



DEPARTMENT OF EDUCATION
PRIMARY CURRICULUM SECTION

NATIONAL PACING GUIDE **GRADE TWO**

ACADEMIC YEAR 2023-2024

NATIONAL PACING GUIDE – GRADE 2

THE ACADEMIC YEAR 2023-2024

INTRODUCTION:

The National Pacing Guide promotes a standardized approach to implementing the curriculum. It aims to identify the topics to be taught at each grade level, show the order in which they should be presented and provide a guide on how much time should be spent on a particular topic. Students transferring from one public school to another would not be disadvantaged by the move, since each school would be following the topics as laid out in the guide. This document also identifies the core and advanced topics at each grade to assist teachers with planning for targeted instruction, particularly when schooling is interrupted due to natural disasters, pandemics, etc.

IMPORTANT NOTE:

The National Pacing Guide **does not** take the place of The National Curriculum Documents, as it contains no content, objectives or proposed activities. The National Pacing Guide and Curriculum documents should be used in tandem with each other.

NEW ADJUSTMENTS TO THE GUIDE:

Each year, the pacing guide is refreshed based on the completion of new curriculum documents and teachers' feedback. Below are the adjustments for 2023-2024.

GRADES 1-3: Building literacy and numeracy skills is the major focus in the first term at the lower primary level. To strengthen these programmes:

1. Reading fluency topics and strategies have been included for use as students practise their reading.
2. The sequence and timing of certain Math topics have been altered to enhance instruction delivery.
3. Social Science topics have been omitted from the first term and will be introduced in the Easter and Summer Terms. These additional periods in the first term can be used to assist with oral language development and build reading fluency as well as to reinforce Mathematical concepts.

GRADES 4-6:

1. Some Language Arts topics have been reduced or integrated to provide time needed for review and re-teaching.
2. Religious Studies' topics have been adjusted based on the new curriculum, which is now available online.

HOW TO USE THIS GUIDE:

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. Some students are expected to advance faster, while others may need additional time on certain topics.
 - **CORE/MANDATORY TOPICS:** All core topics have been identified WITH **an asterisk** and should be covered within the school year. These topics should be the **focus of End of Year Examinations**.
 - **ADVANCED TOPICS:** All topics WITHOUT **an asterisk** can be integrated into lessons or completed by students performing **above grade level**.
- It is expected that once topics are taught, they will be constantly **reinforced** and **integrated** into other curriculum areas. This strategy can be used as a form of review and to provide further support for students who may be struggling with particular topics. The document's layout allows for topics across all subject areas to be easily identified.
- Time has generally been allocated, particularly at the beginning of the year, to allow for the administering of assessments, review and establishing those important classroom routines.
- 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 welcome. Some questions to consider when providing feedback are: Did the sequence of topics work well? Was sufficient time allocated?
- Officers will place 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 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

