

Annual Planning Document

2014 / 2015

Grade 2/3
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Long Range Plan

Affective Goals

Students will:

- ✓ interact respectfully with one another while working independently, in cooperative groups, and in whole group settings.
- ✓ develop self-control and self-discipline.
- ✓ develop a respect for knowledge and take responsibility for their own learning.

Academic Goals

- ✓ Students have specific expectations to meet by the end of the school year according to their grade
- ✓ The following expectations are from the Ministry of Education's Ontario Curriculum
- ✓ Each expectation has a code assigned to it and the code will be on the Week at a Glance plans as well

Year at a Glance Plans

- ✓ Following the Academic Goals is the Year at a Glance Plan.
- ✓ This plan highlights the curriculum expectations that will be covered in each unit.

Week at a Glance Plans

- ✓ These plans highlights areas of study as well as the curriculum expectations that will be covered in each week
- ✓ We operate on a ten-day cycle in this school board, therefore one week is actually ten instructional days

Academic Goals (Curriculum Expectations)

Language (Oral Communication)

#	Oral Communication	Grade 2	Grade 3
1. Listening to Understand			
1.1	Purpose	identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction	identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks.
1.2	Active Listening Strategies	demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations	demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups
1.3	Comprehension Strategies	identify several listening comprehension strategies; use them before, during, and after listening in order to understand and clarify the meaning of oral texts	identify a variety of listening comprehension strategies; use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts
1.4	Demonstrating Understanding	demonstrate an understanding of the info and ideas in oral texts by retelling or restating the info, including the main idea and several interesting details	demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details
1.5	Making Inferences / Interpreting Texts	use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, support inferences with evidence from text	distinguish between stated and implied ideas in oral texts (e.g., distinguish between the actual words and the emphasis placed on them by the speaker)
1.6	Extending Understanding	extend understanding of oral texts by connecting ideas to their own knowledge / experience; other familiar texts (print and visual) and the world around them	extend understanding of oral texts by connecting ideas to their own knowledg / experience; other familiar texts (print and visual) and to the world around them
1.7	Analysing Texts	identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and direction	identify and explain the importance of significant ideas and information in oral texts
1.8	Point of View	identify, initially with support and direction, who is speaking in an oral text; demonstrate an understanding the speaker has his or her own point of view	identify the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification
1.9	Presentation Strategies	identify some of the presentation strategies used in oral texts and explain how they influence the audience	identify some of the presentation strategies used in oral texts and explain how they influence the audience

#	Oral Communication	Grade 2	Grade 3
2. Speaking to Communicate			
2.1	Purpose	identify a variety of purposes for speaking	identify a variety of purposes for speaking
2.2	Interactive Strategies	demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions	demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small-and large-group discussions
2.3	Clarity and Coherence	communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns	communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence
2.4	Appropriate Language	choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience	choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience
2.5	Vocal Skills and Strategies	identify some vocal effects (tone, pace, pitch, volume) and use them appropriately, with sensitivity towards cultural differences, to communicate their meaning	identify some vocal effects, (tone, pace, pitch, volume) and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning
2.6	Non-Verbal Cues	identify some non-verbal cues, including facial expression, gestures, eye contact; use them in oral communications, appropriately with sensitivity towards cultural differences, to help convey their meaning	identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
2.7	Visual Aids	use a few different visual aids, (photographs, artefacts, story map) to support or enhance oral presentations	use a variety of visual aids (overheads, charts diagrams, graphic organizers) to support or enhance oral presentation

#	Oral Communication	Grade 2	Grade 3
3. Reflecting on Oral Communication Skills and Strategies			
3.1	Metacognition	identify, initially with support and direction, a few strategies they found helpful before, during, and after listening and speaking	identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking
3.2	Interconnected Skills	identify, initially with support and direction, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills	identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Language (Reading)

#	Reading	Grade 2	Grade 3
	1. Reading for Meaning		
1.1	Variety of Texts	read some different literary texts, graphic texts, and informational texts	read a variety of literary texts, graphic texts, and informational texts
1.2	Purpose	identify several different purposes for reading; choose reading materials appropriate for those purposes	identify a variety of purposes for reading and choose reading materials appropriate for those purposes
1.3	Comprehension Strategies	identify several reading comprehension strategies and use them before, during, and after reading to understand texts	identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts
1.4	Demonstrating Understanding	demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details	demonstrate understanding of a variety of texts by identifying important ideas and some supporting details
1.5	Making Inferences Interpreting Texts	use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them	make inferences about texts using stated and implied ideas from the texts as evidence
1.6	Extending Understanding	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	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
1.7	Analysing Texts	identify the main idea and some additional elements of texts (narrative: characters, setting, events/episodes, resolution; procedure: goal, materials, method)	identify specific elements of texts and explain how they contribute to the meaning of the texts
1.8	Responding to and Evaluating Texts	express personal thoughts and feelings about what has been read	express personal opinions about ideas presented in texts
1.9	Point of View	identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives	identify the point of view presented in a text and suggest some possible alternative perspectives

#	Reading	Grade 2	Grade 3
2. Understanding Form and Style			
2.1	Text Forms	identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale	identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story, graphic texts such as a comic book, and informational texts such as a nature magazine
2.2	Text Patterns	recognize simple organizational patterns in texts of different types; explain, initially with support/direction, how the patterns help readers understand the texts	recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts
2.3	Text Features	identify some text features and explain how they help readers understand texts	identify a variety of text features and explain how they help readers understand texts
2.4	Elements of Style	identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts	identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts

#	Reading	Grade 2	Grade 3
3. Reading With Fluency			
3.1	Reading Familiar Words	automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts	automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts
3.2	Reading Unfamiliar Words	predict the meaning of and quickly solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> • semantic (meaning) cues (e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); • syntactic (language structure) cues (e.g., word order, language patterns, punctuation); • graphophonic (phonological & graphic) cues (letter clusters; onset and rime; spelling patterns; words within words; visual features of words such as shape/size) 	predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> • semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); • syntactic (language structure) cues (e.g., word order, language patterns, punctuation); • graphophonic (phonological and graphic) cues (e.g., onset and rime; syllables; similarities between words with common spelling patterns and unknown words; words within words)
3.3	Reading Fluently	read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience	read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience

#	Reading	Grade 2	Grade 3
4. Reflecting on Reading Skills and Strategies			
4.1	Metacognition	identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading	identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers
4.2	Interconnected Skills	explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read	explain, initially with some support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Language (Writing)

#	Writing	Grade 2	Grade 3
1. Developing and Organizing			
1.1	Purpose and Audience	identify the topic, purpose, audience, and form for writing	identify the topic, purpose, audience, and form for writing
1.2	Developing Ideas	generate ideas about a potential topic, using a variety of strategies and resources	generate ideas about a potential topic, using a variety of strategies and resources
1.3	Research	gather information to support ideas for writing in a variety of ways and/or from a variety of sources	gather information to support ideas for writing in a variety of ways and/or from a variety of sources
1.4	Classifying Ideas	sort ideas and information for their writing in a variety of ways, with support and direction	sort ideas and information for their writing in a variety of ways
1.5	Organizing Ideas	identify and order main ideas and supporting details, using graphic organizers and organizational patterns	identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers
1.6	Review	determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary	determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary

#	Writing	Grade 2	Grade 3
2. Using Knowledge of Form and Style in Writing			
2.1	Form	write short texts using several simple forms	write short texts using a variety of forms
2.2	Voice	establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience	establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience
2.3	Word Choice	use familiar words and phrases to communicate relevant details	use words and phrases that will help convey their meaning as specifically as possible
2.4	Sentence Fluency	use a variety of sentence types	vary sentence structures and maintain continuity by using joining words to combine simple sentences and using words that indicate time and sequence to link sentences (e.g., first, then, next, before, finally, later)
2.5	Point of View	identify, initially with support and direction, their point of view and one or more possible different points of view about the topic	identify their point of view and other possible points of view on the topic, and determine if their information supports their own view
2.6	Preparing for Revision	identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice	identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features
2.7	Revision	make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies	make revisions to improve the content, clarity, and interest of their written work, using several types of strategies
2.8	Producing Drafts	produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations	produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

#	Writing	Grade 2	Grade 3
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively			
3.1	Spelling Familiar Words	spell many high-frequency words correctly	spell familiar words correctly
3.2	Spelling Unfamiliar Words	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
3.3	Vocabulary	confirm spellings and word meanings or word choice using a few different types of resources	confirm spellings and word meanings or word choice using several different types of resources
3.4	Punctuation	use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks	use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences
3.5	Grammar	use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns me, you, him, her, us, them; adjectives to describe a noun; verbs in the simple present and past tenses; joining words, simple prepositions of place and time (e.g., under, with, before, after)	use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)
3.6	Proofreading	proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference	proofread and correct their writing using guidelines developed with peers and the teacher
3.7	Publishing	use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout	use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
3.8	Producing Finished Works	produce pieces of published work to meet criteria identified by the teacher, based on the expectations	produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

#	Writing	Grade 2	Grade 3
4. Reflecting on Writing Skills and Strategies			
4.1	Metacognition	identify some strategies they found helpful before, during, and after writing	identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers
4.2	Interconnected Skills	describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers	describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers
4.3	Portfolio	select pieces of writing that they think show their best work and explain the reasons for their selection	select pieces of writing that they think show their best work and explain the reasons for their selection

