



DEPARTMENT OF EDUCATION
PRIMARY CURRICULUM SECTION

NATIONAL PACING GUIDE
GRADE TWO
ACADEMIC YEAR 2022-2023

NATIONAL PACING GUIDE – GRADE 2

THE ACADEMIC YEAR 2022-2023

INTRODUCTION: HOW TO USE THIS GUIDE

The National Pacing Guide promotes a standardized approach to the implementation of the curriculum. Its aim is to identify the topics to be taught at each grade level, show the order in which they are to be presented and provide a guide as to how much time should be spent on a particular topic. Students transferring from one public school to another should not be disadvantaged by the move as each school should be following the topics as laid out in the guide. Each year the pacing guide is refreshed based on the completion of new curriculum documents and teachers' feedback. As you work through this document, please be mindful of the following:

- This document is a guide. It was built to reflect what the average student should be able to complete in a given year. It is expected that some students may move ahead at a faster rate, while others may need to spend additional time on certain topics.
- There are times when schooling may be interrupted due to natural disasters, pandemics etc. To assist teachers with their planning, mandatory topics to be covered within the school year have been identified with an asterisk. Where possible, the other topics can be integrated into lessons.
- Time has generally been allocated particularly at the beginning of the year to allow for the administering of assessments, review and the establishment of those important classroom routines.
- It is expected that once topics are taught, they will be constantly **reinforced** and **integrated** into other areas of the curriculum. This strategy can be used as a form of review and also as a way of providing further support for students who may be struggling with a particular topic. The layout of the document allows for topics across all subject areas to be easily identified.
- The page numbers that follow the topics reflect where information can be found in the corresponding curriculum documents. If “TB” appears before the page number, then that information can be found in the national textbook for that subject area.
- The names of current curriculum officers and their email addresses have been included on the last page of this document. Your questions and feedback are welcomed. Some questions to consider when providing feedback are: Did the sequence of topics work well? Was sufficient time allocated?
- Officers will be placing updated information and activities in the **Professional Learning Community (PLC)** via the TEAMS group. This community was especially formed to engage primary teachers in public schools. Please ensure that you access it at least once or twice a week. Already, there are many activities and videos that teachers can utilize. Teachers are also invited to share activities and resources in this space that they have found worked well, students' responses to certain activities and any questions that they may have. If you are not already a member of the PLC, you may ask a school administrator how to join or contact any of the officers listed at the back.

NATIONAL PACING GUIDE – GRADE 2

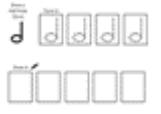
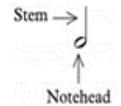
CHRISTMAS TERM

THE ACADEMIC YEAR 2022-2023

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<p>Grade Level Formative Assessment</p> <p>Review: Consonants - Beginning, Medial and Final p.64 - Review Weeks 1 – 3 Systematic Sight Words</p> <p>Introduce students to Reading Block Routines</p> <ul style="list-style-type: none"> Alphabet drill Sight Word drill Practice Phonemic Awareness task/skill Word Building Activities <p>Introduce students to classroom management routines Teach nursery rhymes</p>	<ul style="list-style-type: none"> Revisit MOE Grade 2 Placement Assessment / Routine Procedures TB. p. 1-6 Review basic concepts from Grade 1 	<p>Assessment/ Observation of Handwriting</p> <p>When given a written task students will be observed to identify their ability to:</p> <ul style="list-style-type: none"> hold a pencil correctly form letters and numbers correctly write their own names correctly stay within two lines Write upper and lower-case manuscript/ D'Nealian letters in two (3) lines. Write numerals 0-9 correctly 	<p>Assess oral communication skills:</p> <p>By way of discussions or oral tasks observe students' ability to:</p> <ul style="list-style-type: none"> speak in complete sentences. make requests in complete sentences. produce the correct pronunciation. of words used Write simple sentences. <p>* Distinguish between sentences and fragments p.115</p>	<p>Assess students' ability to develop a narrative piece of writing about a picture or an object.</p>	<p>Theme: Self Identity Topic: All About Me p. 2</p> <p>Name and list characteristics that make them individuals. (features, family, nationality, etc.) Distinguish between males and females List members of their family and state their roles/functions (HFLE: pp. 40-41; Social Studies: grd. 1 Theme 1 Review; Grd. 2 pp. 2-3)</p>	<p>Dynamics (Loud & Soft) Refer to MOE Performing Arts (PA) Lesson kits Dynamics lesson or other</p> <ul style="list-style-type: none"> Definition of Dynamics Loud and soft sounds of the environment Loud and soft Instruments Perform Loud and soft sounds Spell loud/soft 	<p>Introduction to Art Materials used in art</p>	<p>Topic: Locomotor Movement Skill: Walking</p> <p>At the end of this lesson students will be able to demonstrate walking in various directions and speed.</p>

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2	<p>*Listening & Speaking: Displaying the characteristics of a good listener p. 47</p> <p>Phonemic Awareness: Identify common words in the environment p.55</p> <p>*Phonics / Spelling: Short vowels /Aa/ & /li/ (cvc pattern) p.65</p> <p>*Sight Words: Review Weeks 4 – 6 Systematic Sight Words</p> <p>*Comprehension: Text and Graphic Features p.86-88</p>	<ul style="list-style-type: none"> *Read and Write Whole Numbers 0 – 100 on a Number Line TB. p. 3 *Read, Write and Use whole Numbers to 999 TB. pp.16-17 *Locate Missing Numbers on a Number Line TB. p. 3 	<p>*Write upper and lower- case manuscript/ D’Nealian letters in two lines. Practice letter reviewed using two lines p.110</p>	<p>*Ascertain the complete subject and the complete predicate of a sentence Parts of a Sentence p.131</p>	<p>Explain the steps in the Writing Process p. 146</p>	<p>Theme: Self Identify Topic: All About Me p. 2</p> <p>Give reasons why Christians refer to God as Father.</p> <p>Compare God’s love for mankind to that of a parent/guardian Identify ways in which God demonstrates His love for mankind.</p> <p>State the skeletal parts, locations and functions.</p> <p>Compare and contrast family structure and the skeletal structure</p> <p>(Social Studies: pg. 2-3; Religious Studies: p. 27, Science: p.93)</p>	<p>Dynamics Cont’.</p> <ul style="list-style-type: none"> Listening Singing Video Clips showing dynamics Performing Dynamics Spell Loud /Soft Spell 	<p>Introduction to Art Art and culture</p>	<p>Topic: Locomotor Movement Skill: Running</p> <p>At the end of this lesson students will be able to demonstrate running in various styles and directions.</p>
3	<p>*Listening & Speaking: Displaying the characteristics of a good listener Cont’d. p.47</p> <p>Phonemic Awareness: Understanding the alphabetic principle p.56</p>	<ul style="list-style-type: none"> Place Value: Two Digits TB.pp. 43-44 Place Value: Three Digits TB. pp. 46-49 Days of Week and Months of the Year TB. pp. 22-23 	<p>*Write upper and lower- case letters in D’Nealian print in two lines. * CVC word patterns p.110</p>	<p>*Statements and Questions p.116</p>	<p>Discuss the qualities of a good piece of writing p.147</p>	<p>Theme: Self Identity Topic: I Am Special p. 3</p> <p>Define and distinguish between the terms talents and gifts. Identify and display their unique qualities, talents and gifts. Explain how families are unique based on structure an characteristics.</p>	<p>Duration</p> <p>Long & short sounds</p> <p>Long & short Notes</p> <p>Performing Long and Short notes on instruments</p> <p>Use of body movements</p>	<p>Line- The 5 Basic</p> <ul style="list-style-type: none"> Horizontal Vertical Diagonal Zigzag curved 	<p>Topic: Locomotor Movement Skill: Jumping</p> <p>At the end of this lesson students will be able to demonstrate jumping (directions, over objects, for distance, etc.)</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Phonics / Spelling: *Short vowels /Oo/ & /Ee/ (cvc pattern) p.65</p> <p>*Sight Words: Review Weeks 7 -10 Systematic Sight Word</p> <p>Comprehension: *Story Elements: Characters / Setting p.89</p>					Summarize the activities of biblical characters who used their gifts and talents to help others. (Religious Studies: Social Studies: pp. 2-3 pp.31-32; HFLE: pp.35)	<p>The Whole Note = 4 beats / Counts</p> <p>The Quarter Note = 1 beat / Count</p>		
4	<p>*Listening & Speaking: Displaying the characteristics of a good listener Cont'd. p.47</p> <p>Phonemic Awareness: *Phoneme Identification p.57</p> <p>*Phonics / Spelling: Short Vowel /Uu/ p.65 Review Short Vowels /Aa/ /Ii/ /Oo/ /Ee//Uu/ p.65</p> <p>*Sight Words: Weeks 11-13 Systematic Sight Words</p>	<ul style="list-style-type: none"> *Place Value: Two Digits TB. pp. 43-44 *Place Value: Three Digits TB. pp. 46-49 *Ascending and Descending Order TB. p. 9 Read a Calendar TB. pp. 24- 25 	<p>*Write upper and lower- case letters in D'Nealian print in two lines. * CVC word patterns p.110</p>	<p>*Exclamations and Commands p.116</p>	<p>Explain the four types of writing p.148</p>	<p>Theme: Self Identity Topic: I Am Special p. 3</p> <p>Determine how their skeleton and muscles make them unique and different from other animals.</p> <p>Identify specific muscles and skeletal parts and their functions. (Science: p. 93; HFLE: p.35)</p>	<p>Introduction of Notation (Review Long and short notes) Trace and draw the Whole Note - oval in shape Write the number 4 Trace and draw the whole note</p>   <p>Write & spell aloud the whole note</p>  <p>Whole Note</p> <p>Identify the Whole note amongst other pictures Clap the whole note (holding it for 4 counts) Trace and Draw Half</p>	<p>Line- The 5 Basic</p> <ul style="list-style-type: none"> Horizontal Vertical Diagonal Zigzag curved 	<p>Topic: Locomotor Movement Skill: Hopping</p> <p>At the end of this lesson students will be able to demonstrate hopping (directions, over objects, for distance, etc.)</p>

