

Date/Event	Wk	Unit of Inquiry	Transdisciplinary Skills	Sc/Soc/PSPE	Genre & Grammar	Lang. Stand Alone	Maths Integrated	Number/Maths Stand Alone	Info. Lit
WB 21 Aug	1								
WB 28 Aug 30 th Open House	2	Who We Are <i>An inquiry into: the nature of the self; beliefs and values; human relationships including families, friends, communities and cultures</i>	Social Skills: Respecting others Communication Skills: Listening, Speaking, Viewing Research Skills: Formulating questions, Collecting data, Interpreting data Self-Management Skills: Codes of behaviour	Social Studies, Social Organization & Culture Distinguish themselves as individuals from others Recognize that individual people are part of a group Identify connections between who they are as a person and their place PSPE: Interactions Celebrate the accomplishment of the group. Identity Describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences		Listening Uses turn-taking, simple questions, and other behaviors related to small group and class discussions Speaking: Responds to spoken language using common school conventions, e.g. takes turns in a conversation Participates in collaborative conversations with diverse partners about topics Reading Knows all letter names and sounds Identifies text features such as illustrations, symbols, photographs, title and explains how they help readers understand texts Applies onset-rime blending Applies onset-rime segmentation Distinguishes between a letter, word and sentence Matches one spoken to one written word while reading and writing Writing Identifies and matches upper and lower case letters by name and sound ONGOING <i>Recognizes and begins to use different types of punctuation, including full stops, question marks and exclamation marks, and begins to understand their purpose</i> <i>Knows simple letter patterns (digraphs, blends, and short vowels) and the sounds they represent.</i> <i>Recognizes, reads and uses high frequency sight words</i> <i>Recognizes rhymes, syllables, and sounds in spoken words.</i> <i>Uses a small range of strategies to spell unknown words e.g. chunking, sounding out</i> <i>Understands the use of vocabulary in everyday contexts as well as a growing number of school contexts, including Units of Inquiry</i>	Data Handling Conceptual Understanding: We collect information to make sense of the world around us <i>Sorts and labels objects by real attributes</i> <i>Uses visual organizers to sort and classify objects and people</i>	Number Conceptual Understanding: Numbers are a naming system The base 10 place value system is used to represent numbers and number relationships. Rote counts up to 100 Reads and writes whole numbers up to 100 Knows number bonds to 5	Beginning to use RazKids and IXL in the classroom and at home. Taking digital photos. Digital journals (in word processor), using own password for RazKids and IXL 6a. Understand and use technology systems 6d. transfer current knowledge of learning to new technologies 5. Advocate and practice safe legal, responsible use of information and technology
WB 4 Sep	3								
WB 11 Sep	4								
WB 18 Sep	5	Central idea: Learning about our similarities and differences helps us to develop our relationships. Lines of inquiry: Awareness and sharing of what is important to us (values) Identifying similarities and differences in our groups Ways we can respect and grow in our relationships							
WB 25 Sep	6	Key Concepts: Connection, Perspective							
WB 2 Oct	7	Related Concepts:							
WB 9 Oct	8	Learner Profiles: Communicators, Open-Minded Attitudes: Appreciation, Respect, Tolerance			Writing to Instruct (Stand Alone) Purpose: To provide steps or specific instructions to guide an action or behavior. Language Features/Grammar Begins to identify and use verbs as 'action words' Contextual Understanding Identifies elements of informational texts such as title, contents etc. Writes 2 -4 step directions				
WB 16 Oct	9								
WB 23 Oct	10	How the world works <i>An inquiry into: the natural world and its laws</i>	Research Skills: Formulating question, Observing, Recording data, Presenting findings Thinking Skills: Application, Analysis, Synthesis, Evaluation Self-Management Skills: Organization, Safety, Informed choices	Science Materials & Matter Use senses to describe objects in terms of their properties and changes Explore how materials can be changed through experimenting Recognize that materials can be solid, liquid or gas and name some materials where the transformation is reversible and others where it is not. Explain the water cycle ·Record steps and observations in relation to experiments and explorations. Record, present, construct, organize and draw conclusions in relation to experiments	Writing to Instruct Continued (Transdisciplinary)	Listening Identifies purposes for listening in some different situations, formal and informal. Uses stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions Follows multi-step directions Speaking Speaks in complete sentences and logically connects ideas and sentences together Reading Recognizes and reads high-frequency words Recognizes and uses all consonant sounds and their corresponding letters when reading Reads own writing Recognizes and shares rhyming words Uses stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them. Asks and answers questions to help determine unknown words in a text, clarify the meaning of words and phrases in a text Writing Uses and refers to classroom print and word walls to assist writing ONGOING <i>Knows that nouns as naming words and identifies some nouns in familiar contexts and texts</i> <i>Identifies elements of informational texts such as title, contents etc.</i> <i>Writes 2 -4 step directions</i>	Measurement (Transdisciplinary Connection) Conceptual Understanding: Objects have attributes that can be measured using standard units <i>Compares the length, size, weight and capacity of objects using non-standard units</i> <i>Measures length using standard units of measurement</i> <i>Begins to use standard units to measure and solve real life problems.</i>	Pattern & Function Conceptual Understanding: Patterns and sequences occur in everyday situations. Patterns repeat and grow <i>Extends, repeats and creates patterns</i> <i>Reads, writes, compares and orders cardinal and ordinal numbers</i>	YouTube tutorials on how things are made. BrainPop Jr. section on matter. Filming and/or taking photographs of experiments to accompany lab reports 4c. Collect and analyze data to identify solutions and/or make informed decisions 3a. Plan strategies to guide inquiry 3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks 3d. Process data and report results
WB 30 Oct	11								
WB 6 Nov	12								
WB 13 Nov	13	Central Idea: Matter exists in different states and can be changed.							