#	Media Literacy	Grade 2	Grade 3
1. Understanding Media Texts			
1.1	Purpose and Audience	identify the purpose and intended audience of some simple media texts	identify the purpose and intended audience of some media texts
1.2	Making Inferences/Interpreting Messages	<p>identify overt and implied messages in simple media</p> <ul style="list-style-type: none"> • overt message of an advertisement for shoes: Great athletes wear these shoes; implied message: If you want to be like these athletes, buy these shoes; • overt message with brand-names: attractive people wear this brand; implied messages: Wearing this brand will make you attractive too; clothes makes the person; • overt message (superhero cartoon): hero is tall /strong implied message: Tall, strong men are like heroes 	use overt and implied messages to draw inferences and make meaning in simple media texts
1.3	Responding to and Evaluating Texts	express personal thoughts and feelings about simple media works and explain their responses	express personal opinions about ideas presented in media texts
1.4	Audience Responses	describe how different audiences might respond to specific media texts	describe how different audiences might respond to specific media texts
1.5	Point of View	identify, initially with support and direction, whose point of view is presented in a simple media text and suggest how the text might change if a different point of view were used	identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used
1.6	Production Perspectives	identify, initially with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced	identify who produces selected media texts and why those texts are produced

#	Media Literacy	Grade 2	Grade 3
2. Understanding Media Forms, Conventions, and Techniques			
2.1	Form	identify some of the elements and characteristics of selected media forms	identify elements and characteristics of some media forms
2.2	Conventions and Techniques	identify the conventions and techniques used in some familiar media forms	identify the conventions and techniques used in familiar media forms and explain how they help convey meaning

#	Media Literacy	Grade 2	Grade 3
3. Creating Media Texts			
3.1	Purpose and Audience	identify the topic, purpose, and audience for media texts they plan to create	identify the topic, purpose, and audience for media texts they plan to create
3.2	Form	identify an appropriate form to suit the purpose and audience for a media text they plan to create	identify an appropriate form to suit the specific purpose and audience for a media text they plan to create
3.3	Conventions and Techniques	identify conventions and techniques appropriate to the form chosen for a media text they plan to create	identify conventions and techniques appropriate to the form chosen for a media text they plan to create
3.4	Producing Media Texts	<p>produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <ul style="list-style-type: none"> • an advertisement for a healthy snack food • a board game based on the plot and characters of a favourite book or television show • a sequence of pictures and/or photographs telling the story of a class event or celebration • a story illustrated with diagrams and digital images • a weather report with illustrations and captions • a selection of background music and sound effects to accompany a picture book that will be read aloud to the class • a role play of an interview between a reporter and a fictional character in a movie 	<p>produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <ul style="list-style-type: none"> • a series of video stills or photographs about a topic • a simple slide show for a multimedia presentation to a younger class • a tape-recorded interview with a classmate about a favourite show, toy, or game • a comic strip for publication in a class newsletter • a skit, including sound effects, based on a photograph • a compilation of images from magazines, newspapers, or the Internet that convey the mood of a poem or song • an illustrated pamphlet about a unit of study • a storyboard for the climactic scene in a short story • a scrapbook of images from newspapers, magazines, posters, the Internet, and so on, illustrating camera shots from different angles and distances

#	Media Literacy	Grade 2	Grade 3
4. Reflecting on Media Literacy			
4.1	Metacognition	identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts	identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts
4.2	Interconnected Skills	explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts	explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Physical Education (Living Skills)

#	Physical Education	Grade 2	Grade 3
1. Personal Skills		PS = Personal Skills, IS = Interpersonal Skills, CT = Critical and Creative Thinking	
1.1		use self-awareness and self-monitoring to understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living
1.2		use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living
1.3		communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living
1.4		apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members	apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members

1.5		use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education	use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, resolving conflicts, and evaluating their choices in connection with learning in health and physical education
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#	Physical Education	Grade 2	Grade 3
	A1. Activing Living	PS = Personal Skills, IS = Interpersonal Skills, CT = Critical and Creative Thinking	
A1.1		actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part [PS, IS]	actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part [PS, IS]
A1.2		demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities [PS]	demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities [PS]
A1.3		identify reasons for participating in physical activity every day [CT]	describe the benefits of participating in physical activity every day [CT]

#	Physical Education	Grade 2	Grade 3
	A2. Physical Fitness	PS = Personal Skills, IS = Interpersonal Skills, CT = Critical and Creative Thinking	
A2.1		Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day [PS]	Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day [PS]
A2.2		describe different types of activities that improve the strength of the heart and lungs [CT]	identify new capabilities and other benefits that may result from improved cardiorespiratory fitness [CT]
A2.3		recognize their degree of exertion in physical activities by using simple assessment methods [PS, CT]	assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods [PS]
A2.4		participate in setting and achieving realistic personal and group goals related to physical activity [PS, IS, CT]	develop and act on personal goals related to physical activity [PS, CT]

#	Physical Education	Grade 2	Grade 3
	A3. Safety	PS = Personal Skills, IS = Interpersonal Skills, CT = Critical and Creative Thinking	
A3.1		demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity [PS, IS]	demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity[PS, IS]
A3.2		identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity [PS, CT]	describe how to respond to accidents or injuries incurred while participating in physical activity) [PS, CT]

Physical Education (Movement)

#	Physical Education	Grade 2	Grade 3
	B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES		
B1.1		perform a variety of static balances with and without equipment (e.g., balance on the floor, on a line, on a bench; balance objects on different body parts), using different body parts at different levels and making different body shapes [PS]	perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment [PS]
B1.2		demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet [PS]	demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control [PS]
B1.3		perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways [PS]	perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions [PS, IS]
B1.4		send objects of different shapes and sizes at different levels and in different ways, using different body parts [PS]	send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment [PS, IS]
B1.5		receive objects of different shapes and sizes at different levels and in various ways, using different body parts [PS, IS]	retain objects of different shapes and sizes in different ways, using different body parts and equipment [PS]

#	Physical Education	Grade 2	Grade 3
B2. Movement Strategies			
B2.1		demonstrate an understanding that different physical activities have different components, and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]	demonstrate an understanding that different physical activities have different components, and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]
B2.2		apply a variety of simple tactics to increase their chances of success during physical activities [PS, CT]	apply a variety of simple tactics to increase their chances of success during physical activities [PS, CT]

Physical Education (Healthy Living)

#	Physical Education	Grade 2	Grade 3
C1. Healthy Living			
C1.1	Personal Safety / Healthy Eating	demonstrate an understanding of practices that enhance personal safety in the home and outdoors [PS]	demonstrate an understanding of how the origins of food affect its nutritional value and environmental impact [CT]
C1.2	Food Allergies / Substance Use, Addictions, and Related Behaviours	identify common food allergies and sensitivities (e.g., to peanuts, tree nuts, milk, eggs, fish) and the reactions they might cause (e.g., swelling, skin rash, difficulty breathing, abdominal cramps, vomiting, diarrhea, coma, death)	demonstrate an understanding of different types of legal and illegal substance abuse and the impacts of abusing these substances on themselves and others
C1.3	Substance Use, Addictions, and Related Behaviours	describe the difference between prescription medicines and non-prescription medicines, giving examples of each, and identify rules for the proper use of all medicines	n/a

#	Physical Education	Grade 2	Grade 3
C2. Making Healthy Choices			
C2.1	Healty Eating / Oral Health	use Canada’s Food Guide to assess the nutritional value of meals	demonstrate understanding of good oral health and assess the effect of different food choices on oral health [PS]
C2.2	Healthy Choices / Personal Safety	demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control [CT]	apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom [CT]
C2.3	Personal Safety and Injury Prevention / Substance Use, Addictions, and Related Behaviours	explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations [PS, IS]	apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered [CT]

Physical Education (Making Connections)

#	Physical Education	Grade 2	Grade 3
C3. Making Connections for Healthy Living			
C3.1	Personal Safety and Injury Prevention / Healthy Eating	describe how to relate positively to others, and describe behaviours that can be harmful in relating to others [IS]	explain how local fresh foods,foods from different cultures can expand their range of healthy eating choices [CT]
C3.2	Substance Use, Addictions, and Related Behaviours / Personal Safety and Injury Prevention	describe methods that may be used instead of or in combination with medication to maintain good health and prevent or treat various health problems [CT]	explain how the portrayal of fictional violence in various media can create an unrealistic view of the consequences of real violence [IS]

Physical Education (Growth and Development)

#	Physical Education	Grade 2	Grade 3
C4. Growth and Development			
C4.1		describe parts of the human body, functions of these parts, and behaviours that contribute to good health.	describe the relationship among healthy eating practices, healthy active living, and healthy bodies;
C4.2		distinguish the similarities and differences between themselves and others	outline characteristics in the development and growth of humans from birth to childhood.
C4.3		describe how germs are transmitted and how this relates to personal hygiene	outline the basic human and animal reproductive processes
C4.4		identify the five senses and describe how each functions	describe basic changes in growth and development from birth to childhood

Social Studies (Heritage and Identity)

#	Social Studies	Grade 2	Grade 3
	A1. Application	Changing Family &Community Traditions	Communities in Canada (1780 – 1850)
A1.1		compare ways in which some traditions have been celebrated over multiple generations in their family, and identify some of the main reasons for changes in these traditions	describe some of the similarities and differences in various aspects of everyday life
A1.2		compare their family’s structure and some of their traditions and celebrations with those of their peers’ families	compare some of the roles of and challenges facing people in Canada around the beginning of the nineteenth century with those in the present day
A1.3		compare some of the past and present traditions and celebrations of different ethnocultural groups in their local community, and identify some of the main reasons for the change	identify some key components of the Canadian identity and describe some of the ways in which communities that were in Canada around the early 1800s have had an impact on Canadian identity