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	<p>Comprehension: *Story Elements: Plot / Theme p.89</p>						<p>Note showing the 2 parts - head and a stem</p>  <p>Write and spell the words half note</p>  <p>Clap the half note (holding it for 2 counts) Label the parts of the half note</p> 		
5	<p>*Listening & Speaking: Articulating personal information, needs, experiences, understandings and opinions p.48</p> <p>*Phonemic Awareness: Phoneme Identification p.57</p> <p>*Phonics / Spelling: Long Vowel /Aa/ (- Final -e, ai, ay)</p>	<ul style="list-style-type: none"> Model Three Digit Numbers TB. pp. 46-49 *Ordinal Numbers to Twentieth TB. pp. 52-53 *Number to 999 in Ascending and Descending Order TB. pp. 3, 8 Patterns TB. pp. 2, 7-12 	<p>*Write personal information p. 108</p>	<p>*Identify nouns (common and proper) p.118</p>	<p>Compose different types of poetry such as: List Poems p.156</p>	<p>Theme: Self Identify Topic: All About My Health p. 4</p> <p>Identify physical activities and foods that will produce healthy bodies.</p> <p>Investigate and determine ways in which food affects the body (bones and muscles).</p> <p>Classify food according to their nutritional value</p>	<p>Steady Beat / No Beat (Refer to Lesson Kits content video)</p> <p>Steady Beat / No Beat (Review) *Steady beat is the heart or the pulse of the music</p> <p>The natural inclination to clap or tap during the playing of a song is the pulse or steady beat.</p>	<p>Line- The 5 Basic</p> <ul style="list-style-type: none"> Horizontal Vertical Diagonal Zigzag curved 	<p>Topic: Locomotor Movement Skill: Leaping</p> <p>At the end of this lesson students will be able to demonstrate leaping (directions, over objects, for distance, etc.)</p>

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	p.66 *Sight Words: Review Comprehension: *Context Clues p.90					to the body (Dietary Guideline/Food Groups) (Science: pp. 93-94; HFLE: pp. 44-46)	Steady beat can be fast and or slow No BEAT is any sound that does not have a steady beat: rain, thunder, school bell ringing, chicken clucking Instruments that can play steady beat tambourine, maracas or rhythm sticks, triangle, drum		
6	*Listening & Speaking: Articulating personal information, needs, experiences, understandings and opinions Cont'd. p.48 *Phonemic Awareness: Phoneme Isolation p.57 *Phonics / Spelling: Long Vowel /li/ - Final-e, ie, igh p.66 *Sight Words: Review Weeks 14 - 17 Systematic Sight Word Comprehension:	<ul style="list-style-type: none"> *Compare Whole Numbers using <, > or = from 0 – 999 TB. pp. 109-112 Model Three Digit Numbers TB. pp. 46-49 Patterns TB. pp.2, 7-12 Ordinal Numbers to Twentieth TB. p.51-54 	*Write personal information p. 108	*Form plurals by adding “s” or “es” to singular nouns (without spelling changes) p.119	Develop narrative pieces: *Narrow ideas and elaborate on them Develop narrative pieces that include characters, setting and plot. pp.149, 157 <ul style="list-style-type: none"> Draw a picture to depict ideas Use the Draw-Label-Caption Writing Strategy Begin drafting a sentence/s based on the picture created 	Theme: Self Identity Topic: All About My Health p. 4 Relate the meaning of the word obstacle in their own words. Examine the challenges experienced by individuals with physical and mental challenges. Compare the successful overcoming of challenges of select people who succeeded despite their challenges. (Religious Studies: p.34; Science: pp.93-94)	Rhythm – Meters Definition of Rhythm Perform Rhythms on Percussions Group Activities Strong Beat / Weak Beat Group Activities	Shape- 2 dimensional <ul style="list-style-type: none"> square rectangle circle triangle oval 	Topic: Locomotor Movement Skill: Skipping At the end of this lesson students will be able to demonstrate skipping (directions, over objects, for distance, etc.)

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	*Context Clues p.90								
7	<p>*Listening & Speaking: Performing multi-step oral instructions p.49</p> <p>*Phonemic Awareness: Phoneme Isolation p.57</p> <p>*Phonics / Spelling: Long Vowel /Oo/ Final -e, oa, ow p.66</p> <p>*Sight Words: Review Weeks 19 - 22 Systematic Sight Words</p> <p>Comprehension: Classification p.91</p>	<ul style="list-style-type: none"> • Odd and Even Numbers TB. pp.18-20 • *Skip counting TB. p. 14 • Sort and Classify Plane Shapes TB. pp. 72-73 	Copy and write sentences p.111	*Form irregular plurals p.120	<p>Develop narrative pieces:</p> <p>*Sequence ideas appropriately using transitional words Develop narrative pieces that include characters, setting and plot. p.150</p> <ul style="list-style-type: none"> • Create/arrange pictures to show the sequence of ideas • Use transitional words to label events of a story • Compose a paragraph out an event using transitional words. 	<p>Theme: Self Identity Topic: All About My Community p. 5</p> <p>Summarize the definition of community.</p> <p>Compare and contrast communities in the bible and communities of today.</p> <p>Describe Jesus's way of life as a child in his community.</p> <p>Lessons learnt from the early life of Jesus. (Religious Studies: p. 28; Social Studies: pp..8-10)</p>	<p>Introduction to Tempo (Fast & Slow)</p> <p>Definition of Tempo Examples of Fast & Slow animals, Fast & Slow Music Perform Fast & slow movements</p> <p>*Tempo is the speed of the music/beat</p> <p>Allegro-Fast / Adagio –Slow Example of</p>	<p>Shape- 2 dimensional</p> <ul style="list-style-type: none"> • square • rectangle • circle • triangle • oval 	<p>Topic: Locomotor Movement Skill: Combined Skill Test</p> <p>Students will be able to demonstrate and execute all locomotor movement skills at least the best out of three attempts based on a skill test rubric scale.</p>
8	<p>*Listening & Speaking: Performing multi-step oral instructions p.49</p> <p>*Phonemic Awareness: Phoneme Segmentation p.58</p>	<ul style="list-style-type: none"> • Addition and Subtractions Facts Up to Twenty TB. pp. 4-5 • Basic Facts: Mental Math TB. pp.10-11 • Addition and Subtraction 	Copy and write sentences p.111	*Identify verbs (actions) p.126	<p>Develop narrative pieces:</p> <p>*Compose varied and interesting introduction for narrative writing pieces</p> <p>Develop narrative pieces that include</p>	<p>Theme: Self Identity Topic: All About My Community p. 5</p> <p>Describe events that members of a community would participate in and attend.</p> <p>Discuss the differences</p>	<p>Performance Sub-Topic: Introduction of Cultural & Seasonal Songs (Teacher's Choice)</p> <p>Highlight: Dynamics Long & short sounds, Tempo of the song</p>	<p>Form- 3 Dimensional</p> <ul style="list-style-type: none"> • cube • cylinder • pyramid • sphere • cone 	<p>Topic: Non- Locomotor Movement Skill: Galloping</p> <p>At the end of this lesson students will be able to demonstrate galloping (different directions, over</p>

