

Long Range Plan 2020-2021 Grade 2 Term 1

FRENCH - ORAL LANGUAGE	
September	<p><u>Reading:</u> Identify a few different purposes for reading Demonstrate visible thinking of reading strategies and encourage discussion (before, during, after) through read alouds and shared reading Understand connections between print text and oral language Recognize elements of text (letters/sounds, familiar words and illustrations) Read and understand many high frequency words</p> <p><u>Listening:</u> Listen to and follow oral instructions Use verbal/visual cues</p> <p><u>Writing:</u> Generate ideas, use strategies and ask questions Model a story and sort different information for writing with support and direction</p> <p><u>Oral communication:</u> Identify purposes for listening in different situations (Cercle d'amitie, Montre et Raconte, discussion de classe, discussion de petits groupes) Demonstrates an understanding of active listening strategies</p>
October	<p><u>Reading:</u> Identify reading comprehension strategies and use them to understand texts. (large group read aloud, reading role play stories) Demonstrate visible thinking of reading strategies and encourage discussion through read alouds and shared reading Decode simple texts based on understanding of consonants, vowels, blends, simple digraphs and diphthongs, nasal sounds Decode simple texts based on understanding of phoneme awareness (segmenting/blending) and phoneme manipulation</p> <p><u>Listening:</u> Listen to and follow simple oral instructions</p> <p><u>Writing:</u> Use familiar words and phrases to communicate relevant details Use text forms (list/label, journal, personal descriptive, writing)</p> <p><u>Oral:</u> Identify several listening strategies (listen for key words that signal important ideas) Identify some non-verbal cues (facial expression, gestures and eye contact) Choose appropriate words/sentences to communicate and engage the audience</p>

<p>November</p>	<p><u>Reading:</u> Identify reading comprehension strategies and use them to understand texts. (large group read aloud, reading role plas stories) Read different types of literary texts, graphic texts and informational texts. Express personal thoughts and feelings about what has been read Identify a few strategies that they found helpful before, during and after reading - Decode simple texts based on understanding of phoneme awareness (segmenting/blending) and phoneme manipulation</p> <p><u>Listening:</u> Reflect on which strategies are most effective, moving toward self-selection based on context</p> <p><u>Writing:</u> Brainstorm ideas about a potential writing topic Sort ideas for their writing using graphic organizers Use ideas, organisation and sentence fluency in writing</p> <p><u>Oral:</u> Demonstrate an understanding of the information and ideas in oral texts by retelling story, restating the information) Demonstrate an understanding of oral texts by connecting the ideas (own knowledge and experiences,to print and to visual texts</p>
<p>December</p>	<p><u>Reading:</u> Understanding of text by making connection Express personal thoughts and feelings about a text Recognize a variety of text forms and demonstrate understanding of how they help communicate meaning Demonstrate visible thinking of reading strategies and encourage discussion (before, during, after) through read alouds and shared reading</p> <p><u>Listening:</u> Liisten to and follows simple multi-step oral instructions</p> <p><u>Writing:</u> Sort ideas and information for their writing using simple graphic organizers Establish a personal voice in their writing Write short texts using a few simple forms</p> <p><u>Oral:</u> Demonstrate an understanding of appropriate speaking behaviour in pairs, small and large groups. Communicate ideas and information orally in a clear, coherent manner</p>

January	<p><u>Reading:</u> Retell the story or restating information from the text including the main idea Identify several reading comprehension strategies to understand important ideas Begin selecting appropriately leveled texts/books</p> <p><u>Listening:</u> understand simple short oral texts, including various media texts</p> <p><u>Writing:</u> Reflect on their strengths as writers and the strategies they found most helpful in the writing process Identify elements of their writing that need improvement using feedback from the teacher and peers</p> <p><u>Oral:</u> Choose appropriate words to communicate their meaning accurately and engage the interest of their audience Begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience</p> <p><u>Media texts:</u> Identify the elements and characteristics of a few simple media forms such as cartoon:(colour,music, animation) Express personal thoughts and feelings about simple media works.</p>

