

Grade:	Teachers and collaborators:	From-To:	Week:
2	Jessica, Jordan, John, Pam	May 23-27	Unit 6, Week 5
Focus LP:	Focus Core Values	Key Concepts & Related concepts:	ATLs/Skills:
Inquirers Knowledgeable	Striving for Understanding	Form, change Matter	Research Skills Self management Skills
TD Theme:	Central Idea:	Lines of Inquiry:	
How the World Works	Matter has different states that can be changed and used in a variety of ways.	An inquiry into: - matter. - changing states of matter - the manipulation of the changing states of matter.	
Guiding Questions:		Teacher Questions:	
Events and Activities:			
	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
UOI:	<i>Curriculum coverage</i> ATL: Apply existing knowledge. M&M: Experiment with the use of heat and cooling to change states of matter M&M: Connect temperature to a change of state Identify, describe and give reasons for physical changes of state M&M: Identify and describe the states of matter	<i>Inquires/engagements</i> Focus on ice, water and water vapour and explain the differences between the states of matter with reference to molecules. Students will predict how long it will take for an ice cube to melt on a hotplate, and for a droplet of water to evaporate on a hotplate. Students will research experiments that involve changing states of matter, then	<i>Student Expectations/assessments</i> I can make predictions. I can record observations using drawings and writing. I can follow the scientific method. I can recognise when an experiment involves changes in state.

		we will choose some to demonstrate in the classroom.	
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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Reading	<p>KID1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>	<p>Students will participate in small group guided reading sessions. Students will practice reading fluently, and build skills for identifying new, unfamiliar words</p> <p>Students will complete a PM running record assessment</p>	<p>I can discuss my understanding of texts within a small group.</p> <p>I can demonstrate comprehension of the fiction stories read during my reading group by asking and answering questions related to the text.</p>
Writing	<p>TTP1. Write opinion pieces in which they introduce the topic, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Students will write about being a scientist, using the IBLP and the ATL to describe their character.</p>	<p>I can write a story in the first person, including a problem and solution.</p>
Other Language Arts strands: (LA curriculum)		<p>EAL support:</p> <ul style="list-style-type: none"> ● Guided reading ● Maths Language(3D shapes) ● Review Conjunction(and,but, so,because) ● Review Past tense(regular and irregular) 	
Math (math curriculum)	<p>N6-Recognize and represent multiplication as repeated addition, groups and arrays.</p>	<p>Students will engage in a range of hands-on activities where they will represent multiplication as repeated addition groups and arrays. Also for division.</p>	<p>I can represent multiplication in groups, arrays.</p> <p>I can demonstrate how to multiply by using groups and repeated addition.</p> <p>I can demonstrate how to divide by using groups and repeated subtraction.</p>

	<p>PF1 - Understand that multiplication is repeated addition and that division is repeated subtraction.</p> <p>N9-Use mathematical vocabulary and symbols of multiplication and divisions; times, divide product, quotient, x, /.</p> <p>PF1- Understand the commutative property of multiplication.</p> <p>N7-Recognize and represent division as grouping into equal sets and solve simple problems using these representations.</p> <p>SS3-Make models of three dimensional objects with or without digital technologies and describe key features Use nets to construct 3-d shapes Rehearse recognition of common 3-d shapes</p>	<p>Students will practice using mathematical vocabulary correctly, including times, divide, product, quotient and the symbols for mult and div.</p> <p>Students will solve simple division problems using drawing into equal groups.</p> <p>Students will use different materials to construct 3D shapes.</p>	<p>I can use mathematical language accurately.</p> <p>I can create 3D shapes from different materials.</p>
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Grade:	Teachers and collaborators:	From-To:	Week:
2	Jessica, Jordan, John, Pam	May 16-20	Unit 6, Week 4
Focus LP:	Focus Core Values	Key Concepts & Related concepts:	ATLs/Skills:

Inquirers Knowledgeable	Striving for Understanding	Form, change Matter	Research Skills Self management Skills
TD Theme:	Central Idea:	Lines of Inquiry:	
How the World Works	Matter has different states that can be changed and used in a variety of ways.	An inquiry into: - matter. - changing states of matter - the manipulation of the changing states of matter.	
Guiding Questions:		Teacher Questions:	
Events and Activities:			
	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
UOI:	<p><i>Curriculum coverage</i></p> <p>ATL: Observe carefully Use all senses to find and notice relevant details.</p> <p>M&M: Identify and describe the states of matter ATL: Apply existing knowledge. M&M: Experiment with the use of heat and cooling to change states of matter M&M: Connect temperature to a change of state Identify, describe and give reasons for physical changes of state</p>	<p><i>Inquires/engagements</i></p> <p>Mystery Science Tuning into scientific investigation using the Mystery Science series. Melting candy experiment. Observation skills, drawing.</p> <p>Focus on ice, water and water vapour and explain the differences between the states of matter with reference to molecules. Students will predict how long it will take for an ice cube to melt on a hotplate, and for a droplet of water to evaporate on a hotplate.</p>	<p><i>Student Expectations/assessments</i></p> <p>I can observe critically and make predictions.</p> <p>I can make predictions. I can record observations using drawings and writing. I can follow the scientific method.</p>