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	<p>*Phonics / Spelling: Long Vowel /Uu/ - Final –e, ue, ui p.66 *Sight Words: Review Weeks 23 – 26 Systematic Sight Words</p> <p>Comprehension: Classification p.91</p>	<p>Strategies TB. p. 5</p> <ul style="list-style-type: none"> *Sort and Classify Plane Shapes TB. pp. 72-73 			<p>characters, setting and plot.</p> <p>p.152</p>	<p>between their community and the habitats of other living things (plants & animals).</p> <p>Differentiate between the various types of habitats.</p> <p>Classify and sort types of habitats and communities.</p> <p>(Science: pp.92 &97; Social Studies: pp. 12- 13)</p>	<p>Singing fast and or slow Performance using percussions (Teacher's choice)</p>		<p>objects, for distance, etc.).</p>
<p>9 MID TERM</p>	<p>*Listening & Speaking: Using appropriate protocols, speech and body language when speaking to others p.50</p> <p>*Phonemic Awareness: Phoneme Segmentation p.58</p> <p>*Phonics / Spelling: Long Vowel /Ee/ e, ee, ea Review Long Vowels /Aa/ /Ii/ /Oo/ /Uu/ p.66</p> <p>*Sight Words:</p>	<ul style="list-style-type: none"> *Fact Families – Addition and Subtraction TB. pp.33-34 Number Sentences 	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110</p> <p>Copy and write sentences and, paragraph, p.107</p>	<p>*Apply the correct tenses to verbs (action) p.128</p>	<p>Develop narrative pieces:</p> <ul style="list-style-type: none"> Organize ideas into a paragraph using a topic sentence and supporting details Develop narrative pieces that include characters, setting and plot. Narrow Ideas Review Sequence Ideas appropriately using transitional 	<p>Theme: Needs Topic: My Needs p. 6</p> <p>Differentiate between human, animal and plant needs.</p> <p>Examine the body coverings and parts of animals to determine how their bodies aid in their survival.</p> <p>Explain ways in which the needs of humans, animals and plants are met.</p> <p>(Science: pp. 91; Social Studies: pp. 8-9, 12-13)</p>	<p>Revision of Completed Topics</p> <p>*Dynamics *Duration *Introduction of Notation (Whole & Quarter Notes) *Steady Beat/ No *Beat *Rhythm *Tempo Quiz on Completed Topics</p>	<p>Form- 3 Dimensional</p> <ul style="list-style-type: none"> cube cylinder pyramid sphere cone 	<p>Topic: Non- Locomotor Movement Skill: Swinging</p> <p>At the end of this lesson students will be able to demonstrate swinging (different directions, over objects, for distance, etc.).</p>

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	thank, school, but, own, never, fly, know, much (Systematic Sight Word Folder) p.122 Comprehension: Review: Text Features, Story Elements, Context Clues, Classification				words • Compose varied and interesting introductions				
10 MID TERM	*Listening & Speaking: Using appropriate protocols, speech and body language when speaking to others Cont'd. p.50 *Phonemic Awareness: Phoneme Blending p.59 *Phonics / Spelling: Syllabication p.69 *Sight Words: which, always, try, must, under, open, just, buy (Systematic Sight Word Folder) p.126 Comprehension: *Making Predictions p.92	<ul style="list-style-type: none"> Estimate the number of Objects in a set using 0,10 and 100 TB. pp.82-83 Estimate to find the Sum and Difference 	Copy and write sentences p.111	*Produce the correct pronouns for the nouns they replace p.124	Develop narrative pieces: *Utilize various methods of concluding pieces in narrative writing pieces. p. 153 Develop narrative pieces that include characters, setting and plot.	Theme: Needs Topic: My Needs p. 6 Define the word service. Discuss the ways that the Teacher and librarian serve others and their community. Evaluate the importance of spiritual needs that are met through service Demonstrate the relationship between serving others and demonstrating love. (Science: p.91; Social studies: p. 27; Religious Studies: p 33)	Pitch High & Low Voices Identify the high & low voice Demonstrate singing High and low High and low sounds in the environment	Form- 3 Dimensional <ul style="list-style-type: none"> cube cylinder pyramid sphere cone 	Topic: Non- Locomotor Movement Skill: Bending At the end of this lesson students will be able to demonstrate bending (different directions, over objects, for flexibility, etc.).