WB 20 Nov	14	Lines of inquiry: States of matter and their properties Experimenting with matter The role of the scientist							
WB 27 Nov	15	Key Concepts: Form, Change Related Concepts: Structure, Transformation Learner Profiles: Inquirer, Risk-Taker Attitudes: Curiosity, Enthusiasm							

WB 4 Dec 7 th Winter Perf	16	How we organize ourselves <i>An inquiry into: the interconnectedness of human-made systems and communities</i>	Social Skills: Accepting responsibility, Respecting others, Cooperating, Resolving conflict, Group Decision making, Adopting group roles Self- Management Skills: Organization	Social studies Human Systems & Economic Activity Explore how systems influence lifestyle and community Identify and describe the functions of various public places in the community Demonstrate how various public places serve the needs of people in a community Compare and contrast the functions of public and private places	Writing to: Describe (Transdisciplinary) Purpose: To provides a detailed description of various components of the topic. Language Features/Grammar Knows that nouns are naming words and identifies some nouns in familiar contexts and texts Recognizes how capital letters are used for names, and that capital letters and full stops signal the beginning and end of a sentence and begins to apply to own writing Begins to identify and use (descriptive – color, shape, size, feelings) adjectives Contextual Understanding Talks about how people and ideas are represented in informational texts	Listening Uses turn-taking, simple questions, and other behaviors related to small group and class discussions Speaking: Asks and answers questions about key details in a text read aloud or information presented orally Reading Understands the concept of a simple sentence (Grade 2 Cont'd) Begins to read in phrases Begins to self-correct Identifies some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts	Shape & Space Conceptual Understanding: Shapes are classified and named according to their properties <i>Describes, draws and demonstrates the paths of their immediate environment and maps, including terms inside, outside, above, below and their position (next to, behind, in front of, up, down)</i>	Number <i>Recognizes patterns in a number grid (counting by 1's, 10's)</i> <i>Rate counts to 100 by 1's and 10's</i> <i>Reads and identifies written numbers (1-10) and states which is larger/largest, smallest/lowest</i> <i>Makes and creates different groups of the same number and knows that the number stays the same regardless of the arrangement</i> <i>Knows number bonds to 10</i>	Laptops to create brochures, digital camera, short videos using flip camera 2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media; 2d. Contribute to project teams to produce original works or solve problems 4a. Identify and define authentic problems and significant questions for investigation. 4b. Plan and manage activities to develop a solution or complete a project
WB 18 Dec	18								
WB 25 Dec	19								
WB 1 Jan	20								
WB 8 Jan	21	Central Idea: People and places in our community serve our needs and wants. Lines of inquiry: Needs and wants of people Places, services and people within a community Key Concepts: Connection, Function Related Concepts: Dependence Learner profile: Balanced, Reflective Attitudes: Commitment, Cooperation				ONGOING <i>Recognizes how capital letters are used for names, and that capital letters and full stops signal the beginning and end of a sentence and begins to apply to own writing</i> <i>Begins to identify and use (descriptive – color, shape, size, feelings) adjectives</i> <i>Draws upon semantic, graphophonic and syntactic knowledge when writing, e.g. topic knowledge, sound symbol relationships</i> <i>Talks, draws and writes ideas as a means of planning before writing</i>	<i>Names and describes basic 2D shapes using mathematical language including circle, triangle, rectangle, square, corner</i> <i>Names and describes 3D shapes including sphere, cube, cone, pyramid, cylinder</i> <i>Compares 2D and 3D shapes through matching and sorting according to simple defining attributes such as number of sides, corners or closed</i> <i>Begins to understand that 2D and 3D shapes can be created by putting together (composite shapes) and/or taking apart other shapes</i> Data Handling (Transdisciplinary) Conceptual Understanding: Information can be expressed as organized and structured data <i>Represents information with tally marks and pictographs</i> <i>Represents the relationship between objects in sets using tree or Venn diagrams</i> <i>Creates a pictograph or simple bar graph and interprets data by comparing quantities</i>	<i>Models and sorts numbers into tens and ones up to 100</i>	
WB 15 Jan	22								
WB 22 Jan 24 th ERD	23								
WB 29 Jan	24								
WB 5 Feb	25	Where we are in place and time <i>An inquiry into: personal histories</i>							
WB 12 Feb	26								