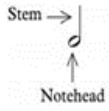
CHRISTMAS TERM

THE ACADEMIC YEAR 2023-2024

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<p>Review the Star Assessments to identify strengths and weaknesses of students.</p> <p>Diagnostic Assessments 1. Reading Levels 2. Fluency Rates</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</p>	<p>Review the Star Assessments to identify strengths and weaknesses of students.</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: 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>Assess students' ability to develop a narrative piece of writing about a picture or an object.</p>	<p>Welcome / Introduction of the National Anthem & School's song *Teach the lyrics and melody</p>	<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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	to classroom management routines Teach nursery rhymes							
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/ & /i/ (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> <p>Fluency Using signals to read fluently: Period & Question Mark p. 83-84</p> <p>Strategy: Echo</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>* Distinguish between sentences and fragments p.115</p>	<p>Explain the steps in the Writing Process p. 146</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 Forte – <i>f</i> Piano - <i>P</i> Loud and soft sounds of the environment Loud and soft Instruments Perform Loud and soft sounds Spell loud/soft Listening Singing Video Clips showing dynamics 	<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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	Reading							
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> <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> <p>Fluency Using signals to read fluently: Period & Question Mark p.83-84 Strategy: Echo Reading</p>	<p>*Read and Write Whole Numbers 0–100 on a Number Line TB. p. 3</p> <p>*Read, Write and Use whole Numbers to 999 TB. pp.16-17</p> <p>*Ascending and Descending Order TB p. 9</p>	<p>*Write upper and lower-case letters in D'Nealian print in two lines. * CVC word patterns p.110</p>	<p>*Ascertain the complete subject and the complete predicate of a sentence Parts of a Sentence p.131</p>	<p>Discuss the qualities of a good piece of writing p.147</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>Identify the Whole note amongst other pictures Clap the whole note (holding it for 4 counts) Trace and Draw Half 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</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	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
						note 		
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> <p>Comprehension: *Story Elements: Plot / Theme p.89</p> <p>Fluency Using signals to read</p>	<p>*Place Value: Two Digits TB. pp. 43-44</p> <p>Days of Week and Months of the Year TB. pp. 22-23</p> <p>*Ascending and Descending Order TB. p. 9</p>	<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>Explain the four types of writing p.148</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 The Whole Note = 4 beats / Counts</p> <p>The Quarter Note = 1 beat / Count</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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	fluently: Exclamation Mark & Comma p.83-84 Strategy: Look For the Signal							
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.66</p> <p>*Sight Words: Review</p> <p>Comprehension: *Context Clues p.90</p> <p>Fluency Using signals to read fluently: Exclamation Mark & Comma p. 83-84 Strategy: Look For the Signal</p>	<p>Place Value: Two Digits TB. pp. 43-44</p> <p>Read a Calendar TB p. 24-25</p> <p>*Ordinal Numbers to Twentieth TB. pp. 52-53</p>	*Write personal information p. 108	*Exclamations and Commands p.116	<p>Develop narrative pieces:</p> <p>*Narrow ideas and elaborate on them Develop narrative pieces that include characters, setting and plot.</p> <p>pp.149, 157</p> <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 	<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. Steady beat can be fast and or slow</p> <p>No BEAT is any sound that does not have a steady beat: rain, thunder, school bell ringing, chicken clucking</p> <p>Instruments that can play steady beat tambourine, maracas or rhythm sticks, triangle, drum</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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
6	<p>*Listening & Speaking: Articulating personal information, needs, experiences, understandings and opinions Cont'd. p.48</p> <p>*Phonemic Awareness: Phoneme Isolation p.57</p> <p>*Phonics / Spelling: Long Vowel /li/ - Final-e, ie, igh p.66</p> <p>*Sight Words: Review Weeks 14 - 17 Systematic Sight Word</p> <p>Comprehension: *Context Clues p.90</p> <p>Fluency Use the appropriate pace to read fluently. p.85</p> <p>Strategy: Repeated Reading</p>	<p>*Place Value: Three Digits TB. pp. 46-49</p> <p>Model Three Digit Numbers TB. pp. 46-49</p> <p>Odd and Even Numbers TB. pp.18-20</p> <p>Skip Counting TB. p.14 (2, 5, 10)</p>	<p>*Write personal information p. 108</p>	<p>*Identify nouns (common and proper) p.118</p>	<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 about an event using transitional words. 	<p>Rhythm – Meters</p> <p>Definition of Rhythm Perform Rhythms on Percussions Group Activities</p> <p>Strong Beat / Weak Beat</p> <p>Group Activities Use of percussion Instruments – goatskin drums</p>	<p>Shape- 2 dimensional</p> <ul style="list-style-type: none"> • square • rectangle • circle • triangle • oval 	<p>Topic: Locomotor Movement Skill: Skipping</p> <p>At the end of this lesson students will be able to demonstrate skipping (directions, over objects, for distance, etc.)</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
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> <p>Fluency Use the appropriate intonation to read fluently. p.85 Strategy: Repeated Reading</p>	<p>Review: Place Value: Three Digits TB. pp.46-49</p> <p>Compare Whole Numbers using <, > or = from 0-999 TB pp. 109-112</p> <p>*Skip counting TB. p. 14 (3, 25)</p>	Copy and write sentences p.111	*Form plurals by adding "s" or "es" to singular nouns (without spelling changes) p.119	<p>Develop narrative pieces:</p> <p>*Compose varied and interesting introduction for narrative writing pieces</p> <p>Develop narrative pieces that include characters, setting and plot. p.152</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</p>	<ul style="list-style-type: none"> • Addition and Subtractions Facts Up to Twenty TB. pp. 4-5 • Addition and Subtraction Strategies 	Copy and write sentences p.111	*Form plurals by adding "s" or "es" to singular nouns (without spelling changes) p.119	<p>Develop narrative pieces:</p> <ul style="list-style-type: none"> • Organize ideas into a paragraph using a topic sentence and supporting details 	<p>Tone Color Subtopic: The Voice</p> <ul style="list-style-type: none"> • Introduce Cultural and seasonal Songs using the soprano (sop.) voice 	<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</p>