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11	<p>*Listening & Speaking: Displaying proper etiquette while communicating across various digital platforms (voice or video calls) p.51</p> <p>*Phonemic Awareness: Phoneme Substitution p.60</p> <p>*Phonics / Spelling: Syllabication p.69</p> <p>*Sight Words: before, its, then, from, after, cut, many, shall (Systematic Sight Word Folder) p.130</p> <p>Comprehension: *Making Predictions p.92</p>	<ul style="list-style-type: none"> *Sum of Two and Three-Digit Numbers Without Regrouping TB. pp.76-77 *Make associations between months and days and weeks on a calendar TB. p.25 Equivalent relationships: Months, Days, Years, & Week TB. p.26 	Copy and write paragraph with appropriate structure. p.111	*Use adjectives to describe nouns and pronouns p.133	<p>*Develop narrative pieces: Develop narrative pieces that include character, setting and plot. p.157</p> <p>Review</p> <ul style="list-style-type: none"> Narrow Ideas Sequence Ideas appropriately using transitional words Organize ideas into a paragraph using a topic sentence and supporting details Compose varied and interesting introductions Use appropriate conclusions 	<p>Theme: Needs Topic: Needs of Living Things p. 7</p> <p>Experiment to tell what plants need to grow and their stages of growth.</p> <p>Explain the job of the farmer and his/her relationship with plants and animals.</p> <p>Relate the needs of the community met by the Farmer.</p> <p>Explain the needs of animals for survival.</p> <p>(Social Studies: p. 25 & 19; Science: p.91)</p>	<p>Instrument Pitch</p> <p>*High & low Instruments (Flute-high pitch, Tuba Low pitch)</p> <p>Identify high and low sound patterns of instruments</p> <p>Demonstrate singing high and low pitches</p>	<p>Art Appreciation Become acquainted with the names of artists and their work; Brent Malone Amos Ferguson Leonardo da Vinci</p>	<p>Topic: Non- Locomotor Movement Skill: Twisting/turning</p> <p>At the end of this lesson students will be able to demonstrate twisting and turning (different directions, over objects, for flexibility, etc.).</p>
12	<p>*Listening & Speaking: Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. p.51</p>	<ul style="list-style-type: none"> (Difference of Two and Three-Digit Numbers without Renaming TB. pp.78-79 	Copy and write paragraph with appropriate structure. p.111	*Use adjectives to describe nouns and pronouns. p.133	<p>*Develop narrative pieces: Develop narrative pieces that include character, setting and plot. p.157</p> <p>Review</p> <ul style="list-style-type: none"> Narrow Ideas 	<p>Theme: Needs Topic: Needs of Living Things p. 9</p> <p>Thanksgiving Story (Objectives 1 – 3 pp.36-37)</p>	<p>Form Subtopic: Nursery Rhymes</p> <p>Introduction to form (Verse and chorus of songs) Highlight Verse = 'A'</p>	<p>Art Appreciation Become acquainted with the names of artists and their work; Brent Malone Amos Ferguson Leonardo da Vinci</p>	<p>Topic: Non- Locomotor Movement Skill: Pushing/pulling</p> <p>At the end of this lesson students will be able to</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>*Phonemic Awareness: Phoneme Addition p.61</p> <p>*Phonics / Spelling: Hard & Soft /Gg/ p.70</p> <p>*Sight Words: again, myself, live, warm, pull, may, does, first, goes, better (Systematic Sight Word Folder) p.134</p> <p>Comprehension: *Main Idea & Supporting Details p.93-94</p>	<ul style="list-style-type: none"> Temperature TB. pp.38-39 			<ul style="list-style-type: none"> Sequence Ideas appropriately using transitional words Organize ideas into a paragraph using a topic sentence and supporting details Compose varied and interesting introductions Use appropriate conclusions 	<p>Categorize forms of energy and the needs they meet.</p> <p>Describe the different types of energy and their uses.</p> <p>Stat how people benefit from the various forms of energy (Science pp. 105-106)</p>	<p>Chorus = 'B'</p> <p>Listen to and watch video showing:- High and low sounds High or Low Sounds - YouTube</p> <p>Heigh –Ho Seven Dwarfs Song Heigh Ho - Snow White and the Seven Dwarfs - YouTube</p>		demonstrate pushing and pulling (different directions, over objects, for flexibility, etc.).
13	<p>*Listening & Speaking: Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. p.51</p> <p>*Phonemic Awareness: Phoneme Deletion p.61</p> <p>Phonics / Spelling: Hard & Soft /Cc/ p.70</p>	Revision	*Write 0-9 D'Nealian numbers correctly. Numerals 0-50 p.109	*Identify run on sentences p.117	Compose different types of poetry such as: Cinquain Poems p.156	<p>Theme: Needs Topic: Needs of Living Things p. 9</p> <p>Explain possible influences that can impact personal development.</p> <p>Explain the importance of the Christmas story to the world.</p> <p>Describe the roles various characters in the story of Jesus' birth</p>	<p>Performances</p> <p>Seasonal & Cultural Songs / Junkanoo (Teacher's Choice)</p> <p>Highlight where possible past topics:- Dynamics Tempo Beat Rhythm Pitch</p> <p>Junkanoo: What is Junkanoo?</p>	<p>Art Appreciation Become acquainted with the names of artists and their work; Brent Malone Amos Ferguson Leonardo da Vinci</p>	<p>Topic: Non- Locomotor Movement Skill: Dodging</p> <p>At the end of this lesson students will be able to demonstrate dodging (different directions, over objects, for agility, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>*Sight Words: their, start, kind, hurt, pick, only, so, been, clean, right (Systematic Sight Word Folder) p.138</p> <p>Comprehension: *Main Idea & Supporting Details pp.93-94</p>					<p>Explore ways to spread the good news about Jesus (Religious Studies p.38, Objectives 1-3;HFLE: p. 37 Obj:1.3.1)</p>	<p>Costumes (Colour pictures of)</p>		
14	REVISION OF SKILLS AND TOPICS								
15	END OF TERM EXAMINATIONS								

