



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.



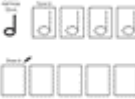

NATIONAL PACING GUIDE – GRADE 2

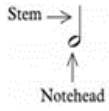
CHRISTMAS TERM

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>	<p>*Write personal information p. 108</p>	<p>*Exclamations and Commands p.116</p>	<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 /i/ - 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</p> <p>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: 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</p> <p>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							

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