



Peel Elementary
Teachers' Local

The 2/3 Classroom

**A STARTING POINT FOR PEEL TEACHERS
Long Range Plans for Combined Grades**

Last updated April 2014

Acknowledgements

The following people made significant contributions to this resource and are gratefully acknowledged

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We would love to know what you think!

If you would like to offer feedback/suggestions or share units you have created for this resource please contact Kurt Uriarte at kurtu@etfopeel.com

Copies are available at www.etfopeel.com



Introduction

ONE OF THE LARGEST CHALLENGES for a teacher of a combined grade is how to best balance two sets of curriculum expectations in a wide variety of program areas. Simply trying to get an understanding of the two curricula, looking for possible points of integration and determining what to teach can be overwhelming for even the most experienced teacher.

Over the last few years there has been a marked increase in the creation of combined grades resulting in a greater need for additional support for those teachers who are in these classrooms.

This document was created by Peel teachers for Peel teachers in order to assist combined grade teachers with planning support, by providing a basic framework of what Long Range Plans might look like for combined grades classrooms.

In addition to the Long Range Plans, ideas for unit integration and a variety of tasks to aid in planning have

been included. Our hope is that this resource will serve as a starting point for teachers as they begin to flesh out the various assessment/instructional tasks and other program planning requirements specific to their school and classroom situation.

It is important to stress that this document is only intended to be a basic framework designed to assist teachers with support in mapping out the curriculum needs for the year, and is in no way intended to be adhered to strictly. While using these documents teachers will need to use best judgment and possibly adjust the order of units, time lines, material and change/ incorporate additional information as needed to best meet the specific needs of the learners in their classroom.

These Long Range Plans were created using the Overall Expectations (OE) in the Ontario curriculum documents available as of April 2014. Please be advised

that a teacher must incorporate any new Ontario curriculum documents after this date of publication.

Your Union will continue to monitor and review the implications of combined grades and work with teachers who have concerns with increased expectations on their workload in the area of planning, instruction and reporting. The PETL continues to encourage members to work with us through any work load concerns. For further information on ETFO's position on combined grades visit www.etfo.ca (<http://www.etfo.ca/AboutETFO/Governance/PolicyStatements/Pages/default.aspx>)

For further assistance with combined class planning the PETL local has purchased the ETFO resource "Learning Together: A Teacher's Guide to Combined Grades" for all Peel school libraries.

Format

Each grade pairing is chunked into four units of time, to loosely align with the school year calendar, reflecting reporting periods.

- Start-of-Year (Sept/Oct)
- Term One (Nov–Jan)
- Term Two (Feb–April)
- Year End (May/June)

Each unit includes Big Ideas, Culminating Tasks, Performance Tasks, Subtasks, Guiding Questions and clusters of curriculum **overall expectations** from the *Science and Tech, Social Studies, Language, Mathematics* and *Arts* strands. (Teachers who teach their own *Health and Physical Education* or *Music* will need to incorporate this curriculum area.)

Definitions

BIG IDEA

The Big Idea is the concept which unifies the curriculum being taught during a specific block of time and is the idea students should remember long after the unit is over and details forgotten.

CULMINATING TASKS

The Culminating Task is the final *assessment of learning* for the cross curricular unit and allows students to authentically demonstrate all the formative learning from the unit.

In creating the Culminating Tasks the authors were careful to develop tasks that were engaging and connected to real world experiences.

While creating a unit with this long range plan teachers need to refer back to the Big Idea and ensure all learning experiences lead to the Culminating Task through a backward design model of planning.

SUBTASKS

The Subtasks help ensure that the skills required to move students forward to complete the culminating task are taught.

PERFORMANCE TASK

Within each subject area specific Performance Tasks are suggested.

These tasks are separate from the Culminating Task and are not integrated with other curriculum areas but rather help ensure an overall expectation is covered. These tasks may be modified to suit a teacher/class need, and are used as *assessments of learning*. Teachers will need to consider skills students require to have been taught prior to or subsequent to the Performance Task in each subject area. How best to teach the skills needed to complete the Performance Task is up to the professional judgment of the teacher.

GUIDING QUESTIONS

Used to encourage critical thinking and guide rich conversations that reinforce the Big Idea.

September/October BIG IDEA: Interactions and Interdependence

CULMINATING TASK: Using your research create and present a text (such as a brochure, poster, power point) including the features of a rural/urban community or a province /territory of Canada to promote tourism. Explain the features of the urban/rural community and the physical regions of the province/territory looking at the natural resources/ population, agriculture, businesses (soil, rocks, minerals, living things) of that community and highlight the positive features of that community/province/territory.

