

# Long Range Plans - TERM 2 - 2020-2021

## Mme Elias 2/3B

MATH	GRADE 2	GRADE 3
February	<p><u>Number</u></p> <ul style="list-style-type: none"><li>- Review numbers to 200</li><li>- Mental math skills (addition and related subtraction facts to 20)</li><li>- The commutative property for addition and subtraction</li><li>- Adding and subtracting whole numbers to 50 using mental math</li><li>- Adding and subtracting whole numbers to 100 using algorithms, mental math and other math tools such as a number line</li><li>- Using variables (e.g. <math>x+5=8</math>)</li> <li>- Multiplication as repeated addition of equal groups</li><li>- Division up to 12 items as the equal sharing of a quantity</li><li>- Relationship between multiplication and division</li> <li>- Sharing up to 10 items among groups of people that result in whole numbers, mixed numbers and fractional amounts</li></ul>	<p><u>Number</u></p> <ul style="list-style-type: none"><li>- Review numbers to 1000</li><li>- Mental math skills (estimating, adding, subtracting)</li><li>- The commutative property for addition and subtraction</li><li>- Adding and subtracting whole numbers to 1000 using algorithms, mental math and other math tools such as a number line</li><li>- Using variables (e.g. <math>x+5=8</math>)</li> <li>- Multiplication to <math>10 \times 10</math></li><li>- Division up to <math>100 \div 10</math></li><li>- Relationship between multiplication and division</li> <li>- Sharing up to 20 items among groups of people that result in whole numbers, mixed numbers and fractional amounts</li></ul>

<p>March</p>	<p><u>Spatial sense</u></p> <ul style="list-style-type: none"> <li>- Give and follow multi-step instructions involving movement from one location to another, including distances and half- and quarter-turns</li> </ul> <p>Measurement, Area</p> <ul style="list-style-type: none"> <li>- Centimetres, metres and nonstandard units</li> <li>- Area of 2D shapes</li> </ul>	<p><u>Spatial sense</u></p> <ul style="list-style-type: none"> <li>- Give and follow multi-step instructions involving movement from one location to another, including distances and half- and quarter-turns</li> </ul> <p>Measurement, Area and Perimeter</p> <ul style="list-style-type: none"> <li>- Millimeters, centimetres, metres and kilometres</li> <li>- Area of 2D and 3D shapes</li> <li>- Perimeter of polygons</li> </ul> <p><u>Number</u></p> <ul style="list-style-type: none"> <li>- Round whole numbers to the nearest ten or hundred, in various contexts</li> </ul>
<p>April</p>	<p><u>Financial Literacy</u></p> <ul style="list-style-type: none"> <li>- Using coins to 200¢ and bills to \$200</li> </ul>	<p><u>Financial Literacy</u></p> <ul style="list-style-type: none"> <li>- Estimate and calculate the change required for various simple cash transactions using bills and coins</li> </ul>
<p>May</p>	<p><u>Algebra</u></p> <ul style="list-style-type: none"> <li>- Patterns that have repeating elements, movements or operations (e.g. shapes, numbers, tables of values)</li> <li>- Determine pattern rule, extend patterns</li> </ul> <p><u>Data</u></p> <ul style="list-style-type: none"> <li>- Probability: use mathematical language, including the terms “impossible”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions</li> </ul>	<p><u>Algebra</u></p> <ul style="list-style-type: none"> <li>- Patterns that have repeating elements, movements or operations (e.g. shapes, numbers, tables of values)</li> <li>- Determine pattern rule, extend patterns</li> </ul> <p><u>Data</u></p> <ul style="list-style-type: none"> <li>- Probability: use mathematical language, including the terms “impossible”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions</li> </ul>

June	<p><u>Algebra</u></p> <ul style="list-style-type: none"> <li>- Read and alter existing code, including code that involves sequential, concurrent, and repeating events, and describe how changes to the code affect the outcomes</li> </ul> <p><u>Spatial Sense</u></p> <ul style="list-style-type: none"> <li>- Create and interpret simple maps of familiar places</li> </ul>	<p><u>Algebra</u></p> <ul style="list-style-type: none"> <li>- Read and alter existing code, including code that involves sequential, concurrent, and repeating events, and describe how changes to the code affect the outcomes</li> </ul>
------	---	---

**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:

<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Follow instructions in French</li> <li>- Respond to questions and conversations in French</li> <li>- Understand short stories and videos in French</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Speak in French on a daily basis in the classroom (ex. ask for help, share ideas or a story)</li> <li>- Speak in increasingly complex sentences using new vocabulary</li> <li>- Use strategies to talk around words they do not know in French</li> <li>- Present a rehearsed oral presentation in front of the class or small audience</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Routine practice of phonetics</li> <li>- Focus on reading comprehension strategies</li> <li>- Explore a variety of texts</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Sentence structure</li> <li>- Nouns, verbs, adjectifs</li> <li>- Use sentence starters and idea prompts</li> <li>- Independence using personal dictionary and applying phonetic sounds</li> <li>- Exploring different text types</li> <li>- Develop self-correction and editing habits</li> </ul>
---	---