DEPARTMENT OF EDUCATION ○ PRIMARY CURRICULUM SECTION

NATIONAL PACING GUIDE – GRADE 2

EASTER TERM

THE ACADEMIC YEAR 2022-2023

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<p>*Listening & Speaking: Use Standard English and dialect expressions appropriately p.52</p> <p>*Phonemic Awareness: Phone me Isolation & Identification p.57</p> <p>*Phonics / Spelling: Y as a Vowel P.67</p> <p>*Sight Words: every, these, hold, done, both, show, well, those, wash, because (Systematic Sight Word Folder)</p> <p>*Comprehension: Sequence of Events p.95</p>	<ul style="list-style-type: none"> Review Addition and Subtraction Without Regrouping and Renaming *Solid Shapes TB. pp. 135-137 	<p>*Write 0-9 D’Nealian numbers correctly. Numerals 0-100 p.109</p>	<p>*Identify compound nouns p.121</p>	<p>*Develop descriptive pieces:</p> <ul style="list-style-type: none"> Narrow ideas and elaborate on them p.149 Based on the topic, select an object/event/person. Narrow ideas about the object using sensory words. 	<p>Theme: Needs Topic: Needs of a Community p. 7</p> <p>Discuss how people who keep the community clean also meet the needs of plants, animals and people.</p> <p>Discuss the criteria for choosing a friend. Relate the positive and negative effects of friendships.</p> <p>Critique the friendship demonstrated in the story of Elisha and the Shunem couple.</p> <p>Create a personal list of good friend qualities. (Religious Studies: p. 36)</p>	<p>Introduction to the Treble Clef / G Clef</p> <p>Showing the Treble Clef WITHOUT the staff</p> <p>Trace the Treble Clef</p> <p>Sing the Treble Clef Song (see YouTube) Gina and the Treble Clef - YouTube</p> <p>Refer to lesson kits</p>	<p>Value Recognize light and dark;</p>	<p>Topic: Manipulatives Skill: Throwing</p> <p>At the end of this lesson students will be able to demonstrate throwing (different directions, over objects, for height, distance, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
2	<p>*Listening & Speaking: Use Standard English and dialect expressions appropriately p.52</p> <p>*Phonemic Awareness: Phoneme Isolation & Identification p.57</p> <p>*Phonics / Spelling: R & L Blends p.71</p> <p>* Sight Words: bring, carry, saw, soon, wish, grow, light, round, sing, full (Systematic Sight Word Folder) p.146</p> <p>Comprehension: *Sequence of Events p.95</p>	<ul style="list-style-type: none"> Addition with Regrouping-2 Digit Numbers *Differentiating Between Plane and Solid Shapes TB. p. 155 	Copy and write sentences and paragraphs. p.111	*Form singular and plural possessive nouns p. 124	<p>*Develop descriptive pieces:</p> <ul style="list-style-type: none"> Narrow ideas and elaborate on them Develop descriptive pieces that utilize interesting words pp. 158, 149 <p>*Based on the selected writing topic have students complete a sensory chart.</p> <p>*Utilize description in the sensory chart to develop sentences about the topic</p>	<p>Theme: Needs Topic: Needs of a Community p. 8</p> <ul style="list-style-type: none"> Interpret the meaning of the word responsible Explain the demonstration of responsibility in the story of Moses on the Nile. Relate how being responsible for the environment can improve one's way of life. Explain the benefits of being responsible. <p>(Religious Studies: p.43; HFLE: p. 48-49)</p>	<p>The Treble Clef cont.'</p> <ul style="list-style-type: none"> Draw and Color the Treble Clef Sing the Treble Clef song using dynamics Refer to the lesson Kits 	<p>Colour</p> <ul style="list-style-type: none"> Primary colours Secondary colours 	<p>Topic: Manipulatives Skill: Catching</p> <p>At the end of this lesson students will be able to demonstrate catching (different size objects, from various height or distance, etc.)</p>
3	<p>*Listening & Speaking: Use Standard English and dialect expressions appropriately p.52</p> <p>*Phonemic Awareness: Rhyming Words p.62</p>	<ul style="list-style-type: none"> *Addition with Regrouping- 2 Digit Numbers Slide, Flip and Turn 	Copy and write sentences and paragraphs. p.111	*Produce the correct possessive pronouns for the nouns they replace. p.126	<p>Develop descriptive pieces:</p> <ul style="list-style-type: none"> Organize ideas into a paragraph using a topic sentence and supporting details. p. 151 	<p>Theme: Needs Topic: The Earth Provides My Needs p. 8</p> <ul style="list-style-type: none"> Discuss the criteria of a community leader. Explain how community leaders help meet the 	<p>Introduction to the Bass Clef / 'F' Clef</p> <ul style="list-style-type: none"> Showing the BASS Clef without Staff lines Trace the Bass Clef Sing the Bass Clef Song 	<p>Colour</p> <ul style="list-style-type: none"> Primary colours Secondary colours 	<p>Topic: Manipulatives Skill: Striking with hands</p> <p>At the end of this lesson students will be able to improve hand-eye coordination by using their hands to</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>*Phonics / Spelling: S Blends Initial & Final Blends p.71</p> <p>*Sight Words: each, words, other, time, more, number (Fry's First 100 Word List)</p> <p>*Comprehension: Realism and Fantasy/ Fiction & Non-Fiction p.96</p>					<p>various needs in their communities.</p> <ul style="list-style-type: none"> State ways a community leader can make person in the community aware of fire safety tips. <p>(Science: pp. 105-106; Social Studies: pp. 30-31)</p> <ul style="list-style-type: none"> Being Cooperative with others <p>(Religious Studies p. 44)</p>	<ul style="list-style-type: none"> Watch Farmer Fred and the Bass Clef (YouTube) <p>Farmer Fred and the Bass Clef - YouTube Refer to MOE PA lesson kits</p>		make contact and hit an object.
4	<p>*Listening & Speaking: Use Standard English and dialect expressions appropriately p.52</p> <p>*Phonemic Awareness: Rhyming Words p.62</p> <p>*Phonics / Spelling: Consonant Digraphs /sh/ /th/ p.72</p> <p>*Sight Words: way, people, than, water,</p>	<ul style="list-style-type: none"> *Addition with Regrouping- 3-Digit Numbers *Coins and Bills TB. pp. 60, 62 	Copy and write sentences and paragraphs. p.111	*Subject-Verb Agreement p.133	<p>*Develop descriptive pieces:</p> <ul style="list-style-type: none"> Compose varied and interesting introductions for descriptive writing pieces p. 152 	<p>Theme: Needs Topic: The Earth Provides My Needs p. 8</p> <ul style="list-style-type: none"> Discuss the needs that are fulfilled through energy. Give examples of ways to be responsible for energy use/consumption p. 9 Categorize forms of energy and the needs they meet. Describe the different types of 	<p>BASS Clef Cont.'</p> <p>Trace and Color the Bass Clef</p> <p>Sing the Bass Clef Song using dynamics</p>	<p>Colour</p> <ul style="list-style-type: none"> Primary colours Secondary colours 	<p>Topic: Manipulatives Skill: Striking with feet</p> <p>At the end of this lesson students will be able to improve hand-eye coordination by using their feet to make contact and hit an object.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	called, is, write *Comprehension: Realism and Fantasy/ Fiction & Non-Fiction p.96					energy and their uses. • Relate the benefits from the various forms of energy. (Science: pp.105-106; Social Studies: p. 28)			
5	*Listening & Speaking: Use Standard English and dialect expressions appropriately p.52 Phonemic Awareness: Phone me Addition p.61 *Phonics / Spelling: Consonant Digraphs /ch/ /tch/ /wh/ p.72 *Sight Words: day, part, sound, place, years, back Comprehension: *Fact and Opinion p.97	<ul style="list-style-type: none"> *Difference of 2-Digit Numbers with Renaming TB. pp. 78-79 Coins and Bills TB. pp. 60, 62 	*Write personal information p.108	*Provide synonyms for given words p.141	Develop descriptive pieces: <ul style="list-style-type: none"> *Utilize various methods of concluding for descriptive writing pieces p.153 	Theme: Changes Topic: Changes around Me p. 10 <ul style="list-style-type: none"> Compare and contrast the seeds from various types of plants and their growth. Associate different conditions with the growths of various seeds to plants. Identify plants or seeds that can be used as medicines. Identify helpful and harmful drugs and their effects on the body. (Science: p.96; HFLE: p. 39)	Tone Color Sub Topic: The Voice <ul style="list-style-type: none"> Sing Cultural Songs using the soprano (sop.) voice Identify the soprano voice as played on a recording 	Art Appreciation <ul style="list-style-type: none"> Claude Monet Vincent Van Gogh 	Topic: Manipulatives Skill: Dribbling with hands At the end of this lesson students will be able to improve hand-eye coordination by using their hands to transition around the playing area.

