|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit –Time** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Unit 1:** **Reading**Term 1: **August 29- November 8, 2018** (11 weeks) | Language and stories can be a source of creativity and joy.Stories and other texts connect us to ourselves, our families, and our communities. Everyone has a unique story to share.  | * Reading fluently at grade level; reading with comprehension , phrasing, and attention to punctuation.
* Being to use sources of information and prior knowledge to make meaning.
* Use developmentally appropriate reading, listening, and viewing strategies.
* recognize the structure and elements of a story.
* Begin to recognize basic structures and organization of the text.
* Demonstrate awareness of the role that story plays in personal, family, and community identity.
* Recognize the structure and elements of a story.
 | **Students are expected to know the following:****Story/text:*** Elements of a story
* Literary elements and devices
* Text features
* Vocab associated with texts

**Strategies and processes:*** Reading strategies
* Metacognitive strategies

**Language features, structures, and conventions:*** Word families, word patterns
* Letter formation
 | Phonics instruction* Blending
* Short vowels
* Long vowels
* Digraphs

Guided Reading Instruction small groups based on student ability* Sort and predict
* Making connections within texts
* Picture walk
* K-W-L charts
* Webs
* Building from clues
* Anticipation guide
* Introduce vocabulary

Independent Reading* Just right books
* Each student has box with leveled readers
* Building reading stamina

Read Alouds * from Trait Crate to correspond with writing instruction
* Rooted in Reading read aloud suggestions
* Making Connections

Morning MessageSight word instruction 5 or 6 words per week  | * Scholastic Readers Book 1
* Magnetic letters
* Mini whiteboards and markers
* Making Words by Patricia Cunningham Grade 2
* Word boxes
* Rooted in Reading program

Print out the “Making connections” posters found in Rooted in Reading google filePM Benchmark books Levels 13-16* PM Arabic Collection books
* PM+ Teachers’ Guides (Library)
* PM Levelled Texts Teachers’ Resource Books for Arabic collection (Library)
* Literacy place guided reading kits (Library)
* Dolch Sight Word Lists (Pre Primer, primer, first grade, second grade)
* Picture books from *The Trait Crate: Grade 2*
* *Reading Power* by Adrienne Gear (Focus on “Connect” sections during first term) p34-50 (14 lessons)

Read Aloud for making connections:* *I’m not Invited* Diana Cain Blumenthal
* *Chester’s Way* Kevin Henkes
* *No David!* David Shannon
* PM Leveled Readers per child
* School library
* *Scholastic Reading Skills Builder*
 | Diagnostic assessments: (by September 26)* Running record benchmark assessments for levelling students
* Sight word assessments pre-primer, primer, grade 1

Formative Assessments:* Running records should be done at least every 2-3 weeks on each student
* Anecdotal observations from guided reading sessions (each week)
* Sight words (pre primer, primer, grade 1)

Summative Assessments:* Running Records due to BC Head: October 24
 | Short vowels: a, e, i, o, uVowel sounds: oo, oo, ai, a\_e, ay, ee, ea, y, ie, i\_e, o\_e, u\_e, ew, ow, uech, sh, th, th, qui, ou, oi, ue, er, ar, ph, ghSight words to be taught 5/6 per week. After assessments are completed, start at the list where the majority of your class is. By the end of term 1, all dolch sight words up to 1st grade should be reviewed/taught. |
| **Unit 1:** **Writing**Term 1: **August 29- November 8, 2018** (11 weeks)  | Language and story can be a source of creativity and joy. Stories and texts connect us to ourselves, our families, and our communities. Everyone has a unique story to share. Playing with language helps us discover how language works.  | Exchange ideas and perspectives Create stories and other texts to deepen awareness of self, family and communityPlan and create a variety of communication formsCommunicate using sentences and most conventions of Canadian spelling, grammar, and punctuation  | **Students are expected to know the following:****Language features, structures, and conventions:*** letter formation
* sentence structure and grammar
* conventions
 | **Letter formation*** Pencil grip
* Letter formation

 **Journal writing*** Begin narrative writing
* Dictation/

spelling* From 6+1 traits of writing focus on ideas and organization.