#	Social Studies	Grade 2	Grade 3
	A2. Inquiry	Changing Family &Community Traditions	Communities in Canada (1780 – 1850)
A2.1		formulate questions to guide investigations into some past and present traditions and celebrations in their own family and the communities to which they belong	formulate questions to guide investigations into some of the major challenges facing different groups and communities in Canada from around 1780 to 1850
A2.2		gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources gathered themselves or that have been provided to them	gather and organize information on major challenges facing different groups and communities, and on measures taken to address these challenges, using a variety of primary and/or secondary sources
A2.3		analyse and construct simple maps as part of their investigations into past and present traditions and celebrations in their local community	analyse and construct print and digital maps, including thematic maps, as part of their investigations into challenges facing different groups and communities in Canada during this period, and measures taken to address these challenges
A2.4		interpret and analyse information relevant to their investigations, using a variety of tools	interpret and analyse information relevant to their investigations, using a variety of tools

A2.5		evaluate evidence and draw conclusions about past and present traditions and celebrations in their own families and the communities to which they belong	evaluate evidence and draw conclusions about some of the major challenges facing different groups and communities in Canada during this period, and measures taken to overcome these challenges
A2.6		communicate the results of their inquiries, using appropriate vocabulary	communicate the results of their inquiries using appropriate vocabulary

#	Social Studies	Grade 2	Grade 3
	A3. Understanding Context	Changing Family & Community Traditions	Communities in Canada (1780 – 1850)
A3.1		identify and describe different types of families	identify various First Nations and Métis communities in Upper and Lower Canada from 1780 to 1850, including those living in traditional territory and those who moved or were forced to relocate in response to European settlement, and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program
A3.2		identify some different groups in their community and describe some of the ways in which they contribute to diversity in Canada	identify various settler communities in Canada during this period and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program
A3.3		identify countries of personal or familial significance, and locate them on a globe and/or print, digital, or interactive map	identify some of the main factors that helped shape the development of settlements in Canada during this period and describe how the physical features of the land and the availability of goods and services can facilitate settlement and enhance community life
A3.4		describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada	describe some of the major challenges facing communities in Canada during this period
A3.5		demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community	describe the impact of some different kinds of settlements on the natural environment and on any existing settlements
A3.6		identify some ways in which heritage is passed on through various community celebrations and events	describe some key aspects of life in selected First Nations, Métis, and settler communities in Canada during this period, including the roles of men, women, and children
A3.7		identify some ways in which heritage is passed on through various family celebrations and practices	describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation

Social Studies (People and Environment)

#	Social Studies	Grade 2	Grade 3
	B1. Application	Global Communities	Living and Working in Ontario
B1.1		compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs	describe some major connections between features of the natural environment of a region and the type of land use and/or the type of community that is established in that region
B1.2		describe some of the ways in which two or more distinct communities have adapted to their location, climate, and physical features	describe some major connections between features of the natural environment and the type of employment that is available in a region, with reference to two or more municipal regions in Ontario
B1.3		demonstrate an understanding of the importance of sustainability in people's interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions	identify and describe some of the main patterns in population distribution and land use in two or more municipal regions in Ontario, using mapping and globe skills

#	Social Studies	Grade 2	Grade 3
	B2. Inquiry	Global Communities	Living and Working in Ontario
B2.1		formulate questions to guide investigations into aspects of interrelationship between the natural environment of selected communities and the ways in which people live	formulate questions to guide investigations into short/long-term effects on the environment of different types of land / resource use in two or more municipal regions of Ontario
B2.2		gather and organize information and data about some communities' locations, climate, and physical features, and the ways of life of people in these communities	gather and organize a variety of data and information on environmental effects of different land and/or resource use and measures taken to reduce negative impact of that use
B2.3		analyse and construct simple maps to determine and illustrate patterns in the interrelationship between the location of some communities and human activities in those communities	analyse and construct print and digital maps, including thematic maps, as part of their investigations into the environmental impact of land and/or resource use in different municipal regions
B2.4		interpret and analyse information relevant to their investigations, using a variety of tools	interpret and analyse information and data relevant to their investigations, using a variety of tools
B2.5		evaluate evidence, draw conclusions about aspects of interrelationship between communities' natural environment and ways of life of people in those communities	evaluate evidence, draw conclusions about short- and long-term effects on the environment of different types of land use in municipal regions of Ontario and about key measures to reduce the negative impact of that use

B2.6		communicate the results of their inquiries, using appropriate vocabulary	communicate the results of their inquiries, using appropriate vocabulary
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#	Social Studies	Grade 2	Grade 3
	B3. Understanding Context	Global Communities	Living and Working in Ontario
B3.1		demonstrate an understanding that there are a variety of countries, continents, physical features, and bodies of water around the world and that their locations can be represented in different ways	demonstrate an understanding that Ontario is divided into different municipal or regional entities and that local governments within these entities provide specific services and regulate development according to local needs
B3.2		identify continents, significant bodies of water, the equator, poles, and hemispheres, using a globe, print, digital, or interactive maps, and/or a mapping program	demonstrate an understanding that political maps, both print and digital, use different typographical styles to indicate different types of entities
B3.3		identify cardinal directions on a map (i.e., N, S, E, W), and use these directions when locating selected communities, countries, and/or continent	identify the major landform regions in Ontario
B3.4		identify the location of selected countries, cities, and/or towns around the world, and describe how their location and climate are related	identify and describe the main types of employment that are available in two or more municipal regions in Ontario
B3.5		demonstrate the ability to extract information on the location and climate of a region from photographs and print, digital, and/or interactive maps	describe major types of land use and how they address human needs and wants
B3.6		identify basic human needs, describe ways people in communities around the world meet these needs	compare some aspects of land use in two or more municipalities
B3.7		describe selected communities around the world, with reference to their major physical features, wildlife, and some aspects of their culture	construct print and/or digital maps that show some different land uses, landform regions, and/or municipalities in Ontario, using appropriate elements of a map, including standard units of measurement
B3.8		describe similarities and differences between their community and a community in a different region in the world	n/a

Social Studies (Heritage and Identity)

#	Social Studies	Grade 2	Grade 3
	A1. Application	Changing Family &Community Traditions	Communities in Canada (1780 – 1850)
A1.1		compare ways in which some traditions have been celebrated over multiple generations in their family, and identify some of the main reasons for changes in these traditions	describe some of the similarities and differences in various aspects of everyday life
A1.2		compare their family’s structure and some of their traditions and celebrations with those of their peers’ families	compare some of the roles of and challenges facing people in Canada around the beginning of the nineteenth century with those in the present day
A1.3		compare some of the past and present traditions and celebrations of different ethnocultural groups in their local community, and identify some of the main reasons for the change	identify some key components of the Canadian identity and describe some of the ways in which communities that were in Canada around the early 1800s have had an impact on Canadian identity

#	Social Studies	Grade 2	Grade 3
	A2. Inquiry	Changing Family &Community Traditions	Communities in Canada (1780 – 1850)
A2.1		formulate questions to guide investigations into some past and present traditions and celebrations in their own family and the communities to which they belong	formulate questions to guide investigations into some of the major challenges facing different groups and communities in Canada from around 1780 to 1850
A2.2		gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources	gather and organize information on major challenges facing different groups and communities, and on measures taken to address these challenges, using a variety of primary and/or secondary sources
A2.3		analyse and construct simple maps as part of their investigations into past and present traditions and celebrations in their local community	analyse and construct print and digital maps, including thematic maps, as part of their investigations into challenges facing different groups and communities in Canada during this period, and measures taken to address these challenges
A2.4		interpret and analyse information relevant to their investigations, using a variety of tools	interpret and analyse information relevant to their investigations, using a variety of tools

A2.5		evaluate evidence and draw conclusions about past and present traditions and celebrations in their own families and the communities to which they belong	evaluate evidence and draw conclusions about some of the major challenges facing different groups and communities in Canada during this period, and measures taken to overcome these challenges
A2.6		communicate the results of their inquiries, using appropriate vocabulary	communicate the results of their inquiries using appropriate vocabulary

#	Social Studies	Grade 2	Grade 3
	A3. Understanding Context	Changing Family & Community Traditions	Communities in Canada (1780 – 1850)
A3.1		identify and describe different types of families	identify various First Nations and some Métis communities in Upper and Lower Canada from 1780 to 1850, including those living in traditional territory and those who moved or were forced to relocate to new areas in response to European settlement, locate areas where they lived, using print, digital, and/or interactive maps or a map program
A3.2		identify some different groups in their community and describe some of the ways in which they contribute to diversity in Canada	identify various settler communities in Canada during this period and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program
A3.3		identify countries of personal or familial significance, and locate them on a globe and/or print, digital, or interactive map	identify some of the main factors that helped shape the development of settlements in Canada during this period and describe how the physical features of the land and the availability of goods and services can facilitate settlement and enhance community life
A3.4		describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada	describe some of the major challenges facing communities in Canada during this period
A3.5		demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community	describe the impact of some different kinds of settlements on the natural environment and on any existing settlements
A3.6		identify some ways in which heritage is passed on through various community celebrations and events	describe some key aspects of life in selected First Nations, Métis, and settler communities in Canada during this period, including the roles of men, women, and children
A3.7		identify some ways in which heritage is passed on through various family celebrations and practices	describe how different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation

The Arts (Drama)

#	Drama	Grade 2	Grade 3
B1. Creating / Representing			
B1.1		engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places	engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places
B1.2		demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played	demonstrate an understanding of how the element of time and place can support the development of role
B1.3		plan and shape the direction of a dramatic play or role play, building on their own and others' ideas both in and out of role, with support	plan and shape the direction of a dramatic play or role play by building on their own and others' ideas, both in and out of role
B1.4		communicate feelings and ideas to a familiar audience using several simple visual or technological aids to support and enhance their drama work	communicate feelings and ideas to a familiar audience using audio, visual, and/or technological aids to support or enhance their drama work