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
6	<p>*Listening & Speaking: Use Standard English and dialect expressions appropriately p.52</p> <p>*Phonemic Awareness: Phoneme Addition p.61</p> <p>*Phonics / Spelling: Digraph -ck p.72</p> <p>*Sight Words: most, things, name, sentence, man, great</p> <p>Comprehension: *Fact and Opinion p.97</p>	<ul style="list-style-type: none"> Difference of Two-Digit Numbers with Renaming TB. pp. 93-94 *Make Change TB. p. 63 Use Correct Money Symbols *Graphs: Bar Graph. Pictographs and Tally Graphs TB. pp. 93-94 	<p>*Write personal information p.108</p>	<p>Use conjunctions to join words or phrases p.138</p>	<p>Develop descriptive pieces:</p> <ul style="list-style-type: none"> *Write descriptive essays that utilize interesting words p.158 <p>Review</p> <ul style="list-style-type: none"> *Narrow Ideas *Organize ideas and develop topic sentence *Compose interesting introductions *Utilize various methods of concluding descriptive pieces 	<p>Theme: Changes Topic: Changes and Me p.10</p> <ul style="list-style-type: none"> Categorize some drugs used by the doctor, dentist, nurse, and pharmacist to serve the community. Describe the needs met by the doctors, nurses, dentists and pharmacists in the community. <p>(HFLE: p.39, Social Studies: pp. 22-24) p. 11</p> <ul style="list-style-type: none"> Identify changes that have occurred around them. (weather, community, emotions, etc.) Describe ways weather affects people (dress, activities etc.) 	<p>Singing and Performing Cultural Song(s) using the soprano voice.</p> <p>Focus: *Commonwealth Day Song(s) *Other Bahamian Song(s)</p> <p>*Draw and Color the Bahamian Flag (Recap of previous lesson)</p> <p>*Dance the heel and Toe to a cultural Song (Dance integration)</p>	<p>Art Appreciation</p> <ul style="list-style-type: none"> Claude Monet Vincent Van Gogh 	<p>Topic: Manipulatives Skill: Dribbling with feet</p> <p>At the end of this lesson students will be able to improve hand-eye coordination by using their feet to transition around the playing area.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
7	<p>*Listening & Speaking: Use Standard English and dialect expressions appropriately p.52</p> <p>*Phonemic Awareness: Phone me Deletion p.61</p> <p>*Phonics / Spelling: R-Controlled Vowels /ar/ p.73</p> <p>*Sight Words: through, line, means, same, boy, follow</p> <p>Comprehension: * Compare and Contrast p.99</p>	<ul style="list-style-type: none"> *Word Problems: Whole Number and Money *Fractional Parts of a Whole TB. pp. 97-98, 100-101 Graph: Bar Graphs and Pictographs TB. pp. 90-96 Range and Mode 	Form and write various punctuation marks and symbols p.112	Use conjunctions to join words or phrases p.138	<p>Develop descriptive pieces:</p> <ul style="list-style-type: none"> *Write descriptive essays that utilize interesting words p.158 *Narrow Ideas *Organize ideas and develop topic sentence *Compose interesting introductions *Utilize various methods of concluding descriptive pieces 	<p>Theme: Changes Topic: Changes and Me p. 11</p> <ul style="list-style-type: none"> Compare and contrast the different types of weather conditions. State the effects of weather conditions on people and plants. (Science: pp.100-101, Social Studies: p. 28) Meteorologist) Discuss the different weather instruments and their uses. (Science: pg. 100-101; Religious Studies: pg. 39) 	<p>Bahamian Composers/Songs</p> <ul style="list-style-type: none"> *Timothy Gibson *Phil Stubbs *Perseverance *Church Out Crab Walking' *Hurricane is Coming 	<p>Art Appreciation</p> <ul style="list-style-type: none"> Claude Monet Vincent Van Gogh 	<p>Topic: Manipulatives Skill: Batting</p> <p>At the end of this lesson students will be able to improve hand-eye coordination to hit objects successfully for distance.</p>
8 MID TERM	<p>*Listening & Speaking: Use Standard English and dialect expressions appropriately p.52</p> <p>*Phonemic Awareness: Phone me Deletion p.61</p>	<ul style="list-style-type: none"> Fractional Parts of a Whole TB. p. 97-98, 100-101 Collect and Record Data for Graphs TB. pp. 91-92 	Copy and write invitations with appropriate structure etc. p.111	*Simple Sentences and Compound Sentences p.139	Compose an invitation to an event. p.160	<p>Theme: Changes Topic: Changes in the Environment p. 12</p> <ul style="list-style-type: none"> Explain the significance of the lights in the Christmas story Discuss who is the "Light of the World" and how they can be referred to as 	<p>Bahamian Composers / Songs Cont.'</p> <ul style="list-style-type: none"> Rev. Dr. Phillip Rahming Clement Bethel Cleophas Adderley Others (Teacher's Choice) <p>Review of completed</p>	<p>Space</p> <ul style="list-style-type: none"> Positive Negative 	<p>Topic: Manipulatives Skill: Ball Rolling</p> <p>At the end of this lesson students will be able to control body movements by rolling the ball for a distance or to knock over objects.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>*Phonics / Spelling: R-Controlled Vowel /or/ p.73</p> <p>*Sight Words: also, form, set, end, another, large</p> <p>Comprehension: *Compare and Contrast p.99</p>					<p>the same.</p> <ul style="list-style-type: none"> Explain the changes of the moon Examine common constellations Examine ways that individuals can implement the components of a healthful community. <p>(Science: pg.102, Religious Studies: pp. 39, HFLE: pp 48-49)</p>	term's lessons		
9 MID TERM	<p>*Listening & Speaking: Use Standard English and dialect expressions appropriately p.52</p> <p>*Phonemic Awareness: Phone me Addition & Deletion p.61</p> <p>*Phonics / Spelling: R-Controlled Vowels /ir/ /er/ /ur/ p.73</p> <p>*Sight Words: even, such, turn, men, need,</p>	<ul style="list-style-type: none"> Unit Fractions TB. p. 98 Read Pictographs TB. p. 91 *Word Problems: Whole Number, Money and Fractions 	Form and write various punctuation marks and symbols p.112	*Simple sentences and compound sentences p.139	Demonstrate voice in narrative writing pieces p.154 & 157	<p>Theme: Changes Topic: Dealing with Change p. 13</p> <ul style="list-style-type: none"> State some changes of emotions or feelings that a person an experience. Explain ways in which a person can change the outcome of a situation by demonstrating control over their emotions or feelings. Explain the effects 	<p>Caribbean Cultural Music</p> <ul style="list-style-type: none"> Bob Marley Machal Montano (c) Other <p>(Teacher's Choice) Age appropriate</p>	<p>Space</p> <ul style="list-style-type: none"> Positive Negative 	<p>Topic: Manipulatives Skill: Bouncing</p> <p>At the end of this lesson students will be able to transition with a ball from one point to another.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	land Comprehension: *Make Inferences P. 100					of the changes in feelings and emotions on friendships. (Best Friends) (Religious Studies: p. 40, HFLE: p. 37)			
10	*Listening & Speaking: Employ key vocabulary that good communicators use p.53 *Phonemic Awareness: Phoneme Addition & Deletion p.61 Phonics / Spelling: Words with -le Spelling p.74 *Sight Words: different, home, move, hand, picture, change Comprehension: *Make Inferences P. 100	<ul style="list-style-type: none"> Unit Fractions TB. p. 98 Fraction Equally Sized TB. p. 99 Read Bar Graphs TB. p. 93 Coordinate System TB. p.54-57 	Form and write various punctuation marks and symbols p.112	*Provide antonyms for given words p.142	Demonstrate voice in narrative writing pieces p.154 and 157	Theme: Changes Topic: Dealing with Change p. 13 <ul style="list-style-type: none"> Describe the characteristics of solids, liquids and gases Associate the changes in the states of matter with specific causes. Identify instruments used to measure the various forms of matter Interpret the capacity of various instruments used to measure matter. (Science: pp. 103-104, Social Studies: pp. 100-101)	International Composers Allan Menken <ul style="list-style-type: none"> Disney Songs (Dynamics, tempo, instruments, voices) Bare Necessities Hakuna Matata Let it go Colours of the wind How Far I'll go 	Texture <ul style="list-style-type: none"> Natural textures Manmade textures 	Topic: Manipulatives Skill: Volleying At the end of this lesson students will be able to control balls over and across objects.

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
11	<p>*Listening & Speaking: Employ key vocabulary that good communicators use p.53</p> <p>*Phonemic Awareness: Addition & Deletion p.61</p> <p>*Phonics / Spelling: Vowel Diphthongs /ou/ /ow/ p.75</p> <p>*Sight Words: spell, air, animal, point, page, letter</p> <p>Comprehension: *Cause and Effect p.101</p>	<ul style="list-style-type: none"> • Draw Conclusions and Make Predictions from Graphs TB. pp.90-96 • *Estimate and Measure Length TB. pp.105-106 • *Time to the Hour, Half Hour and Quarterly Hour TB. pp.120-122 	Copy and write sentences and paragraphs p.111	*Use verbs -Helping p.127	<p>Demonstrate voice in descriptive writing pieces</p> <p>pp.154,158</p>	<p>Theme: Values Topic: What are Values p. 14</p> <ul style="list-style-type: none"> • Relate the definition of the word values in their own words. • Discuss the value of the Bible, its contents and why it is the Holy Word of God. • Explain the meaning of the heart of a sincere worshipper. • Indicate ways in which people worship God today and in the Bible. • Discuss ways that people show value for their habitat, community and God. <p>HFLE: p. 35 & Appendix iv; Religious Studies: p. 30 Science: p. 98)</p>	<p>Listening Musicianship</p> <p>Listening Exercises include: -</p> <ul style="list-style-type: none"> * Identifying dynamics played, *tempo- fast & Slow, *Tone Color, *Voices (high and low) *Instruments High and low pitched <p>Oral Quiz</p>	<p>Texture</p> <ul style="list-style-type: none"> • Natural textures • Manmade textures 	<p>Topic: Manipulatives Skill: Jump Rope</p> <p>At the end of this lesson students will be able to control a jump rope and successfully turn and jump over the rope consecutively</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
12	<p>*Listening & Speaking: Employ key vocabulary that good communicators use p.53</p> <p>*Phonemic Awareness: Phone me Segmentation p.58</p> <p>*Phonics / Spelling: Vowel Diphthongs /oi/ /oy/ p.75</p> <p>*Sight Words: mother, answer, study, still, learn, should, ask</p> <p>*Comprehension: Cause and Effect p.101</p>	<ul style="list-style-type: none"> Estimate and Measure Length TB. pp. 105-106 *Lines of Symmetry TB. p.113-116 	Copy and write sentences and paragraphs p.111	Use prepositions to link words and sentences p.137	<p>Demonstrate voice in descriptive writing pieces</p> <p>p.154, 158</p>	<p>Theme: Values Topic: What are Values p. 14</p> <ul style="list-style-type: none"> Identify and discuss ways that a hurricane can affect their habitats Examine the ways in which people can protect their habitats Identify ways in which the community can remain healthy. <p>(Science: p. 98; HFLE: p. 48-49; Social Studies: p.32) p. 15</p> <ul style="list-style-type: none"> Identify vectors, places where vectors live and how to prevent their spread/growth in communities <p>(Science: p. 98)</p>	<p>Introduction to Tempo Sub Topic: Movement / Fast /Slow</p> <p>*Define Tempo *Identify Fast and Slow animals (Tortoise and the Hare) *Say whether the music is fast or Slow Tempo Fast / Slow Through Listening & Demonstrating</p>	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the environment Repeat patterns Recognize patterns in blocks, tiles, fabric 	<p>Topic: Manipulatives Skill: Tossing</p> <p>At the end of this lesson students will be able to aim for control and distance by throwing objects.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
13	<p>*Listening & Speaking: Employ key vocabulary that good communicators use p.53</p> <p>*Phonemic Awareness: Phone me Segmentation p.58</p> <p>*Phonics / Spelling: Vowel Digraph /ea/ p.75</p> <p>*Sight Words: Bahamas, world, high, near, add, food</p> <p>Comprehension: *Author's Purpose p. 102</p>	Revision	Copy and write letters with the appropriate structure p.111	*Simple subject and simple predicate p.132	Write friendly letters p.161	<p>Theme: Values Topic: Our Values p. 15</p> <ul style="list-style-type: none"> State how helping or working with others can build good character and develop a sense of cooperation. Demonstrate the benefits of being courteous to visitors, family and neighbours. Explain and demonstrate what it means to be courteous/respectful Discuss how Jesus was shown courtesy and respect during his Triumphant entry into Jerusalem. <p>(Religious Studies: p. 52; Social Studies: pp. 34-37)</p>	<p>Tempo Changes using Cultural Songs or Other</p> <p>*Identify and Describe changes *Compare changes in songs</p>	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the environment Repeat patterns Recognize patterns in blocks, tiles, fabric 	<p>Topic: Manipulatives Skill: Combined Skills (Mini Games)</p> <p>At the end of this lesson students will be able to control body movements and manipulate objects through play.</p>

