



DEPARTMENT OF EDUCATION
PRIMARY CURRICULUM SECTION

NATIONAL PACING GUIDE **GRADE TWO**

ACADEMIC YEAR
2024-2025

NATIONAL PACING GUIDE – GRADE 2

THE ACADEMIC YEAR 2024-2025

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 should not be disadvantaged by the move, since each school should 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. Both of these 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. This year is no exception. Focus Groups were held during the Summer Workshops to garner feedback and suggestions from teachers on the pacing guide. Additionally, in the case of Mathematics, in depth sessions were held with selected teachers from each grade level to reframe the layout of the Math.

This year we are also seeking to give more prominence to Junkanoo in the curriculum. Included in the month of November are examples of how Junkanoo can be intentionally integrated into classroom instruction. Sample activities have been included on the pacing guide. A separate document will be circulated providing more information on this initiative. Below are some of the other highlights for 2024-2025.

LANGUAGE ARTS

- Building literacy and numeracy skills remains the major focus during the first term (grades 1-3).
- There is now a formal Reading Framework in place for grades 4-6. It follows a similar pattern as the Reading Block at the lower primary level. The Reading Block has been adjusted to include oracy and fluency. Additionally, the skills and strategies covered during Listening and Speaking instruction should be consistently practised in all subject areas.
- Fluency has been further refined to include suggested activities. Students will be **formally assessed** to determine their fluency levels in **September and May** of this school year.

- The subject “**Spelling**” has been renamed “**Word Study**” and incorporates Phonics instruction. Student performance should be documented as **one grade** under “**Word Study**” on the report card.
- The Reading Routines, an additional resource (labelled R.R. on the pacing guide) that provides guidance on the teaching of Reading, is referenced throughout this document.

MATHEMATICS

- The sequencing and timing of certain Math topics have been altered to enhance instructional delivery.
- **Focus numbers** have been identified. These numbers are to be revisited regularly to aid in retention. They should be integrated through **counting, identifying** and **writing drill practices**.
- **Basic drills** have been included. These should be consistently executed before each lesson for reinforcement.
- **Key words** are to be displayed on word walls, taught during instruction, and used in context to build students’ Math vocabulary.

SOCIAL SCIENCE

- The subject “Social Science” will be taught beginning the Easter Term using the topics that have been identified for that term. Please note that **Social Science topics will appear on the pacing guide for the Christmas Term for information purposes only**. If teachers have an opportunity to integrate the Social Science topics into the Language Arts and Math, they are encouraged to do so. There will be **no Social Science grades on the report card for the first term**.


SOCIAL STUDIES

- Links to videos developed by the Innovation Unit, which correspond with the various lessons, have been included. These videos can be used to reinforce what was taught, for lesson reviews, as home work assignments and can also be incorporated into learning center activities.
- As The GLAT exam covers content from grades 4-6, teachers can assign weekly videos from previous grades for students to review to keep the information in the forefront.

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**.

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- It is expected that once topics are taught, they will be constantly **reinforced** and **integrated** into other subject 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. This 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 and around midterm, to allow for the establishing of those important classroom routines, the administering of assessments, and review of those topics that were previously taught.
 - 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. Currently, 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 of this document.

NATIONAL PACING GUIDE – GRADE 2



CHRISTMAS TERM

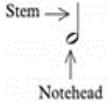
THE ACADEMIC YEAR 2024-2025

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE (INTEGRATE WHERE POSSIBLE)	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<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 to classroom management routines</p> <p>Teach nursery rhymes</p>	<p>Conduct assessments to identify strengths and weaknesses of students.</p> <p>Routine Procedures: Counting, skip count, timetable Drills, calendar drills</p> <p>Review basic concepts from Grade 1 : Shapes, colours, days, Number identification and usage 0-100</p> <p><small>*Grade 2 will cover numbers to 1 000 (Thousands)</small></p>	<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>1-TE p. 6-30</p>	<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>Fearfully and Wonderfully Made (Part 1)</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 	<p>Welcome Topic: Introduction of the National Anthem & School Song (Teach correct lyrics and melody) Sub –topic: Introduction of Notation (Long and Short Notes – Whole and Half Notes)</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 demonstrate walking in various directions and speed. Diagnostic Assessment (Pre-Test) Please use a rubric for all performance-based assessments.</p>

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						<p>appreciate their own unique talents and gifts</p> <p>Resources: E-Book pp. 9-10</p> <p>Curriculum references: HFLE: p. 36 RS: p. 136 - 139</p>			
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>Technique: Scavenger Hunt Literacy Resource Handbook (LRH) p. 23</p> <p>Phonics/Spelling: *Short vowels /Aa/ & /Ii/ (cvc pattern) p.65 RR G1 pp. 185-192 WB-TP pp. 153-162</p> <p>Sight Words: *Review Weeks 1 – 6</p>	<p>Focus Numbers 0-50 (Read, Write & Identify) Basic Drills: Skip counting by 2's, numbers between, before & after, counting backing & forward, number line, numerals and number words, tally marks</p> <p>*Numbers 0-50 on a Number line (Read, Write & Identify) TB. p. 3 Curr. P. 46 Online Doc. P. 120</p> <p>*Read, Write and Use whole Numbers to 0- 500 Explore: numbers between, before & after, counting backing & forward, Ten frames, number line, numerals and</p>	<p>*Determine appropriate positioning of body and paper when writing. p.93 1-TE pp. 6-8</p> <p>*Assuming the correct posture for holding and writing with a pencil or crayon. p.94</p> <p>*Write directional strokes: vertical, horizontal, diagonal, ascending, descending p.95 1-TE p. viii</p>	<p>What is a Sentence?</p> <p>*Distinguish between sentences and fragments p.115</p> <p>Write Source Gr. 2 p. 356</p>	<p>The Writing Process</p> <p>*Explain the steps in the Writing Process p. 146</p> <p>Write Source G2 pp. 2 - 15</p>	<p>Fearfully and Wonderfully Made (Part 2)</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 	<ul style="list-style-type: none"> Duration (Long and short sounds / Whole and Half Notes) Performing Long and Short notes on instruments Use of body movements The Whole Note = 4 beats / Counts The Quarter Note = 1 beat / Count 	<p>Introduction to Art Art and Culture</p>	<p>Topic: Locomotor Movement Skill: Running</p> <p>At the end of this lesson, students will demonstrate running in various styles and directions.</p>

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	(Systematic Sight Word Folder) pp. 13 - 37 Comprehension: *Text and Graphic Features pp.86-88 Fluency: *Use visual clues (punctuation marks) to read fluently. pp. 83-84 Strategy: Echo Reading Literacy Resource Handbook (LRH) p. 181 RR G1 pp.349-350, 353	number words, pictures, tally marks TB. pp.16-17 Skip Counting 2's, 5's, 10's TB. P.14 Curr. P. 70 Online Doc. P. 144				character traits and their impact on others <ul style="list-style-type: none"> Identify and appreciate their own unique talents and gifts Resources: E-Book pp. 9-10 Curriculum References: HFLE: p. 36 RS: p. 136 - 139			
3	Listening & Speaking: * Displaying the characteristics of a good listener Cont'd. p.47 Phonemic Awareness: *Understanding the alphabetic principle p.56 Technique: Guess What/Who? Literacy Resource Handbook (LRH) p. 22 Phonics/Spelling:	*Focus Numbers 50-100 (Read, Write & Identify) Basic Drills: Skip counting by 2's, numbers between, before & after, counting backing & forward, number line, numerals and number words *Numbers 0-100 Locate Missing Numbers on a	*Write upper and lower-case letters in D'Nealian print in two lines. p.110 -Letter Discrimination 1-TE pp. 21 – 24 -Letter Size and Form 1-TE pp. 27 – 28 -Letter Slant, Letter and Word Spacing 1-TE pp. 29 - 30 -Practice writing CVC words.	Parts of Sentences (Naming Part – Subject) *Ascertain the complete subject and the complete predicate of a sentence Parts of a Sentence p.131 Write Source Gr. 2 pp. 352- 356	The Writing Process *Explain the steps in the Writing Process p. 146 Write Source G2 pp. 2 - 15 *Discuss the qualities of a good piece of writing p.147 Write Source G2 pp. 28-31	My Body is Special <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. 	Meter / Time Signature Subtopic: Steady Beat / No Beat (a) Definition of Meter / Time (b) Introduce clapping in 4 (whole & half note) (c) Describe the Whole note Suggested Activity: Use of Percussion Instruments to	Line- The 5 Basic <ul style="list-style-type: none"> Horizontal Vertical Diagonal Zigzag Curved 	Topic: Locomotor Movement Skill: Jumping At the end of this lesson, students will demonstrate jumping (directions, over objects, for distance, etc.) Formative Assessment (Worksheets)Performance-Based

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	<p>*Short vowels /Oo/ & /Ee/ (cvc pattern) p.65 RR G1 pp. 193-200 WB-TP pp.173-194</p> <p>Sight Words: *Review Weeks 7-10 (Systematic Sight Word Folder) pp. 38-54</p> <p>Comprehension: *Text and Graphic Features pp.86-88</p> <p>Fluency: *Use visual clues (punctuation marks) to read fluently. pp.83-84 Strategy: Echo Reading Literacy Resource Handbook (LRH) p. 181 RR G1 pp. 347-348, 353-358</p>	<p>Number line (Read, Write & Identify) Key words: skip-count, more than, less than, between, before, after, digit, numeral TB. p. 3 Curr. P. 70 Online Doc. P. 144</p> <p>*Read, Write and Use whole Numbers 500 - 999 TB. pp.16-17 Curr. P. 70 Online doc. P. 144</p> <p>Patterns Key words: Action pattern, pictorial pattern, unit pattern, number pattern growing pattern) TB. Pp. 2, 7-12 Curr. P. 68-69 Online doc. P 142</p>				<p>Resources: E-book pp. 13-14</p> <p>Curriculum references: HFLE: p. 41 - 43 RS: p. 122</p>	<p>perform 4/4 time</p> <p>Trace 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>Clap the half note (holding it for 2 counts) Label the parts of the half note</p>		

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							 <p>Steady Beat / No Beat (Refer to Lesson Kits content video)</p> <p>Definition: 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>		

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4	<p>Listening & Speaking: *Displaying the characteristics of a good listener Cont'd. p.47</p> <p>Phonemic Awareness: *Phoneme Identification and Addition p.57 RR G1 pp. 15-20 Technique: Different Words LRH p. 24</p> <p>Phonics/Spelling: *Short Vowel /Uu/ p.65 Review Short Vowels /Aa/ /Ii/ /Oo/ /Ee//Uu/ p.65 RR G1 pp. 193-200 WB-TP pp.173-194</p> <p>Sight Words: *Weeks 11-13 (Systematic Sight Word Folder) p.55-67</p> <p>Comprehension: *Story Elements: Characters/Setting p.89</p> <p>Fluency: *Use visual clues (punctuation marks)</p>	<p>*Focus Numbers 100-150 (Read, Write & Identify)</p> <p>Basic Drills: Skip counting by 5's, numbers between, before & after, counting backing & forward, number line, numerals and number words</p> <p>*Place Value: Two Digits (Revision) Key words: place, value, digits, tens, ones, expand, sum, unit, tens stick. TB. pp. 43-44 Curr. P. 48 Online doc. P. 122</p> <p>Read, Write Spell and Model Three Digit Numbers Key words: standard form, expanded form and word form TB. pp. 46-49 Curr. P. 29 Online Doc p.123</p> <p>*Ordinal Numbers to Twentieth keywords: position, ordinal number, direction, st, nd, rd, th TB. pp. 52-53 Curr. P. 102 Online</p>	<p>*Write upper and lower-case letters in D'Nealian print in two lines. p. 110</p> <p>*Lowercase letter practice: a, d, o, g, c, e and s 1-TE pp. 33 – 42</p> <p>*CVC word patterns p.110</p>	<p>Parts of Sentences (Telling Part - Predicate)</p> <p>*Ascertain the complete subject and the complete predicate of a sentence Parts of a Sentence p.131</p> <p>Write Source Gr. 2 pp. 352- 356</p>	<p>Types of Writing</p> <p>*Explain the four types of writing p.148</p> <p>*Discuss the qualities of good writing. p. 147</p> <p>Write Source G2 pp. 20-31, 38-39, 50-51, 88-89, 126-127</p>	<p>Taking Care of Me</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>Resources: E-Book pp. 11-12</p> <p>Curriculum references: HFLE: p. 45 - 48 RS: p. 122 SCI: p. 94, 95</p>	<p>Meter/ Time Signature Continue</p> <p>Recap previous week's lesson</p> <p>Definition: Steady beat is the heart or the pulse of the music</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 demonstrate hopping (directions, over objects, for distance, etc.)</p>