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	<p>Awareness: Phoneme Segmentation p.58 *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 Fluency Use the appropriate vocal expression to read fluently. p.85 Strategy: Choral Reading</p>	<p>TB. P. 5</p> <p>Estimate to find the Sum and Difference</p> <p>Patterns TB. Pp. 2, 7-12</p> <p>*Sort and Classify Plane Shapes TB. pp. 72-73</p>			<ul style="list-style-type: none"> Develop narrative pieces that include characters, setting and plot Narrow Ideas Review Sequence Ideas appropriately using transitional words Use varied and interesting introductions. 	<ul style="list-style-type: none"> Identify the soprano voice as played on a recording 		demonstrate galloping (different directions, over objects, for distance, etc.).
9 MID TERM	<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>*Sort and Classify Plane Shapes TB. pp. 72-73</p> <p>Review: Skip counting (2, 3, 5, 10, 25) TB. p. 14</p>	<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>*Form irregular plurals p.120</p>	<p>Develop narrative pieces:</p> <p>*Utilize various methods of concluding pieces in narrative writing pieces. p. 153</p> <p>Develop narrative pieces that include characters, setting and plot.</p>	<p>Pitch</p> <p>High & Low Voices</p> <p>Identify the high & low voice</p> <p>Demonstrate singing High and low</p> <p>High and low sounds in the environment</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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>*Phonics / Spelling: Long Vowel /Ee/ e, ee, ea Review Long Vowels /Aa/ /Ii/ /Oo/ /Uu/ p.66</p> <p>*Sight Words: thank, school, but, own, never, fly, know, much (Systematic Sight Word Folder) p.122</p> <p>Comprehension: Review: Text Features, Story Elements, Context Clues, Classification</p> <p>Fluency Use the appropriate pitch to read fluently. p.85 Strategy: Choral Reading</p>							
10 MID TERM	<p>*Listening & Speaking: Using appropriate protocols, speech and body language when speaking to others Cont'd. p.50</p> <p>*Phonemic</p>	<p>Review: Numbers on the number line to 100 -Read and Write numbers to 999 -Numbers in descending and ascending order -Even and Odd numbers -Sort & Classify</p>	Copy and write sentences p.111	*Identify verbs (actions) p.126	<p>Develop narrative pieces:</p> <p>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 	<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</p>	<p>Form- 3 Dimensional</p> <ul style="list-style-type: none"> cube cylinder pyramid sphere cone 	<p>Topic: Non- Locomotor Movement Skill: Bending</p> <p>At the end of this lesson students will be able to demonstrate bending (different directions, over objects, for flexibility, etc.).</p>

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	<p>Awareness: Phoneme Blending p.59</p> <p>*Phonics / Spelling: Syllabication p.69</p> <p>*Sight Words: which, always, try, must, under, open, just, buy (Systematic Sight Word Folder) p.126</p> <p>Comprehension: *Making Predictions p.92</p> <p>Fluency Use the appropriate pace, intonation, vocal expression & pitch to read fluently. p.85 Strategy: Reader's Theatre</p>	<p>Plane Shapes -Skip Counting</p>			<p>transitional words</p> <ul style="list-style-type: none"> Organize ideas into a paragraph using a topic sentence and supporting details Compose varied and interesting introductions Use appropriate conclusions 	<p>and low pitches</p> <p>Revision of Completed Topics</p>		
11	<p>*Listening & Speaking: Displaying proper etiquette while communicating across various digital platforms (voice or video calls) p.51</p>	<p>* Fact Families – Addition and Subtraction TB. pp.33-34</p> <p>*Number Sentences</p> <ul style="list-style-type: none"> *Make associations 	<p>Copy and write paragraph with appropriate structure. p.111</p>	<p>*Apply the correct tenses to verbs (action) p.128</p>	<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 	<p>Form Subtopic: Nursery Rhymes</p> <p>Introduction to form (Verse and chorus of songs) Highlight Verse = 'A' Chorus = 'B'</p> <p>Listen to and watch video</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</p>

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	<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> <p>Fluency Use the appropriate pace, intonation, vocal expression & pitch to read fluently. p.85 Strategy: Reader's Theatre</p>	<p>between months and days and weeks on a calendar TB. p.25</p> <ul style="list-style-type: none"> Equivalent relationships: Months, Days, Years, & Week TB. p.26 			<p>transitional words</p> <ul style="list-style-type: none"> Organize ideas into a paragraph using a topic sentence and supporting details Compose varied and interesting introductions Use appropriate conclusions 	<p>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>		<p>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>	<p>*Sum of Two and Three-Digit Numbers Without Regrouping TB. pp.76-77</p> <p>*Estimate the</p>	<p>Copy and write paragraph with appropriate structure. p.111</p>	<p>*Produce the correct pronouns for the nouns they replace p.124</p>	<p>*Develop narrative pieces: Develop narrative pieces that include character, setting and plot. p.157 Review</p> <ul style="list-style-type: none"> Narrow Ideas 	<p>Seasonal & Cultural Songs</p> <p>*Songs-Teacher's choice *Junkanoo discussions</p> <p>Focus on Performance (Thanksgiving/Christmas)</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 demonstrate pushing</p>