Overall Expectation and Performance Tasks

SCIENCE AND TECHNOLOGY	SOCIAL STUDIES	LANGUAGE CONNECTIONS	MATH CONNECTIONS	ARTS
<p>Gr. 2 Growth and Change in Animals</p> <p>OE1. assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live;</p> <p>OE2. investigate similarities and differences in the characteristics of various animals;</p> <p>OE3. demonstrate an understanding that animals grow and change and have distinct characteristics.</p> <p>Gr. 3 Growth and Changes in Plants</p> <p>OE1. assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats;</p> <p>OE2. investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow;</p> <p>OE3. demonstrate an understanding that plants grow and change and have distinct characteristics.</p> <p>Guiding Question for Grades 2 and 3</p> <p>How do our actions affect the quality of our environment and our quality of life? (relationships between humans and their environment).</p> <p>SUBTASKS</p> <p>Grade 2</p> <p>In preparation for the task below, show samples of</p>	<p>People and Environments</p> <p>Grade 2: <i>Global Communities</i></p> <p>B1. Application: describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions (FOCUS ON: Cause and Consequence);</p> <p>B2. Inquiry: use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live (FOCUS ON: Interrelationships; Patterns and Trends).</p> <p>Grade 3: <i>Living and Working in Ontario</i></p> <p>B3. Understanding Context: describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs (FOCUS ON: Significance);</p> <p>B2. Inquiry: use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in two or more Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use (FOCUS ON: Cause and Consequence; Perspective).</p>	<p>Oral and Visual Communication</p> <p>Grade 2 and 3</p> <p>OE1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>OE2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p> <p>Reading</p> <p>Grade 2 and 3</p> <p>OE1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p>OE2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p> <p>Writing</p> <p>Grade 2 and 3</p> <p>OE1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p>OE2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p>	<p>Measurement</p> <p>Grade 2</p> <p>OE1 estimate, measure, and record length, perimeter, area, mass, capacity, time and temperature using non-standard units and standard units;</p> <p>OE2 compare, describe, and order objects, using attributes measured in non-standard units and standard units.</p> <p>Measurement</p> <p>Grade 3</p> <p>OE1 estimate, measure, and record length, perimeter, area, mass, capacity, time and temperature using standard units;</p> <p>OE2 compare, describe, and order objects, using attributes measured in standard units.</p> <p>Data Management and Probability</p> <p>Grade 2</p> <p>OE1 collect and organize categorical or discrete primary data and display the data, using tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with labels ordered appropriately along horizontal axes, as needed;</p> <p>OE2 read and describe primary data presented in tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers.</p>	<p>Visual Arts</p> <p>Grade 2 and 3</p> <p>D1. Creating and Presenting: apply the creative process (see pages 19-22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.</p> <p>Dance</p> <p>Grade 2 and 3</p> <p>A1. Creating and Presenting: apply the creative process (see pages 19-22) to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas.</p> <p>Music</p> <p>Grade 2 and 3</p> <p>C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.</p> <p>Visual Arts</p> <p>SUBTASK</p> <p>Grade 2 and 3</p> <p>Show students several samples of posters with environmental themes. Look at media works that are geared toward different audiences. Ask students to create an environmental posters for two different</p>

Overall Expectation and Performance Tasks

SCIENCE AND TECHNOLOGY

media works (presentations, videos, posters, ads etc.) with an environmental theme.

Research what animals need to survive. Research 2 animals of their choice. Use a Venn Diagram to demonstrate how they may differ from country to country (e.g. a Canadian bear vs. a bear in China). Using a graphic organizer (e.g. fishbone, mind map), research the positive and negative impacts that different kinds of human activity have on animals and where they live.

Grade 3

Using a graphic organizer (e.g. fishbone, mind map), record the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance beneficial effects.

SUBTASK

Grade 2 and 3

(this subtask is integrated with the math unit)

Have the class plant bean seeds. Divide the class up into groups. Give each group cups of plants with different conditions.

For Cup A students will water the plant, have ideal soil conditions and keep the plant in sunlight.

For Cup B give students a plant with very little water, ideal soil and sunlight.

For Cup C students will water the plant regularly, expose the plant to sunlight but the plant will be planted in stoney soil.

For Cup D give students a plant with all the same conditions but with no sunlight. Have students observe the plants and measure the plants every other day.

Students create two different graphs to display the growth of the plants. Have a whole class discussion about the variables that caused the plants to grow well or not.

SOCIAL STUDIES

Guiding Question for Grade 2 and 3:

How does the environment influence our communities?

PERFORMANCE TASK

Grade 2

Students create a brochure (electronically or by hand) to describe the characteristics of a community in another region (e.g. food, clothing, shelter, climate, games etc.).

Grade 3

Students create a brochure (electronically or by hand) about a rural or an urban community in Ontario. Ask the students to convince people to visit their community.