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	to read fluently. pp.83-84 Strategy: Look For the Signal LRH p. 190 RR G1 pp. 347-348, 353-358	Doc. p. 176 Estimate the number of Objects in a set using 0,10 and 100 Keyword: about TB. pp.82-83 Curr. P. 64 Online Doc. P. 138							
5	Listening & Speaking: *Articulating personal information, needs, experiences, understandings and opinions p.48 Phonemic Awareness: *Phoneme Identification, Segment and Blending p.57 RR G1 pp. 21-26 Technique: Picture Sort LRH p. 25 Phonics/Spelling: *Long Vowel /Aa/ spelled ai and ay p.66 RR G1 pp. 227-228, 273-274 WB-TP pp.303, 313-323	*Focus Numbers 150-200 (Read, Write & Identify) Basic Drills: skip counting by 5's, numbers between, before & after, counting backing & forward, number line, numerals and number words *Place Value: Three Digits Key words: place, value, digits, tens, ones, expand, sum, unit, tens stick. TB. pp. 46-49 Read, Write Spell and Model Three Digit Numbers Key words: standard form, expanded form	*Write upper and lower-case letters in D'Nealian print in two lines. p. 110 *Lowercase letter practice: f, b, l, t, h, and k 1-TE p. 43 – 50	Types of Sentences *Construct declarative (telling) and interrogative (asking) sentences. p. 116 Write Source Gr. 2 p. 359, 404, 454	Personal Narratives *Develop narrative pieces that include characters, setting and plot. p. 157 *Narrow ideas and elaborate on them p.149 *Sequence ideas appropriately, using transitional words. p. 150 *Organize ideas into a paragraph using a topic sentence and supporting details. p. 151 Write Source G2 pp. 366-367	Building a Healthy Body • Discuss the benefits of eating a balanced diet • Differentiate between helpful and harmful drugs • Describe the food pyramid • Discuss its purpose Resources: E-Book pp. 15-17 Curriculum references: HFLE: p. 40, 45 - 47 RS: p. 151, 152 SCI: p. 94, 95	The Music Staff ((a) Identify the staff lines 1-5 Identify the spaces 1-4 (b) Number the lines and space (c) Recite the names of the lines and spaces	Line- The 5 Basic • Horizontal • Vertical • Diagonal • Zigzag • Curved	Topic: Locomotor Movement Skill: Leaping At the end of this lesson, students will demonstrate leaping (directions, over objects, for distance, etc.)

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	<p>Sight Words: *Weeks 14 – 18 (Systematic Sight Word Folder) pp. 68-86</p> <p>Comprehension: *Story Elements: Plot/Theme p.89</p> <p>Fluency: *Use visual clues (punctuation marks) to read fluently. pp. 83-84 Strategy: Look For the Signal LRH p. 190 RR G1 pp. 347-348, 353-358</p>	<p>and word form TB. pp. 46-49 Curr. P. 29 Online Doc. P.123</p> <p>Compare Whole Numbers using <, > or = from 0-999 Keywords: Greater than >, Less than <, Equal to = TB pp. 109-112 Curr. P. 50 Online Doc. P.124</p> <p>*Word problems: Place Value</p>			<p>Write Source G2 p. 50 – 87</p> <p>10-day Writing Plan p. 186-190</p>				
6	<p>Listening & Speaking: *Articulating personal information, needs, experiences, understandings and opinions Cont'd. p.48</p> <p>Phonemic Awareness: *Phoneme Isolation and Segmentation p.57 RR G1 pp. 69-70 Technique: Blending with Blocks</p>	<p>*Focus Numbers 200-250 (Read, Write & Identify)</p> <p>Basic Drills: Skip counting by 10's, numbers between, before & after, counting backing & forward, number line, numerals and number words</p> <p>*Ascending Order TB p. 9 Curr. P. 47 Online Doc. P. 121</p>	<p>*Write upper and lower-case letters in D'Nealian print in two lines. p. 110 *Lowercase letter practice: i, u, w, y, j, r, m, and p 1-TE pp. 53 – 64</p> <p>*Write 0 – 9 D'Nealian numbers correctly in two lines. p.109 1-TE pp. 78 - 84</p>	<p>Types of Sentences</p> <p>*Construct exclamatory (exciting) and imperative (command) sentences. p. 116</p> <p>Write Source Gr. 2 pp. 359, 404, 454</p>	<p>Personal Narratives</p> <p>*Develop narrative pieces that include characters, setting and plot. p. 157</p> <p>*Narrow ideas and elaborate on them p.149</p> <p>*Sequence ideas appropriately, using transitional words.</p>	<p>The Godhead</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 	<p>Introduction to the Treble Clef / G Clef</p> <p>Showing the Treble Clef WITHOUT the staff</p> <p>Trace the Treble Clef Explain the purpose of the treble clef (high pitches)</p> <p>Sing the Treble Clef Song (see YouTube) Gina and the Treble</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 demonstrate skipping (directions, over objects, for distance, etc.)</p>

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	<p>LRH p. 27</p> <p>Phonics/Spelling: *Long Vowel /i/ - spelled ie, igh p.66 RR G1 pp. 231-232, 281-282, 287-288 WB-TP pp.348-357</p> <p>Sight Words: *Weeks 19 – 22 (Systematic Sight Word Folder) pp. 87-102</p> <p>Comprehension: *Context Clues p.90</p> <p>Fluency: *Read aloud a variety of texts with the appropriate pace, intonation, and vocal expression. p.85 Strategy: Repeated Reading LRH p. 178 RR G1 pp. 347-348, 353-358</p>	<p>Addition Facts Up to Twenty Explore: doubles, doubles plus 1, making 10, building on known double Keywords: add, in all, altogether TB. pp. 4-5 Curr. P. 53 Online Doc. P. 128</p> <p>Addition Strategies: Think Addition Strategy, adding 10 to a number, addition to subtraction) TB. P. 5 Curr. P. 55 Online Doc. P. 129</p> <p>*Addition Number Sentence key words: addend, sum, plus sign</p>			<p>p. 150</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 151</p> <p>Write Source G2 pp. 50 – 87</p> <p>10-day Writing Plan pp. 186-190</p>	<p>each person of the Trinity.</p> <p>Resources: E-Book pp. 2-4</p> <p>Curriculum reference: RS p. 122-127</p>	<p>Clef - YouTube The Treble Clef cont.'</p> <ul style="list-style-type: none"> • Draw and Color the Treble Clef • Sing the Treble Clef song using dynamics <p>Refer to the lesson Kits</p>		

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7	<p>Listening & Speaking: *Performing multi-step oral instructions p.49</p> <p>Phonemic Awareness: *Phoneme Isolation p.57 RR G1 pp. 139-140 Technique: The Splits LRH p. 29</p> <p>Phonics/Spelling: *Long Vowel /Oo/ spelled oa and ow p.66 RR G1 pp. 139-140, 147-148, WB-TP pp. 336-347</p> <p>Sight Words: *Weeks 23 - 27 (Systematic Sight Word Folder) pp. 103-121</p> <p>Comprehension: *Classification p.91</p> <p>Fluency: *Read aloud a variety of texts with the appropriate pace, intonation, and vocal expression.</p>	<p>*Focus Numbers 250-300 (Read, Write & Identify) Basic Drills: Skip counting by 10's, number line counting, numerals and number words, mental math drills</p> <p>*Descending Order TB p. 9 Curr. P. 47 Online Doc. P. 121</p> <p>*Subtraction Number Sentences key words: minus, minuend, subtrahend, difference</p> <p>Subtraction Facts Up to Twenty Explore: doubles, doubles plus 1, making 10, building on known double Key words: subtract, take-away, how many more, left, less TB. pp. 4-5 Curr. P. 55 Online Doc. P. 129</p> <p>Subtraction Strategies: Count back strategy, doubles take away one etc.</p>	<p>*Write upper and lower-case letters in D'Nealian print in two lines. p.110</p> <p>*Lowercase letter practice: q, v, z, and x 1-TE pp. 65 – 72</p> <p>*Copy and write sentences p.111</p>	<p>Nouns</p> <p>*Identify different types of nouns (naming words). p.118</p> <p>Write Source Gr. 2 pp. 327, 458</p>	<p>Personal Narratives</p> <p>*Develop narrative pieces that include characters, setting and plot. p. 157</p> <p>*Narrow ideas and elaborate on them p.149</p> <p>*Sequence ideas appropriately, using transitional words. p. 150</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 151</p> <p>Write Source G2 pp. 50 – 87</p> <p>10-day Writing Plan pp. 186-190</p>	<p>Let's Follow Jesus</p> <ul style="list-style-type: none"> Discuss the importance of friendship Explore ways to show respect for friends Explain why it is important to help others Use a biblical example of helping others Propose ways to help people in need <p>Resources: E-Book pp. 21-22</p> <p>Curriculum references: HFLE: p. 38 RS: pp.21-22</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>Lesson Review Recap of topics: - Treble Clef Bass Clef</p>	<p>Shape- 2 dimensional</p> <ul style="list-style-type: none"> square rectangle circle triangle oval 	<p>Topic: Locomotor Movement Skill: Combined Skill/Unit 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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE (INTEGRATE WHERE POSSIBLE)	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	p.85 Strategy: Repeated Reading LRH p. 178 RR G1 pp. 347-348, 353-358	TB. P. 5 Curr. P. 55 Online Doc. P. 129 Word Problems: Subtraction							
8 MID TERM	Review Week: Review or reteach concepts taught until this point.	Review Week: Review or reteach concepts taught until this point. Review: *Ascending and Descending Order TB. p. 9 Curr. P. 47 Online Doc. P. 121 Review: Two-digit Addition Facts Up to Twenty Explore: doubles, doubles plus 1, making 10, building on known double TB. pp. 4-5 Curr. P. 55 Online Doc. P. 129	Review Week: Review or reteach concepts taught until this point. Cumulative Review 1-TE p. 76	Review Week: Review or reteach concepts taught until this point.	Review Week: Review or reteach concepts taught until this point.	Review Week: Review or reteach concepts taught until this point.	MID TERM Review completed topics Rhythm – Meters Definition of Rhythm Perform Rhythms on Percussions Group Activities Strong Beat / Weak Beat Group Activities Use of percussion Instruments – goatskin drums	Form- 3 Dimensional <ul style="list-style-type: none"> • cube • cylinder • pyramid • sphere • cone 	Topic: Non- Locomotor Movement Skill: Galloping At the end of this lesson, students will demonstrate galloping (different directions, over objects, for distance, etc.). Diagnostic Assessment (Pre-Test) Please use a rubric for all performance-based assessments.
9 MID TERM	Review Week: Review or reteach concepts taught until this point.	Review/ Assessment Week: Review or assess challenging concepts	Review Week: Review or reteach concepts taught until this point.	Review Week: Review or reteach concepts taught until this point.	Review Week: Review or reteach concepts taught until this point.	Respecting Others and Self <ul style="list-style-type: none"> • Explain the term respect 	Mid Term Review of Topics Pitch:	Form 3 Dimensional <ul style="list-style-type: none"> • cube • cylinder 	Topic: Non- Locomotor Movement Skill: Swinging