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	<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> <p>Fluency Using signals to read fluently. p. 83-84 Strategy: Radio Reading (puppet shows, role plays)</p>	<p>number of Objects in a set using 0,10 and 100 TB. pp.82-83</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 			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</p>	<p>*Sum of Two and Three-Digit Numbers Without Regrouping TB. pp.76-77</p> <p>*Estimate the number of Objects</p>	<p>*Write 0-9 D'Nealian numbers correctly. Numerals 0-50 p.109</p>	<p>*Use adjectives to describe nouns and pronouns p.133</p>	<p>Compose different types of poetry such as: List Poems p.156</p>	<p>Junkanoo: *What is Junkanoo? *Costumes (Draw and Colour pictures of)</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,</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Awareness: Phoneme Deletion p.61</p> <p>Phonics / Spelling: Hard & Soft /Cc/ p.70</p> <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>Fluency Using signals to read fluently. p. 83-84</p> <p>Strategy: Buddy Reading (puppet shows, role plays)</p>	<p>in a set using 0,10 and 100 TB. pp.82-83</p>						<p>over objects, for agility, etc.).</p>
14	REVISION OF SKILLS AND TOPICS							
15	END OF TERM EXAMINATIONS							

NATIONAL PACING GUIDE – GRADE 2

EASTER TERM

THE ACADEMIC YEAR 2023-2024

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<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: 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: Review of Christmas Term Topics or Continuation of Christmas topics (if incomplete)</p>	<p>Review Addition and Subtraction Without Regrouping and Renaming</p> <p>Solid Shapes TB. pp. 135-137</p>	<p>*Write 0-9 D'Nealian numbers correctly. Numerals 0-100 p.109</p>	<p>*Use adjectives to describe nouns and pronouns p.133</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>The Godhead</p> <p>Objectives:</p> <ul style="list-style-type: none"> Explain that the Trinity refers to God being three persons in one Describe the roles of each person of the Trinity. Give examples of how we can express gratitude and thankfulness to each person of the Trinity. <p>EBook pp. 2-4</p> <p>Curriculum References: RS p. 122-127</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	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
2	<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: 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>	<p>Differentiating Between Plane and Solid Shapes TB. p. 155</p> <p>Difference of Two and Three-Digit Numbers without Renaming TB. pp.78-79</p>	Copy and write sentences and paragraphs. p.111	*Identify run on sentences p. 117	<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>Taking Care of the Environment</p> <p>Objectives:</p> <ul style="list-style-type: none"> Explain that God created the world in a powerful way and that it is our responsibility to care for it. Identify natural resources and explain why they are important. Describe actions they can take to care for plants and animals in their environment. Explain the impact of human actions on the environment. List ways to keep the environment clean and follow rules that promote a healthy environment. <p>Ebook: pp. 5 - 8</p> <p>Curriculum Reference: HFLE: p. 49, 50 RS: p. 147, 148 SCI:122, 126 - 129 SS: 107, 108</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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
3	<p>*Listening & Speaking: Use Standard English and dialect expressions appropriately p.52</p> <p>*Phonemic Awareness: Rhyming Words p.62</p> <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: *Sequence of Events p.95</p>	<p>Addition with Regrouping- 2 Digit Numbers TB. P. 77</p> <p>Temperature TB. pp 38-39</p>	<p>Copy and write sentences and paragraphs. p.111</p>	<p>*Identify compound nouns p.121</p>	<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>Fearfully and Wonderfully Made</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify ways in which people are the same and different from animals. List characteristics that make people special. Explain the importance of treating everyone with kindness and respect, regardless of differences. Recognize positive and negative character traits and their impact on others. Identify and appreciate their own unique talents and gifts. <p>EBook pp. 9-10</p> <p>Curriculum Reference: HFLE: p. 36 RS: p. 136 - 139</p>	<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 Watch Farmer Fred and the Bass Clef (YouTube) <p><u>Farmer Fred and the Bass Clef - YouTube</u> Refer to MOE PA lesson kits</p>	<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 make contact and hit an object.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