LANGUAGE CONNECTIONS

OE3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Media Literacy

Grade 2 and 3

OE1. demonstrate an understanding of a variety of media texts;

OE3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Writing

SUBTASK

Grade 2 and 3

Ask students to create a log of their observations of the plants including their graphs, pictures, and words.

SUBTASK

Grade 2 and 3

Read informational texts about animals (Gr. 2) and plants (Gr. 3). Use graphic organizers (e.g. mind map, fishbone, etc.) to record information.

Media Literacy and Oral and Visual Communication

SUBTASK

Grade 2 and 3

Show students many samples of travel brochures. Have a discussion with students about the features of text (e.g. font colour) for the brochures. Have a discussion about how advertisers purposely select enticing colours and print to capture the attention of potential customers. Students plan which features they will use in their own brochures.

MATH CONNECTIONS

Data Management and Probability

Grade 3

OE1 collect and organize categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs, with labels ordered appropriately along horizontal axes, as needed;

OE2 read, describe, and interpret primary data presented in charts and graphs including vertical and horizontal bar graphs.

Number Sense and Numeration

Grade 2

OE3 solve problems involving the addition and subtraction of one- and two-digit whole numbers, using a variety of strategies, and investigate multiplication and division.

Number Sense and Numeration

Grade 3

OE3 solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division.

Data Management

SUBTASK

Grades 2 and 3

Ask students to choose an appropriate graph to display the data of their plant observations. Have students discuss or write about what information their graphs tell them. Ask students to discuss and explain which graph best displays the data.

How much did your plant grow each day? What day had the most growth? Which plant grew the most? How do you know?

ARTS

audiences e.g. boys, girls or children, adults (Talk about stereotypes). Ask students to think about what colours they would use in their poster and why. Differentiate by asking students to keep in mind the elements and principles of design for each grade level.

Dance and Music

PERFORMANCE TASK

Grade 2 and 3

As a class body storm (Arts Curriculum pg.160) with students various movements from different cultures and communities (e.g. What action might you see on a farm? What actions might you see in a rural community versus an urban community?)

Ask students to create a flocking routine (Arts Curriculum pg161) where they demonstrate movements from different countries (gr. 2s) and communities (urban and rural) (gr. 3s). Teacher will play music with different tempos. Ask students how their movements will change in relation to the tempo of the music.

Overall Expectation and Performance Tasks

SCIENCE AND TECHNOLOGY	SOCIAL STUDIES	LANGUAGE CONNECTIONS	MATH CONNECTIONS	ARTS
			<p>Measurement</p> <p>SUBTASK</p> <p>Have students observe the plant and measure the plants every other day.</p> <p><i>Grade 2</i></p> <p>measure using standard and non standard units (e.g. how many paper clips long is your plant?).</p> <p><i>Grade 3</i></p> <p>use standard units to measure their plant (e.g. using centimeters and millimeters). Students create two different graphs to display the growth of the two plants.</p> <p>As a class order the heights of the plants from shortest to tallest.</p> <p>Number Sense and Numeration</p> <p>PERFORMANCE TASK</p> <p><i>Grades 2 and 3</i></p> <p>A company is going to chop down trees in a section of the rain forest for cattle farming. The law says they need to leave more trees than they cut down. If there are _____ (The teacher can also select a total or students can choose their own) trees, how many trees could the company cut down? How many trees could be left over?</p> <p>What were some strategies you used to explain your thinking?</p>	

November/December/January

BIG IDEA: Making and Understanding Our Choices

CULMINATING TASK: Grade 3 students plan and build a strong and stable structure that would be suitable for a playground. Grade 2 students plan and use a simple machine to create a play structure. Students combine their models. In groups, students create podcasts with visuals to convince schools and parks to use their playground. Students write their procedure of how they built their structures or their simple machine for the playground.