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE (INTEGRATE WHERE POSSIBLE)	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
		<p>taught until this point. Review: Read, Write Spell and Model Three Digit Numbers TB. pp. 46-49 Curr. P. 29 Online Doc. P.123</p> <p>Review: Compare Whole Numbers using <, > or = from 0-999 TB pp. 109-112</p> <p>Review: Two-digit Subtraction Facts Up to Twenty Explore: doubles, doubles plus 1, making 10, building on known double TB. pp. 4-5 Curr. P. 55 Online Doc. P. 129</p>				<p>and why it is important for self and others</p> <ul style="list-style-type: none"> Identify ways we can respect self and others Examine biblical text that support the rights of self and others Respect people whose bodies are different from theirs <p>Resources: E-Book p. 29</p> <p>Curriculum references: HFLE: p. 37 RS: pp. 163-164 pp. 165-166</p>	<p>Sub-Topic: Tone Colour</p> <p>What is pitch? Identify High & Low Voices</p> <ol style="list-style-type: none"> Female voice Male voice Boy's voice Girl's voice 	<ul style="list-style-type: none"> pyramid sphere cone 	<p>At the end of this lesson, students will demonstrate swinging (in different directions, over objects, for distance, etc.).</p>
10	<p>Listening & Speaking: *Performing multi-step oral instructions p.49</p> <p>Phonemic Awareness: *Phoneme Segmentation and Blending p.58 RR G1 pp. 83-84,</p>	<p>Junkanoo infusion: Distinguish between even and odd grouping of cowbells and face mask.</p> <p>*Focus Numbers 300-350 (Read, Write & Identify) Basic Drills: Skip counting by 3's, numerals and number words,</p>	<p>*Write upper and lower-case letters in D'Nealian print in two lines. p.110</p> <p>*Comparing Lowercase and Uppercase Letters: 1-TE p. 91</p> <p>*Form and write various punctuation marks and symbols. p. 112</p>	<p>Common and Proper Nouns (Names and Special Titles)</p> <p>*Identify different types of nouns (naming words). p.118</p> <p>*Apply capitalization rules properly p.144</p>	<p>Personal Narratives</p> <p>*Develop narrative pieces that include characters, setting and plot. p. 157</p> <p>*Narrow ideas and elaborate on them. p.149</p>	<p>Taking Care of the Environment</p> <ul style="list-style-type: none"> Explain how God created the world Differentiate between man-made and things God created State the importance of caring for the 	<p>Instrumental Pitch</p> <ul style="list-style-type: none"> Identify High & low sounds on pitched Instruments (Flute-high pitch, Tuba Low pitch, xylophone, chimes, piano) Identify 'NO' pitch on non- 	<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 demonstrate bending (in different directions, over objects, for flexibility, etc.). Formative</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE (INTEGRATE WHERE POSSIBLE)	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>153-154 Technique: Puppet Play LRH p. 28</p> <p>Phonics/Spelling: *Long Vowel /Ee/ spelled e, ee, ea p.66 RR G1 pp. 243-244 WB-TP pp. 324-335</p> <p>Sight Words: *Review Weeks 28 – 30 (Systematic Sight Word Folder) pp. 122-133</p> <p>Comprehension: *Making Predictions p. 92</p> <p>Fluency: *Read aloud a variety of texts with the appropriate pace, intonation, and vocal expression. p.85 Strategy: Reader's Theatre LRH p. 189 RR G1 pp. 347-348, 353-358</p> <p>Junkanoo: Make predictions on themes Junkanoo groups may choose</p>	<p>mental math drills Odd and Even Numbers Key words: pairs, groups, even, odd, left over TB p. 18-20 Curr. Pp.51 Online Doc. p. 125</p> <p>*Sum of Two and Three-Digit Numbers Without Regrouping TB p. 76-77 Curr. Pp. 56-59 Online Doc. P. 130-133</p> <p>Word Problems: 2 digit Addition without regrouping</p>	<p>1-TE p. 92 *Uppercase letter practice: C, G, O, Q, and S. 1-TE pp. 93 - 100</p> <p>Junkanoo: Practice writing the names of Junkanoo Groups</p>	<p>Write Source Gr. 2 pp. 328, 418-4419, 459</p> <p>Junkanoo: Make a list of Junkanoo Groups</p>	<p>*Sequence ideas appropriately, using transitional words. p. 150 Write Source G2 p. 395</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 151</p> <p>*Compose varied and interesting introductions to their writing pieces. p. 152</p> <p>*Utilizing various methods of concluding pieces in their writing. p. 153 Write Source G2 p. 368</p> <p>*Demonstrate voice in their writing texts by exploring tone and mood. p. 154</p> <p>Write Source G2 pp. 50 – 87, 386-387</p>	<p>Earth</p> <ul style="list-style-type: none"> Use Biblical examples to illustrate caring for the environment Examine ways that people can harm the environment Recognize the environment as a source of food, shelter and protection Demonstrate ways to protect the environment <p>Resources: E-Book: pp. 5-8</p> <p>Curriculum references: HFLE: pp. 49-50 RS: pp. 122-123 pp. 147-148 SCI: pp. 122, 125-129</p>	<ul style="list-style-type: none"> pitched instrument (triangle, bass drum, tambourine etc.) Identify pitched and non-pitched junkanoo instruments 		<p>Assessment (Worksheets)Performance-Based</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE (INTEGRATE WHERE POSSIBLE)	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	for the upcoming parade. Give clues to support predictions.				10-day Writing Plan pp. 186-190 Junkanoo: Write a paragraph about the field trip to Doongalik Studios				
11	<p>Listening & Speaking: *Using appropriate protocols, speech and body language when speaking to others Cont'd. p.50</p> <p>Phonemic Awareness: *Phoneme Substitution and Blending pp.59, 60 RR G1 pp. 101-102 Technique: What's My Word? LRH p. 31</p> <p>Phonics/Spelling: *Long Vowel /Uu/ - spelled ue and ui p.66 RR G1 pp. 241-242, 291-292 WB-TP pp. 358-368</p> <p>Sight Words: *again, myself, live, warm, pull, may,</p>	<p>Junkanoo infusion: Match the different Junkanoo festivals to the Months of the year. *Focus Numbers 350- 400 (Read, Write & Identify) Basic Drills: Skip counting by 3's, numbers between, before & after, counting backing & forward</p> <p>Days of Week and Months of the Year TB. pp. 22-23 Curr. P. 78 Online Doc. P. 152</p> <p>*Sum of Two and Three-Digit Numbers Without Regrouping TB. pp.76-77 Curr. P. 56 - 59 Online Doc. P. 130-133</p> <p>Word Problems: 3-digit Addition without regrouping</p>	<p>*Write upper and lower-case letters in D'Nealian print in two lines. p.110</p> <p>*Uppercase letter practice: I, L, T, J, U, H, and K. 1-TE pp. 101 - 110</p> <p>Junkanoo: Practice writing the names of instruments used in parades.</p>	<p>Common and Proper Nouns (Days, Months and Holidays)</p> <p>*Identify different types of nouns (naming words). p.118</p> <p>*Apply capitalization rules properly p.144</p> <p>Write Source Gr. 2 pp. 328, 418-419, 459</p> <p>Junkanoo: Practice writing the names of streets that the parade travels.</p>	<p>Personal Narratives</p> <p>*Develop narrative pieces that include characters, setting and plot. p. 157</p> <p>*Narrow ideas and elaborate on them. p.149</p> <p>*Sequence ideas appropriately, using transitional words. p. 150</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 151 *Compose varied and interesting introductions to their writing pieces. p. 152</p>	<p>Managing Our Natural Resources</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. 	<p>Pitch: Junkanoo Instruments Identify high and low pitch on traditional Junkanoo Instruments (conch shell, cowbells, foghorn, bugles, whistles, goat skin drums) Identify high and low pitch of Non-traditional (Modern) junkanoo instruments (tom-tom drums, brass instruments, scrapers, 'koonkalacka')</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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE (INTEGRATE WHERE POSSIBLE)	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>does, first, goes, better (Systematic Sight Word Folder) pp. 134-137</p> <p>Comprehension: *Making Predictions p. 92</p> <p>Fluency: *Read aloud a variety of texts with the appropriate pace, intonation, and vocal expression. p.85 Strategy: Reader's Theatre LRH p. 189 RR G1 pp. 347-348, 353-358</p> <p>Junkanoo: Show students pictures of costumes. Have them make a prediction as to the theme.</p>				<p>*Utilizing various methods of concluding pieces in their writing. p. 153</p> <p>*Demonstrate voice in their writing texts by exploring tone and mood. p. 154</p> <p>Write Source G2 pp. 50 – 87</p> <p>10-day Writing Plan pp. 186-190</p> <p>Junkanoo: Write a paragraph about a favourite Junkanoo memory.</p>	<ul style="list-style-type: none"> Discuss ways to conserve or preserve natural resources. <p>Resources: E-Book: pp. 36-37</p> <p>Curriculum references: HFLE: p. 49, 50 SCI: p. 122 - 129 SS: pp. 107, 108, 115</p>			
12	<p>Listening & Speaking: *Using appropriate protocols, speech and body language when speaking to others Cont'd. p.50</p>	<p>Junkanoo infusion: Use cowbells and face mask in word problems.</p> <p>*Focus Numbers 400 – 450 (Read, Write & Identify) Basic Drills: Skip</p>	<p>*Write upper and lower-case letters in D'Nealian print in two lines. p.110</p> <p>*Uppercase letter practice: A, B, D, M, N, P, and R. 1-TE pp. 111 - 120</p>	<p>Plural Nouns</p> <p>*Form plural nouns without spelling changes by adding "s" or "es" to singular nouns. p.119</p>	<p>Poetry</p> <p>*Compose different types of poetry such as: Rhyming Poems p.156</p> <p>Write Source G2</p>	<p>Giving Thanks and Prayer</p> <ul style="list-style-type: none"> Express reasons why individuals and churches celebrate special days Explain why 	<p>Seasonal & Cultural Songs / Including Thanksgiving, Junkanoo</p> <p>Junkanoo: What is Junkanoo? Costumes (Colour</p>	<p>Art Appreciation Become acquainted with the names of artists and their work; Brent Malone Amos Ferguson Leonardo Da</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	SOCIAL SCIENCE (INTEGRATE WHERE POSSIBLE)	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Phonemic Awareness: *Phoneme Addition and Blending p.61 RR G1 pp. 101-104 Technique: What's My Word LRH p. 31</p> <p>Phonics/Spelling: *Final e pattern (VCe) spelled a_e, e_e, i_e, o_e and u_e RR G1 pp. 227-228, 231-232, 239-240, 241-242 WB-TP pp. 303-312</p> <p>Sight Words: *their, start, kind, hurt, pick, only, so, been, clean, right (Systematic Sight Word Folder) pp. 138-141</p> <p>Comprehension: *Main Idea & Supporting Details pp.93-94</p> <p>Fluency: *Use visual clues (punctuation marks) to read fluently. pp. 83-84</p>	<p>counting by 25's, number line counting, numerals and number words, mental math drills</p> <p>Equivalent relationships: Months, Days, Years, & Week TB. p.26 Curr. P. 80 Online Doc. 154</p> <p>Difference of Two and Three-Digit Numbers without Renaming TB. pp.78-79</p> <p>* Fact Families (Addition and Subtraction) TB. pp.33-34 Curr. P. 56 Online Doc. P. 130</p> <p>Word Problems: 2-digit Subtraction without regrouping</p>	<p>*Form and write various punctuation marks and symbols. p. 112 1-TE p. 92</p> <p>Junkanoo: Write the directions to making a face mask.</p>	<p>Write Source Gr. 2 pp. 329-330, 422-423, 460</p> <p>WB-TP pp. 447-453</p> <p>Junkanoo: Use plural nouns for instruments in sentences correctly.</p>	<p>pp. 242-249</p> <p>Junkanoo: Write a poem about your favourite Junkanoo group.</p>	<p>Harvest is celebrated today</p> <ul style="list-style-type: none"> Discover scriptures that encourage individuals to give thanks Sate the definition of prayer Discover that individuals can listen to and speak to God in prayer Communicate special prayers <p>Resources: E-Book: p. 51</p> <p>Curriculum references: RS: pp.140-141 pp. 145-146</p>	<p>pictures of)</p> <p>Beat junkanoo tom-toms (pitch and non-pitch instruments) *Junkanoo discussions</p> <p>Performances (Thanksgiving/Christmas) Songs-Teacher's choice</p>	<p>Vinci</p>	<p>demonstrate pushing and pulling (in different directions, over objects, for flexibility, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE (INTEGRATE WHERE POSSIBLE)	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Strategy: Radio Reading (puppet shows, role plays) LRS p. 182 RR G1 pp. 347-348, 353</p> <p>Junkanoo: Have students give a 30 second talk on their thoughts on what Junkanoo instrument is most important.</p>								
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 Segmentation and Blending pp. 58-59 RR G1 pp. 97-100 Technique: Blending LRH p. 26</p> <p>Phonics/Spelling: *Syllabication p.69 RR G1 pp. 253-254, 299-300</p>	<p>Junkanoo infusion: Use cowbells and face masks in word problems.</p> <p>*Focus Numbers 450 –500 (Read, Write & Identify) Basic Drills: Skip counting by 25's, numbers between, before & after, counting backing & forward</p> <p>Difference Three-Digit Numbers without Renaming TB. pp. 78-79</p> <p>* Fact Families (Addition and Subtraction) TB. pp.33-34 Curr.</p>	<p>*Write upper and lower-case letters in D'Nealian print in two lines. p.110</p> <p>*Uppercase letter practice: E, F, Z, V, W, X, and Y. 1-TE pp. 121 - 130</p> <p>Junkanoo: Make a list of colours that can be used to create designs/costumes.</p>	<p>Irregular Plural Nouns</p> <p>*Form plural nouns with spelling changes. p.119</p> <p>*Form irregular plurals. p. 120</p> <p>Write Source Gr. 2 p. 424</p> <p>Junkanoo: Write a list of plural nouns of materials used to make either Junkanoo costumes or instruments.</p>	<p>Poetry</p> <p>*Compose different types of poetry such as: Rhyming Poems p.156</p> <p>Write Source G2 pp. 242-249</p> <p>Junkanoo: Write a poem about Junkanoo costumes.</p>	<p>It's Christmas Time</p> <ul style="list-style-type: none"> • Explain why Christians celebrate Christmas • Relate the main events of Jesus' birth • Explore ways to show love at Christmas • Explain the term 'holiday' • Summarize the significance of Christmas as a religious holiday <p>Resources: E-Book: pp. 53-54</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, over objects, for agility, etc.). Formative Assessment (Worksheets)Performance-Based</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE (INTEGRATE WHERE POSSIBLE)	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	WB-TP pp. 507-522 Sight Words: *every, theses, hold, done, both, show, well, those, wash, because (Systematic Sight Word Folder) p.142 Comprehension: *Main Idea & Supporting Details pp.93-94 Fluency: *Use visual clues (punctuation marks) to read fluently. pp. 83-84 Strategy: Buddy Reading (puppet shows, role plays) LRH p. 188 RR G1 pp. 347-348, 353 Junkanoo: Orally state the steps to making a bell or noise maker.	P. 56 Online Doc. P. 130 Word Problems: 3-digit Subtraction without regrouping				Curriculum references: RS: pp. 142-143 SS: p. 118			
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: *Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. p.51</p> <p>Phonemic Awareness: *Phoneme Isolation & Identification p.57 RR G1 pp. 125-126 Technique: The Splits LRH p. 29</p> <p>Phonics/Spelling: *Hard & Soft /Gg/ p.70 RR G1 pp. 233-234, 269-270</p> <p>Sight Words: *bring, carry, saw, soon, wish, grow, light, round, sing, full (Systematic Sight Word Folder) p.146-149</p> <p>Comprehension:</p>	<p>*Focus Numbers 500 –550 (Read, Write & Identify) Basic Drills: skip counting by 25's, numbers between, before & after, counting backing & forward, shapes</p> <p>*Sort and Classify Plane Shapes Key words: sides, corners, circle, rectangle, square, triangle. 2d, flat TB p. 113-116 Curr. Pp. 86-87 Online Doc. Pp. 160-161</p> <p>Lines of Symmetry TB. pp. 72-73 Curr. P. 86-87 Online Doc. 160-161</p> <p>Addition with Regrouping- 2 Digit Numbers Key words: regroup TB p. 77 Curr. Pp. 59 Online doc. Pp. 133</p>	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110 Cumulative Review 1-TE p. 131</p> <p>*Write 0-9 D'Nealian numbers correctly. Numerals 0-100 p.109 1-TE pp. 78-84</p>	<p>Action Verbs</p> <p>*Identify verbs (actions) in sentences. p.127</p> <p>Write Source Gr. 2 pp. 340, 464</p>	<p>Poetry</p> <p>*Compose different types of poetry such as: Cinquains p.156</p> <p>Write Source G2 pp. 242-249</p>	<p>My Body Can Move</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>Resources: E-Book pp. 18-20</p> <p>Curriculum references: HFLE: p. 48 RS: p. 144, 151, 152 SCI: p. 91, 92, 93</p>	<p>Junkanoo</p> <ul style="list-style-type: none"> History of Junkanoo Spell/ Trace the word Junkanoo Trace and Colour Junkanoo pics 	<p>Value Recognize light and dark;</p>	<p>Topic: Manipulatives Skill: Throwing</p> <p>At the end of this lesson, students will demonstrate throwing (in different directions, over objects, for height, distance, etc.).</p> <p>Diagnostic Assessment (Pre-Test) Please use a rubric for all performance-based assessments.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>*Sequence of Events p. 95</p> <p>Fluency: *Use visual clues (punctuation marks) to read fluently. pp. 83-84 Strategy: Poetry Cafes LRH p. 186 RR G1 pp. 347-348, 351-352</p>	<p>Word Problems: Addition with Regrouping- 2 Digit Numbers</p>							
2	<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 Isolation & Identification p.57 RR G1 pp. 53-54, 125-126 Technique: Hello, Block LRH p. 32</p> <p>Phonics/Spelling: *Hard & Soft /Cc/ p.70 RR G1 pp. 191-192, 203-204</p>	<p>Focus Numbers 550 –600 (Read, Write & Identify) Basic Drills: Skip counting by 25's, numbers between, before & after, counting backing & forward, number line, numerals and number words</p> <p>Solid Shapes Keywords: faces, sides, corners, 3d, cube, cone, cylinder, sphere TB p. 135-137 Curr. 87 – 89 Online Doc p. 161-163</p> <p>Addition with Regrouping- 2 Digit Numbers Curr. Pp. 59 Online doc. Pp.133</p>	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110</p> <p>*Write 0-9 D'Nealian numbers correctly. Numerals 0-100 p.109 1-TE pp. 78-84</p> <p>*Write personal information. p.108</p>	<p>Verb Tenses (Past, Present and Future)</p> <p>*Apply the correct tenses to verbs (action) p.129</p> <p>Write Source Gr. 2 p. 343</p> <p>WB-TP pp.454-460, 461-470</p>	<p>Poetry</p> <p>*Compose different types of poetry such as: Cinquains p.156</p> <p>Write Source G2 pp. 242-249</p>	<p>Living Things Move and Grow</p> <ul style="list-style-type: none"> Identify seeds from various plants Classify seeds according to colour, size and shape Describe different ways in which animals move <p>Resources: E-book: p. 44</p> <p>Curriculum reference: SCI: pp. 87, 98</p>	<p>Junkanoo Instruments</p> <ul style="list-style-type: none"> Discuss the Instruments (cowbells, Whistles, horns, scrapers) Discuss high and low sound instruments Discuss pitch and non pitched junkanoo instruments 	<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 distances, etc.)</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Sight Words: *Review Weeks 1-34 pp. 150-152</p> <p>Comprehension: *Sequence of Events p. 95</p> <p>Fluency: *Read aloud a variety of texts with appropriate pacing, intonation and expression. p. 83-84</p> <p>Strategy: Poetry Cafes LRH p. 186 RR G1 pp. 347-350, 351-352</p>								
3	<p>Listening & Speaking: *Use Standard English and dialect expressions appropriately. p.52</p> <p>Phonemic Awareness: *Rhyming Words p.62 RR G1 pp. 45-46,57-58, 59-60</p> <p>Technique: Silly Sound Switch LRH p. 34</p> <p>Phonics/Spelling: *Y as a vowel p. 67 RR G1 pp. 247-248,</p>	<p>*Focus Numbers 600 - 650 (Read, Write & Identify) Basic Drill: Skip counting by 5's, 10's, 25's, numbers between, before & after, counting backing & forward</p> <p>Differentiating Between Plane and Solid Shapes Keywords: TB. p. 155 Curr. 90-91 Online Doc. p. 164-165</p> <p>Coins and Bills: Bahamian & U.S.</p>	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110</p> <p>*Write 0-9 D'Nealian numbers correctly. Numerals 0-100 p.109 1-TE pp. 78-84</p> <p>*Write personal information. p.108</p>	<p>Pronouns</p> <p>*Produce the correct pronoun for the nouns they replace. p. 125</p> <p>*Apply capitalization rules appropriately. (The pronoun "I" is always capitalized.) p. 144</p> <p>Write Source G2 pp. 334-335, 462-463</p>	<p>Descriptive Writing</p> <p>*Develop descriptive pieces that utilize interesting words, and literary devices (similes). p. 158</p> <p>*Narrow ideas and elaborate on them. p.149</p> <p>*Sequence ideas appropriately, using transitional words. p. 150</p> <p>*Organize ideas into a paragraph using a</p>	<p>Parts of Plants and Animals</p> <ul style="list-style-type: none"> Group animals by body coverings and parts Observe plants to identify plant parts <p>Resources: E-Book: p. 43</p> <p>Curriculum reference: SCI: p. 97</p>	<p>Costuming</p> <ul style="list-style-type: none"> Discuss original / traditional costumes (newspaper, raffia) Discuss the modern day costume Color pics of costume Draw pics of Junkanoo costume(s) 	<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 improve hand-eye coordination by using their hands to make contact and hit an object. Formative Assessment (Worksheets)Performance-Based</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	279-280 WB-TP pp. 324-335, 348-357 Sight Words: *each, words, other, time, more, number, (Fry's First 100 Word List) Comprehension: *Realism and Fantasy/ Fiction & Non-Fiction p.96 Fluency: *Read aloud a variety of texts with appropriate pacing, intonation and expression. pp. 83-84 Strategy: Radio Reading LRH p. 182 RR G1 pp. 347-350, 353-358	(Identify and write) Keywords: five cent/ nickel, ten cent/ dime, twenty-five cent/quarter, bills, cent sign, dollar sign TB p. 60, 62 Curr. Pp. 82 Online Doc. P. 156 Addition with Regrouping- 2-Digit Numbers Curr. Pp. 59 Online doc. Pp.133 Word Problems:			topic sentence and supporting details. p. 151 *Compose varied and interesting introductions to their writing pieces. p. 152 *Utilizing various methods of concluding pieces in their writing. p. 153 *Demonstrate voice in their writing texts by exploring tone and mood. p. 154 Write Source G2 pp. 38-49 10-day Writing Plan pp. 186-190				
4	Listening & Speaking: *Use Standard English and dialect expressions appropriately. p.52 Phonemic Awareness: *Rhyming Words p.62 RR G1 pp. 45-46,57-58, 59-60	*Focus Numbers 650 - 700 (Read, Write & Identify) Basic Drills: Skip counting by 5's, 10's, 25's, number line counting, numerals and number words Count Coins (same/ Mixed values to \$10.00)	*Write upper and lower- case letters in D'Nealian print in two lines. p.110 *Write personal information. p.108 *Write 0-9 D'Nealian numbers correctly. Numerals 0-100	Adjectives (Colour, Size, and Shape) *Use adjectives to describe nouns and pronouns. p.133 Write Source G2 pp. 346-349, 470	Descriptive Writing *Develop descriptive pieces that utilize interesting words, and literary devices (similes). p. 158 *Narrow ideas and elaborate on them. p.149 *Sequence ideas	Needs of Living Things <ul style="list-style-type: none"> Identify the needs of plants Experiment to tell what plants need to grow Identify things animals need for survival Resources: E-Book: p. 42	Junior Junkanoo Parade <ul style="list-style-type: none"> Discuss the Jr. Junkanoo Parade Jr. Junkanoo Rehearsals Participate in class parade Participate in the Jr. Junkanoo parade 	Colour <ul style="list-style-type: none"> Primary colours Secondary colours 	Topic: Manipulatives Skill: Striking with feet At the end of this lesson, students will improve hand-eye coordination by using their feet to make contact and hit an object.