WB 19 Feb	27	Central Idea: Every family is unique and has a history of its own. Lines of Inquiry Different family groups Significant events that are important to a family How our personal histories are the same and different Ways we can find out about our history Key Concepts: Reflection, Change Related Concepts: History, Chronology Learner Profiles: Inquirers, Reflective Attitudes: Curiosity, Independence	Communication Skills: Presenting, Viewing Research Skills: Planning Communication Skills: Viewing Presenting Research Skills: Planning Self-Management Skills: Time Management	Social Studies Continuity & Change through time) Identify an artifact/photo and explain why it is important to their family Use primary sources (such as parents) as well as artifacts for documenting personal history Explain significant events in their family's history	Writing to: Recount (Transdisciplinary Connection) Purpose: To recount past experiences or events Language Features/Grammar: Recognizes how capital letters are used for names, and that capital letters and full stops signal the beginning and end of a sentence and begins to apply to own writing Begins to identify and use (descriptive – color, shape, size, feelings) adjectives Contextual Understanding: Provides reasons why people write (and in different formats) Strategies & processes Talks, draws and writes ideas as a means of planning before writing	Listening: Extends understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them Speaking: Describes familiar people, places, things and events Asks and answers questions about key details in a text read aloud or information presented orally Reading: Recognizes a bank of familiar words in a variety of texts Counts syllables in various words Reads independently for (age appropriate up to 10 minutes) sustained time Writing Talks about how people and ideas are represented in informational texts	Measurement Conceptual Understanding: We use tools to measure the attributes of objects and events <i>Identifies, describes and sequences familiar events using time-related vocabulary such as morning, today, tomorrow, before, after etc.</i> <i>Compares the length, size, weight and capacity of objects using non-standard units</i> <i>Measures length using standard units of measurement</i> <i>Reads, writes and tells time to the hour and half hour</i> <i>Uses the calendar to tell time (month and day)</i> <i>Estimates and compares lengths of time: second, minute, hour, day, week and month</i> <i>Uses years and months to measure time</i>	Number <i>Creates a model, drawing or number sentence to match a given simple addition or subtraction story/problems</i> <i>Partitions circles and rectangles into 2 or 4 equal shares and uses the terms halves, quarters or fourths</i>	Students bring in family photos. Use a scanner app and PowerPoint to put together class presentation on their families 3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media; 3d. Process data and report results 2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
WB 26 Feb	28								
WB 5 Mar 8 th PYP Exhibition	29								
WB 12 Mar	30								

WB 19 Mar 20 th SLC	31	Sharing the Planet <i>An inquiry into: rights and responsibilities in the struggle to share finite resources with other people and with other living things</i> Central Idea: Mini-beasts have a role in keeping our environment in balance. Lines of inquiry: Minibeast characteristics and behaviors Classification of minibeasts and purpose in our environment Key Concepts: Responsibility, Function Related Concepts: Balance, Classification Learner Profiles: Caring, Principled, Knowledgeable Attitudes: Empathy, Integrity	Social: Accepting responsibility Communication: Reading, Writing, Viewing Research: Observing, collecting data, recording data, Organizing data Thinking: Acquisition of Knowledge Self-Management: Safety, Healthy lifestyle, Codes of behavior	Science Living things Explain that animals eat plants or other animals for food and may also use plants (or even other animals) for shelter and nesting Show how organisms interact with one another in various ways Know that for any particular environment, some kinds of plants and animals thrive, some do not live as well, and some do not survive at all. Identify features of mini beasts that allow them to thrive in their habitat Describe the life cycles of various mini beasts Explain how many plants depend on animals for carrying their pollen to other plants or for dispersing their seeds	Writing to: Describe Language Features/Grammar: Begins to identify and use verbs as 'action words' Begins to identify and use (descriptive – color, shape, size, feelings) adjectives Contextual Understanding: Writes to communicate a message Identifies elements of informational texts such as title, contents etc	Listening: Identifies words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction Speaking: Provides some background information and supporting ideas for listener, e.g. facts and personal reasons Reading: Begins to seek information in books Uses ending sentence punctuations when reading Notifies features of texts – table of contents, captions, page numbers Demonstrates