NATIONAL PACING GUIDE – GRADE 2 SUMMER TERM

THE ACADEMIC YEAR 2022-2023

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<p>*Listening & Speaking: Employ key vocabulary that good communicators use p.53</p> <p>*Phonemic Awareness: Phone me Segmentation p.58</p> <p>*Phonics / Spelling: Silent Consonants /kn/ /wr/ p.76</p> <p>*Sight Words: years, back, must, place, sound, who</p> <p>Comprehension: * Author's Purpose p. 102</p>	<ul style="list-style-type: none"> Time to the Hour, Half Hour and Quarter Hour pp. 120, 122 Multiplication as Repeated Addition pp. 123-128 	Copy and write dates using full format p.114	Use the correct gender for a noun p.122	<p>Write from different points of view p.155</p> <p>*This skill can be applied to any type of writing. (narrative, descriptive or poetry)</p>	<p>Theme: Value Topic: Sharing Values p. 16</p> <ul style="list-style-type: none"> Explain the importance of Jesus' obedience and resurrection to the world. Demonstrate ways in which obedience can be demonstrated in everyday life. Relate and religious and cultural practices that have been passed on within families and communities celebrating Jesus' death and resurrection. <p>(Religious Studies: pp. 53 & 54)</p>	<p>Tempo (Review) Define Tempo Identify and or Describe changes</p> <p>Percussion Instruments Definition of Percussion Listen to Percussions Trace and cut out Percussions Play Percussions</p>	<p>Art Appreciation</p> <ul style="list-style-type: none"> Pablo Picasso Salvador Dali 	<p>Topic: Track and Field Skill: Sprints 60m –100m</p> <p>At the end of this lesson students will be able to demonstrate running speed and control over a short distance.</p>

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2	<p>*Listening & Speaking: Employ key vocabulary that good communicators use p.53</p> <p>*Phonemic Awareness: Phone me Segmentation p.58</p> <p>*Phonics / Spelling: Contractions p.79</p> <p>*Sight Words: between, below, country, plant, last, father</p> <p>Comprehension: Draw Conclusions p. 103</p>	<ul style="list-style-type: none"> *Relate events to appropriate part of the Day pp. 118-119 Multiplication as Repeated Addition pp. 123-128 	Copy and write dates using full format p.114	Naming an entire collection p. 123	<p>Write expository essays (how to paragraphs)</p> <ul style="list-style-type: none"> Write expository essays (biographies, how-to-paragraphs, newspaper articles, reports, reviews, etc). <p>Review</p> <ul style="list-style-type: none"> Organize ideas into a paragraph using a topic sentence and supporting details. Compose varied and interesting introductions pp.151, 152 & 159 	<p>Theme: Value Topic: Sharing Values p. 16</p> <ul style="list-style-type: none"> Discuss the importance of good hygiene Discuss the effects on the body from healthy and unhealthy eating habits. Relate some personal, religious and cultural practices that have been passed on. <p>(HFLE: p. 43; Social Studies: pp. 38-39)</p>	<p>Percussion Instruments Cont.'</p> <p>Trace and Color Percussion Instruments namely; - Triangle, Drum Xylophone Maracas Tambourine Tone Block Other</p> <p>Trace the names of Percussion Instrument</p> <p>Spell the names of the instruments</p>	<p>Art Appreciation</p> <ul style="list-style-type: none"> Pablo Picasso Salvador Dali 	<p>Topic: Track and Field Skill: Middle Distance 200m</p> <p>At the end of this lesson students will be able to demonstrate running speed, endurance, and control over a middle distance</p>
3	<p>*Listening & Speaking: Employ key vocabulary that good communicators use p.53</p> <p>*Phonemic Awareness: Phone me Blending p.59</p> <p>*Phonics / Spelling: Inflectional Endings p.82</p>	<ul style="list-style-type: none"> *Estimate and Measure Mass and Weight pp. 37-42, 129-134 Multiplication as Repeated Addition pp. 123-128 	Copy and write dates using abbreviated format p.114	Homophones p.143	<ul style="list-style-type: none"> Write expository essays (how to paragraphs) Write expository essays (biographies, how-to-paragraphs, newspaper articles, reports, reviews, etc). Write from different points of view 	<p>Theme: Value Topic: The Influence of other cultures on Our Values p. 17</p> <ul style="list-style-type: none"> Examine various rocks or pictures of rocks to decipher minerals from rocks Distinguish between Bahamian natural resources and invasive species. 	<p>Percussion Instruments</p> <p>Continue lesson from previous week:-</p> <p>Trace and color percussion instruments</p> <p>Cut out instruments</p> <p>Play percussions as an accompaniment to a Bahamian song</p>	<p>Balance Symmetrical Asymmetrical</p>	<p>Topic: Track and Field Skill: Middle Distance 400m</p> <p>At the end of this lesson students will be able to demonstrate running speed, endurance, and control over a middle distance</p>

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	<p>*Sight Words: tree, city, earth, eyes, thought, head</p> <p>Comprehension: Draw Conclusions p.103</p>				Utilize various methods of concluding a piece pp.153, 155 & 159	<ul style="list-style-type: none"> Discuss ways to preserve and protect the natural resources and protected species in our communities. Determine the importance of protection of children in The Bahamas and specific plants and animals. <p>(Social Studies, pp.42-43, Science: p.99)</p>			
4	<p>*Listening & Speaking: Speak clearly, audibly and with appropriate volume and pacing p.54</p> <p>*Phonemic Awareness: Phoneme Blending p.59</p> <p>Phonics / Spelling: Alphabetical Order p.77</p>	<ul style="list-style-type: none"> *Perimeter Multiplication as Repeated Addition pp. 123-128 	Copy and write dates using abbreviated format p.114	*Apply capitalization rules properly p.144	<p>Write expository essays (how to paragraphs)</p> <ul style="list-style-type: none"> Demonstrate voice in writing Write expository essays (how-to-or provide information) p.154 & 159 <p>Review</p> <p>*Narrow ideas</p> <p>*Sequence ideas</p> <p>*Organize ideas</p> <p>*Compose varied Introductions</p> <p>*Utilize varied conclusions</p>	<p>Theme: Socialization Topic: Living and Working Together p. 18</p> <ul style="list-style-type: none"> Provide a definition for the word habitat. Classify the various habitats Compare the importance of getting along with others and the relationship of organisms in a habitat. Give examples of people and organisms living in peace. 	<p>String Instruments</p> <p>Learn the Definition of a string instrument</p> <p>Listen to Strings played</p> <p>Identify string instruments as played on a recording</p> <p>Play / strum a string instrument (Depending on availability)</p> <p>Trace and cut out String instruments</p>	<p>Balance Symmetrical Asymmetrical</p>	<p>Topic: Track and Field Skill: Long Distance 800m</p> <p>At the end of this lesson students will be able to demonstrate running speed, endurance, and control over a long distance.</p>