#	Drama	Grade 2	Grade 3
B2. Reflect, Respond, Analyze			
B2.1		express thoughts, feelings, and ideas about drama experiences and performances in a variety of ways	express thoughts, feelings, and ideas about a variety of drama experiences and performances
B2.2		identify, using drama terminology, the elements and conventions of drama used in shared drama experiences and theatre and describe how they help communicate ideas and feelings and create interest	describe, using drama terminology, how elements and conventions of drama are used to shape their own and others' work
B2.3		identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members	identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members

#	Drama	Grade 2	Grade 3
B3. Forms / Cultural Contexts			
B3.1		identify and describe a variety of drama and theatre forms they experience in their home, school, and community, and in the media	identify some distinct stylistic features of a few drama and theatre forms they experience in their home, school, and community, and in the media
B3.2		demonstrate an awareness of some drama and theatre traditions of communities around the world	demonstrate an awareness of ideas and emotions expressed in drama works from communities around the world

The Arts (Visual Art)

#	Visual Art	Grade 2	Grade 3
D1. Creating / Representing			
D1.1		create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature	create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject
D1.2		demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic	demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
D1.3		use elements of design in art works to communicate ideas, messages, and understandings	use elements of design in art works to communicate ideas, messages, and understandings
D1.4		use a variety of materials, tools, and techniques to respond to design challenges (drawing, mixed media, painting, print making, sculpture)	use a variety of materials, tools, and techniques to respond to design challenges (drawing, mixed media, painting, print making, sculpture)

#	Visual Art	Grade 2	Grade 3
D2. Reflect, Respond, Analyze			
D2.1		express their feelings and ideas about works of art	express feelings/ideas about art experiences/ images
D2.2		explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work	explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work
D2.3		demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art	demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art
D2.4		identify and document their strengths, their interests, and areas for improvement as creators of art	identify and document their strengths, their interests, and areas for improvement as creators of art

#	Visual Art	Grade 2	Grade 3
	D3. Forms / Cultural Contexts		
D3.1		identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences	identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences
D3.2		demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places	demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places

Year at a Glance Plan

SEPTEMBER / OCTOBER - BIG IDEA: Interactions and Interdependence

CULMINATING TASK: Using your research create and present a text (such as a brochure, poster, power point) including the features of a rural/urban community or a province /territory of Canada to promote tourism. Explain the features of the urban/rural community and the physical regions of the province/territory looking at the natural resources/ population, agriculture, businesses (soil, rocks, minerals, living things) of that community and highlight the positive features of that community/province/territory.

Social Studies

Grade 2: Global Communities

B1. Application: 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 (FOCUS ON: Cause and Consequence)

B2. Inquiry: 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 (FOCUS ON: Interrelationships; Patterns and Trends)

Grade 3: Living and Working in Ontario

B3. Understanding Context: describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs (FOCUS ON: Significance)

B2. Inquiry: use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in two or more Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use (FOCUS ON: Cause and Consequence; Perspective)

Guiding Question for Grade 2 and 3: How does the environment influence our communities?

PERFORMANCE TASK

Grade 2 - Students create a brochure (electronically or by hand) to describe the characteristics of a community in another region (e.g. food, clothing, shelter, climate, games etc.).

Grade 3 - Students create a brochure (electronically or by hand) about a rural or an urban community in Ontario. Ask the students to convince people to visit their community

Language Connections

Oral and Visual Communication (Grade 2 and 3)

- OE1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- OE2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Reading (Grade 2 and 3)

- OE1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- OE2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning

Writing (Grade 2 and 3)

- OE1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
- OE2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- OE3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Media Literacy (Grade 2 and 3)

- OE1. demonstrate an understanding of a variety of media texts;
- OE3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

WRITING SUBTASK (Grade 2 and 3) - Students to create a log of their observations of the plants including their graphs, pictures, and words.

READING SUBTASK (Grade 2 and 3) - Read informational texts about animals (Gr. 2) and plants (Gr. 3). Use graphic organizers to record information.

MEDIA / ORAL SUBTASK (Grade 2 and 3) - Show students samples of travel brochures and discuss their features. Discuss how advertisers purposely select enticing colours and print to capture the attention of potential customers. Students plan which features they will use in their own brochures.

Visual Arts (Grade 2 and 3) - D1. Creating and Presenting: apply the creative process (see pages 19–22) 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

SUBTASK (Grade 2 and 3) - Show students several samples of posters with environmental themes. Look at media works that are geared toward different audiences. Ask students to create an environmental posters for two different audiences e.g. boys, girls or children, adults (Talk about stereotypes). Ask students to think about what colours they would use in their poster and why. Differentiate by asking students to keep in mind the elements and principles of design for each grade level.

NOVEMBER / DECEMBER / JANUARY - BIG IDEA: Making and Understanding Our Choices

CULMINATING TASK: Grade 3 students plan and build a strong and stable structure that would be suitable for a playground. Grade 2 students plan and use a simple machine to create a play structure. Students combine their models. In groups, students create podcasts with visuals to convince schools and parks to use their playground. Students write their procedure of how they built their structures or their simple machine for the playground.

Social Studies

Grade 2: Global Communities

B1. Application: 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 (FOCUS ON: Cause and Consequence)

B2. Inquiry: 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 (FOCUS ON: Interrelationships; Patterns and Trends)

B3. Understanding Context: 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 (FOCUS ON: Significance).

Grade 3: Living and Working in Ontario

B1. Application: demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario (FOCUS ON: Interrelationships; Patterns and Trends)

B2. Inquiry: use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in two or more Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use (FOCUS ON: Cause and Consequence; Perspective);

B3. Understanding Context: describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs (FOCUS ON: Significance).

Guiding Questions for Grade 2 and 3 - How do our lifestyles influence our communities and vice versa? What does a community need to have in order to meet our needs?

PERFORMANCE TASK (Grade 2 and 3)

Students compare their countries of origin (where their ancestors are from) and compare them to the community they live in from Ontario. Students will graph how many students come from urban or rural communities. The students use a Venn Diagram to compare the kinds of play structures found in the different communities (if they exist there). How do the play structures differ in other communities? What factors influence the structure e.g. climate, economics etc.

Language Connections

Oral and Visual Communication (Grade 2 and 3)

OE1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

OE3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading (Grade 2 and 3)

OE2 recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

Writing (Grade 2 and 3)

OE1 generate, gather, and organize ideas and information to write for an intended purpose and audience.

Media Literacy (Grade 2 and 3)

OE1. demonstrate an understanding of a variety of media texts.

READING / WRITING SUBTASK (Grade 2 and 3)

Students read informational texts about other communities. Using a graphic organizer students will record the steps for building their structure, the materials they used, and the sequence. Students can take pictures while they are making the structure. Students write a procedural text or explain orally how they created their structure.

ORAL / MEDIA SUBTASK (Grade 2 and 3)

Students create podcasts with visuals (commercials) to convince schools and parks to consider their new play structure for playgrounds. Ask students to give feedback to their peers' podcasts based on the criteria. Ask students to self assess by identifying their strengths and areas of improvement in communication situations.

Visual Arts (Grade 2 and 3)

D2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works

Drama (Grade 2 and 3)

B3. Exploring Forms/Cultural Contexts: demonstrate an understanding of a variety of drama forms and styles from the past and present, and their social and community contexts.

VISUAL ART / DRAMA SUBTASK (Grade 2 and 3)

As a class, discuss the various forms of drama students see in their homes and schools (e.g. commercials, plays etc.) Ask why they think people may want to see these kinds of dramas. Also ask students the kinds of visuals that accompany these forms of drama. Brainstorm a list with students. Have students choose one kind of drama e.g. a play, commercial etc. to create podcasts with visuals to convince schools and parks to consider their new play structure for playgrounds.

FEBRUARY / MARCH / APRIL - BIG IDEA: Sustainability and Conservation

CULMINATING TASK: Grade 2 students create a comic to recount a day in the life of a child from one of the countries they have studied. Grade 3 create a comic to recount a day in the life of a child who is an early settler or a First Nations person from the mid to late 1800s.

Grade 2: Changing Family and Community Traditions

A1. Application: 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 (FOCUS ON: Perspective; Cause and Consequences)

A2. Inquiry: 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 (FOCUS ON: Continuity and Change)

A3. Understanding Context: 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 (FOCUS ON: Interrelationships; Significance)

Grade 3: Communities in Canada, 1780-1850

A1. Application: compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day (FOCUS ON: Continuity and Change, Perspective)

A2. Inquiry: use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges (FOCUS ON: Significance; Cause and Consequence)

A3. Understanding Context: identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other (FOCUS ON: Interrelationships).

Guiding Questions - Grade 2: How do other communities use water? Compare their use of water to your own community.

Grade 3: How did the First Nations and Early Settlers use of natural resources? Compare their use your use of natural resources to your own.

PERFORMANCE TASK - Class Unity Quilt

Grade 2 - Examine the traditional fabric designs from various cultures (consider the meaning of colours, texture for climate etc).

Grade 3 - Examine quilts and their importance in the life of early settlers. (Possible field trip: go to an Art Gallery and look at quilts).

Grade 2 and 3 - Each student gets a square to design and shares the significance of their pattern. At the end put all the squares together to create a unity quilt.

Language Connections

Oral and Visual Communication (Grade 2 and 3)

OE1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

OE 3 reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading (Grade 2 and 3)

OE1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
OE3. use knowledge of words and cueing systems to read fluently.

Writing (Grade 2 and 3)

OE1 generate, gather, and organize ideas and information to write for an intended purpose and audience
OE4. 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.

ORAL / VISUAL / DRAMA SUBTASK (Grade 2 and 3)

Brainstorm as a class questions that students would like to ask someone from another place. Keep the questions up as an anchor chart for students. Ask questions about different cultural traditions, celebrations, the relationship a person may have/ had with the environment etc.