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Technique: Silly Sound Switch LRH p. 34</p> <p>Phonics/Spelling: *R and L Blends p. 71 RR p. 209-210, 217-218, 285-286 WB-TP p. 216-240</p> <p>Sight Words: *way, people, than, water, called, part (Fry's First 100 Word List)</p> <p>Comprehension: *Realism and Fantasy/ Fiction & Nonfiction p. 96</p> <p>Fluency: *Read aloud a variety of texts with appropriate pacing, intonation and expression. pp. 83-84 Strategy: Tape-Recorded Reading Literacy Resource Handbook p. 187 RR G1 pp. 347-350, 353-358</p>	<p>TB p. 60, 62 Curr. Pp. 83 Online Doc. P. 157</p> <p>Difference of 2-Digit Numbers with Renaming TB p. 78-79 Curr. Pp. 61 Online Doc. P. 135</p> <p>Word Problems: Money: Coins</p>	<p>p.109 1-TE pp. 78-84</p> <p>*Copy and write dates using full and abbreviated format. p.114 1-TE pp. 133-134 1-TE pp. 78-84 1-TE pp. 135-136 1-TE pp. 49, 69, 140</p>		<p>appropriately, using transitional words. p. 150</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 151</p> <p>*Compose varied and interesting introductions to their writing pieces. p. 152</p> <p>*Utilizing various methods of concluding pieces in their writing. p. 153</p> <p>*Demonstrate voice in their writing texts by exploring tone and mood. p. 154</p> <p>Write Source G2 pp. 38-49</p> <p>10-day Writing Plan pp. 186-190</p>	<p>Curriculum reference: SCI: pp. 88, 96</p>			