Overall Expectation and Performance Tasks

SCIENCE AND TECHNOLOGY	SOCIAL STUDIES	LANGUAGE CONNECTIONS	MATH CONNECTIONS	ARTS
<p>Understanding Structures and Mechanisms</p> <p>Movement Grade 2</p> <p>OE1. assess the impact on society and the environment of simple machines and mechanisms;</p> <p>OE2. investigate mechanisms that include simple machines and enable movement;</p> <p>OE3. demonstrate an understanding of movement and ways in which simple machines help to move objects.</p> <p>Strong and Stable Structures Grade 3</p> <p>OE1. assess the importance of form, function, strength, and stability in structures through time;</p> <p>OE2. investigate strong and stable structures to determine how their design and materials enable them to perform their load-bearing function;</p> <p>OE3. demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them.</p> <p>Guiding Questions for Grade 2 and 3 How can form and function of structures or simple machines assist us or make our play easier?</p>	<p>People and Environments Grade 2: Global Communities</p> <p>B1. Application: describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions (FOCUS ON: Cause and Consequence);</p> <p>B2. Inquiry: use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live (FOCUS ON: Interrelationships; Patterns and Trends);</p> <p>B3. Understanding Context: identify and locate various physical features and selected communities around the world, and describe some aspects of people's ways of life in those communities (FOCUS ON: Significance).</p> <p>Grade 3: Living and Working in Ontario</p> <p>B1. Application: demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario (FOCUS ON: Interrelationships; Patterns and Trends);</p> <p>B2. Inquiry: use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in two</p>	<p>Oral and Visual Communication Grade 2 and 3</p> <p>OE1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>OE3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p> <p>Reading Grade 2 and 3</p> <p>OE2 recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p> <p>Writing Grade 2 and 3</p> <p>OE1 generate, gather, and organize ideas and information to write for an intended purpose and audience.</p> <p>Media Literacy Grade 2 and 3</p> <p>OE1. demonstrate an understanding of a variety of media texts.</p>	<p>Number Sense and Numeration Grade 2</p> <p>OE 1 read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢.</p> <p>Grade 3</p> <p>OE1 read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to \$10.</p> <p>Geometry and Spatial Sense Grade 2</p> <p>OE1 Identify two-dimensional shapes and three-dimensional figures and sort and classify them by their geometric properties;</p> <p>OE 3 describe and represent the relative locations of objects, and represent objects on a map.</p> <p>Grade 3</p> <p>OE1 compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties;</p> <p>OE3 identify and describe the locations and movements of shapes and objects.</p> <p>Patterning and Algebra Grade 2</p> <p>OE2 demonstrate an understanding of concept of equality between pairs of expressions, using</p>	<p>Visual Arts Grade 2 and 3</p> <p>D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23-28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.</p> <p>Drama Grade 2 and 3</p> <p>B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.</p> <p>Visual Arts and Drama</p> <p>SUBTASK Grade 2 and 3</p> <p>As a class, discuss the various forms of drama students see in their homes and schools (e.g. commercials, plays etc.) Ask why they think people may want to see these kinds of dramas. Also ask students the kinds of visuals that accompany these forms of drama. Brainstorm a list with students. Have students choose one kind of drama e.g. a play, commercial etc. to create podcasts with visuals to convince schools and parks to consider their new play structure for playgrounds.</p>

November/December/January *continued*

BIG IDEA: Making and Understanding Our Choices

Overall Expectation and Performance Tasks

SCIENCE AND TECHNOLOGY	SOCIAL STUDIES	LANGUAGE CONNECTIONS	MATH CONNECTIONS	ARTS
<p>SUBTASK</p> <p>Students examine playgrounds to brainstorm features and needs(e.g. safety, accessibility, durability).</p> <p><i>Grade 2</i></p> <p>identify simple machines in the playground (e.g. teeter totter, swings etc.). Students build their own play structures using a simple machine.</p> <p><i>Grade 3</i></p> <p>look at the strong and stable structures in the playground (bridge, bench, monkey bars etc.). Ask students to consider what shapes are used in strong and stable structures. The Grade 3s build a strong and stable play structure for the playground.</p> <p><i>Grades 2 and 3</i></p> <p>In mixed groups, students combine their structures to create a playground model. Students write their procedure of how they built their structures or their simple machine for the playground.</p>	<p>or more Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use (FOCUS ON: Cause and Consequence; Perspective);</p> <p>B3. Understanding Context: describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs (FOCUS ON: Significance).</p> <p>Guiding Questions for Grade 2 and 3</p> <p>How do our lifestyles influence our communities and how do our communities influence our lifestyles?</p> <p>What does a community need to have in order to meet our needs?</p> <p>PERFORMANCE TASK</p> <p><i>Grade 2 and 3</i></p> <p>Students compare their countries of origin (where their ancestors are from) and compare them to the community they live in from Ontario. Students will graph how many students come from urban or rural communities. The students use a Venn Diagram to compare the kinds of play structures found in the different communities (if they exist there). How do the play structures differ in other communities? What factors influence the structure e.g. climate, economics etc.</p>	<p>Reading and Writing</p> <p>SUBTASK</p> <p><i>Grade 2 and 3</i></p> <p>Students read informational texts about other communities. Using a graphic organizer students will record the steps for building their structure, the materials they used, and the sequence. Students can take pictures while they are making the structure. Students write a procedural text or explain orally how they created their structure.</p> <p>Oral and Visual Communication and Media Literacy</p> <p>SUBTASK</p> <p><i>Grade 2 and 3</i></p> <p>Students create podcasts with visuals (commercials) to convince schools and parks to consider their new play structure for playgrounds. Ask students to give feedback to their peers' podcasts based on the criteria. Ask students to self assess by identifying their strengths and areas of improvement in communication situations.</p>	<p>concrete materials, symbols, and addition and subtraction to 18.</p> <p><i>Grade 3</i></p> <p>OE2 demonstrate an understanding of equality between pairs of expressions, using addition and subtraction of one- and two- digit numbers.</p> <p>Geometry and Spatial Sense</p> <p>SUBTASK</p> <p><i>Grades 2 and 3</i></p> <p>Ask students to identify the two-dimensional and three dimensional figures in their structures. Which shapes are best for strong and stable structures?</p> <p>Have students place their structures on a large grid. In groups, students decide where to place their structure in relation to other structures (e.g. the slide should be beside the swings because...). Ask students to write the location of the structures in their playground using the grid. Ask students how one would move from one structure to the other (e.g. to get to the swings from the slide move three squares to the right and one square down)</p> <p>Number Sense and Numeration</p> <p>SUBTASK</p> <p><i>Grades 2 and 3</i></p> <p>Give students a list of materials they would need to build. Grade 2 students have a \$1.00 and the Grade 3 students have \$10.00. What materials could you buy? What coins and/or bills would you use? How much change would you have left over? As an open task Teachers can co-construct prices with students e.g. Nails (_ cents), nuts and bolts(_ cents), wood (_ cents).</p>	

