

Long Range Plans - Mme Elias 2/3B 2020-2021

MATH	GRADE 2	GRADE 3
September	<p><u>Get to know students</u> Diagnostics and developing math routines</p> <p><u>Number</u> Count to 200 by 20s, 25s and 50s Even and odd numbers</p> <p><u>Algebra</u> Number patterns</p>	<p><u>Get to know students</u> Diagnostics and developing math routines</p> <p><u>Number</u> Count to 1000, including by 50s, 100s, and 200s</p> <p><u>Algebra</u> Number patterns</p>
October	<p><u>Data Management</u> Venn Diagrams</p> <p><u>Spatial Sense</u> Sort and identify two-dimensional shapes by comparing sides, side length, angles and number of lines of symmetry</p> <p>Congruence and angles of 2-D shapes</p> <p><u>Number</u> Estimate the number of objects in collections of up to 200 and verify their estimates by counting, place value to 200</p> <p>Read, represent, compose and decompose numbers up to 200</p>	<p><u>Data Management</u> Venn Diagrams</p> <p><u>Spatial Sense</u> Sort, construct, and identify cubes, prisms, pyramids, cylinders, and cones by comparing their faces, edges, vertices, and angles</p> <p>Congruency and angles using 3-D objects</p> <p><u>Number</u> Place Value to 1000</p> <p>Read, represent, compose, and decompose whole numbers up to and including 1000</p>
November	<p><u>Algebra</u> Geometric patterning</p> <p>Equivalent expressions and variables to 100 (e.g. $2+x=5$)</p> <p>Read and alter existing code</p> <p><u>Number</u> Addition and subtraction facts to 20</p>	<p><u>Algebra</u> Equivalent expressions for multiplication, division, addition and subtraction (e.g. $15 \div x = 3$)</p> <p>Read and alter existing code</p> <p><u>Number</u> Recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts</p>

	<p>Multiplication as repeated addition Represent division of up to 12 items as the equal sharing of a quantity</p> <p>Fractions - recognize that one third and two sixths of the same whole are equal</p>	<p>Fractions - Connections between the numerator of a fraction and the repeated addition of the unit fraction with the same denominator</p>
December	<p><u>Spatial Sense</u> Create and interpret simple maps of familiar places</p> <p>Measurement using non-standard units, centimetres and metres, area of 2D shapes</p>	<p><u>Spatial Sense</u> Measurement using mm, cm, m and km</p> <p>Area and Perimeter of 2 dimensional shapes</p> <p>Mass and Capacity using non-standard units</p>
January	<p><u>Number</u> Compare and order numbers up to and including 200</p> <p><u>Data</u> Collect data to answer a question of interest (e.g. what is your favourite ice cream?)</p> <p>Create graphs, identify mode, make predictions, draw conclusions and answer questions about graphs.</p>	<p><u>Number</u> Round whole numbers to the nearest ten or hundred</p> <p>Use the ratios of 1 to 2, 1 to 5, and 1 to 10 to scale up numbers and to solve problems</p> <p><u>Data</u> Collect data to answer a question of interest (e.g. what is your favourite ice cream?)</p> <p>Create graphs, identify mode and mean, make predictions, draw conclusions and answer questions about graphs.</p>

FRENCH LANGUAGE

Students in Grade 2 and Grade 3 will be supported in whole class and small group instruction throughout the term to focus

on the following expectations:

Listening

- Follow instructions in French
- Use visual cues to aid understanding
- Understand short oral texts

Speaking

- speak in increasingly complex sentences (some words might not be in French)
- engage in a basic familiar social interaction
- express a need
- express that they do not understand
- discuss after shared class reading, short texts, videos, etc
- targeted vocabulary/language structures

Reading

- Routine practice of phonetics
- Utilizing reading strategies
- Begin selecting appropriately levelled texts for reading ability
- Read a variety of fiction & non-fiction texts

Writing

- Sentence structure
- Nouns, verbs, adjectifs
- Use sentence starters and idea prompts
- Independence using personal dictionary and applying phonetic sounds
- Exploring different text types

ENGLISH LANGUAGE - Grade 3s only (Taught by Mme Wallace)

September - January

Oral Communication

- Identify a variety of purposes of speaking
- Identify some non verbal cues (facial expression, eye contact) when speaking
- identify purposes for listening (teacher directed instructions, peer discussions)

Reading

- Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading (making predictions, making connections to the text)
- Identify text features (bold, title, pictures) and explain how they help the reader understand texts

Writing

- Use transitions words to help connect ideas (first, next, finally)
- Sort ideas and information in a variety of ways (graphic organizers, webs, outlines)

Media Literacy

- Identify elements and characteristics of some media forms (comics use drawings, newspapers use print and mostly black & white photos)
- Identify the topic, purpose, and target audience for media texts they plan to create

SCIENCE

GRADE 2

GRADE 3

September	AIR AND WATER IN THE ENVIRONMENT <ul style="list-style-type: none"> - Human impact on water and air - Importance of water to humans and our environment - Properties of water and air - The water cycle - How to conserve water and reduce pollution 	SOIL IN THE ENVIRONMENT <ul style="list-style-type: none"> - Exploring living and non-living components of soils - Types and layers of soil - Importance of soils - Human impact on soil - Erosion, weathering and deposition
October		
November		
December	PROPERTIES OF LIQUIDS AND SOLIDS <ul style="list-style-type: none"> - Demonstrate an understanding of the properties of liquids and solids - Investigate the properties of and interactions among liquids and solids 	FORCES CAUSING MOVEMENT <ul style="list-style-type: none"> - Types of forces - How forces cause movement - How to speed up and slow things down using forces?
January		

SOCIAL STUDIES	GRADE 2	GRADE 3
Taught by Mme Fraresso	Changing Family and Community Traditions <ul style="list-style-type: none"> ● Compare the changes in our traditions and celebrations over time and why ● Use inquiry process to investigate cultures in our class/community ● How traditions and heritage are passed down 	Communities in Canada, 1780–1850 <ul style="list-style-type: none"> ● 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 ● Describe roles of various members of society between communities ● Investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, ● 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

HEALTH Taught by Mr Moore	GRADE 2	GRADE 3
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September	<ul style="list-style-type: none"> - Personal safety and injury prevention (at school, home, online, outdoors, allergies) 	<ul style="list-style-type: none"> - Personal safety and injury prevention (concussion awareness, real and fictional violence)
October		
November	<ul style="list-style-type: none"> - Healthy eating (nutrition, growth, choices) 	<ul style="list-style-type: none"> - Healthy eating (food origins, oral health, local and cultural foods)
December	<ul style="list-style-type: none"> - Mental health literacy (conflict resolution, emotions, take appropriate actions, seeking help) 	<ul style="list-style-type: none"> - Mental health strategies (stress)
January		

PHYSICAL EDUCATION	GRADE 2	GRADE 3
September-January	<ul style="list-style-type: none"> - Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives - Demonstrate responsibility for their own safety and the safety of others 	

ARTS	GRADE 2	GRADE 3
VISUAL ARTS	<ul style="list-style-type: none"> - 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 	
MUSIC (Taught by Mr Moore)	<ul style="list-style-type: none"> - Create and perform music for a variety of purposes using elements and techniques of music (Duration, Pitch, dynamics and expressive controls, timber, texture/harmony, form). - Communicate feelings, ideas and understandings in response to music and musical experiences 	
DANCE	<ul style="list-style-type: none"> - Apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas 	
DRAMA	<ul style="list-style-type: none"> - Drama will be taught and assessed in Term 2. 	