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
5	<p>Listening & Speaking: *Use Standard English and dialect expressions appropriately. p.52</p> <p>Phonemic Awareness: *Phoneme Segmentation and Blending p.58 RR G1 pp. 75-76, 77-78 Technique: The Splits LRH p. 29</p> <p>Phonics/Spelling: *S Blends p. 71 RR G1 pp. 209-210, 217-218, 285-286 WB-TP pp. 205-215</p> <p>Sight Words: *sound, place, day, years, back (Fry's First and Second 100 Word List)</p> <p>Comprehension: *Fact and Opinion p.97</p> <p>Fluency: *Read aloud a variety of texts with appropriate pacing, intonation and expression. pp. 83-84</p>	<p>*Focus Numbers 700 – 750 (Read, Write & Identify) Basic Drills: Skip counting by 5's, 10's, 25's, numbers between, before & after, counting backing & forward,</p> <p>Temperature Key words: thermometer, hot, cold, degrees fahrenheit TB p. 38-39 Curr. Pp. 76-77 Online Doc. P. 150-151</p> <p>Difference of 2-Digit Numbers with Renaming TB p. 78-79 Curr. Pp. 61 Online Doc. P. 135</p> <p>Make Change: Use Correct Money Symbols Key words: Dollar sign, cent sign, decimals pont TB p. 63 Curr. Pp. 83-84 Online Doc. Pp. 157-158</p> <p>Word Problems: Subtraction of Whole Numbers</p>	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110</p> <p>*Write personal information. p.108</p> <p>*Write 0-9 D'Nealian numbers correctly. Numerals 0-100 p.109 1-TE pp. 78-84</p> <p>*Copy and write dates using full and abbreviated format. p.114 1-TE pp. 133-134 1-TE pp. 78-84 1-TE pp. 135-136 1-TE pp. 49, 69, 140</p>	<p>Adjectives (Sensory – Taste, Feel, Smell, Sound)</p> <p>*Use adjectives to describe nouns and pronouns. pp.134-135</p> <p>Write Source G2 pp. 346-349, 470</p>	<p>Descriptive Writing</p> <p>*Develop descriptive pieces that utilize interesting words, and literary devices (similes). p. 158</p> <p>*Narrow ideas and elaborate on them. p.149</p> <p>*Sequence ideas appropriately, using transitional words. p. 150</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 151</p> <p>*Compose varied and interesting introductions to their writing pieces. p. 152</p> <p>*Utilizing various methods of concluding pieces in their writing. p. 153</p> <p>*Demonstrate voice in their writing texts by exploring tone and mood.</p>	<p>Habitats</p> <ul style="list-style-type: none"> Define the term 'habitat' Compare animal habitats Explain how living things benefit from their environment Express appreciation for the environment in which they live, work and play Use decision making skills to protect the environment in which they live, work and play <p>Resources: E-Book: pp. 45-46</p> <p>Curriculum references: SCI: pp. 89-90 HFLE: pp. 49-50</p>	<p>The Orchestra</p> <p>Percussion Instruments</p> <ul style="list-style-type: none"> Define the term "percussion instruments". Identify Percussions Play Percussion as an accompaniment to a Bahamian song Cut out instruments Orally spell the names of the selected Instruments 	<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 improve hand-eye coordination by transitioning around the playing area.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	Strategy: Readers Theatre Literacy Resource Handbook p. 188 RR G1 pp. 347-350, 353-358	and Money			p. 154 Write Source G2 pp. 38-49 10-day Writing Plan pp. 186-190				
6	<p>Listening & Speaking: *Use Standard English and dialect expressions appropriately. p.52</p> <p>Phonemic Awareness: *Phoneme Segmentation and Blending p.58 RR G1 pp. 75-76, 77-78 Technique: Puppet Play LRH p. 28</p> <p>Phonics/Spelling: *Final Blends – mp, pt, nt, st, lk, lf, nd p. 71 RR G1 pp. 217-218, 285-286 WB-TP pp. 205-215</p> <p>Sight Words: *most, things, name, sentence, man, great (Fry’s Second 100 Word List)</p>	<p>*Focus Numbers 750 - 800 (Read, Write & Identify) Basic Drills: skip counting by 50’s, numbers between, before & after, counting backing & forward</p> <p>Fractional Parts of a Whole (Read, write and shape) Key words: half, third, fourth, eighth, tenth TB pp. 97-98, 100-101 Curr. Pp. 51-52 Online Doc. P. 125-126</p> <p>Difference of 3-Digit Numbers with Renaming TB p. 78-79 Curr. Pp. 61 Online Doc. P. 135</p> <p>Make Change: Use Correct Money Symbols Key words: Dollar</p>	<p>*Write upper and lower- case letters in D’Nealian print in two lines. p.110</p> <p>*Write 0-9 D’Nealian numbers correctly. Numerals 0-100 p.109 1-TE pp. 78-84</p> <p>*Copy and write sentences, paragraphs, letters, invitations and messages with appropriate structure. p.114</p> <p>1-TE pp. 27-28, 87-88 1-TE pp. 132, 137</p>	<p>Adjectives (What Kind and Amount)</p> <p>*Use adjectives to describe nouns and pronouns. p.134-135</p> <p>Write Source G2 pp. 346-349, 470</p>	<p>Descriptive Writing</p> <p>*Develop descriptive pieces that utilize interesting words, and literary devices (similes). p. 158</p> <p>*Narrow ideas and elaborate on them. p.149</p> <p>*Sequence ideas appropriately, using transitional words. p. 150</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 151</p> <p>*Compose varied and interesting introductions to their writing pieces. p. 152</p> <p>*Utilizing various methods of concluding pieces</p>	<p>Farming and Fishing in The Bahamas</p> <ul style="list-style-type: none"> Define the term ‘natural resources’ List some plant and, animal produce as well as seafood found or fished in The Bahamas that are used for food. Sequence the day in the life of a fisherman. <p>Resources: E-Book: pp. 33-34</p> <p>Curriculum reference: SCI: p. 125 SS: pp. 115, 116,</p>	<p>The Orchestra String Instruments</p> <ul style="list-style-type: none"> Learn Definition Identify by sight violin & viola Trace and color the violin, viola & Cello Listen to violin and viola as played on a recording Make guitar, violin and or viola (Teacher’ choice) using cardboard Complete Spelling quiz on names of String Instruments: <p>Guitar Violin Viola String Instrument</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 improve hand-eye coordination by using their feet to transition around the playing area.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Comprehension: *Fact and Opinion p.97</p> <p>Fluency: *Read aloud a variety of texts with appropriate pacing, intonation and expression. p. 83-84 Strategy: Look for the Signals Literacy Resource Handbook p. 190 RR G1 pp. 347-350, 353-358</p>	<p>sign, cent sign, decimals pont TB p. 63 Curr. Pp. 83-84 Online Doc. Pp.157-158</p> <p>Word Problems: Whole Number and Money</p>			<p>in their writing. p. 153</p> <p>*Demonstrate voice in their writing texts by exploring tone and mood. p. 154</p> <p>Write Source G2 pp. 38-49</p> <p>10-day Writing Plan pp. 186-190</p>				
7 MID TERM	<p>Review Week: Review or reteach concepts taught until this point.</p>	<p>Review Week: Review or reteach challenging concepts taught until this point.</p> <p>*Review: Addition and Subtraction Without and with Regrouping and Renaming</p>	<p>Review Week: Review or reteach concepts taught until this point.</p>	<p>Review Week: Review or reteach concepts taught until this point.</p>	<p>Review Week: Review or reteach concepts taught until this point.</p>	<p>Review</p>	<p>Woodwind Instruments in the Orchestra</p> <ul style="list-style-type: none"> Learn definition Identify by sight the clarinet, and Flute Trace and color the instruments 	<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 improve hand-eye coordination to hit objects successfully for distance. Formative Assessment (Worksheets)Performance-Based</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
8 MID TERM	<p>Review Week: Review or reteach concepts taught until this point.</p>	<p>Review/ Assessment Week: Review or assess challenging concepts taught until this point.</p> <p>*Review: Money - Addition and Subtraction of two- and three-digit numbers with and without renaming</p> <p>Review; Fractional Parts of a Whole Tp.</p>	<p>Review Week: Review or reteach concepts taught until this point.</p>	<p>Review Week: Review or reteach concepts taught until this point.</p>	<p>Review Week: Review or reteach concepts taught until this point.</p>	<p>Bahamian History</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: E-Book: p. 30</p> <p>Curriculum reference: SS: pp. 101-102</p>	<p>MID TERM Review of topics</p> <p>The Brass Instruments of the Orchestra</p> <ul style="list-style-type: none"> Define Identify by sight the trumpet and trombone Trace and color the trumpet and trombone Listen to the trumpet and trombone as played on a recording or by the teacher Orally spell the names of the selected brass Instruments 	<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>
9	<p>Listening & Speaking: *Use Standard English and dialect expressions appropriately. p.52</p> <p>Phonemic Awareness: *Phoneme Addition & Deletion p.61 RR G1 pp. 121-124 Technique: What's My</p>	<p>*Focus Numbers 850 - 900 (Read, Write & Identify) Basic Drills: skip counting by 50's, numbers between, before & after, counting backing & forward, number line, numerals and number words, skip counting</p> <p>Fraction Equally</p>	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110</p> <p>*Write 0-9 D'Nealian numbers correctly. Numerals 0-100 p.109 1-TE pp. 78-84</p> <p>*Copy and write sentences,</p>	<p>Possessive Nouns</p> <p>*Form singular and plural possessive nouns. p. 124</p> <p>Write Source Gr. 2 pp. 332, 460-461</p>	<p>Descriptive Writing</p> <p>*Develop descriptive pieces that utilize interesting words, and literary devices (similes). p. 158</p> <p>*Narrow ideas and elaborate on them. p.149</p> <p>*Sequence ideas</p>	<p>It's a Bahamian Thing</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>Recap of Topics Topic: Dynamics:</p> <ul style="list-style-type: none"> Definition LOUD –Forte - <i>f</i> / SOFT – Piano <i>p</i> Listen to and or watch video of Orchestral Instruments playing LOUD and SOFT Identify the dynamic levels 	<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 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
	<p>Word LRH p. 30</p> <p>Phonics/Spelling: *Initial, Medial and Final Consonant Digraphs spelled sh and th p.72 RR G1 pp. 221-224 WB-TP pp. 241-250, 272-281</p> <p>*Sight Words: through, line, means, same, boy, follow (Fry's Second 100 Word List)</p> <p>Comprehension: *Summarizing and Paraphrasing p.98</p> <p>Fluency: *Use visual clues (punctuation marks) to read fluently. pp. 83-84 Strategy: Look for the Signals Literacy Resource Handbook p. 190 RR G1 pp. 347-348, 353</p>	<p>Sized TB p. 99 Curr. Pp. 52 Online Doc. Pp. 126</p> <p>Unit Fractions (Read, write and Shade) Key words: denominator, numerator TB p. 98 Curr. Pp. 51- 52 Online Doc. Pp. 125-126</p> <p>Collect and Record Data for Graphs: Concrete graphs & Pictographs Key words: TB p. 91-92 Curr. p. 96 Online Doc. P. 170</p>	<p>paragraphs, letters, invitations and messages with appropriate structure. p.114</p> <p>1-TE pp. 27-28, 87-88 1-TE pp. 132, 137</p> <p>*Form and write various punctuation marks and symbols p.112 1-TE pp. 92, 140</p>		<p>appropriately, using transitional words. p. 150</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 151</p> <p>*Compose varied and interesting introductions to their writing pieces. p. 152</p> <p>*Utilizing various methods of concluding pieces in their writing. p. 153</p> <p>*Demonstrate voice in their writing texts by exploring tone and mood. p. 154</p> <p>Write Source G2 pp. 38-49</p> <p>10-day Writing Plan pp. 186-190</p>	<p>Resources: E-Book pp. 27, 28</p> <p>Curriculum reference: SS: p. 99, 100</p>	played		