November/December/January *continued*

BIG IDEA: Making and Understanding Our Choices

Overall Expectation and Performance Tasks

SCIENCE AND TECHNOLOGY	SOCIAL STUDIES	LANGUAGE CONNECTIONS	MATH CONNECTIONS	ARTS
			<p>Patterning and Algebra</p> <p>PERFORMANCE TASK</p> <p><i>Grade 2</i></p> <p>18 is the answer what is the question? Ask students to use the following frame $__ + __ = 18$.</p> <p>Show as many combinations as possible. Students can use concrete materials to help them answer the question.</p> <p><i>Grade 3</i></p> <p>Ask students to balance this equation</p> $__ - __ = __ + __.$ <p>e.g. $25 - 4 = 15 + 6$ Ask students to find as many possible solutions as they can with the same total.</p> <p>To scaffold for students having difficulty fill in some of the blanks</p> <p>e.g. $25 - 4 = 15 + __$</p> <p>Students can use concrete materials to guess and check their answers.</p>	

February/March/April BIG IDEA: Sustainability and Conservation

Grade 2 students create a comic to recount a day in the life of a child from one of the countries they have studied. Grade 3 create a comic to recount a day in the life of a child who is an early settler or a First Nations person from the mid to late 1800s.

Overall Expectation and Performance Tasks

SCIENCE AND TECHNOLOGY	SOCIAL STUDIES	LANGUAGE CONNECTIONS	MATH CONNECTIONS	ARTS
<p>Understanding Matter and Energy <i>Grade 2</i></p> <p>Air Water and the Environment OE1. assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things; OE2. investigate the characteristics of air and water and the visible/invisible effects of and changes to air and/or water in the environment; OE3. demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs. <i>Grade 3</i></p> <p>Soils in the Environment OE1. assess the impact of soils on society and the environment, and of society and the environment on soils; OE2. investigate the composition and characteristics of different soils; OE3. demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things.</p> <p>Guiding Question <i>Grade 2 and 3</i> How can we conserve our natural resources while meeting our needs and wants?</p>	<p>Heritage and Identity <i>Grade 2: Changing Family and Community Traditions</i></p> <p>A1. Application: compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/celebrations (FOCUS ON: Perspective; Cause and Consequences); A2. Inquiry: use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong (FOCUS ON: Continuity and Change); A3. Understanding Context: describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups (FOCUS ON: Interrelationships; Significance). <i>Grade 3: Communities in Canada, 1780-1850</i></p> <p>A1. Application: 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 (FOCUS ON: Continuity and Change, Perspective); A2. Inquiry: use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges (FOCUS ON: Significance; Cause and Consequence); A3. Understanding Context: identify some of the communities in Canada around the beginning of the nineteenth century, and describe their</p>	<p>Oral and Visual Communication <i>Grade 2 and 3</i></p> <p>OE1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; OE3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p> <p>Reading <i>Grade 2 and 3</i></p> <p>OE1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; OE3. use knowledge of words and cueing systems to read fluently.</p> <p>Writing <i>Grade 2 and 3</i></p> <p>OE1. generate, gather, and organize ideas and information to write for an intended purpose and audience; OE4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.</p>	<p>Number Sense and Numeration <i>Grade 2</i></p> <p>OE1. read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢. <i>Grade 3</i></p> <p>OE1. read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to \$10.</p> <p>PERFORMANCE TASK Imagine we are going to sell our quilt... <i>Grade 2</i> If the quilt squares will cost about \$1.00. What coin combinations could we accept? <i>Grade 3</i> The quilt sells for about \$10.00. What coins and bills could we accept?</p> <p>Patterning and Algebra <i>Grade 2</i></p> <p>OE1. identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns. <i>Grade 3</i></p> <p>OE1. describe, extend, and create a variety of numeric patterns and geometric patterns.</p> <p>SUBTASK <i>Grade 2 and 3</i> Class Unity Quilt: Students create growing, and</p>	<p>Visual Arts <i>Grades 2 and 3</i></p> <p>D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.</p> <p>PERFORMANCE TASK <i>Grade 2 and 3</i> Look at art from countries(Gr.2)/ time period(Gr.3) to learn more about how they use the elements of design (colour, texture, line, space, shape and form, value). Students can refer back to this information when creating their own quilt square.</p> <p>Dance <i>Grade 2 and 3</i></p> <p>A1. Creating and Presenting: apply the creative process (see pages 19-22) to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;</p> <p>PERFORMANCE TASK <i>Grade 2 and 3</i> Gr. 2 students create a series of dance movements for the water cycle. Gr. 3s imagine that they are wiggly worms moving through different layers of soil. Group students in mixed groups and put the movements together to create a dance piece. Ask students to keep in mind the fundamental concepts and elements of dance.</p>