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

February- June

**Oral Communication**

- Identify a variety of purposes of speaking
- demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information

**Reading**

- identify a few elements of texts (e.g., narrative: setting, characters, beginning, middle, end) and explain how they contribute to the meaning of the texts
- identify the point of view in the text and suggest some alternative perspectives
- make inferences about texts

**Writing**

- identify their point of view and other points of view on a topic, and determine if their information supports their own view
- produce revised draft pieces of writing to meet the success criteria

**Media Literacy**

- identify whose point of view is presented and reflected in a media text and suggest how the text might change from a different point of view

SCIENCE	GRADE 2	GRADE 3
February	<p><b>MOVEMENT &amp; SIMPLE MACHINES</b></p> <ul style="list-style-type: none"> <li>- Movement is a change in position of an object</li> <li>- Simple machines, such as pulleys, levers, inclined planes, help objects to move</li> <li>- Mechanisms are made up of one of more simple machine</li> <li>- Simple machines and mechanisms make life easier and/or more enjoyable for humans</li> </ul>	<p><b>STRONG &amp; STABLE STRUCTURES</b></p> <ul style="list-style-type: none"> <li>- Explore man made &amp; animal made structures</li> <li>- Explore the types of materials used for building and ways materials can be used to create a strong structure</li> <li>- Look at some of the functions of structures in our human lives</li> <li>- Explore the forces which act on structures</li> <li>- Problem solve, build and reconstruct structures which serve a specific purpose</li> <li>- Look at how shape, struts and ties impact the stability of a structure</li> </ul>
March		
April		
May	<p><b>GROWTH &amp; CHANGES IN ANIMALS</b></p> <ul style="list-style-type: none"> <li>- Animals have distinct characteristics</li> <li>- Humans are animals</li> <li>- There are similarities and differences among different kinds of animals</li> <li>- Humans need to protect animals and the places where they live.</li> </ul>	<p><b>GROWTH &amp; CHANGES IN PLANTS</b></p> <ul style="list-style-type: none"> <li>- Explore ways plants are important to humans, animals and our world</li> <li>- What are the human impacts on plants?</li> <li>- Plant life cycle</li> <li>- Parts of a part</li> <li>- Plants as habitats</li> <li>- Symbiotic relationships involving plants &amp; animals</li> </ul>
June		

SOCIAL STUDIES	GRADE 2	GRADE 3
February-June  Taught by Mme Fraresso	<b>Global Communities</b> <ul style="list-style-type: none"> <li>● Compare the similarities and differences in which people around the world meet their needs and adapt to the location, climate and physical features of the regions in which they live</li> <li>● Investigate aspects of the relationship between the environment, climate and people in different communities and how they live, using the social studies inquiry process</li> <li>● Identify and locate physical features and communities around the world, and describe some aspects of people's ways of life in those communities</li> </ul>	<b>People and Environments: Living and Working in Ontario</b> <ul style="list-style-type: none"> <li>● Understand the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario.</li> <li>● Investigate some of the environmental effects of different types of land and/or resource use in Ontario regions, as well as some of the measures taken to reduce the negative impact of that use, using the social studies inquiry process.</li> <li>● Describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario regions addresses human needs and wants, including the need for jobs.</li> </ul>

PHYSICAL EDUCATION	GRADE 2	GRADE 3
February - June	<ul style="list-style-type: none"> <li>- Participate in a variety of sports, skills and games</li> <li>- Set goals for maintaining an active lifestyle</li> <li>- Follow the rules of a game to maintain their own safety and that of those they are playing with</li> </ul>	

<b>HEALTH Taught by Mr Moore</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
February	Mental health strategies	
March	Substance Abuse, Addictions, and related behaviour	
April	Real vs. Fictional Violence	
May	Concussion Awareness	
June	Human development	

<b>ARTS</b>	<b>GRADE 2</b>	<b>GRADE 3</b>
VISUAL ARTS	<ul style="list-style-type: none"> <li>- 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</li> </ul>	
MUSIC (Taught by Mr Moore)	<ul style="list-style-type: none"> <li>- 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).</li> <li>- Communicate feelings, ideas and understandings in response to music and musical experiences</li> </ul>	
DANCE	<ul style="list-style-type: none"> <li>- Taught in Term 1</li> </ul>	
DRAMA	<ul style="list-style-type: none"> <li>- Perform various types of drama (ex. mime, skits, puppetry, reader's theatre, tableau...)</li> <li>- Reflect on how expression can be conveyed through movement, voice, posture, facial expressions...</li> <li>- Explore body language and facial expressions to show emotions and create a scene or scenario</li> </ul>	

## Assessment Strategies

Students will be supported through whole group, small group, and individual instruction as needed.

Assessment strategies include:

- One-on-one conferences and assessments (e.g. Alpha Jeunes)
- Small group observations and anecdotes (e.g. reading groups or math groups)
- Daily class work
- Daily class participation in lessons and discussions
- Rubrics and success criteria
- Self-Reflection (e.g. learning skills self-assessment)
- Small group and whole class discussions
- Projects or assignments
- Descriptive feedback
- Checklists
- Oral assessments
- Topic tests
- General observations and anecdotal