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, called, is, write</p> <p>*Comprehension: Realism and Fantasy/ Fiction & Non-Fiction p.96</p>	<p>Addition with Regrouping- 3-Digit Numbers</p> <p>Temperature TB. pp.38-39</p>	<p>Copy and write sentences and paragraphs. p.111</p>	<p>*Form singular and plural possessive nouns p. 124</p>	<p>*Develop descriptive pieces:</p> <ul style="list-style-type: none"> Compose varied and interesting introductions for descriptive writing pieces p. 152 	<p>Taking Care of Me</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify at least three ways to take care of their bodies. Explain why it is important to take care of their bodies for their overall well-being. Distinguish between healthy and unhealthy food choices based on their sugar, fat, and salt content. <p>EBook pp. 11-12</p> <p>Curriculum: HFLE: p. 45 - 48 RS: p. 122 SCI: p. 94, 95</p>	<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>
5	<p>*Listening & Speaking: Use Standard English and dialect expressions appropriately p.52</p> <p>Phonemic Awareness: Phoneme Addition p.61</p> <p>*Phonics / Spelling: Consonant Digraphs /ch/ /tch/ /wh/</p>	<p>Addition with Regrouping- 3-Digit Numbers</p> <p>Coins and Bills TB. pp. 60, 62</p>	<p>*Write personal information p.108</p>	<p>*Subject-Verb Agreement p.133</p>	<p>Develop descriptive pieces:</p> <ul style="list-style-type: none"> *Utilize various methods of concluding for descriptive writing pieces p.153 	<p>My Body is Special</p> <p>Objectives:</p> <ul style="list-style-type: none"> Discuss and explain what it means to 'value' your body. Describe and classify touches as good or bad. List ways to stay safe from bad touches. 	<p>Bahamian Culture (a)What is culture? (b)Listening to Bahamian Songs (c)Discussions about Bahamian foods</p>	<p>Art Appreciation</p> <ul style="list-style-type: none"> Claude Monet Vincent Van Gogh 	<p>Topic: Manipulatives Skill: Dribbling with hands</p> <p>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.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	p.72 *Sight Words: day, part, sound, place, years, back Comprehension: Realism and Fantasy/ Fiction & Non-Fiction p.96					Resources: Ebook pp. 13-14 Curriculum: HFLE: p. 41 - 43 RS: p. 122			
6	*Listening & Speaking: Use Standard English and dialect expressions appropriately p.52 *Phonemic Awareness: Phoneme Addition p.61 *Phonics / Spelling: Digraph -ck p.72 *Sight Words: most, things, name, sentence, man, great Comprehension: *Fact and Opinion p.97	Coins and Bills TB. pp. 60, 62 *Review Addition and Subtraction Without and with Regrouping and Renaming	*Write personal information p.108	*Produce the correct possessive pronouns for the nouns they replace. p.126	Develop descriptive pieces: <ul style="list-style-type: none"> *Write descriptive essays that utilize interesting words p.158 Review <ul style="list-style-type: none"> *Narrow Ideas *Organize ideas and develop topic sentence *Compose interesting introductions *Utilize various methods of concluding descriptive pieces 	Building a Healthy Body Objectives: <ul style="list-style-type: none"> Discuss the benefits of eating a balanced diet. Differentiate between helpful and harmful drugs. Describe the food pyramid Discuss its purpose. Resources: EBook pp. 15-17 Curriculum: HFLE: p. 40, 45 - 47 RS: p. 151, 152 SCI: p. 94, 95	Singing and Performing Cultural Song(s) using the soprano voice. Focus: *Commonwealth Day Song(s) *Other Bahamian Song(s) *Draw and Color the Bahamian Flag (Recap of previous lesson) *Dance the heel and Toe to a cultural Song (Dance integration)	Art Appreciation <ul style="list-style-type: none"> Claude Monet Vincent Van Gogh 	Topic: Manipulatives Skill: Dribbling with feet 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.