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Reading	<p>KID1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>	<p>Students will participate in small group guided reading sessions. Students will practice reading fluently, and build skills for identifying new, unfamiliar words</p> <p>Students will complete a PM running record assessment</p>	<p>I can discuss my understanding of texts within a small group.</p> <p>I can demonstrate comprehension of the fiction stories read during my reading group by asking and answering questions related to the text.</p>
Writing	<p>TTP1. Write opinion pieces in which they introduce the topic, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>Record thinking and reflection processes. Reflect on their learning</p>	<p>Students will write about being a scientist, using the IBLP and the ATL to describe their character.</p> <p>Students will reflect upon student led conferences.</p>	<p>I can write to persuade, including stating an opinion with supporting details.</p> <p>I can reflect thoughtfully.</p>
Other Language Arts strands: (LA curriculum)		<p>EAL support:</p> <ul style="list-style-type: none"> ● Guided reading(non-fiction books) ● Key vocabulary ● Review Imperative verbs ● Review Time connectives ● Review Conjunction(and,but, so,because) 	
Math (math curriculum)	<p>N6-Recognize and represent multiplication as repeated addition, groups and arrays.</p>	<p>Students will engage in a range of hands-on activities where they will represent multiplication as repeated addition groups and arrays. Also for division.</p>	<p>I can represent multiplication in groups, arrays. I can demonstrate how to multiply by using groups and repeated addition. I can demonstrate how to divide by using groups and repeated subtraction.</p>

	<p>PF1 - Understand that multiplication is repeated addition and that division is repeated subtraction.</p> <p>N9-Use mathematical vocabulary and symbols of multiplication and divisions; times, divide product, quotient, x, /.</p> <p>PF1- Understand the commutative property of multiplication.</p> <p>N7-Recognize and represent division as grouping into equal sets and solve simple problems using these representations.</p>	<p>Students will practice using mathematical vocabulary correctly, including times, divide, product, quotient and the symbols for mult and div.</p>	<p>I can use mathematical language accurately.</p>
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Grade:	Teachers and collaborators:	From-To:	Week:
2	Jessica, Jordan, John, Pam	May 9-13	Unit 6, Week 3
Focus LP:	Focus Core Values	Key Concepts & Related concepts:	ATLs/Skills:
Inquirers Knowledgeable	Striving for Understanding	Form, change Matter	Research Skills Self management Skills
TD Theme:	Central Idea:	Lines of Inquiry:	
How the World Works	Matter has different states that can be changed and used in a variety of ways.	An inquiry into: - matter. - changing states of matter - the manipulation of the changing states of matter.	
Guiding Questions:		Teacher Questions:	

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Events and Activities:			
	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
UOI:	<p><i>Curriculum coverage</i></p> <p>ATL: Observe carefully Use all senses to find and notice relevant details.</p> <p>M&M: Identify and describe the states of matter ATL: Apply existing knowledge. M&M: Experiment with the use of heat and cooling to change states of matter M&M: Connect temperature to a change of state Identify, describe and give reasons for physical changes of state</p>	<p><i>Inquires/engagements</i></p> <p>Mystery Science Tuning into scientific investigation using the Mystery Science series. Melting candy experiment. Observation skills, drawing.</p> <p>Introduce States of matter. Include Brainpop video, class discussion, diagrams and physical demonstration where students use their bodies to model the different molecular structures of solids, liquids and gases.</p> <p>Focus on ice, water and water vapour and explain the differences between the states of matter with reference to molecules. Students will predict how long it will take for an ice cube to melt on a hotplate, and for a droplet of water to evaporate on a hotplate.</p>	<p><i>Student Expectations/assessments</i></p> <p>I can observe critically and make predictions.</p> <p>I can name and describe the 3 most common states of matter - solid, liquid and gas.</p> <p>I can make predictions. I can record observations using drawings and writing. I can follow the scientific method.</p>

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Reading	<p>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students will participate in small group guided reading sessions. Students will practice reading fluently, and build skills for identifying new, unfamiliar words</p>	<p>I can read fluently in my guided reading group</p> <p>I can demonstrate comprehension of the fiction stories read during my reading group by asking and answering questions related to the text.</p> <p>I can propose solutions to problems described in stories.</p>

