

# Term 2 - January-March 2015

## Mme Linthorne

### English Language Arts

#### **Oral Communication**

Use the English language to communication with peers and the teacher:

- when making connections, predictions, summaries to stories, texts or events
- use speaking to explore, express, and present ideas, information, and feelings for different purposes
- listen purposefully to understand ideas and information, by summarizing main ideas and supporting details, generating questions, ignoring distractions
- through discussions, problem solving and class contributions
- use speaking and listening to respond, explain, and provide supporting evidence for their connections

#### **Reading**

- Reading a range of grade appropriate fiction and non-fiction texts
- Read independently for 20 minutes daily
- select and use **strategies** during reading and viewing to construct, monitor, and confirm meaning, including
  - predicting
  - self-monitoring and self-correcting
  - making connections
  - determining the importance of ideas/events
  - visualizing
  - summarizing and synthesizing
  - asking and answering questions

#### **Writing**

- Write a variety of clear **informational writing** for a range of purposes and audiences, featuring clearly developed **ideas**, **sentence fluency**, **word choice** by using some new and precise words including content-specific vocabulary, a **voice**, and an **organization** that includes an introduction that states the purpose.
- Select and use **strategies** before writing and representing, including, setting a purpose, identifying an audience, generating, selecting, developing, and organizing ideas
- Select and use **strategies** after writing and representing to improve their work

### Math

#### **Measurement**

- read and record time using digital and analog clocks, including 24-hour clocks
- read and record calendar dates in a variety of formats
- demonstrate an understanding of perimeter and area of regular and irregular 2-D shapes by
  - recognizing that area is measured in square units
  - making estimations
  - determining and recording perimeter and are

### Science

#### **Processes**

Use data from investigations to recognize patterns and relationships and reach conclusions.

#### **Life Sciences: Habitats and Communities**

*It is expected that students will:*

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyse simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

## **Physical Education**

Students are expected to demonstrate:

- participation daily (e.g., five times a week) in a variety of moderate to vigorous physical activities
- adjust speed, force, level, pathway, and direction in relation to people or moving objects
- demonstrate proper technique to send and receive various objects with control (Unit on basketball)
- demonstrate an ability to participate safely in specific physical activities
- describe fair play principles for participating in physical activity (e.g., respectful of differences, cooperative)
- select non-locomotor, locomotor, and manipulative movements to create sequences (African dance)
- describe the relationship between nutrition and physical activity