 (pg 66-100)* Writing process
* Shared writing
* Modelled writing

**Conventions*** **Scholastic Grammar workbook—Student copy**
* Rooted in Reading grammar section

**Grammar For Term 1**:* Types of sentences
* Punctuation
* Capitalization
* Nouns (common, Proper, singular, and plural)
* ABC order
* Writing exemplars and guidelines for assessment
 | * Handwriting without tears Student workbook
* Writing journals (supplied by student)
* Brain Pop Jr videos about grammar
* *6+1 Traits of writing*
* *Trait crate grade 2*
* Writing exemplars from 6+1 Traits of Writing
* *Using picture books to teach writing with the traits*
* *Trait Crate Conventions*
* Trait crate - teaching organization
* Trait Crate -Teaching sentence Fluency
* BC Writing exemplars (BC head)
* Teacher /student created word wall (sight words, vocabulary for subjects)

 *Grammar Builder level 2 English* student workbook that cover the grammar lessons outlined to the left. * 6+1 traits of writing
 | Diagnostic assessments:* Free write indicating student writing level

Give writing assessment by September 19th to gauge writing instruction. Formative Assessments:* Weekly spelling tests ***Treasures Spelling Program***
* One writing piece to be graded according to grade 2 writing rubric. Every student should have a grade piece of writing every 2 weeks.

Summative Assessments:* Personal narrative (Journal writing)
* Spelling Text
* schoolwide write (October 29,November 8)
 | IdeasOrganizationBrainstormingWriting ProcessRevisingEditingPeer EditingParagraphOpening sentenceDetailsPunctuationCapitalsNounsSingular vs. Plurals |
| **Unit 1:** **Listening**Term 1: **August 29- November 8, 2018** (11 weeks) | Language and story can be a source of creativity and joy. | -Use developmentally appropriate reading, listening and viewing strategies to make meaning-Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community-Exchange ideas and perspectives to build shared understanding | **Students are expected to know the following:**-metacognitive strategies-features of oral language | Use Whole Body Listening to help maintain focusMaintain a “listening” posture; taking turns; and asking questions related to the topicFollow directions and instructionsListen to others and build on their ideas during:-play -collaborative work -class discussions-center-oral presentationsFollow directed step-by-step drawing Listen to Read-Alouds  | Raz Kids audio book settingStorylineonline.net**Best Ever Speaking/****listening Activities for Grade 2-3 pdf**Draw the Character  | Speaking/Listening Rubrics (shared on google drive)1. Sentence Dictation2. Listen & Draw3. Audience Skills | listening/listeneraudienceretellingunderstandtake turns |
| **Unit 1:** **Speaking**Term 1: **August 29- November 8, 2018** (11 weeks) | Through listening and speaking, we connect with others and share our world.Curiosity and wonder lead us to new discoveries about ourselves and the world around us. | Exchange ideas and perspectives to build shared understanding-Plan and create a variety of communication forms for different purposes and audiences-Communicate using sentences and most conventions of Canadian spelling, grammar and punctuation-Develop and apply expanding word knowledge-Use oral storytelling processes | Literary elements and devices-Oral language strategies-Features of oral language-Sentence structure | Speaking clearly and audibly in for a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.Oral presentationsSharing ideas orally during group discussion (ie. think, pair, share)Using proper tone and voice for specific punctuation marks when reading and communicating. Sharing and re-telling stories.Taking turns in exchanging ideas and respecting others’ contributions  | Show and tell**SPEAKING AND LISTENING PDF RESOURCE SHARED ON DRIVE WITH THE FOLLOWING ACTIVITIES:** | **Best Ever Listening and Speaking Activities:**<https://drive.google.com/file/d/1WkFwijwAerFAV-gQX8eiv1ebb3c7YAPj/view?ts=5b30a99d>Listening & Speaking Rubric **(specific for term 1& 2 expected S/L skills)**1. All About Me Bag2. Author’s Chair3. Book Talk4. Describe ‘busy picture’ | speaking/speakercleartonevolumere-tellaudience |