Overall Expectation and Performance Tasks

SCIENCE AND TECHNOLOGY	SOCIAL STUDIES	LANGUAGE CONNECTIONS	MATH CONNECTIONS	ARTS
<p>SCIENCE</p> <p>PERFORMANCE TASK</p> <p><i>Grade 2</i></p> <p>Students investigate how they use water. Students track (e.g. use a tally chart, pictograph) their use of water for a day (e.g. how long is the water on when you brush your teeth, how often do you flush the toilet, how much water do you drink water in a day). Students answer the following questions: Is your use of water responsible, or wasteful? How could you reduce your use of water? How might your use of water change if it you had to carry it? Why do all living things need water?</p> <p><i>Grade 3</i></p> <p>Students investigate examples of erosion in the community and propose ways to address it. E.g. In the community where are examples of erosion? What/Who caused the erosion? What can we do to prevent erosion from occurring? What will happen if the erosion isn't taken care of?</p> <p>Create a poster to encourage the community to prevent erosion.</p>	<p>relationships to the land and to each other (FOCUS ON: Interrelationships).</p> <p>Guiding Question</p> <p><i>Grade 2</i></p> <p>How do other communities use water? Compare their use of water to your own community.</p> <p>Guiding Question</p> <p><i>Grade 3</i></p> <p>How did the First Nations and Early Settlers use of natural resources? Compare their use your use of natural resources to your own.</p> <p>PERFORMANCE TASK</p> <p>Class Unity Quilt</p> <p><i>Grade 2</i></p> <p>Examine the traditional fabric designs from various cultures (consider the meaning of colours, texture for climate etc).</p> <p><i>Grade 3</i></p> <p>Examine quilts and their importance in the life of early settlers. (Possible field trip: go to an Art Gallery and look at quilts).</p> <p><i>Grade 2 and 3</i></p> <p>Give each student a square of fabric/paper to design. Each student shares the significance of their pattern. At the end put all the squares together to create a unity quilt.</p>	<p>Oral and Visual</p> <p>SUBTASK</p> <p><i>Grade 2 and 3</i></p> <p>Brainstorm as a class questions that students would like to ask someone from another place. Keep the questions up as an anchor chart for students. Ask questions about different cultural traditions, celebrations, the relationship a person may have/had with the environment etc.</p> <p><i>Grade 2 and 3</i></p> <p>The whole class comes together to do an inside outside circle.</p> <p>The grade 2s on the inside will be in role as a child from one of the countries that they have studied. The grade 3s in the inside circle will be in role as a child who is an early settler or from a First Nations tribe from the late 1800s.</p> <p>The grade 3 students on the outside circle will ask the grade 2 students in the inside circle questions about their lives. The students will answer the questions based on the information they have learned.</p> <p>After the students have asked their questions, students on the outside circle rotate. After 4 or 5 rotations students on the outside circle will switch with students in the inside circle.</p> <p>Reading/ Writing</p> <p>SUBTASK</p> <p><i>Grade 2 and 3</i></p> <p>Students read a variety of informational texts to find out more about the lives of children in other countries (Gr.2s) and First Nations and Early Settlers of the 1800s (Gr. 3s). Students record their information on a graphic organizer.</p>	<p>shrinking patterns using geometric shapes. Students can share their patterns with a partner to see if their partner can identify and extend the pattern.</p> <p>Using the quilt</p> <p>Ask students open-ended questions around fractions using the quilt. E.g. Is $\frac{3}{4}$ more than $\frac{1}{2}$? How do you know?</p> <p>What fractions of shapes/colours are in your pattern? E.g. What fraction of squares did you use?</p> <p>Data Management and Probability</p> <p><i>Grade 2</i></p> <p>OE3 describe probability in everyday situations and simple games.</p> <p><i>Grade 3</i></p> <p>OE3 predict and investigate the frequency of a specific outcome in a simple probability experiment.</p> <p>Number Sense and Numeration and Data Management and Probability</p> <p>PERFORMANCE TASK</p> <p><i>Grade 2</i></p> <p>Create a spinner with $\frac{1}{4}$ blue, $\frac{1}{4}$ red and $\frac{1}{2}$ yellow experiment with the spinner to see the likelihood of getting each colour.</p> <p>What colour do you think you will spin the most? Justify your answer.</p> <p><i>Grade 3</i></p> <p>Give students a spinner that is divided into 12 sections. Students use the template to create spinners using colours to represent thirds, quarters, and halves.</p> <p>What colour do you think will spin the most? Justify your answer.</p>	<p>Drama</p> <p><i>Grade 2 and 3</i></p> <p>B2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23-28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences.</p> <p>See Oral and Visual SUBTASK (Inside Outside Circle Task).</p>

