media Literacy	*3.1 identify the topic, purpose, and audience for media texts they plan to create *3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create *3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create *3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques	● ● ● ●

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<p><b>Session 12:</b></p> <p><b>Introduction – Impact Build</b></p> <ul style="list-style-type: none"> <li>● Have the team provide examples of how they have had an impact throughout the sessions</li> <li>● Have the team create a build from the prototyping pieces representing this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>● The team will reflect on their SUPERPOWERED experience</li> <li>● The team will create a plan for what to share at their final event</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>● Practice their team poster presentation</li> <li>● Practice their team model presentation</li> </ul>	Reading	1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	●
	Writing	*3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout (e.g., use legible printing, spacing, margins, varied print size, and colour for emphasis; include a simple labelled diagram in a report; supply a caption for a photograph or illustration) *3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations	●  ●
	Media Literacy	*3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques	●
	Oral	*2.3 communicate ideas, opinions, and information orally in a clear, coherent manner	●

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	Communication	using simple but appropriate organizational patterns *2.7 use a few different visual aids, (e.g., photographs, artefacts, a story map) to support or enhance oral presentations	•
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