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
10	<p>Listening & Speaking: *Use Standard English and dialect expressions appropriately. p.52</p> <p>Phonemic Awareness: *Phoneme Addition & Deletion p.61 RR G1 pp. 133-136 Technique: Good-bye Block LRH p. 33</p> <p>Phonics/Spelling: *Initial, Medial and Final Consonant Digraphs spelled ch, tch and wh p.72 RR G1 pp. 235-236 WB-TP pp. 251-271</p> <p>Sight Words: *also, form, set, end, another, large (Fry's Second 100 Word List)</p> <p>Comprehension: *Summarizing and Paraphrasing p.98</p> <p>Fluency: *Use visual clues (punctuation marks) to read fluently. p. 83-84</p>	<p>*Focus Numbers 950 - 1000 (Read, Write & Identify) Basic Drills: skip counting by 4's, numbers between, before & after, counting backing & forward,</p> <p>Time to the Hour & Half Hour Key words: shorthand, long hand, hour, minute, analog clock, digital TB p. 120, 122 Curr. Pp. 80 Online doc. 154</p> <p>Collect and Record Data: Bar Graphs Keywords: scale, title, 2 axes with labels TB p. 91-92 Curr. Pp. 96-97 Online Doc. 170-171</p> <p>Draw Conclusions and Make Predictions from Graphs TB p. 90-96 Curr. Pp. 98 Online Doc. P. 172</p> <p>Word Problems: All Topics</p>	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110</p> <p>*Write 0-9 D'Nealian numbers correctly. Numerals 0-100 p.109 1-TE pp. 78-84</p> <p>*Copy and write sentences, paragraphs, letters, invitations and messages with appropriate structure. p.114</p> <p>1-TE pp. 27-28, 87-88 1-TE pp. 132, 137</p> <p>*Form and write various punctuation marks and symbols p.112 1-TE p. 92, 140</p>	<p>Possessive Pronouns</p> <p>*Produce the correct possessive pronouns for the nouns they replace. p. 126</p> <p>Write Source Gr. 2 p. 338</p>	<p>Descriptive Writing</p> <p>*Develop descriptive pieces that utilize interesting words, and literary devices (similes). p. 158</p> <p>*Narrow ideas and elaborate on them. p.149</p> <p>*Sequence ideas appropriately, using transitional words. p. 150</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 151</p> <p>*Compose varied and interesting introductions to their writing pieces. p. 152</p> <p>*Utilizing various methods of concluding pieces in their writing. p. 153</p> <p>*Demonstrate voice in their writing texts by exploring tone and mood.</p>	<p>Topic: Leaders in My Community</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: E-Book pp. 23- 24</p> <p>Curriculum references: RS: p. 155 SS: p. 109 - 114</p>	<p>Dynamics Cont' Sub Topic: Listening Musicianship</p> <ul style="list-style-type: none"> Listen for Dynamic levels in voices, instruments Compare and contrast tone color of voices Sing varied dynamic levels Use body movements to demonstrate Loud and soft 	<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 can control balls across objects.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	Strategy: Radio Reading Literacy Resource Handbook p. 182 RR p. 347-348, 353				p. 154 Write Source G2 p. 38-49 10-day Writing Plan p. 186-190				
11	<p>Listening & Speaking: *Use Standard English and dialect expressions appropriately. p.52</p> <p>Phonemic Awareness: *Phoneme Blending p.59 RR p. 159-162 Technique: Blending LRH p. 26 Phonics/Spelling: Final Digraph -ck p.72 RR p. 213-214 WB-TP p.</p> <p>Sight Words: *even, such, turn, men, need, land (Fry's Second 100 Word List)</p> <p>Comprehension: *Comparing and Contrasting p.99</p>	<p>*Focus Numbers 0-1000 (Read, Write & Identify) Basic Drills: skip counting by 4's, numbers between, before & after, counting backing & forward</p> <p>Time to the Hour & Half Hour Key words TB p. 120, 122 Curr. Pp. 80 – 81 Online Doc. Pp.154-155</p> <p>Relate events to appropriate part of the Day Key words TB p. 118-119 Curr. Pp. 77 Online Doc. 151</p> <p>Read a Calendar Key words: calendar, month, year, day, date, week TB p. 24-25 Curr. Pp. 78- 79 Online Doc. Pp. 152</p>	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110</p> <p>*Write 0-9 D'Nealian numbers correctly. Numerals 0-100 p.109 1-TE p. 78-84</p> <p>*Copy and write sentences, paragraphs, letters, invitations and messages with appropriate structure. p.114</p> <p>1-TE p. 27-28, 87-88 1-TE p. 132, 137</p> <p>*Form and write various punctuation marks and symbols p.112 1-TE p. 92, 140</p>	<p>Simple Subject and Predicate in Sentences</p> <p>*Identify the simple subject and the simple predicate of a sentence. p. 132</p> <p>Write Source Gr. 2 p. 354-355, 449-451</p>	<p>Fictional Narrative</p> <p>*Develop narrative pieces that include characters, setting and plot. p. 157</p> <p>*Narrow ideas and elaborate on them. p.149</p> <p>*Sequence ideas appropriately, using transitional words. p. 150</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 151</p> <p>*Compose varied and interesting introductions to their writing pieces. p. 152</p> <p>*Utilizing various methods of</p>	<p>Let's Get Ready to Travel</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>Resources: E-Book: pp. 31-32</p> <p>Curriculum reference: SS: pp. 103, 104, 117</p>	<p>TEMPO</p> <ul style="list-style-type: none"> Define Tempo Identify fast and slow animals (Tortoise and the Hare) Say whether the music is FAST or SLOW 	<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. Formative Assessment (Worksheets)Performance-Based</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Fluency: *Use visual clues (punctuation marks) to read fluently. p. 83-84 Strategy: Echo Reading Literacy Resource Handbook p. 181 RR p. 347-348, 353</p>	<p>– 153 Word Problems: All Topics</p>			<p>concluding pieces in their writing. p. 153 *Demonstrate voice in their writing texts by exploring tone and mood. p. 154 *Write from different points of view. p. 132 Write Source G2 p. 208-209 10-day Writing Plan p. 186-190</p>				
12	<p>Listening & Speaking: *Use key vocabulary that good communicators use. p.53 Phonemic Awareness: *Phoneme Blending p.59 RR p. 149-150, 157-158 Technique: Blending with Blocks LRH p. 27 Phonics/Spelling: *R-Controlled Vowels /ar/ and /or/ p.73</p>	<p>Focus Number: 0-1000 Basic Drills: Skip counting by 4's, numbers between, before & after, counting backing & forward Time to the Hour, Half Hour and Quarterly Hour Key words: TB. pp.120-122 Curr. Pp. 80 – 81 Online Doc. Pp.154-155 Read a Calendar Key words: calendar, month, year, day, date,</p>	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110 *Write 0-9 D'Nealian numbers correctly. Numerals 0-100 p.109 1-TE p. 78-84 *Copy and write sentences, paragraphs, letters, invitations and messages with appropriate structure. p.114</p>	<p>Linking and Helping Verbs *Identify verbs (action, helping and linking) in sentences. p.127 Write Source Gr. 2 p. 341-342</p>	<p>Fictional Narrative *Develop narrative pieces that include characters, setting and plot. p. 157 *Narrow ideas and elaborate on them. p.149 *Sequence ideas appropriately, using transitional words. p. 150 *Organize ideas into a paragraph using a</p>	<p>All About Energy</p> <ul style="list-style-type: none"> Define the term 'energy' Identify three sources of energy Describe uses of energy provided by the sun, wind and water Infer ways to use the sun and wind in The Bahamas <p>Resources: E-Book: 47-48 Curriculum reference: SCI: pp. 116-119</p>	<p>Tempo Review *Define Tempo *Identify Fast and Slow animals *Say whether the music is fast or Slow *Identify Tempo changes using cultural songs or other (Include Commonwealth Day song[s]) *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 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	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	RR p. 255-256, 259-260 WB-TP p. 379-389 Sight Words: *different, home, move, hand, picture, change (Fry's Second 100 Word List) Comprehension: *Comparing and Contrasting p.99 Fluency: *Use visual clues (punctuation marks) to read fluently. p. 83-84 Strategy: Buddy Reading (puppet shows, role plays) Literacy Resource Handbook p. 188 RR p. 347-348, 353	week TB p. 24-25 Curr. Pp. 78- 79 Online Doc. Pp. 152 – 153 *Make associations between months and days and weeks on a calendar TB. P.25 Curr. Pp. 79 Online Doc. Pp. 153	1-TE p. 27-28, 87-88 1-TE p. 132, 137 *Form and write various punctuation marks and symbols p.112 1-TE p. 92, 140		topic sentence and supporting details. p. 151 *Compose varied and interesting introductions to their writing pieces. p. 152 *Utilizing various methods of concluding pieces in their writing. p. 153 *Demonstrate voice in their writing texts by exploring tone and mood. p. 154 *Write from different points of view. p. 132 Write Source G2 p. 208-209 10-day Writing Plan p. 186-190		Describe tempo changes in songs		
13	Listening & Speaking: *Use key vocabulary that good communicators use. p.53 Phonemic	*Focus Numbers 0-1000 (Read, Write & Identify) Basic Drills: Skip counting by 2's, 5's, 10's 25's, number line counting, numerals and	*Write upper and lower- case letters in D'Nealian print in two lines. p.110 *Write 0-9 D'Nealian numbers correctly. Numerals 0-100	Subject-Verb Agreement *Apply the rules of subject-verb agreement. p. 133 Write Source Gr. 2	Fictional Narrative *Develop narrative pieces that include characters, setting and plot. p. 157	The Bible: A Spiritual Magnet <ul style="list-style-type: none"> Explain why the Bible is referred to as the Word of God Explain that the Bible helps us to develop 	Cultural Songs and Dances <ul style="list-style-type: none"> Sing songs by Phil Stubbs and Elon Moxey 	Patterns <ul style="list-style-type: none"> Patterns in the environment Repeat patterns 	Topic: Manipulatives Skill: Combined Skills/Unit Test (Mini Games) At the end of this lesson students will