Overall Expectation and Performance Tasks

SCIENCE AND TECHNOLOGY	SOCIAL STUDIES	LANGUAGE CONNECTIONS	MATH CONNECTIONS	ARTS
		<p>PERFORMANCE TASK</p> <p><i>Grade 2</i></p> <p>Plan and create a comic to recount a day in life of a child who is from one of the countries that they have studied.</p> <p><i>Grade 3</i></p> <p>Plan and create a comic to recount a day in the life of a child who was an early settler or a First Nations person from the mid to late 1800s.</p>		

April/May/June BIG IDEA: Change and Continuity

CULMINATING TASK: The grade 3 students will create a toy for a child from the 1800s that uses force (e.g. pin wheel a boat with paper clips and a magnet). The grade 2 students create a toy for a child from one of the cultures of the people in Ontario that involves the interaction between liquids and solids e.g. a toy that floats. Have students create a box for their toy. Have students decide if their box will be a cube or a rectangular prism and justify their choice. Have students decide the best area and perimeter for the faces of the box and justify their choice. The box should be attractive to the child for whom they have designed the toy. Co-construct with the students the criteria for what would make an attractive box for their toy. Have students consider the audience, text and production. Students need to include on the box reasons why a child would want their toy.

Overall Expectation and Performance Tasks

SCIENCE AND TECHNOLOGY	SOCIAL STUDIES	LANGUAGE CONNECTIONS	MATH CONNECTIONS	ARTS
<p><i>Grade 2</i></p> <p>Properties of Liquids and Solids</p> <p>OE1. assess ways in which the uses of liquids and solids can have an impact on society and the environment;</p> <p>OE2. investigate the properties of and interactions among liquids and solids;</p> <p>OE3. demonstrate an understanding of the properties of liquids and solids.</p> <p><i>Grade 3</i></p> <p>Forces Causing Movement</p> <p>OE1. assess the impact of various forces on society and the environment;</p> <p>OE2. investigate devices that use forces to create controlled movement;</p> <p>OE3. demonstrate an understanding of how forces cause movement and changes in movement.</p> <p>Guiding Question</p> <p><i>Grade 2 and 3</i></p> <p>In what ways do factors of change influence our lives?</p>	<p>Heritage and Identity</p> <p><i>Grade 2: Changing Family and Community Traditions</i></p> <p>A1. Application: compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/celebrations (FOCUS ON: Perspective; Cause and Consequences);</p> <p>A2. Inquiry: use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong (FOCUS ON: Continuity and Change);</p> <p>A3. Understanding Context: describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups (FOCUS ON: Interrelationships; Significance).</p> <p><i>Grade 3: Communities in Canada, 1780-1850</i></p> <p>A1. Application: 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 (FOCUS ON: Continuity and Change, Perspective);</p> <p>A2. Inquiry: use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada</p>	<p>Oral and Visual Communication</p> <p><i>Grade 2 and 3</i></p> <p>OE1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>OE2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p> <p>Reading</p> <p><i>Grade 2 and 3</i></p> <p>OE1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p>OE4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p> <p>Writing</p> <p><i>Grade 2 and 3</i></p> <p>OE1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p>OE4. reflect on and identify their strengths as readers, areas for improvement, and the strategies</p>	<p>Number Sense and Numeration</p> <p><i>Grade 2</i></p> <p>OE2. demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as starting points.</p> <p><i>Grade 3</i></p> <p>OE2. demonstrate an understanding of magnitude by counting forward and backwards by various numbers and from various starting points.</p> <p>Geometry and Spatial Sense</p> <p><i>Grade 2</i></p> <p>OE2. compose and decompose two-dimensional shapes and three-dimensional figures.</p> <p><i>Grade 3</i></p> <p>OE2. describe relationships between two-dimensional shapes, and between two-dimensional shapes and three-dimensional figures.</p> <p>Measurement</p> <p><i>Grade 2</i></p> <p>OE1. estimate, measure, and record length, perimeter, and area, using non-standard units and standard units.</p>	<p>Visual Arts</p> <p><i>Grades 2 and 3</i></p> <p>D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.</p> <p>Dance</p> <p><i>Grades 2 and 3</i></p> <p>A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.</p> <p>Music</p> <p><i>Grades 2 and 3</i></p> <p>C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.</p>