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
7	<p>*Listening & Speaking: Use Standard English and dialect expressions appropriately p.52</p> <p>*Phonemic Awareness: Phoneme 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: *Fact and Opinion p.97</p>	<p>Word Problems: Whole Number and Money</p> <p>Make Change TB. p. 63 Use Correct Money Symbols</p> <p>Difference of 2-Digit Numbers with Renaming TB. pp. 78-79</p>	Form and write various punctuation marks and symbols p.112	*Provide synonyms for given words p.141	<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>My Body Can Move</p> <p>Objectives:</p> <ul style="list-style-type: none"> Discuss how we use our bodies to worship God. Explain the 'skeleton' and its function. Explain how exercise helps the skeleton. Demonstrate exercise safety. <p>EBook pp. 18-20</p> <p>Curriculum: HFLE: p. 48 RS: p. 144, 151, 152 SCI: p. 91, 92, 93</p>	<p>Bahamian Composers/Songs</p> <p>Review</p> <ul style="list-style-type: none"> *Timothy Gibson *Phil Stubbs *Perseverance *Church Out Crab Walking' *Hurricane is Coming <p>*Elon Moxey</p> <p>Rev. Dr. Phillip Rahming Clement Bethel Cleophas Adderley Others (Teacher's Choice)</p>	<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: Phoneme Deletion p.61</p> <p>*Phonics / Spelling: R-Controlled Vowel /or/ p.73</p>	<p>*Review: Money - Addition and Subtraction of two- and three-digit numbers with and without renaming</p>	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>Let's Be Friends</p> <p>Objectives:</p> <ul style="list-style-type: none"> Discuss the importance of friendship. Explain why it is important to prevent conflict and help others. Recall a biblical example of helping others. Discuss ways to help 	<p>Bahamian Dances</p> <p>Quadrille Mash the Roach Heel and Toe Conch Style</p> <p>Learn Heel and Toe Review "Mash the Roach"</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	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>*Sight Words: also, form, set, end, another, large</p> <p>Comprehension: Review Comprehension Skills Week 1 – Week 7</p>					<p>others in our communities.</p> <p>EBook pp. 21-22</p> <p>Curriculum: HFLE: p. 38, 39 RS: p. 149, 150</p>			
9 MID TERM	<p>*Listening & Speaking: Use Standard English and dialect expressions appropriately p.52</p> <p>*Phonemic Awareness: Phoneme 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, land</p> <p>Comprehension: *Make Inferences P. 100</p>	<p>Fractional Parts of a Whole TB. pp. 97-98 100-101</p>	<p>Form and write various punctuation marks and symbols p.112</p>	<p>*Simple sentences and compound sentences p.139</p>	<p>Demonstrate voice in narrative writing pieces p.154 & 157</p>	<p>Topic: Leaders in My Community</p> <p>Objectives:</p> <ul style="list-style-type: none"> Define the words 'community,' 'leader' and 'government'. List community helpers. Name nation builders past and present. <p>Resources: EBook pp. 23- 24</p> <p>Curriculum: RS: p. 155 SS: p. 109 - 114</p>	<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>Review of completed term's lessons</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	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
10	<p>*Listening & Speaking: Employ key vocabulary that good communicators use p.53</p> <p>*Phonemic Awareness: Phoneme Addition & Deletion p.61</p> <p>Phonics / Spelling: Words with -le Spelling p.74</p> <p>*Sight Words: different, home, move, hand, picture, change</p> <p>Comprehension: *Make Inferences P. 100</p>	<p>Unit Fractions TB. p. 98</p> <p>Fraction Equally Sized TB. p. 99</p> <p>Word Problems: Whole Number, Money and Fractions</p>	Form and write various punctuation marks and symbols p.112	*Provide synonyms for given words p.141	<p>Demonstrate voice in narrative writing pieces</p> <p>p.154 and 157</p>	<p>It's a Bahamian Thing</p> <p>Objectives:</p> <ul style="list-style-type: none"> Recite and sing the national pledge and the anthem. List and describe the national symbols. Explain the significance of each feature of the Bahamian Coat of Arms. <p>EBook pp. 27, 28</p> <p>Curriculum: SS: p. 99, 100</p>	<p>International Composers Allan Menken</p> <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 	<p>Texture</p> <ul style="list-style-type: none"> Natural textures Manmade textures 	<p>Topic: Manipulatives Skill: Volleying</p> <p>At the end of this lesson students will be able to control balls over and across objects.</p>
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>Collect and Record Data for Graphs TB. pp. 91-92</p> <p>Draw Conclusions and Make Predictions from Graphs TB. pp.90-96</p> <p>Estimate and Measure Length TB. pp.105-106</p>	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>I Have Rights</p> <p>Objectives:</p> <ul style="list-style-type: none"> Explain the term respect and how it is important for self and others. Explain and discuss the rights of all living things. <p>Resources: EBook p. 29,</p> <p>Curriculum:</p>	<p>Listening Musicianship</p> <p>Listening Exercises include: - * Identifying dynamics played, *tempo- fast & Slow, *Tone Color, *Voices (high and low) *Instruments High and low pitched</p> <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	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>*Sight Words: spell, air, animal, point, page, letter</p> <p>Comprehension: *Compare and Contrast p.99</p>					HFLE: p. 37, 43 RS: p. 163 - 165			
12	<p>*Listening & Speaking: Employ key vocabulary that good communicators use p.53</p> <p>*Phonemic Awareness: Phoneme 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: Compare and Contrast p.99</p>	<p>Estimate and Measure Length TB. pp. 105-106</p> <p>Lines of Symmetry TB. p.113-116</p>	<p>Copy and write sentences and paragraphs p.111</p>	<p>Use conjunctions to join words and phrases p.138</p>	<p>Demonstrate voice in descriptive writing pieces p.154, 158</p>	<p>Celebrating Easter</p> <p>Objectives:</p> <ul style="list-style-type: none"> Define the term 'holiday'. Sequence the main events of Holy Week and the Resurrection. Explain why Jesus Christ died on the cross for mankind. State why Easter is celebrated. Identify Christian symbols associated with Easter. <p>EBook pp. 25-26</p> <p>Curriculum: RS: pp. 157-160</p>	<p>Tempo Review</p> <p>*Define Tempo *Identify Fast and Slow animals</p> <p>*Say whether the music is fast or Slow</p> <p>*Identify Tempo changes using cultural songs *Demonstrate tempo changes through body movements</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>