<p>Writing</p>	<p>TTP1. Write opinion pieces in which they introduce the topic, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>Record thinking and reflection processes. Reflect on their learning</p>	<p>Students will write about being a scientist, using the IBLP and the ATL to describe their character.</p> <p>Students write reflections for work samples to be added to their portfolios.</p>	<p>I can write to persuade, including stating an opinion with supporting details.</p> <p>I can explain how I have improved, using work samples as examples.</p>
<p>Other Language Arts strands: (LA curriculum)</p>		<p>EAL support:</p> <ul style="list-style-type: none"> ● Guided reading(non-fiction books) ● Key vocabulary ● Review Imperative verbs ● Review Time connectives ● Review Conjunction(and,but, so,because) 	
<p>Math (math curriculum)</p>	<p>N6-Recognize and represent multiplication as repeated addition, groups and arrays. PF1 - Understand that multiplication is repeated addition and that division is repeated subtraction. N9-Use mathematical vocabulary and symbols of multiplication and divisions; times, divide product, quotient, x, /.</p>	<p>Students will engage in a range of hands-on activities where they will represent multiplication as repeated addition groups and arrays. Also for division.</p> <p>Students will practice using mathematical vocabulary correctly, including times, divide, product, quotient and the symbols for mult and div.</p>	<p>I can represent multiplication in groups, arrays. I can demonstrate how to multiply by using groups and repeated addition. I can demonstrate how to divide by using groups and repeated subtraction.</p> <p>I can use mathematical language accurately.</p>

	<p>PF1- Understand the commutative property of multiplication.</p> <p>N7-Recognize and represent division as grouping into equal sets and solve simple problems using these representations.</p>		
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Grade:	Teachers and collaborators:	From-To:	Week:
2	Jessica, Jordan, John, Pam	May 3-6 (3 day week)	Unit 6, Week 2
Focus LP:	Focus Core Values	Key Concepts & Related concepts:	ATLs/Skills:
Inquirers Knowledgeable	Striving for Understanding	Form, change Matter	Research Skills Self management Skills
TD Theme:	Central Idea:	Lines of Inquiry:	
How the World Works	Matter has different states that can be changed and used in a variety of ways.	An inquiry into: - matter. - changing states of matter - the manipulation of the changing states of matter.	
Guiding Questions:		Teacher Questions:	
Events and Activities:			

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
UOI:	<p><i>Curriculum coverage</i></p> <p>ATL: Observe carefully Use all senses to find and notice relevant details.</p> <p>ATL: Ask questions of interest that can be researched.</p> <p>ATL: Apply existing knowledge.</p>	<p><i>Inquires/engagements</i></p> <p>Mystery Science Tuning into scientific investigation using the Mystery Science series. Observation skills, drawing.</p> <p>Students will explore the Ology website and choose a branch of science that they are interested in. https://www.amnh.org/explore/ology</p> <p>A scientist's skillset. Design an ideal scientist, including ATL and IBLP, then make the scientist specific to a particular field of their interest.</p> <p>Introduce States of matter. Brainpop, followed by the States of Matter - focus on water and explain the differences between the states of matter with reference to molecules.</p>	<p><i>Student Expectations/assessments</i></p> <p>I can observe critically and make predictions.</p> <p>I can observe critically and formulate questions.</p> <p>I can apply my understanding of the ATL and the IBLP as part of an explanation of the role of a scientist. I can find out about a scientist within a field of particular interest to me.</p>

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Reading	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Students will participate in small group guided reading sessions. Students will practice reading fluently, and build skills for identifying new, unfamiliar words	<p>I can read fluently in my guided reading group</p> <p>I can demonstrate comprehension of the fiction stories read during my reading group by asking and answering questions related to the text.</p> <p>I can propose solutions to problems described in stories.</p>
Writing	TTP1. Write opinion pieces in which they introduce the topic, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and,	Students will write about being a scientist, using the IBLP and the ATL to describe their character.	I can write to persuade, including stating an opinion with supporting details.

	<p>also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>Conceptual understanding: The structure of different types of texts includes identifiable features</p>		
<p>Other Language Arts strands: (LA curriculum)</p>	<p>Record observations by drawing, note taking, writing statements. Interpret visual, audio and oral communication. Recognize the meaning of kinaesthetic communication (body language).</p>	<p>EAL support:</p> <ul style="list-style-type: none"> • Guided reading(non-fiction books) • Key vocabulary • Imperative verbs • Review Time connectives • Review Conjunction(and,but, so,because) <p>Students create a cartoon character and draw the character.</p>	<p>I can view persuasive speeches presented by children, then take notes and share my observations about different persuasive elements of the speeches, including supporting details, clarity of speech, body language, persuasive devices.</p>
<p>Math (math curriculum)</p>	<p>N6-Recognize and represent multiplication as repeated addition, groups and arrays. PF1 - Understand that multiplication is repeated addition and that division is repeated subtraction.</p> <p>N9-Use mathematical vocabulary and symbols of multiplication and divisions; times, divide product, quotient, x, /.</p> <p>PF1- Understand the commutative property of multiplication.</p> <p>N7-Recognize and represent division as grouping into equal sets and solve</p>	<p>Students will engage in a range of hands-on activities where they will represent multiplication as repeated addition groups and arrays. Also for division.</p> <p>Students will practice using mathematical vocabulary correctly, including times, divide, product, quotient and the symbols for mult and div.</p>	<p>I can represent multiplication in groups, arrays. I can demonstrate how to multiply by using groups and repeated addition. I can demonstrate how to divide by using groups and repeated subtraction.</p> <p>I can use mathematical language accurately.</p>