The whole class comes together to do an inside outside circle. The grade 2s on the inside will be in role as a child from one of the countries that they have studied. The grade 3s in the inside circle will be in role as a child who is an early settler or from a First Nations tribe from the late 1800s.

The grade 3 students on the outside circle will ask the grade 2 students in the inside circle questions about their lives. The students will answer the questions based on the information they have learned.

After the students have asked their questions, students on the outside circle rotate. After 4 or 5 rotations students on the outside circle will switch with students in the inside circle.

READING / WRITING SUBTASK (Grade 2 and 3)

Students read a variety of informational texts to find out more about the lives of children in other countries (Gr.2s) and First Nations and Early Settlers of the 1800s (Gr. 3s). Students record their information on a graphic organizer.

PERFORMANCE TASK

Grade 2 - Plan and create a comic to recount a day in life of a child who is from one of the countries that they have studied.

Grade 3 - Plan and create a comic to recount a day in the life of a child who was an early settler or a First Nations person from the mid to late 1800s.

Visual Arts (Grades 2 and 3)

D3. demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

PERFORMANCE TASK (Grade 2 and 3) - Look at art from countries(Gr. 2)/ time period(Gr.3) to learn more about how they use the elements of design (colour, texture, line, space, shape and form, value). Students can refer back to this information when creating their own quilt square.

APRIL / MAY / JUNE - BIG IDEA: Change and Continuity

CULMINATING TASK: The grade 3 students will create a toy for a child from the 1800s that uses force (e.g. pin wheel a boat with paper clips and a magnet). The grade 2 students create a toy for a child from one of the cultures of the people in Ontario that involves the interaction between liquids and solids e.g. a toy that floats. Have students create a box for their toy. Have students decide the best area and perimeter for the faces of the box and justify their choice. The box should be attractive to the child for whom they have designed the toy. Co-construct with the students the criteria for what would make an attractive box for their toy. Have students consider the audience, text and production. Students need to include on the box reasons why a child would want their toy.

Social Studies

Grade 2: Changing Family and Community Traditions

A1. Application: 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 (FOCUS ON: Perspective; Cause and Consequences);

A2. Inquiry: 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 (FOCUS ON: Continuity and Change);

A3. Understanding Context: 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 (FOCUS ON: Interrelationships; Significance).

Grade 3: Communities in Canada, 1780-1850

A1. Application: compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day (FOCUS ON: Continuity and Change, Perspective);

A2. Inquiry: use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges (FOCUS ON: Significance; Cause and Consequence);

A3. Understanding Context: identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other (FOCUS ON: Interrelationships).

Guiding Questions (Grade 2 and 3) - Why have some traditions and celebrations changed over the years? - How do/did people preserve cultural traditions?

PERFORMANCE TASK (Grade 2 and 3)

Have a discussion with students about the traditions, rules and culture of their families. Using informational texts, ask the grade 2s to explore the origins of the diverse population in Ontario. Ask the grade 3 students to explore the origin of the people who settled in Upper Canada. Students will explore the ways in which these groups pass on traditions from generation to generation e.g. through oral or written stories, pictures, celebrations etc. Ask the students to recreate celebrations. The grade 2s recreate one of the celebrations of the many cultures within Ontario. The grade 3s will recreate some of the celebrations of the First Nations and/or Early settlers.

Language Connections

Oral and Visual Communication (Grade 2 and 3)

OE1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

OE2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Reading (Grade 2 and 3)

OE1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

OE4 reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing (Grade 2 and 3)

OE1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

OE4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Media Literacy (Grade 2 and 3)

OE3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

OE4. reflect on and identify strengths as media interpreters / creators, areas for improvement, and strategies helpful in understanding and creating media texts.

READING / WRITING / ORAL SUBTASK (Grade 2 and 3)

Using informational texts, ask the grade 2s to explore the origins of the diverse population in Ontario and the grade 3 students to explore the origin of the people who settled in Upper Canada. Students will explore the traditions of each group, the kinds of games and toys used in these traditions. Students will also explore the ways in which these groups pass on traditions from generation to generation e.g. through oral or written stories, pictures, celebrations etc. Students display their information on a mind map.

MEDIA LITERACY SUBTASK (Grade 2 and 3)

Students create a box for their toy. The box should be attractive to the child for whom they its designed. Co-construct with the students the criteria for what would make an attractive box. Have students consider the audience, text and production, and to include on the box reasons why a child would want their toy

Visual Arts (Grades 2 and 3)

D3. demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

VISUAL ARTS SUBTASK (Grade 2 and 3)

Students create the box for their toy, considering the meaning of the colour for the tradition or culture of the child for whom they have created the toy.

Week at a Glance Plan

Week 1 - Sept 2 – 15				
	Unit	Resources	Strategies	Expectation Codes
Reading	Animals	Classroom Critters - Integrated Unit	reading passages and take notes (non-fiction)	1.1, 1.2, 2.3
Writing	Taking Jot Notes	Classroom Critters - Integrated Unit	finding relevant info in text and taking jot notes	1.3, 1.4
Oral	Active Listening/ Participation	Growing Character by Deb Austen Brown	active listening skills explicitly taught, respectful speaking and participation skills	1.2, 2.2, 2.6
Media Literacy	n/a			
Phys. Ed	Cooperative Games	OPHEA lesson plans	team building activities, cooperative games, follow instructions, working together	A1.1, A1.2, A1.4 A2.1, A3.1,
Health	n/a			
Social Studies	n/a			
Visual Arts	Self Caricatures	<i>Create a Caricature: South Park Style</i> by Tracee Orman	Students create a self-portrait sketch and complete a short inventory profile	D1.1, D1.3
Drama	Cooperative Activities	Drama Themes	Ice-breaker games and improvisation scenes	B1.1, B1.3
Special Events	■ Back to School (Tues Sept 2)			

Week 2 - Sept 16 – 30				
	Unit	Resources		Expectation Codes
Reading	Arthur and the Dragon	Treasure Chest, Arthur and the Dragon by Pauline Cartwright	follow lesson plans in Treasure Chest for the picture book, Arthur and the Dragon	1.3, 1.4, 1.5, 1.8
Writing	Tragic Love Tales	Don't Forget to Write: Lesson 1	Shared writing, as a class, plan and write a tragic tale, students can then write one in small groups	1.1, 1.2, 1.4, 2.1
Oral	Active Listening/ Participation	Growing Character by Deb Austen Brown	active listening skills explicitly taught, respectful speaking and participation skills	1.2, 2.2, 2.6
Media Literacy	Online Map Programs / Apps	various programs / apps/ websites	create maps using technology	3.1, 3.3, 3.4
Phys. Ed	Cooperative Games	OPHEA lesson plans	team building activities, cooperative games, follow instructions, working together	A1.1, A1.2, A1.4 A2.1, A3.1,
Health	Making Healthy Food Choices	OPHEA	Looking at healthy lunch / snack choices, planning, setting goals	Gr. 2 - C2.1, C2.2 Gr. 3 - C3.1, C4.1
Social Studies	Mapping	Nikki's Mapping Adventure http://nikkisadventures.weebly.com/lesson-1.html	Exploring point of view including bird's eye view, cardinal directions, reading and creating maps	A2.3, A2.4
Visual Arts	Line	PEI Arts Curriculum Grade 2 / 3	Students will experiment using different types of lines for effect	D1.3, D2.2
Drama	Arthur and the Dragon	Treasure Chest, picture book	Tableaux, picture book re-enactment, extending scenes dramatically	B1.1, B2.1
Special Events	<ul style="list-style-type: none"> ■ Autumn (Tues Sept 23) ■ PA Day (Sept 26) 			

Week 3 - Oct 1 - 15				
	Unit	Resources	Strategies	Expectation Codes
Reading	Poetry	Poetry Speaks to Children	Reading poems of different types	1.1, 1.2, 2.1, 2.2, 4.1
Writing	Poetry	Poetry Speaks to Children	Writing poetry of different forms	1.1, 1.2, 2.1, 2.3, 2.8
Oral	Spoken Word Poetry	Poetry Speaks to Children	Listening to and performing spoken word poetry	2.1, 2.3, 2.5, 2.7
Media Literacy	Spoken Word Poetry	Poetry Speaks to Children	writing, performing, and recording slam poetry	1.1, 1.3, 1.5, 3.2, 3.4
Phys. Ed	Sending and Receiving	OPHEA - Sending and Receiving	Throwing and catching balls with and without equipment	A1.1, A2.1, B1.4, B1.5, B2.2
Health	Standing Up for Yourself	OPHEA - Be True to You Lesson	Making wise-choices and standing by them	C1.2, C2.2, C2.3
Social Studies	Environment and Community Living	Teacher Toolkit	Grade 2 students look at present day communities in the world, Grade 3's look at thos from 1780-1850	A1.1, A1.2, A1.3, A2.1, A3.1
Visual Arts	Shape and Form	PEI Arts Curriculum Grade 2 / 3, various resources	view, respond to, and create works of art that utilize shape and form	D1.1, D1.3, D2.2, D3.1
Drama	Spoken Word Poetry	Various poems from various authors	Students will perform a poem in a dramatic way in front of the class	B1.3, B1.4, B2.1, B3.1
Special Events	■ Thanksgiving (Oct 13)			