NATIONAL PACING GUIDE – GRADE 2

SUMMER TERM

THE ACADEMIC YEAR 2023-2024

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	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: Vowel Digraph /ea/ p.75</p> <p>*Sight Words: Bahamas, world, high, near, add, food</p> <p>Comprehension: Cause & Effect p. 101</p>	<p>Time to the Hour pp. 120, 122</p> <p>Relate events to appropriate part of the Day pp. 118-119</p>	<p>Copy and write letters with the appropriate structure p.111</p>	<p>*Use prepositions to link words in sentences p.137</p>	<p>Write friendly letters p.161</p>	<p>Bahamian History</p> <p>Objectives:</p> <ul style="list-style-type: none"> Describe the Lucayans and their way of life in The Bahamas. Discuss the importance and impact of Columbus' trip to The Bahamas. <p>Resources: EBook: p. 30</p> <p>Curriculum: SS: pp. 101-102</p>	<p>Cultural Songs and Dances</p> <ul style="list-style-type: none"> Sing songs by Phil Stubbs and Elon Moxey Practice 'Mash the Roach' dance using a cultural artist song Learn The "Heel and Toe" dance. 	<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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
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: Silent Consonants /kn/ /wr/ p.76</p> <p>*Sight Words: years, back, must, place, sound, who</p> <p>Comprehension: Cause and Effect p. 101</p>	<p>Time to the Hour Half Hour pp. 120, 122</p> <p>Multiplication as Repeated Addition pp. 123-128</p>	<p>Copy and write dates using full format p.114</p>	<p>Use the correct gender for a noun p.122</p>	<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>Let's Get Ready to Travel</p> <p>Objectives:</p> <ul style="list-style-type: none"> Define the term "transportation". Identify three forms of transportation and things transported in The Bahamas. Discuss the advantages and disadvantages of using each form of transportation. Identify and describe some symbols on a map. <p>EBook: pp. 31-32</p> <p>Curriculum: SS: pp. 103, 104, 117</p>	<p>Percussion Instruments</p> <p>Definition of Percussion</p> <p>Listen to Percussions</p> <p>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>
3	<p>*Listening & Speaking: Employ key vocabulary that good communicators use p.53</p> <p>*Phonemic Awareness: Phone me Segmentation</p>	<p>Multiplication as Repeated Addition pp. 123-128</p> <p>Time to the Hour, Half Hour and Quarterly Hour TB. pp.120-122</p>	<p>Copy and write dates using full format p.114</p>	<p>Naming an entire collection p. 123</p>	<p>Write expository essays (how to paragraphs)</p> <ul style="list-style-type: none"> Write expository essays (biographies, how-to-paragraphs, newspaper articles, reports, 	<p>Farming and Fishing in The Bahamas</p> <p>Objectives:</p> <ul style="list-style-type: none"> Define the term 'natural resources'. List some plant and animal produce as well as seafood 	<p>Percussion Instruments Cont.'</p> <p>Trace and Color Percussion Instruments namely; - Triangle, Drum Xylophone Maracas</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,</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>p.58</p> <p>*Phonics / Spelling: Contractions p.79</p> <p>*Sight Words: between, below, country, plant, last, father</p> <p>Comprehension: Author's Purpose p. 102</p>				<p>reviews, etc).</p> <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>found or fished in The Bahamas that are used for food.</p> <ul style="list-style-type: none"> Sequence the day in the life of a fisherman. <p>EBook: pp. 33-34</p> <p>Curriculum: SCI: p. 125 SS: pp. 115, 116,</p>	<p>Tambourine Tone Block Other</p> <p>Trace the names of Percussion Instrument</p> <p>Spell the names of the instruments</p>		<p>endurance, and control over a middle distance</p>
4	<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 *Sight Words: tree, city, earth, eyes, thought, head</p> <p>Comprehension: Author's Purpose p. 102</p>	<p>Perimeter</p> <p>Division as Repeated Subtraction pp. 145-148</p> <p>Estimate and Measure Mass and Weight pp. 37-42,129-134</p>	<p>Copy and write dates using abbreviated format p.114</p>	<p>Provide antonyms for given words p. 142</p>	<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 Utilize various methods of concluding a piece pp.153, 155 & 159 	<p>Rocks and Minerals</p> <p>Objectives:</p> <ul style="list-style-type: none"> Compare and contrast rocks and minerals. Classify rocks and minerals according to their physical properties. Explain the uses of rocks and minerals. <p>EBook: p. 35</p> <p>Curriculum: SCI: pp. 99 - 103</p>	<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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
5	<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> <p>Use the Dictionary Effectively p.78</p> <p>*Sight Words: story, left, few, while, along, might</p> <p>Comprehension: Draw Conclusions p.103</p>	<p>Perimeter</p> <p>Division as Repeated Subtraction Pp. 145-148</p>	<p>Copy and write dates using abbreviated format p.114</p>	<p>Homophones p.143</p>	<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>Managing Our Natural Resources</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify ways we use trees, sand, and ground resources in The Bahamas Define the terms 'natural resources', 'preservation', and 'souvenirs'. Identify some natural resources found in The Bahamas. Describe ways people use natural resources to improve their lives. Discuss ways to conserve or preserve natural resources. <p>EBook: pp. 36-37</p> <p>Curriculum: HFLE: p. 49, 50 SCI: p. 122 - 129 SS: p. 107, 108, 115</p>	<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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
