

Grade Two Long Term Plans - 2011-2012

	Term 1	Term 2
<p>Language: Reading:</p> <p>Writing:</p> <p>Oral:</p> <p>Media:</p>	<ul style="list-style-type: none"> • Choosing Just Right Books • Using a variety of reading strategies • Reading with fluency • Self-monitoring for understanding • Word Work and spelling patterns • Using our schema to make connections • Re-telling stories using story elements • Personal Narratives • Using proper conventions in writing • Self-editing • Descriptive Writing • Persuasive Writing (in letter format) • Use active listening skills • Producing different media texts 	<ul style="list-style-type: none"> • Continued word work • Making predictions and inferences • Identifying main ideas and author's intent in a text • Exploring non-fiction texts • Creating mental images • Introduction to use of paragraphs in writing • Story writing using story elements and features • Explanatory writing (report writing) • Procedural writing • Use Writing Process (writing, editing, revising, publishing) • Using different presentation strategies (using verbal and non-verbal skills; using visual aids) • Interpreting messages from different media sources
Information Technology:	<ul style="list-style-type: none"> • Learn and remember their username and password in order to log onto the computer • Use the mouse to access programs and internet sites • Explore appropriate educational sites that provide learning opportunities 	<ul style="list-style-type: none"> • Use the computer and internet to augment the learning in other subjects • Use a simple program (eg. comic life) to create evidence of their learning in other subjects

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Math:	<ul style="list-style-type: none"> • Sorting and patterning • Data Management: graphing and data collection • Number Relationships: place value (tens and hundreds) • Number Sense: strategies for addition and subtraction • Geometry: 2D shapes - symmetry/fractions • Measurement: time 	<ul style="list-style-type: none"> • Data Management: probability • Number Sense: addition and subtraction with re-grouping; using coins to \$1.00; introduction to multiplication and division • Measurement: length, area and perimeter; mass and capacity • Geometry: 3D solids - names and properties
Social Studies:	<ul style="list-style-type: none"> • Countries and Communities around the World • Traditions and Celebrations around the world (as they occur throughout the year) 	<ul style="list-style-type: none"> • Mapping skills
Science:	<ul style="list-style-type: none"> • Air and Water • Liquids and Solids 	<ul style="list-style-type: none"> • Simple Machines • Animals and their Habitats
Gym:	<ul style="list-style-type: none"> • Active participation • Demonstrating sportsmanship through co-operative games • Locomotor patterns • Ball Skills 	<ul style="list-style-type: none"> • Continued active participation and co-operative games • Balance activities
Art:	<ul style="list-style-type: none"> • Identify the secondary colours • Working with line and shape in art • Using a variety of tools and media to create artwork • Self evaluating their artwork 	<ul style="list-style-type: none"> • Creating art in 3D • Exploring other elements of design in artwork • Responding to their own and others' artwork

Music TERM ONE	Music TERM TWO
Elements	Elements
Duration: read music with half notes, half rests in 2/4 and 4/4 metre	Duration: review of all simple rhythms at different tempos, whole note/whole rest
Pitch: high do, melodic patterns/ostinati	Pitch: melodic patterns using the pentatonic scale (do, re, mi, so, la)
Timbre: classification of instruments by how they sound (2 instrument families)	Timbre: classification of instruments by how they sound (2 instrument families)
Texture: unison singing with bordun/ostinato	Texture: unison singing with bordun/ostinato
Dynamics: crescendo, decrescendo/diminuendo	Form: phrases, binary form (AB)
Form: phases, binary form (AB)	Articulation: legato and staccato
Creating and Performing	Creating and Performing
create/perform songs and chants using half note, half rest	play and create using pentatonic scale
bordun	
play rhythmic compositions in 2/4 and 4/4 with crescendo/decrescendo, legato and staccato	play rhythmic compositions in 2/4 and 4/4 with crescendo/decrescendo, legato and staccato
play and create melody maps	
use symbols to show note value and pitch	
Reflecting and Responding	Reflecting and Responding
express personal responses to music	self-assessment (identify own strengths and areas for improvement as a musician)
describe how the elements are used for different purposes in music we hear/perform/create	
Forms and Cultural Context	Forms and Cultural Context
identify why people make music in their daily lives (songs for celebrations/family events)	music in different communities, times and places (link to Social Studies - communities around the world)
contexts for creating music (creating awareness of other cultures/events/causes)	