Week 4 - Oct 16 - 29				
	Unit	Resources	Strategies	Expectation Codes
Reading	Reader's Theatre Scripts	various reader's theatre scripts	reading scripts and working together to perform an audio piece	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3
Writing	Radio Plays (guided writing)	script-writing software	guided writing to produce a radio play that we will produce in small groups	1.1, 1.2, 1.5, 2.1, 2.2, 2.8, 3.7
Oral	Radio announcing	various CDs and MP3s of radio announcers	listening to radio announcers and analysing techniques used	2.1, 2.2, 2.3, 2.5
Media Literacy	Old Time Radio / Brochures	Various resources	listen to / create radio plays. Create travel brochures	1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2,
Phys. Ed	Kicking and Throwing for Accuracy	OPHEA: Kicking and Throwing for Accuracy	kicking, throwing, and receiving balls and objects with an without equipment	A1.1, A1.4, A3.1, B1.4, B2.2
Health	Personal Safety	OPHEA: Practising Safe Behaviour	relating Positively to Others	C3.1, 1.4
Social Studies	Tourism Project Due	Various resources	students are working on creating a travel brochure	A2.2, A2.3, A2.4
Visual Arts	Texture	PEI Arts Curriculum Grade 2 / 3, various resources	exploring works that use texture effectively and applying those techniques in artwork creations	D1.3, D1.4, D2.2,
Drama	Voice Acting (Radio)	Audacity, audio recording software, podcasting	using voice to convey emotion and expression	B1.1, B1.2, B,14, B2,1, B2.3, B2,3
Special Events	■ None			

Week 5 - Oct 30 - Nov 12				
	Unit	Resources	Strategies	Expectation Codes
Reading	Non-fiction texts	various library books	reading and responding to non-fiction	
Writing	Radio Plays (guided writing)	script-writing software	guided writing to produce a radio play that we will produce in small groups	1.1, 1.2, 1.5, 2.1, 2.2, 2.8, 3.7
Oral	Radio announcing	various CDs and MP3s of radio announcers	listening to radio announcers and analysing techniques used	2.1, 2.2, 2.3, 2.5
Media Literacy	Old Time Radio	recording of radio plays	production of the radio plays and podcasting	3.1, 3.2, 3.3, 3.4
Phys. Ed	Wall and Court Games	OPHEA: Wall and Court Games	students learn various games and then create one of their own	A1.1, A3.1, B1.4, B1.5, B2.1, B2.2, 1.4
Health	Safety at home	OPHEA: Safety Guidelines Outside of Class	students develop safety guidelines for a variety of places and situations outside the classroom.	C2.2, 1.5
Social Studies	Natural Environment / Climate	various books, library resources	describe challenges facing communities in Canada during the late 18th to mid 19th Century	3A2.2, 3A2.5, 3A3.4
Visual Arts	Colour and Value	PEI Arts Curriculum Grade 2 / 3, various resources	colour wheel, value chart	D1.3, D1.4
Drama	Voice Acting (Radio)	recording of radio plays	production of the radio plays and podcasting	B1.1, B1.3,
Special Events	<ul style="list-style-type: none"> ■ Halloween (Fri Oct 31) ■ Remembrance (Tues Nov 11) 			

Week 6 - Nov 13 - 27				
	Unit	Resources	Strategies	Expectation Codes
Reading	Fairytales / Fables	various picture books	reading and exploring the genre of fables	1.1, 1.7, 2.1
Writing	Fairytales / Fables	notebooks, smartboard	write aloud, shared writing, paired writing	1.2, 1.4, 2.4
Oral	Recording Radio Plays	recording of radio plays	production of the radio plays and podcasting	2.1, 2.2, 2.3, 2.5
Media Literacy	Radio Show / Podcast	recording of radio plays	production of the radio plays and podcasting	3.1, 3.2, 3.3, 3.4
Phys. Ed	Balances	OPHEA: Balances	perform a variety of static balances with and without equipment, using different body parts and levels.	A1.1, A3.1, B1.1
Health	Safety away from home	OPHEA: 1998	group work and scenario role play	A3.1, A3.2
Social Studies	Land Use	various resources	explore land use in different communities past and present	2A2.4, 2A3.2 3A1.3, 3A3.3
Visual Arts	Fore-Middle-Background	PEI Arts Curriculum Grade 2 / 3, various resources	drawing scenes with distinct background, foreground, and middle ground to create a sense of depth	D1.1, D1.2, D1.3
Drama	Improvisation	Drama Themes	improvisation games, scenarios, and group work	B1.1, B1.2, B1.3, B1.4
Special Events	■ PA Day (Fri Nov 21)			

Week 7 - Nov 28 - Dec 11				
	Unit	Resources	Strategies	Expectation Codes
Reading	Picture Books	various picture books	reading and exploring the genre of fables	1.1, 1.7, 2.1
Writing	Picture Books	Draw and Write Your Own Picture Book	students independently write and illustrate a picture book 6 - 24 pages	1.2, 1.4, 2.4
Oral	Storytelling	Stories in my Pocket	students learn a story to perform next week	A2.1, A2.2, A2.3, A2.4, A2.5
Media Literacy	Writing and Illustrating Picture Books	Draw and Write Your Own Picture Book	students plan, write, and illustrate 6 - 24 page stories	3.1, 3.2, 3.3, 3.4
Phys. Ed	Jumping and Landing	OPHEA: Jumping and Landing	learning safe take-offs and landings on mats	A1.1, A3.1, B1.2, 1.4
Health	Allergies	OPHEA: Safe Behaviour and Allergies	identify common food allergies and sensitivities and the reactions they may cause, describe behaviours that can be harmful in relating to others.	C1.1, C1.2, C3.1
Social Studies	Physical Features of Communities	various resources	compare and contrast features of various communities past (Gr 3) & present (Gr 2)	A1.1, A1.2, B1.1
Visual Arts	Perspective and Depth	PEI Arts Curriculum Grade 2 / 3, various resources	one point perspective drawing	D1.1, D1.2, D1.3, D1.4
Drama	Storytelling	Stories in my Pocket	students learn a story to perform next week	B1.1, B1.2, B1.3
Special Events	■ None			

Week 8 - Dec 12 - Jan 8				
	Unit	Resources	Strategies	Expectation Codes
Reading	Non-fiction	various resources	reading and responding to non-fiction texts	1.1, 1.3, 2.1, 2.3, 4.1
Writing	Picture Books	Draw and Write Your Own Picture Book	students independently write and illustrate a picture book 6 - 24 pages	1.2, 1.4, 2.4
Oral	Storytelling	Stories in my Pocket	students learn a story to perform next week	A2.1, A2.2, A2.3, A2.4, A2.5
Media Literacy	Writing and Illustrating Picture Books	Draw and Write Your Own Picture Book	students plan, write, and illustrate 6 - 24 page stories	3.1, 3.2, 3.3, 3.4
Phys. Ed	Class Choice	gym equipment	class choice games and fitness activities	A1.1, A3.1, B1.2, B1.3, 1.4
Health	How our actions affect others	OPHEA: A Step Toward a Healthy Lifestyle	students discover that their actions and decisions can affect other people in positive and negative ways	C1.3, C1.5, 3.1, C3.2
Social Studies	Employment	various resources	explore employment opportunities in different parts of the country	3B3.1, 3A1.2, 3A3.3
Visual Arts	Christmas Crafts	reindeer craft kit	making a reindeer craft	D1.1, D1.2, D1.3, D1.4
Drama	Storytelling	Stories in my Pocket	storytelling performances	B1.1, B1.2, B1.4
Special Events	<ul style="list-style-type: none"> ■ Hanukkah (Dec 17 - 24) ■ Holiday Break (Dec 22- Jan 2) 			

Week 9 - Jan 9 - 23				
	Unit	Resources	Strategies	Expectation Codes
Reading	Vampires	Wempires by Daniel Pinkwater (picture book)	reading and exploring the genre of vampires	2.1, 2.2, 2.3, 2.4
Writing	Vampires	Wempires by Daniel Pinkwater	writing vampire stories	1.1, 2.2, 2.3
Oral	Non-verbal cues	various resources	role playing, looking at video clips. exploring different non-verbal cues used in daily life.	2.6
Media Literacy	Overt and Implied Messages	video clips, online resources, magazine advertisements	looking at the techniques used in film, television, and print.	1.2
Phys. Ed	Winter Fitness	OPHEA: Introduction to Fitness	participate actively and safely in a wide variety of cardio-respiratory fitness activities	A1.1, A2.1, A2.3, A3.1, 1.1
Health	Healthy Teeth	OPHEA: Healthy Choices for Healthy Teeth	understand the importance of good oral health to overall health, and the effects of different food choices on oral health.	C1.1, C2.1
Social Studies	Playground Project	various resources	Gr 3 students plan and build a structure for a playground. Gr 2 students plan and use a simple machine to create a play structure. Students combine their models.	A1.1, A2.5
Visual Arts	Mixed Media	PEI Arts Curriculum Grade 2 / 3, various resources	combining media into original works on art	D1.4
Drama	Vampires	various resources	improvisation, small scenes	B1.3
Special Events	■ PA Day (Fri Jan 16)			

Week 10 - Jan 26 - Feb 6				
	Unit	Resources	Strategies	Expectation Codes
Reading	Text patterns	various books and online resources	exploring text patterns and features	2.2
Writing	Scriptwriting	scriptwriting software	guided writing of a class screenplay	2.2, 3.1, 3.2
Oral	Fact / Opinion	various texts	differentiating between fact and opinion	1.7
Media Literacy	Scriptwriting	scriptwriting software	guided writing of a class screenplay	1.1, 1.6 , 3.1, 3.2, 3.4
Phys. Ed	Goal Setting	OPHEA: Introduction to Fitness	use self-monitoring and critical thinking skills to set realistic and achievable personal and group goals related to cardio-respiratory fitness.	A1.1, A2.1, A2.3, A2.4, A3.1, 1.1, 1.5
Health	Media and Violence	OPHEA: Media and Violence Lesson	looking at how violence is portrayed in the media and the real-life consequences of violent acts	C1.4, C1.5, C3.2
Social Studies	Community Traditions and Celebrations	various resources	exploring traditions and celebrations in different communities past and present	2A3.4, 3A3.6
Visual Arts	Painting	PEI Arts Curriculum Grade 2 / 3, various resources	painting with a pallet, mixing colours and uses hues.	D1.1, D1.3,
Drama	Relationships	Drama Themes: Unit 5	launching drama scenes from picture books, various games	B2.1
Special Events	<ul style="list-style-type: none"> ■ Groundhog Day (Mon Feb 2) ■ 100th Day (Fri Feb 6) 			