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Awareness: *Phoneme Blending p.59 RR p. 135-136 Technique: Blending LRH p. 26</p> <p>Phonics/Spelling: *R-Controlled Vowels /ir/ /er/ /ur/ p.73 RR p. WB-TP p.</p> <p>Sight Words: *spell, air, animal, point, page, letter (Fry's Second 100 Word List)</p> <p>Comprehension: *Making Inferences p. 100</p> <p>Fluency: *Use visual clues (punctuation marks) to read fluently. p. 83-84 Strategy: Choral Reading Literacy Resource Handbook p. 179 RR p. 347-348, 353</p>	<p>number words, skip counting</p> <p>Estimate and Measure Length keywords: estimate measurement, meter, centimeter, decimeter, customary units of length TB p. 105-106 Curr. Pp. 73 Online doc. 147</p> <p>Perimeter Using Non-standard Units Key words: perimeter, figure, units TB p. 33-36 Curr. Pp. 75 Online doc. 150</p> <p>Word Problems: Measurement</p>	<p>p.109 1-TE p. 78-84</p> <p>*Copy and write sentences, paragraphs, letters, invitations and messages with appropriate structure. p.114</p> <p>1-TE p. 27-28, 87-88 1-TE p. 132, 137</p> <p>*Form and write various punctuation marks and symbols p.112 1-TE p. 92, 140</p>	<p>p. 344-345, 358</p>	<p>*Narrow ideas and elaborate on them. p.149</p> <p>*Sequence ideas appropriately, using transitional words. p. 150</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 151</p> <p>*Compose varied and interesting introductions to their writing pieces. p. 152</p> <p>*Utilizing various methods of concluding pieces in their writing. p. 153</p> <p>*Demonstrate voice in their writing texts by exploring tone and mood. p. 154</p> <p>*Write from different points of view. p. 132</p> <p>Write Source G2 p. 208-209</p>	<p>belief or faith in God</p> <ul style="list-style-type: none"> Discover that the Bible is divided into two main parts or testaments Identify some of the books of the Old and New Testament Predict which objects are attracted to magnets Experiment to discover which objects are attracted to magnets <p>Resources:</p> <p>E-Book: pp. 49-50</p> <p>Curriculum references:</p> <p>RS: pp. 132-135 SCI: 120-121</p>	<ul style="list-style-type: none"> Practice 'Mash the Roach' dance using a cultural artist song Learn The "Heel and Toe" dance. 	<ul style="list-style-type: none"> Recognize patterns in blocks, tiles, fabric 	<p>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
					10-day Writing Plan p. 186-190				
14	<p>Listening & Speaking: *Use key vocabulary that good communicators use. p.53</p> <p>Phonemic Awareness: *Phoneme Blending p.59 RR p. 135-136 Technique: What's My Word? LRH p. 31</p> <p>Phonics/Spelling: *Words with -le Spelling p.74 RR p. WB-TP p.</p> <p>Sight Words: *mother, answer, study, still, learn, should, ask (Fry's Second 100 Word List)</p> <p>Comprehension: *Making Inferences p. 100</p> <p>Fluency:</p>	<p>*Focus Numbers 0-1000 (Read, Write & Identify) Basic Drills: Skip counting by 2's, 5's, 10's 25's, numbers between, before & after, counting backing & forward,</p> <p>Measure Length keywords: estimate measurement, meter, centimeter, decimeter, customary units of length TB p. 105-106 Curr. Pp. 73 Online doc. 147</p> <p>Perimeter Using Non-standard Units Key words: perimeter, figure, units TB p. 33-36 Curr. Pp. 75 Online doc. 150</p>	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110</p> <p>*Write 0-9 D'Nealian numbers correctly. Numerals 0-100 p.109 1-TE p. 78-84</p> <p>*Copy and write sentences, paragraphs, letters, invitations and messages with appropriate structure. p.114</p> <p>1-TE p. 27-28, 87-88 1-TE p. 132, 137</p> <p>*Form and write various punctuation marks and symbols p.112 1-TE p. 92, 140</p>	<p>Subject-Verb Agreement</p> <p>*Apply the rules of subject-verb agreement. p. 133</p> <p>Write Source Gr. 2 p. 344-345, 358</p>	<p>Fictional Narrative</p> <p>*Develop narrative pieces that include characters, setting and plot. p. 157</p> <p>*Narrow ideas and elaborate on them. p.149</p> <p>*Sequence ideas appropriately, using transitional words. p. 150</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 151</p> <p>*Compose varied and interesting introductions to their writing pieces. p. 152</p> <p>*Utilizing various methods of concluding pieces in their writing. p. 153</p>	<p>Celebrating Easter (Part 1)</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>Resources: E-Book pp. 25-26</p> <p>Curriculum reference: RS: pp. 157-160</p>	<p>Bahamian Culture What is Culture? definition Bahamian Songs / Composers i. Timothy Gibson ii. Phil Stubbs (Perseverance, Church Out Crab Walkin' Hurricane is Coming</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 demonstrate running speed and control over a short distance. Diagnostic Assessment (Pre-Test) Please use a rubric for all performance-based assessments.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>*Use visual clues (punctuation marks) to read fluently. p. 83-84 Strategy: Readers Theatre Literacy Resource Handbook p. 189 RR p. 347-348, 353</p>				<p>*Demonstrate voice in their writing texts by exploring tone and mood. p. 154</p> <p>*Write from different points of view. p. 132</p> <p>Write Source G2 p. 208-209</p> <p>10-day Writing Plan p. 186-190</p>				