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	Use the Dictionary Effectively p.78 *Sight Words: story, left, few, while, along, might Comprehension: Summarize/ Paraphrase Texts p. 98					(Science: p. 97, HFLE: p. 38, Social Studies: pp. 30-32)			
5	*Listening & Speaking: Speak clearly, audibly and with appropriate volume and pacing p.54 *Phonemic Awareness: Phone me Substitution p.60 Phonics / Spelling: Prefixes p.80 *Sight Words: close, something, seem, next, hard, example Comprehension: Summarize/ Paraphrase Texts p. 98	<ul style="list-style-type: none"> Division as Repeated Subtraction pp. 145-148 Perimeter Solid Shapes 	Copy and write dates using abbreviated format p.114	Homonyms p.143	Develop persuasive pieces: <ul style="list-style-type: none"> Write essays utilizing persuasive techniques. Review <ul style="list-style-type: none"> Narrow ideas and elaborate on them Sequence ideas appropriately using transitional words pp.152, 150 & 162	Theme: Socialization Topic: Living and Working Together p. 18 <ul style="list-style-type: none"> Demonstrate ways that they can encourage peace in society. Describe ways in which family members can help and support each other. Summarize the story of Ruth and Naomi. Express the importance of caring for family members in today's families (Religious Studies: p.47; HFLE: p.38)	String Instruments Cont'd. Trace and Color String Instruments namely: - Guitar, Violin, Viola Trace the spelling of the names of the instruments Orally spell the names of the selected string Instruments	Contrast <ul style="list-style-type: none"> Light versus dark Rough versus smooth Large versus small 	Topic: Track and Field Skill: Long Jump At the end of this lesson students will be able to demonstrate a horizontal jump for the best distance.

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6	<p>*Listening & Speaking: Speak clearly, audibly and with appropriate volume and pacing p.54</p> <p>*Phonemic Awareness: Phone me Substitution p.60</p> <p>Phonics / Spelling: Prefixes p.80</p> <p>*Sight Words: important, until, children, side, feet, car</p> <p>Comprehension: Making Judgments p.104</p>	<ul style="list-style-type: none"> *Area pp. 141-144 Division as Repeated Subtraction 	Copy and write paragraphs, sentences, invitations and letters with correct structure p.111	Use interjections in sentences p.140	<p>Develop persuasive pieces:</p> <ul style="list-style-type: none"> Write essays utilizing persuasive techniques. <p>Review</p> <ul style="list-style-type: none"> Organize ideas into a paragraph using a topic sentence and supporting details. Compose varied and interesting introductions <p>p.162, 152 & 151</p>	<p>Theme: Socialization Topic: Socializing with others p. 19</p> <ul style="list-style-type: none"> Differentiate between animals and plants that live in pond or salt water habitats. Explain the differences in the characteristics of each body of water. Deduce that differences are the foundation of conflicts. Relate various conflicts and possible ways to prevent them. <p>(HFLE: pp. 38 &43; Science: pp. 97)</p>	<p>String Instruments Cont.'</p> <p>Orally spell the names of the selected string Instruments</p> <p>Make guitar, violin and or viola (Teacher' choice) using card board</p> <p>Complete Spelling quiz on names of String Instruments: Guitar, Violin Viola String Instrument wood</p>	<p>Contrast</p> <ul style="list-style-type: none"> Light versus dark Rough versus smooth Large versus small 	<p>Topic: Track and Field Skill: Softball Throw</p> <p>At the end of this lesson students will be able to demonstrate throwing a softball for the best distance.</p>
7	<p>*Listening & Speaking: Speak clearly, audibly and with appropriate volume and pacing p.54</p> <p>*Phonemic Awareness: Phone me Categorization p.57</p>	<ul style="list-style-type: none"> Division as Repeated Subtraction *Apply Terms Likely and Unlikely p. 149-152 	Copy and write paragraphs, sentences, invitations and letters with correct structure p.111	Use adverbs to modify verbs, adjectives and other adverbs p.136	<p>Develop persuasive pieces:</p> <ul style="list-style-type: none"> Write essays utilizing persuasive techniques. Demonstrate voice when writing a piece 	<p>Theme: Socialization Topic: Socializing with others p. 19</p> <ul style="list-style-type: none"> Determine the role of patience in conflict resolution. Discuss the meaning of the word patience and how it can be 	<p>Woodwind Instruments</p> <p>Learn the Definition</p> <p>Listen to Woodwind instruments played</p> <p>Trace & Colour Woodwind instrument (Recorder) Flute / Clarinet / Saxophone</p>	<p>Dominance</p> <p>Identify dominance or point of interest in a work of art and say what makes it so.</p>	<p>Topic: Track and Field Skill: Relay 4x100m sprints</p> <p>At the end of this lesson students will be able to demonstrate running speed and control over a short</p>

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	<p>Phonics / Spelling: Suffixes p.80</p> <p>*Sight Words: mile, night, sea, walk, began, took</p> <p>Comprehension: Colloquial Expressions p. 103</p>				<p>Utilize varied methods of concluding a piece p.162, 154, &153</p>	<p>exhibited.</p> <ul style="list-style-type: none"> Describe a biblical character who exhibited patience. State ways that exhibiting patience affect interaction in groups within the community. Identify community groups within the community. <p>(HFLE: pp. 38 &43; Religious Studies: p. 46; Social Studies: p. 41)</p> <ul style="list-style-type: none"> Religious Studies: Celebrating Pentecost/Whitsun (p.57) 			distance using a team of four.								
8	<p>*Listening & Speaking: Speak clearly, audibly and with appropriate volume and pacing p.54</p> <p>*Phonemic Awareness: Phone me Categorization p.57</p> <p>Phonics / Spelling: Suffixes p.80</p>	<ul style="list-style-type: none"> Area Apply Terms Likely and Unlikely pp. 149-152 Patterns in Our World p. 154 *Non-Routine Problems pp. 85-89 	Copy and write paragraphs, sentences, invitations and letters with correct structure p.111	Use acronyms appropriately p.145	<p>Develop persuasive pieces:</p> <ul style="list-style-type: none"> Write paragraph utilizing persuasive techniques. <p>Review:</p> <ul style="list-style-type: none"> Write from different points of view p.155 & 162 <p>*Narrow ideas</p> <p>*Sequence ideas</p>	<p>Theme: Socialization Topic: Living and Working with others. p. 20</p> <ul style="list-style-type: none"> State the definition of the term 'good manners.' Explain the importance of good manners. Discuss the relationship between the word courteous and the 	<p>Woodwind Instruments Cont.'</p> <p>Trace and Color Woodwind Instruments namely: - Recorder / Flute / Clarinet / Saxophone</p> <p>Trace the spelling of the name of the instruments</p> <p>Collectively spell the names of the instruments</p>	<p>Dominance Identify dominance or point of interest in a work of art and say what makes it so.</p>	<p>Topic: Track and Field Skill: Relay 4x400m</p> <p>At the end of this lesson students will be able to demonstrate running speed and control over a middle distance using a team of four.</p> <table border="1" style="width: 100px; height: 20px; margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>								

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