Week 11 - Feb 9 - 23				
	Unit	Resources	Strategies	Expectation Codes
Reading	Elements of Style	various resources	identify and give examples of voice, word choice, different sentence types, and how they help readers understand texts	1.7, 2.4
Writing	Personal Letters	various resources, real letters	writing letters to each other, friends, and family members	2.1, 2.2, 2.3
Oral	Comprehension Strategies	various audio texts	identify listening strategies and use them in context to understand and clarify the oral texts	1.3
Media Literacy	Film pre-production	video camera, costumes, backdrops, set locations	planning how, when, and any extra things we need to start shooting the class film	1.6, 3.3, 3.4
Phys. Ed	Class Choice	various gym equipment	class choice games and fitness activities	B1.1, B1.2
Health	Local and Cultural Food	OPHEA: Healthy Decision Making	looking at how local fresh foods and foods from different cultures can be used to expand our range of healthy eating choices	C1.1, C3.1, 1.5
Social Studies	Community Relationships	various resources	compare ways of life in different communities and the relationships between them	A3.3, A3.6
Visual Arts	Print-making	PEI Arts Curriculum Grade 2 / 3, various resources	making prints and stamp art	D1.4
Drama	The Future	Drama Themes: Unit 9	watch, exploring and creating science fiction skits and drama scenes	B2.1, B2.2
Special Events	<ul style="list-style-type: none"> ■ Valentines (Sat Feb 14) ■ Family Day (Mon Feb 16) ■ Chinese NY (Thurs Feb 19) 			

Week 12 - Feb 24 - Mar 9				
	Unit	Resources	Strategies	Expectation Codes
Reading	Tongue Twisters	various texts and online resources	read tongue twisters	1.1
Writing	Procedure	Show Me: Teaching Information and Visual Texts	writing procedural texts for various purposes, revising for effectiveness	1.1, 2.6, 2.7
Oral	Tongue Twisters	various texts and online resources	perform tongue twisters	1.1, 2.3
Media Literacy	Film production / shooting	video camera, props, costumes	shooting the script for our class film	3.1, 3.2, 3.3, 3.4
Phys. Ed	Skipping	OPHEA: Jump Rope	students will jump and land safely in control, taking off from one foot or from two feet.	A1.1, A3.1, B1.2, B1.3, 1.4
Health	Making Connections between Healthy Behaviours	OPHEA: Healthy Decision Making	make connections that relate to local foods and foods from different cultures, violent behaviour and substance use and how choices and behaviours affect both themselves and others	C1.1, C1.5, C1.2, C3.1, C3.2
Social Studies	Unity Quilt	quilt examples, fabric	each student creates a square for one complete class quilt	A1.1, A3.6
Visual Arts	Sculpture	PEI Arts Curriculum Grade 2 / 3, various resources	creating 3D works of art	D1.4
Drama	Acting on video	video camera, props, costumes	shooting the script for our class film	B1.1, B1.2, B1.3
Special Events	■ Daylight Time (Sun Mar 8)			

Week 13 - Mar 31 - Apr 15				
	Unit	Resources	Strategies	Expectation Codes
Reading	Spy genre	various picture books and texts	read and explore the conventions of the form, students search for and gather spy novels and books from the library	1.3, 2.1, 2.2, 2.3
Writing	Spy School	Don't Forget to Write: Lesson 13	writing secret messages / codes, gathering intelligence, writing a short story	1.1, 1.2, 1.3, 2.1, 2.3
Oral	Extend Understanding	Old time radio spy shows	text-to-text, text-to-self, and text-to-the-world connections	1.6
Media Literacy	Editing	computer editing software	working on editing the class movie we shot over the past few weeks	3.4
Phys. Ed	Net Games	gym equipment	balloon volleyball, handball, badminton	B1.3, B1.4, B1.5
Health	Alternative Health Habits	OPHEA: Practising Safe Behaviour	describe methods that may be used instead of or in combination with medication to maintain good health and prevent or treat various health problems.	C1.3, C1.5, C3.2
Social Studies	Beginning of 19th Century	various resources	researching what Ontario was like at the start of the 19th Century and how FN nations lived at that time	A3.1, A3.2, A2.5, A3.6,
Visual Arts	History and Appreciation	PEI Arts Curriculum Grade 2 / 3, various resources	looking at and responding to various art pieces of various periods and regions	D2.1, D2.2, D2.3, D2.4, D3.1
Drama	Post-production	computer editing software	working on editing the class movie we shot over the past few weeks	3.4
Special Events	<ul style="list-style-type: none"> ■ St. Patrick's (Tues Mar 17) ■ March Break (Mar 16 - 20) 			

Week 14 - Mar 31 - Apr 15				
	Unit	Resources	Strategies	Expectation Codes
Reading	Choose Your Own Adventure	various books and online resources	read aloud and class decides what choice the story will go	1.3, 1.7
Writing	Choose Your Own Adventure	Don't Forget to Write: Unit 17	students learn about the basic elements of telling a story then create their own multi-choice adventure	4.1, 4.2
Oral	Making Inferences	various oral texts and print texts	students learn how to infer	1.5
Media Literacy	Comics	comic builder programs online and apps	students learn about the conventions of comics, plan their own comic stories	1.1, 1.3, 2.1, 2.2, 3.4
Phys. Ed	Track and Field	OPHEA: Intro to Track and Field	learning various track and field events	A1.1, A3.1, B1.2, B1.3, B2.2
Health	Applying Health Knowledge	OPHEA: Applying Health Knowledge	apply health knowledge and living skills to make reasoned decisions and take appropriate actions related to personal health and well-being	C2.1, C2.2, C2.3, 1.5
Social Studies	Gr 2. Changes in Celebrations / Traditions Gr 3. Challenges 1780-1850	various resources	Gr 2 - identify some of the reasons for changes in traditions over time among different groups Gr 3 - investigate challenges that different groups and communities faced	A1.2, 1.3 A2.1, A2.5
Visual Arts	Comics	PEI Arts Curriculum Grade 2 / 3, various resources	students will learn about the conventions of comics and begin planning their own comic stories	D1.1, D1.2, D2.2
Drama	Extending Scenes	Drama Themes	extending scenes that we have read this week and improvising what could have happened next in the story	B1.2, B1.3, B2.2
Events	■ Easter Break (Apr 3 - 6)			

Week 15 - Apr 16 - 30				
	Unit	Resources	Strategies	Expectation Codes
Reading	Fairytales Retold (new POVs)	The True Story of the Three Little Pigs" by Jon Scieszka	reading familiar tales from a different point of view	1.2, 1.3, 1.8, 1.9
Writing	Point of View	Don't Forget to Write: Lesson 23	rewriting familiar tales from a different point of view	2.5
Oral	Point of View	various resources	identify what point of view is used and other points of view that aren't represented in the text	1.8
Media Literacy	Film	completed class film	research, advertise, and promote a première party for the class film	4.1, 4.2
Phys. Ed	Track and Field	OPHEA: Intro to Track and Field	continue learning and practising track and field events	A1.1, A3.1, B1.2, B1.3, B2.2
Health	Substance Abuse	OPHEA: Making Healthy Choices	students learn about behaviours and the use of various substances in ways that could lead to dependencies	C2.3, 1.5
Social Studies	Comic Strip Project (a day in the life of a child)	comic builder programs online and apps	Gr 2 - a day in the life of a child from a region / country we've studied Gr 3 - a day in the life of some from the era we've studied 1780-1850	B1.3, A2.4
Visual Arts	Variety - slight variations on a major theme; strong contrasts	PEI Arts Curriculum Grade 2 / 3, various resources	creating different pieces of art that play with a certain theme, focusing on contrast between the pieces	D1.2, D2.1, D2.2
Drama	Film	completed class film	students plan a world première party and view the film for an audience	B3.1, B3.2
Special Events	<ul style="list-style-type: none"> ■ Class Film Premiere (Thurs Apr 16) ■ PA Day (Fri Apr 17) 			

Week 16 - May 1 - 14				
	Unit	Resources	Strategies	Expectation Codes
Reading	Contractions	various resources	finding and expanding contractions in classroom library	1.3, 2.4, 3.1, 3.2
Writing	Onomatopoeia	Don't Forget to Write: Lesson 24	exploring how sounds are used in writing and writing sound stories	1.2, 2.6, 2.7
Oral	Analysing Texts	various resources	identify and explain the importance of significant ideas and information in various texts	1.7
Media Literacy	Advertising	various commercials radio, television, film	analysing commercial techniques and items of persuasion	1.1, 1.4, 2.2
Phys. Ed	Locomotion	OPHEA: Exploring Locomotor Movements	exploring locomotive movements in a variety of activities	A1.1, A3.1, B1.3, 1.4
Health	Growth and Development	OPHEA (1998)	students learn about the stages of life and reproduction	C4.1, C4.2, C4.3, C4.4
Social Studies	Toys of different cultures / generations	various resources	researching toys from different regions, cultures, and eras	A1.1, A2.6, A3.2
Visual Arts	Positive / Negative Space	PEI Arts Curriculum Grade 2 / 3, various resources	looking at company logos (i.e. Fed Ex) and the use of negative space, creating logos or pictures that use negative space	D2.3
Drama	Sound Effects	various sounds (found sounds, pre-recorded sounds, self-made)	using sound in creative ways in drama scenes and identify strengths and areas of improvement in performances	B2.1, B2.3
Special Events	■ Mother's Day (Sun May 10)			