MATH	
September	<p><u>Number Sense and Numeration</u> Students will represent and order numbers to 200; decompose and compose two-digit numbers and count by 1's, 2's, 5's, 10's, and 25's.</p>
October	<p><u>Number Sense and Numeration</u> Recall and demonstrate addition facts for numbers up to 20, and related subtraction facts</p> <p><u>Geometry and Spatial Sense</u> Sort and identify 2D shapes by sides, angles, lines of symmetry</p>
November	<p><u>Measurement</u> Use units of time, including seconds, minutes and hours to describe the duration of various events Linear measurement using non-standard units, and cm and m</p>
December	<p><u>Measurement</u> Mass and Capacity using non-standard units</p>

	<p><u>Geometry and Spatial Sense</u> Identify and describe 3D shapes and sort them by their geometry properties using concrete materials</p>
January	<p><u>Patterning</u> Identify and describe geometric and numeric patterns, determine pattern rules and extend patterns.</p> <p><u>Spatial Sense</u> Location and movement - create and interpret simple maps and identify movements from one location to another</p>
February	<p><u>Number Sense</u> Multiplication as repeated addition and equal groups. Division using concrete materials, sharing up to 12 items. Relationships between addition and multiplication as well as subtraction and division.</p>
March	<p><u>Financial Literacy</u> Represent different ways to make money amounts up to 200 cents using various combination of coins Represent different ways to make money amounts up to 200 dollars using various combination of bills</p>
April	<p><u>Coding</u></p> <p><u>Data Management</u> Sort data according to two attributes and using tables and logic diagrams Collect and organize data</p>
May	<p><u>Number Sense</u> Using drawings to represent fractions as fair share problems. Represent problems to show that one third and two sixths and equal.</p> <p><u>Probability</u> Use mathematical language to describe likelihood of events (e.g. impossible, possible and certain).</p>
June	<p><u>Algebra</u> When and how to use variables (e.g. $2 + x = 5$) Determine what needs to be added or subtracted to expressions to make them equivalent (e.g. $2+5= x-3$)</p>

SCIENCE	
September	<p style="text-align: center;">Air and Water in the Environment</p> Ways water and air are used by living things to meet basic needs Ways humans have an impact on air and water quality Characteristics of air and water and effects on environment
October	
November	
December	<p style="text-align: center;">Properties of Liquids and Solids</p> Properties of liquids and solids Investigate interactions between liquids and solids <ul style="list-style-type: none"> - Floating, sinking, mixing, separating, changing states (ex. Ice to water)
January	

SOCIAL STUDIES	
September	<p style="text-align: center;">Changing Family and Community Traditions</p> <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
October	
November	
December	
January	

ART (September - January)
Apply a creative process to create 2-dimensional and 3-dimensional works of art while focusing on line, shape, form, space, colour, texture and value. Express feelings and ideas about their works of art.

Dance (September - January)
Apply the creative process to compose a variety of dance pieces exploring body, space, time, energy and relationship. Create, respond to, and demonstrate and understand dance pieces/forms/traditions/styles (past and present).

DRAMA (September - January)

Apply the creative process to dramatic play using the elements and conventions of drama to communicate feelings, ideas and stories (role, time/place, relationship, tension, focus/emphasis). Dramatic play, role play, explore main ideas and main characters, thoughts/feelings of perspectives. Respond to dramatic pieces and explore a variety of drama and theatre forms/styles/traditions (home, school, community, media) from past and present.

MUSIC (September - January)

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
Musical genres and styles (past and present) in social and community contexts

PHYSICAL EDUCATION (September - January)

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 and why it is important.
Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Health (September - January)

Personal Safety and Injury prevention (at school, home, online, outdoors, allergies)
Healthy Eating (nutrition, growth, choices)
Mental Health Literacy (conflict resolution, emotions, take appropriate actions)