	simple problems using these representations.		
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Grade:	Teachers and collaborators:	From-To:	Week:
2	Jessica, Jordan, John, Pam	Apr 25 - 29	Unit 6, Week 1
Focus LP:	Focus Core Values	Key Concepts & Related concepts:	ATLs/Skills:
Inquirers Knowledgeable	Striving for Understanding	Form, change Matter	Research Skills Self management Skills
TD Theme:	Central Idea:	Lines of Inquiry:	
How the World Works	Matter has different states that can be changed and used in a variety of ways.	An inquiry into: - matter. - changing states of matter - the manipulation of the changing states of matter.	
Guiding Questions:		Teacher Questions:	
Events and Activities:			
	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
UOI:	<i>Curriculum coverage</i> ATL: Observe carefully Use all senses to find and notice relevant details.	<i>Inquires/engagements</i> Add water to absorbent powder from diapers. Describe based on observations. Predict uses for this substance.	<i>Student Expectations/assessments</i> I can observe critically and make predictions.

	<p>ATL: Ask questions of interest that can be researched.</p> <p>ATL: Apply existing knowledge.</p>	<p>Students will observe scientific reactions, such as elephant toothpaste, then record observations and questions.</p> <p>A scientist's skillset. Design an ideal scientist, including ATL and IBLP, then make the scientist specific to a particular field of their interest.</p>	<p>I can observe critically and formulate questions.</p> <p>I can apply my understanding of the ATL and the IBLP as part of an explanation of the role of a scientist.</p> <p>I can find out about a scientist within a field of particular interest to me.</p>
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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Reading	<p>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students will participate in small group guided reading sessions. Students will practice reading fluently, and build skills for identifying new, unfamiliar words</p>	<p>I can read fluently in my guided reading group</p> <p>I can demonstrate comprehension of the fiction stories read during my reading group by asking and answering questions related to the text.</p> <p>I can propose solutions to problems described in stories.</p>
Writing	<p>TTP1. Write opinion pieces in which they introduce the topic, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>Conceptual understanding: The structure of different types of texts includes identifiable features</p>	<p>Students will write a speech in which they try to persuade the audience that their design (see UOI section) should be produced / implemented. The audience may be "Shark Tank" investors.</p>	<p>I can write to persuade, including stating an opinion with supporting details.</p>
Other Language Arts strands:	<p>Record observations by drawing, note taking, writing statements.</p> <p>Interpret visual, audio and oral communication.</p> <p>Recognize the meaning of kinaesthetic communication (body language).</p>	<p>Students will watch episodes of Shark Tank where children have presented their inventions to the "sharks". They will take and share notes, focusing on persuasive devices used by the presenters, non-verbal and verbal communication.</p>	<p>I can view persuasive speeches presented by children, then take notes and share my observations about different persuasive elements of the speeches, including supporting details, clarity of speech, body language, persuasive devices.</p>

(LA curriculum)		<p>EAL support:</p> <ul style="list-style-type: none"> ● Guided reading(non-fiction books) ● Key vocabulary ● Introducing Imperative verbs ● Review past tense verb 	
Math (math curriculum)	<p>N6-Recognize and represent multiplication as repeated addition, groups and arrays. PF1 - Understand that multiplication is repeated addition and that division is repeated subtraction.</p> <p>N9-Use mathematical vocabulary and symbols of multiplication and divisions; times, divide product, quotient, x, /.</p> <p>PF1- Understand the commutative property of multiplication.</p> <p>N7-Recognize and represent division as grouping into equal sets and solve simple problems using these representations.</p>	<p>Students will engage in a range of hands-on activities where they will represent multiplication as repeated addition in groups and arrays. Also for division.</p> <p>Students will practice using mathematical vocabulary correctly, including times, divide, product, quotient and the symbols for mult and div.</p>	<p>I can represent multiplication in groups, arrays. I can demonstrate how to multiply by using groups and repeated addition. I can demonstrate how to divide by using groups and repeated subtraction.</p> <p>I can use mathematical language accurately.</p>