Overall Expectation and Performance Tasks

SCIENCE AND TECHNOLOGY

PERFORMANCE TASK

Grade 2 and 3

Examining natural disasters e.g. Tsunami. Look at the area and environment in which these natural disasters occur. Create a comic or a poster to give keys about how to prepare for a natural disaster. What do we need for our survival? If you have pets what do they need for their survival?

SUBTASK

Grade 2 and 3

As the students explore these celebrations. Give them an opportunity to explore the kinds of games and toys that are played within these celebration. Tell students that they are going to create their own toy for a celebration. Students will justify why their toy is a good celebration toy. Co-construct criteria for the elements of a good toy e.g. it should be fun, safe for children etc.

Grade 2

Create a toy for a child from one of the cultures of the people in Ontario that involves the interaction between liquids and solids e.g. a toy that floats.

What question are you trying to answer about buoyancy?

How does your toy use the properties of liquids and solids? What changes might you make based on the testing that you did on your toy?

Grade 3

Create a toy for a child from the 1800s that uses force e.g. pin wheel a boat with paper clips and a magnet.

What force(s) are being used on your toy? Is it a contact (direct interaction e.g. push or pull) or non-contact (e.g. a magnet forces)? How does your toy move? How do the force(s) control the movement? How might your toy be improved?

SOCIAL STUDIES

from around 1780 to 1850, and key measures taken to address these challenges (FOCUS ON: Significance; Cause and Consequence);

A3. Understanding Context: 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 (FOCUS ON: Interrelationships).

Guiding Question

Grade 2 and 3

Why have some traditions and celebrations changed over the years?

How do/did people preserve cultural traditions?

PERFORMANCE TASK

Grade 2 and 3

Have a discussion with students about the traditions, rules and culture of their families. Using informational texts, ask the grade 2s to explore the origins of the diverse population in Ontario. Ask the grade 3 students to explore the origin of the people who settled in Upper Canada. Students will explore the ways in which these groups pass on traditions from generation to generation e.g. through oral or written stories, pictures, celebrations etc. Ask the students to recreate celebrations. The grade 2s recreate one of the celebrations of the many cultures within Ontario. The grade 3s will recreate some of the celebrations of the First Nations and/or Early settlers.

LANGUAGE CONNECTIONS

they found most helpful before, during, and after reading.

Media Literacy

Grade 2 and 3

OE3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

OE4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Reading, Writing and Oral and Visual

SUBTASK

Grade 2 and 3

Using informational texts, ask the grade 2s to explore the origins of the diverse population in Ontario and the grade 3 students to explore the origin of the people who settled in Upper Canada. Students will explore the traditions of each group, the kinds of games and toys used in these traditions. Students will also explore the ways in which these groups pass on traditions from generation to generation e.g. through oral or written stories, pictures, celebrations etc. Students display their information on a mind map.

Media Literacy

SUBTASK

Grade 2 and 3

Have students create a box for their toy. The box should be attractive to the child for whom they have designed the toy. Co-construct with the students the criteria for what would make an attractive box for their toy. Have students consider the audience, text and production. Students need to include on the box reasons why a child would want their toy.

MATH CONNECTIONS

Grade 3

OE1 estimate, measure, and record length, perimeter, and area, using standard units.

Geometry and Measurement

SUBTASK

Grade 2 and 3

Have students decide if their box will be a cube or a rectangular prism and justify their choice. Have students decide the best area and perimeter for the faces of the box and justify their choice. The box should be attractive to the child for whom they have designed the toy.

ARTS

Visual Arts

SUBTASK

Grade 2 and 3

Ask students to create the box for their toy, students consider the colour they will use to design their box. Students consider the meaning of the colour for the tradition or culture of the child for whom they have created the toy.

Music and Dance

PERFORMANCE TASK

Grade 2 and 3

Have students watch various videos of dance from different First Nations cultures and celebrations. Ask students to consider the purpose of the dance. Students will also discuss the reasons why certain music is used to accompany the dance. In groups, have students use movements from one of the First Nations culture to create a dance. Ask students to choose music to accompany their movements. Ask students to discuss their reasons for the music and the movements.