understanding of a text by retelling the story or restating information from the text, including the main ideas Begins to identify, with support and direction, the speaker and the point of view presented in a text and suggests a possible alternative perspective) Recognizes simple organizational patterns in texts of different types and explains, initially with support and direction, how the patterns help readers understand the texts Writing Decides how own text will be presented	Shape & Space Conceptual Understanding Shapes can be described and organized according to their properties. Shapes are classified and named according to their properties. Shapes & Space (Transdisciplinary Connection) <i>Identifies symmetry and creates symmetrical images or objects using a line of symmetry</i>	Pattern & Function <i>Verbally describes number patterns (odd and even numbers, skip-counting by 5s, 10s and 2s)</i> <i>Extends and creates patterns in numbers (odd and even, skip-counting)</i> <i>Uses the properties of addition and subtraction to solve problems</i> Number <i>Knows single digit doubles</i>	YouTube tutorials, Lightbox e-books, digital photos and videos, digital microscope 1c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes; 2d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching
WB 26 Mar 28 th ERD	32								
WB 2 Apr	33								
WB 9 Apr	34								
WB 16 Apr	35								
WB 23 Apr 24 th ERD	36								
WB 30 Apr	37								
WB 7 May	38								
WB 14 May	39	How we express ourselves <i>An inquiry into: the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</i> Central Idea: Stories have common elements and we share them in different ways Lines of inquiry: Characteristics of a story Purpose of a story Different ways stories are presented and expressed Key Concepts: Form, Perspective Related Concepts: Expression, Choice Learner Profiles: Communicator, Thinker Attitudes: Confidence, Creativity	Communication: Listening, Speaking, Reading, Writing, Nonverbal, Viewing, Presenting Thinking: Comprehension, Analysis	N/A	Writing to: Entertain Purpose: To entertain and provoke an emotional or empathetic response from the audience. Language Features/Grammar: Begins to identify and use verbs as 'action words' Begins to identify and use (descriptive – color, shape, size, feelings) adjectives Contextual Understanding: Talks about how characters and events are represented in literary texts Identifies elements of a story Recognizes how capital letters are used for names, and that capital letters and full stops signal the beginning and end of a sentence and begins to apply to own writing	Transdisciplinary Connections Listening: Identifies some listening comprehension strategies and uses them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction Demonstrates an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea Speaking: Chooses appropriate words to communicate their meaning accurately and engages the interest of their audience Begins to identify, with support and direction, a few strategies they find helpful before, during, and after speaking Rehearses and delivers short presentations on familiar and new topics including paired sharing, and small and large group situations Reading: Identifies authors and illustrators in a variety of texts Recognizes and reads common letter combinations and their sounds including consonant clusters and vowel combinations Uses picture cues, graphophonic cues and semantic cues to predict and construct meaning With support and direction identifies a few reading comprehension strategies and uses them before, during, and after reading to understand texts, Identifies the main idea and few elements of texts, initially with support and direction (e.g., narrative: characters, setting, problem/solution; information text: introductory statement, facts, photographs) Writing Provides reasons why people write. States purpose of own writing Writes to communicate a message	Data Handling – Chance & Data Conceptual Understanding Events in daily life involve chance <i>Discusses chance in daily events</i>	Number <i>Reads and writes and represents a number of objects within a range of 0-120</i> <i>Names and identifies a numeral as hundreds, tens and ones</i> <i>Estimates quantities to 100</i> <i>Knows single digit doubles</i> <i>Creates a model, drawing or number sentence to match a given simple addition or subtraction story</i> <i>Sorts money by size, color, number, and shape</i> <i>Combines different denominations to equal a target number (such as 10).</i> <i>Shares and shows process and steps for solving a numerical or written sum or difference right place?</i>	Online stories to recognize elements of a story. Stop motion animation stories (iPad). Story creator apps on iPad (Puppet Pals, Storybird) 1a. apply existing knowledge to generate new ideas products and processes 1b. Create original works as a means of personal or group expression 2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
WB 21 May	40								
WB 28 May	41								
WB 4 Jun	42								
WB 11 Jun	43								