Week 17 - May 15 - 29				
	Unit	Resources	Strategies	Expectation Codes
Reading	Persuasion	various resources	reading persuasive texts	1.2, 2.1, 2.2, 2.3, 3.3
Writing	Creating Your Own Country	Don't Forget to Write: Lesson 31	planning name, flag, leader, and map of country and writing a press release	1.2, 2.5, 3.8
Oral	Persuasion	various resources	exploring persuasion techniques in commercials	1.3, 1.7, 1.9
Media Literacy	Commercial Techniques	various resources	planning a commercial for the toy they are creating	1.1, 1.2, 1.3, 1.4
Phys. Ed	Jumping	OPHEA: Jumping and Interval Training	jumping techniques and interval training	A1.1, A3.1, B1.2, B1.3, B2.2, 1.4
Health	Growth and Development	OPHEA (1998)	students learn about the stages of life and reproduction	C4.1, C4.2, C4.3, C4.4
Social Studies	Toy Design	various resources from home and school materials	Gr 3 students create a toy for a child from the 1800s that uses force Gr 2 students create a toy for a child from one of the cultures of the people in Ontario	A1.1, A2.4, A2.6
Visual Arts	Super-Bucks	PEI Arts Curriculum Grade 2 / 3, various resources	students create a dollar bill of an unusual currency for their fictional country	D2.3, D3.1, D3.2
Drama	Persuasion	various resources	creating commercials for their fictional product	B2.1, B3.1, B3.2
Special Events	■ Victoria Day (Mon May 18)			

Week 18 - June 1 - 15				
	Unit	Resources	Strategies	Expectation Codes
Reading	Realistic Fiction	Clever Kids Language Skills	read various books of historical fiction and realistic stories	1.1, 1.4, 3.3
Writing	Descriptive / Explanatory	various resources	writing explanatory paragraphs	2.3, 2.4
Oral	Interconnected Skills	various resources	focusing on how viewing, representing, reading and writing skills help improve oral communication	3.2
Media Literacy	Creating Toy Packaging	various resources	students create the packaging for the toy they created	2.1, 2.2, 3.1, 3.2, 3.3, 3.4
Phys. Ed	Class Choice	gym equipment	class choice games / fitness activities	A2.1, A2.2, A2.3
Health	Growth and Development	OPHEA (1998)	students learn about the stages of life and reproduction	C4.1, C4.2, C4.3, C4.4
Social Studies	Toy project due	various resources	students complete the toy project included a model of the toy and the packaging.	A2.2, A2.6
Visual Arts	Painting	PEI Arts Curriculum Grade 2 / 3, various resources	painting scenes and posters	D1.1, D1.3
Drama	Improvisation Games	Drama Themes	cooperative drama games	B1.3, B2.1
Special Events	■ None			

Week 19 - June 16 - 25				
	Unit	Resources	Strategies	Expectation Codes
Reading	First Nation legends / tales	Coyote Sings to the Moon by Thomas King	read FN tales and respond to them	1.1, 1.2, 1.3, 1.4, 1.7, 1.8
Writing	Building a Fort	Don't Forget to Write: Lesson 3	Students build forts and then write about them in detail	1.1, 1.2, 1.4, 1.5, 2.1, 2.8
Oral	First Nation Oral Texts	various written and oral texts, Skype / Google Hangouts	bring in FN guests into the classroom live or via Skype / Google Hangout	1.3, 1.4, 1.6, 1.7, 3.1
Media Literacy	Commercial Creation for Toy	various video clips	students write and produce television commercials for the product they invented in the last few weeks	3.1, 3.2, 3.3, 3.4
Phys. Ed	Cooperative Games	OPHEA lesson plans	team building activities, cooperative games, follow instructions, working together	A1.1, A1.2, A1.4 A2.1, A3.1,
Health	n/a			
Social Studies	First Nation Oral Texts	Toolkit, various FN texts, past student examples	read and listen to FN texts, Skype with FN communities and elders	A1.1, A3.2, A3.4, A3.7,
Visual Arts	Mixed Media	PEI Arts Curriculum Grade 2 / 3, various resources	students will work with various media and combine them in artistic works	D1.1, D1.4
Drama	Legends	Toolkit, various FN texts	students will retell and perform legends	B1.2, B3.1
Special Events	<ul style="list-style-type: none"> ■ Ramadan (Thurs Jun 18) ■ Father's Day (Sun Jun 21) ■ Aboriginal day (Sun Jun 21) ■ PA Day (Fri June 26) 			

Language Block

- 1) Whole Group Instruction
- 2) Small Group Instruction
- 3) Independent Reading
- 4) Literacy Centres
- 5) Word Study
- 6) Writing
- 7) Read Aloud

Read Aloud

Routine

- a) Have a special chair to read from (rocking chair or stool) and consider having the students to sit in front of you on the carpet.
- b) Have transition music playing as students come to the carpet to listen
- c) classroom helper turns off the overhead lights and turns on the reading lamp

During the read,

- a) choose vocabulary words to explicitly teach
- b) stop at moments that are ripe for questions and for “thinking aloud” about reading comprehension strategies.
- c) ask questions to ensure that all students get a chance to think and share in some way.
- d) give students an opportunity to respond after Read Aloud in a variety of ways—orally (through discussion or a think-pair-share), visually (through drawing or imagining), physically (through a pantomime), or in written form (journal or respond to a prompt)

Shared Reading

- Students read chorally from a single text. The teacher reads along with students, his or her voice supporting their reading as needed.
- As students are more able to read text independently, teachers decrease and eventually eliminate their voice support.
- Instruct the students to listen the voices of their classmates so that they are all reading at the same pace.
- Less able readers will listen to the other students while attempting to read and pronounce as many words as possible.
- Walk around the room during this time, helping readers to track print and pronounce words.
- Start by reading one enlarged text, such as a Big Book perched on an easel or the edge of the chalkboard, a poem or chant copied on to chart paper and hanging on a chart stand or the blackboard, class sets of picture books, or a short text on the Smartboard.
- During the reading, use a pointer or your hand to track the print as you and your students read.
- You can choose to read a story from an anthology book, a chapter from a novel, or a magazine article, in addition to reading poems, chants, or other enlarged texts.

- Consider choosing a text that is connected to a thematic unit (Science / Social Studies) or one that lends itself to a particular comprehension strategy.
- Use repeated readings but vary it to maintain student interest. You can ask students to echo read the passage by sentence or line, have the teacher or a student read much of the text, while the whole group chimes in to read key parts, having tables or sides of the room read parts, or using a “call and response” method, in which one student reads a line or two and the class responds by repeating those lines.
- Another great strategy is to use reader’s theatre by choosing a script, assign parts to students, and then spend several days in structured practice. Students are motivated to improve the fluency and accuracy of their delivery because they know they will get to perform the script in front of classmates.

Guided Reading

- Students each have a copy of the text
- Introduce the book and set the purpose for the lesson (use picture walks, exposure to the language of the book before reading, and attention to conventions of print)
- Students read the book on their own, simultaneously. Early and emergent readers will read aloud (it is often helpful to have them turn away from each other to avoid distraction), while fluent readers read silently.
- While students read, ask one student to read aloud for a bit and guide him or her to use the print concept, decoding skill, or reading strategy on which the lesson focuses. Use this as an opportunity to informally assess fluency.
- Students should be encouraged to read the book several times during the course of the lesson to build fluency and further comprehension. Explain the purpose of this practice so that they understand how important it is to their progress as readers.
- After students have finished reading, ask them to respond to the text, revisit particularly difficult passages, work with words and language from the text, or demonstrate understanding of their reading (though you won’t do all of these things during one lesson).
- Respond through shared or interactive writing, drawing, or a shared retelling of the story.
- Some common objectives include: concepts about print (such as ending punctuation), decoding strategies (such as blending the words), and comprehension strategies (for example, identifying the story structure or identifying and using non-fiction structures, like a table of contents).

Literacy Centres

- Students who are not in the Guided Reading group are working independently or with partners, often at literacy centres
- can use listening centres and have students whisper along with a recorded reading of a book.
- Partners might match pictures of rhyming words. Some students might use a reading response journal to draw or write about a book read independently or during Read Aloud, Shared, or Guided Reading

Independent Reading

- Students read books at their level, meaning they can read them with 95% accuracy.
- Student choice is very important here so teach the students how to pick books that are “just right”
- Use a variety of informal assessments, such as anecdotal notes and running records, or formal ones, like DRA

Word Study

Build phonological and phonemic awareness

- Improve students' ability to hear sounds by working with rhymes, riddles, and stories;
- Teach rhymes and alliteration and play games to allow students to practice;
- Scramble and unscramble sentences
- Build sentences from individual words
- Teach word segmentation by syllables; clap out syllables in students' names and other familiar words
- Draw students' attention to their speech organs as they pronounce individual sounds;
- Teach initial and final phoneme identification; have students practice identifying, deleting, and replacing initial and final phonemes
- Teach children to put sounds together (blending) and take them apart (segmenting).

with these methods

- Explicitly and systematically teach students the relationship between sounds and letters, including consonants, consonant blends (/bl/, /gr/), digraphs (two successive letters that make one sound, such as /sh/ and /aw/), short and long vowels, and diphthongs (a speech sound made from two mouth manipulations, such as /oy/)
- Explicitly and systematically teach students to blend together sounds to decode unfamiliar words
- Practice phonics skills by building words that use the sound-spelling correspondences and patterns they have learned
- Practice phonics skills by sorting words that share a pattern
- Word and Structural Analysis - root words, simple prefixes / suffixes, homophones, more complex contractions, and syllable types

Writing

- Plan units of study around a genre (such as narrative or persuasive writing), identify the skills the students need to master
- Teach students to incorporate those skills in their writing and to use the writing process effectively.
- Begin with a mini-lesson that provides direct instruction and models exactly what you want your students to be able to do independently.

Block Division

Whole Group (Read Aloud, Direct Instruction) - 20 minutes

Small Group Instruction - 20

Independent Reading - 20

Literacy Centres - 20

Word Study - 20