NATIONAL PACING GUIDE – GRADE 2

SUMMER TERM

THE ACADEMIC YEAR 2024-2025

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<p>Listening & Speaking: *Use key vocabulary that good communicators use. p.53</p> <p>Phonemic Awareness: *Phoneme Substitution p.60 RR p. 159-162</p> <p>Technique: Trading Places LRH p. 35</p> <p>Phonics/Spelling: *Vowel Diphthongs /ou/ spelled ou, ow p.75 RR p. 271-272 WB-TP p. 390-399</p> <p>Sight Words: *Bahamas, world, high, near, add, food (Fry's Second 100 Word List)</p> <p>Comprehension: *Cause & Effect p. 101</p>	<p>*Focus Numbers 0-1000 Read, Write & Identify) Basic Drills: Skip counting by 2's, 5's, 10's 25's, numbers between, before & after, counting backing & forward, number line, numerals and number words, skip counting</p> <p>Estimate and Measure Length keywords: estimate measurement, meter, centimeter, decimeter, customary units of length TB p. 105-106 Curr. Pp. 73 Online doc. 147</p> <p>Multiplication as Repeated Addition TB p.123-128 Curr. Pp. 61-62 Online Doc. Pp.135-136</p>	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110</p> <p>*Write 0-9 D'Nealian numbers correctly. Numerals 0-100 p.109 1-TE p. 78-84</p> <p>*Copy and write sentences, paragraphs, letters, invitations and messages with appropriate structure. p.114</p> <p>1-TE p. 27-28, 87-88 1-TE p. 132, 137</p> <p>*Form and write various punctuation marks and symbols p.112 1-TE p. 92, 140</p>	<p>Conjunctions</p> <p>*Use conjunctions to join words and phrases p.138</p> <p>*Expand simple sentences into compound sentences. p.139</p> <p>Write Source Gr. 2 p. 360-361, 406, 476-477</p>	<p>Fictional Narrative</p> <p>*Develop narrative pieces that include characters, setting and plot. p. 157</p> <p>*Narrow ideas and elaborate on them. p.149</p> <p>*Sequence ideas appropriately, using transitional words. p. 150</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details. p. 151</p> <p>*Compose varied and interesting introductions to their writing pieces. p. 152</p> <p>*Utilizing various methods of concluding pieces</p>	<p>Celebrating Easter (Part 2)</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>Resources: E-Book pp. 25-26</p> <p>Curriculum reference: RS: pp. 157-160</p>	<p>Bahamian / Cultural Songs What is Culture (Review definition) Subtopic: National Anthem and Commonwealth Day Words of N.A. What is Commonwealth Day Trace and Colour the Bahamian Flag Review what the colours in the flag represents Listen to Bahamian music Discussion on Bahamian foods</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>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Fluency: *Read aloud a variety of texts with appropriate pacing, intonation and expression. p. 83-84 Strategy: Look for the Signals Literacy Resource Handbook p. 190 RR p. 347-350, 353-358</p>				<p>in their writing. p. 153</p> <p>*Demonstrate voice in their writing texts by exploring tone and mood. p. 154</p> <p>*Write from different points of view. p. 132</p> <p>Write Source G2 p. 208-209</p> <p>10-day Writing Plan p. 186-190</p>				
2	<p>Listening & Speaking: *Speak clearly, audibly and with appropriate volume and pacing. p.54</p> <p>Phonemic Awareness: *Phoneme Substitution p.60 RR p. 163-166 Technique: Trading Places LRH p. 35</p> <p>Phonics/Spelling: *Vowel Diphthongs</p>	<p>*Focus Numbers 0-1000 (Read, Write & Identify) Basic Drills: skip counting by 2's, 5's, 10's 25's, numbers between, before & after, counting backing & forward,</p> <p>Estimate the number of Objects in a set using 0,10 and 100 Key words: estimate TB p. 82-83 Curr. Pp. 64 Online Doc. Pp. 138</p> <p>Area</p>	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110</p> <p>*Write 0-9 D'Nealian numbers correctly. Numerals 0-100 p.109 1-TE p. 78-84</p> <p>*Copy and write sentences, paragraphs, letters, invitations and messages with appropriate structure. p.114</p>	<p>Conjunctions</p> <p>*Use conjunctions to join words and phrases p.138</p> <p>*Expand simple sentences into compound sentences. p.139</p> <p>Write Source Gr. 2 p. 360-361, 406, 476-477</p>	<p>Fictional Narrative</p> <p>*Develop narrative pieces that include characters, setting and plot. p. 157</p> <p>*Narrow ideas and elaborate on them. p.149</p> <p>*Sequence ideas appropriately, using transitional words. p. 150</p> <p>*Organize ideas into</p>	<p>Rocks and Minerals</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>Resources: E-Book: p. 35</p> <p>Curriculum reference: SCI: pp. 99 - 103</p>	<p>Bahamian / Cultural Songs (Recap previous week's lesson)</p> <p>Listen, sing and dance to Bahamian Songs Dance the 'Heel N Toe' to a cultural song</p> <p>Describe the instruments played in the songs</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. Formative Assessment (Worksheets)Performance-Based</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>/oi/ spelled oi, oy p.75 RR p. 275-276 WB-TP p. 400-411</p> <p>Sight Words: *tree, city, earth, eyes, though, head (Fry's Second 100 Word List)</p> <p>Comprehension: *Cause & Effect p. 101</p> <p>Fluency: *Read aloud a variety of texts with appropriate pacing, intonation and expression. p. 83-84 Strategy: Look for the Signals Literacy Resource Handbook p. 190 RR p. 347-350, 353-358</p>	<p>Key words: square units TB p. 33-36 Curr. Pp. 74 Online Doc. 148</p> <p>Multiplication as Repeated Addition TB p. 123-128 Curr. Pp. 61-62 Online Doc. Pp. 135-136</p>	<p>1-TE p. 27-28, 87-88 1-TE p. 132, 137</p> <p>*Form and write various punctuation marks and symbols p.112 1-TE p. 92, 140</p>		<p>a paragraph using a topic sentence and supporting details. p. 151</p> <p>*Compose varied and interesting introductions to their writing pieces. p. 152</p> <p>*Utilizing various methods of concluding pieces in their writing. p. 153</p> <p>*Demonstrate voice in their writing texts by exploring tone and mood. p. 154</p> <p>*Write from different points of view. p. 132</p> <p>Write Source G2 p. 208-209</p> <p>10-day Writing Plan p. 186-190</p>				
3	<p>Listening & Speaking: *Speak clearly, audibly and with appropriate volume and pacing.</p>	<p>*Focus Numbers 0-1000 (Read, Write & Identify) Basic Drills: skip counting by 2's, 5's, 10's 25's, numbers between, before &</p>	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110</p> <p>*Write 0-9 D'Nealian</p>	<p>Synonyms and Antonyms</p> <p>*Provide synonyms for given words p.141 *Provide antonyms</p>	<p>Friendly Letters</p> <p>*Write Friendly Letters. p. 161</p>	<p>Weather Around Us</p> <ul style="list-style-type: none"> • Explain what weather is and how it affects people's daily lives • List at least three 	<p>Bahamian Composers (a) Timothy Gibson (b) Phil Stubbs I. Perseverance</p>	<p>Balance Symmetrical Asymmetrical</p>	<p>Topic: Track and Field Skill: Long Distance 800m</p> <p>At the end of this</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>p.54</p> <p>Phonemic Awareness: *Phoneme Substitution p.60 RR p. 171-176 Technique: The Splits LRH p. 29</p> <p>Phonics/Spelling: *Vowel Digraphs spelled oo and ue p.75 RR p. 301-304 WB-TP p. 412-422</p> <p>Sight Words: *story, left, few, while, along, might (Fry's Second 100 Word List)</p> <p>Comprehension: *Author's Purpose p.102</p> <p>Fluency: *Read aloud a variety of texts with appropriate pacing, intonation and expression. p. 83-84 Strategy: Look for the Signals Literacy Resource Handbook p. 190</p>	<p>after, counting backing & forward, number line, numerals and number words, skip counting</p> <p>Area Key words: square units TB p. 33-36 Curr. Pp. 74 Online Doc. 148</p> <p>Non-Routine Problems Strategies to solve; making a chart, looking for patterns TB p. Curr. Pp. 71 Online Doc. 145</p>	<p>numbers correctly. Numerals 0-100 p.109 1-TE p. 78-84</p> <p>*Copy and write sentences, paragraphs, letters, invitations and messages with appropriate structure. p.114</p> <p>1-TE p. 27-28, 87-88 1-TE p. 132, 137</p> <p>*Form and write various punctuation marks and symbols p.112 1-TE p. 92, 140</p>	<p>for given words. p. 142</p> <p>Write Source G2 p. 267, 446-447</p>	<p>Write Source G2 p. 48-49, 138-139</p> <p>Note: <i>The body of the letter can be either a personal narrative or descriptive piece.</i></p>	<p>weather instruments and their uses</p> <ul style="list-style-type: none"> Describe the four seasons of the year <p>Resources: E-Book: p. 38</p> <p>Curriculum references: SCI: pp. 104 -108 SS: p. 105</p>	<p>li. Church out crab Walkin iii. Hurricane is Coming</p> <p>(c) Elon Moxey (d) Rev. Dr. Phillip Rahming (e) Clement Bethel (f) Cleophas Adderley (g) Others (Teacher's Choice)</p>	<p>lesson, students will 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
	RR p. 347-350, 353-358								
4	<p>Listening & Speaking: *Speak clearly, audibly and with appropriate volume and pacing. p.54</p> <p>Phonemic Awareness: *Phoneme Addition and Deletion p.61 RR p. 169-170, 179-180 Technique: Puppet Play LRH p. 28</p> <p>Phonics/Spelling: *Vowel Digraphs spelled ea p.75 RR p. 277-278 WB-TP p.</p> <p>Sight Words: *close, something, seem, next, hard, example (Fry's Second 100 Word List)</p> <p>Comprehension: *Author's Purpose p.102</p>	<p>*Focus Numbers 0-1000 (Read, Write & Identify) Basic Drills: Skip counting by 2's, 5's, 10's 25's, numbers between, before & after, counting backing & forward</p> <p>*Estimate the number of Objects in a set using 0,10 and 100 Keyword: estimate TB p. 82-83 Curr. Pp. 64 Online Doc. Pp. 138 Area Keywords: square units TB p. 33-36 Curr. Pp. 74 Online Doc. 148</p> <p>Non-Routine Problems Strategies to solve; making a chart, looking for patterns TB p. Curr. Pp. 71 Online Doc. 145</p>	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110</p> <p>*Write 0-9 D'Nealian numbers correctly. Numerals 0-100 p.109 1-TE p. 78-84</p> <p>*Copy and write sentences, paragraphs, letters, invitations and messages with appropriate structure. p.114</p> <p>1-TE p. 27-28, 87-88 1-TE p. 132, 137</p> <p>*Form and write various punctuation marks and symbols p.112 1-TE p. 92, 140</p>	<p>Homophones</p> <p>*Differentiate among homonyms, homophones and homographs. p. 143</p> <p>*Identify homophones as words that sound alike but have different spellings and meanings.</p> <p>Write Source Gr. 2 p. 439-445</p>	<p>Friendly Letters</p> <p>*Write Friendly Letters. p. 161</p> <p>Write Source G2 p. 48-49, 138-139</p> <p>Note: <i>The body of the letter can be either a personal narrative or descriptive piece.</i></p>	<p>Topic: Storms</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 storms <p>Resources: E-Book: p. 39</p> <p>Curriculum references: SCI: p. 104-108 SS: p. 106</p>	<p>Bahamian Dances</p> <p>(The Quadrille, Roach, Heel and Toe, Conch Style)</p> <p>Learn the listed Bahamian Dance steps</p> <p>Practice the dance steps to Bahamian songs -</p> <p>Describe the dance steps (Teacher's discretion) International Dance integration</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 demonstrate a horizontal jump for the best distance.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Fluency: *Use visual clues (punctuation marks) to read fluently. p. 83-84 Strategy: Choral Reading Literacy Resource Handbook p. 179 RR p. 347-348, 353</p>								
5	<p>Listening & Speaking: *Speak clearly, audibly and with appropriate volume and pacing. p.54</p> <p>Phonemic Awareness: *Phoneme Addition and Deletion p.61 RR p. 83-88 Technique: Blending with Blocks LRH p. 27</p> <p>Phonics/Spelling: *Contractions with are, is, have, will and not p.79 RR p. 237-238 WB-TP p. 468-475</p> <p>Sight Words: important, until, children, side, feet,</p>	<p>*Focus Numbers 0-1000 (Read, Write & Identify) Basic Drills: Skip counting by 2's, 5's, 10's 25's, number line counting, numerals and number words</p> <p>Probability (Apply Terms Likely and Unlikely) Key words: likely, unlikely, Impossible, TB p. 149-152 Curr. Pp. 99 Online Doc. 173</p> <p>Curr. Pp.69 Online Doc. P. 143</p>	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110</p> <p>*Write 0-9 D'Nealian numbers correctly. Numerals 0-100 p.109 1-TE p. 78-84</p> <p>*Copy and write sentences, paragraphs, letters, invitations and messages with appropriate structure. p.114</p> <p>1-TE p. 27-28, 87-88 1-TE p. 132, 137</p> <p>*Form and write various punctuation marks and symbols p.112 1-TE p. 92, 140</p>	<p>Compound Words *Identify compound words. p. 121</p> <p>WB-TP p. 484-490</p>	<p>Invitations *Compose an invitation to an event. p. 160</p> <p>Write Source G2 p. 122-123</p>	<p>Topic: The Night Sky</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>Resources: E-Book pp. 40-41</p> <p>Curriculum: SCI: p. 109 - 115</p>	<p>Caribbean Composers and Music</p> <p>Bob Marley Machal Montano Other (Teacher's Choice)</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 demonstrate throwing a softball for the best distance. Formative Assessment (Worksheets)Performance-Based</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>car (Fry's Second 100 Word List)</p> <p>Comprehension: *Drawing Conclusions p. 103</p> <p>Fluency: *Use visual clues (punctuation marks) to read fluently. p. 83-84 Strategy: Paired Reading Literacy Resource Handbook p. 180 RR p. 347-348, 353</p>								
6	<p>Listening & Speaking: *Speak clearly, audibly and with appropriate volume and pacing. p.54</p> <p>Phonemic Awareness: *Phoneme Addition and Deletion p.61 RR p. 169-170, 179-180 Technique: Puppet Play LRH p. 28</p> <p>Phonics/Spelling:</p>	<p>*Focus Numbers 0-1000 (Read, Write & Identify) Basic Drills: Skip counting by 2's, 5's, 10's 25's, numbers between, before & after, counting backing & forward</p> <p>Patterns in Our World TB p. 154</p> <p>Division as Repeated Subtraction Key words: division TB p. 145-148 Curr. Pp. 62-63 Online Doc. Pp. 136</p>	<p>*Write upper and lower- case letters in D'Nealian print in two lines. p.110</p> <p>*Write 0-9 D'Nealian numbers correctly. Numerals 0-100 p.109 1-TE p. 78-84</p> <p>*Copy and write sentences, paragraphs, letters, invitations and messages with appropriate structure. p.114</p>	<p>Prepositions in Sentences</p> <p>*Use prepositions to link words in sentences. p. 137</p> <p>Write Source Gr. 2 p. 476-477</p>	<p>Invitations</p> <p>*Compose an invitation to an event. p. 160</p> <p>Write Source G2 p. 122-123</p>	<p>Culture and the Bible</p> <ul style="list-style-type: none"> Express what culture is Describe cultural practices that are based on Christian festivals State what Pentecost means Relate the story of the coming of the Holy Spirit Explain why Jesus promised to send the Holy Spirit <p>Resources: E-Book: pp. 55-56</p>	<p>International Composers</p> <p>Allan Menken Disney Songs (Dynamis, tempo, instruments, voices) Bare necessities, Hakuna Matata. Let it go, Colours of the wind. How Far I'll go</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 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
	<p>*Inflectional Endings –ed and –ing p.82 RR p. 265-266 WB-TP p. 454-467, 476-483</p> <p>Sight Words: *mile, night, sea, walk, began, took (Fry’s Second 100 Word List)</p> <p>Comprehension: *Drawing Conclusions p. 103</p> <p>Fluency: *Use visual clues (punctuation marks) to read fluently. p. 83-84</p> <p>Strategy: Readers Theatre Literacy Resource Handbook p. 189 RR p. 347-348, 353</p>	- 137	<p>1-TE p. 27-28, 87-88 1-TE p. 132, 137</p> <p>*Form and write various punctuation marks and symbols p.112 1-TE p. 92, 140</p>			<p>Curriculum reference: RS: pp. 167-170</p>			
7	REVISION OF SKILLS AND TOPICS								
8	END OF YEAR EXAMINATIONS								

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