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: close, something, seem, next, hard, example</p> <p>Comprehension: Draw Conclusions p. 103</p>	<p>Area pp. 141-144</p> <p>Solid Shapes</p>	<p>Copy and write dates using abbreviated format p.114</p>	<p>*Apply capitalization rules properly p.144</p>	<p>Compose different types of poetry such as: Cinquain Poems p.156</p>	<p>Weather Around Us</p> <p>Objectives:</p> <ul style="list-style-type: none"> Explain what weather is and how it affects people's daily lives. List at least three weather instruments and their uses. Describe the four seasons of the year. <p>EBook: p. 38</p> <p>Curriculum: SCI: pp. 104 -108 SS: p. 105</p>	<p>String Instruments Cont'd.</p> <p>Trace and Color String Instruments namely: - Guitar, Violin, Viola</p> <p>Trace the spelling of the names of the instruments</p> <p>Orally spell the names of the selected string Instruments</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: Long Jump</p> <p>At the end of this lesson students will be able to demonstrate a horizontal jump 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 Substitution p.60</p> <p>Phonics / Spelling: Prefixes p.80</p>	<p>Review Area pp. 141-144</p>	<p>Copy and write paragraphs, sentences, invitations and letters with correct structure p.111</p>	<p>Homonyms p.143</p>	<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. 	<p>Topic: Storms</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify weather conditions associated with hurricanes. Discuss the impact of storms on the community. Explain safety precautions that can be taken during 	<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:</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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>*Sight Words: important, until, children, side, feet, car</p> <p>Comprehension: Summarize Text p. 98</p>				<ul style="list-style-type: none"> Compose varied and interesting introductions <p>p.162, 152 & 151</p>	<p>storms.</p> <p>EBook: p. 39</p> <p>Curriculum: SCI: p. 104-108 SS: p. 106</p>	Guitar, Violin Viola String Instrument wood		
8	<p>*Listening & Speaking: Speak clearly, audibly and with appropriate volume and pacing p.54</p> <p>*Phonemic Awareness: Phone me Categorization p.57 Phonics / Spelling: Suffixes p.80</p> <p>*Sight Words: mile, night, sea, walk, began, took</p> <p>Comprehension: Summarize Text p. 98</p>	<p>Apply Terms Likely and Unlikely p. 149-152</p> <p>Patterns in Our World p. 154</p> <p>Non-Routine Problems pp. 85-89</p>	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. Demonstrate voice when writing a piece <p>Utilize varied methods of concluding a piece p.162, 154, &153</p>	<p>Topic: The Night Sky</p> <p>Objectives:</p> <ul style="list-style-type: none"> Compare and contrast the moon and the earth. Describe and the changes that take place in the moon. Define the word 'constellations'. Identify at least three constellations. <p>EBook pp. 40-41</p> <p>Curriculum: SCI: p. 109 - 115</p>	<p>Instrument Review</p> <p>*What is Percussion Instrument</p> <p>* String Instrument</p> <p>*Complete oral and written exercises on percussion and string 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 4x100m sprints</p> <p>At the end of this lesson students will be able to demonstrate running speed and control over a short distance using a team of four.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
9	<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 *Sight Words: beach, river, book, without, second, hear</p> <p>Comprehension: Making Judgements p. 104</p>	<p>Apply Terms Likely and Unlikely pp. 149-152</p> <p>Patterns in Our World p. 154</p> <p>Non-Routine Problems pp. 85-89</p>	<p>Copy and write paragraphs, sentences, invitations and letters with correct structure p.111</p>	<p>Use adverbs to modify verbs, adjectives and other adverbs p.136</p>	<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>*Organize ideas</p> <p>*Compose varied introductions</p> <p>*Utilize varied conclusions</p>	<p>Topic: Parts of Plants and Animals</p> <p>Objectives:</p> <ul style="list-style-type: none"> Classify animals by their coverings. Identify the parts of a plant. <p>EBook p. 43</p> <p>Curriculum: SCI: p.86, 97</p>	<p>Lesson Review</p> <p>Recap of topics: - Treble Clef Bass Clef Bahamian Composers / Songs International Composers / Songs Listening musicianship Tempo Percussion Instruments String Instruments</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 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>
10	REVISION OF SKILLS AND TOPICS								
11	END OF YEAR EXAMINATIONS								

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