

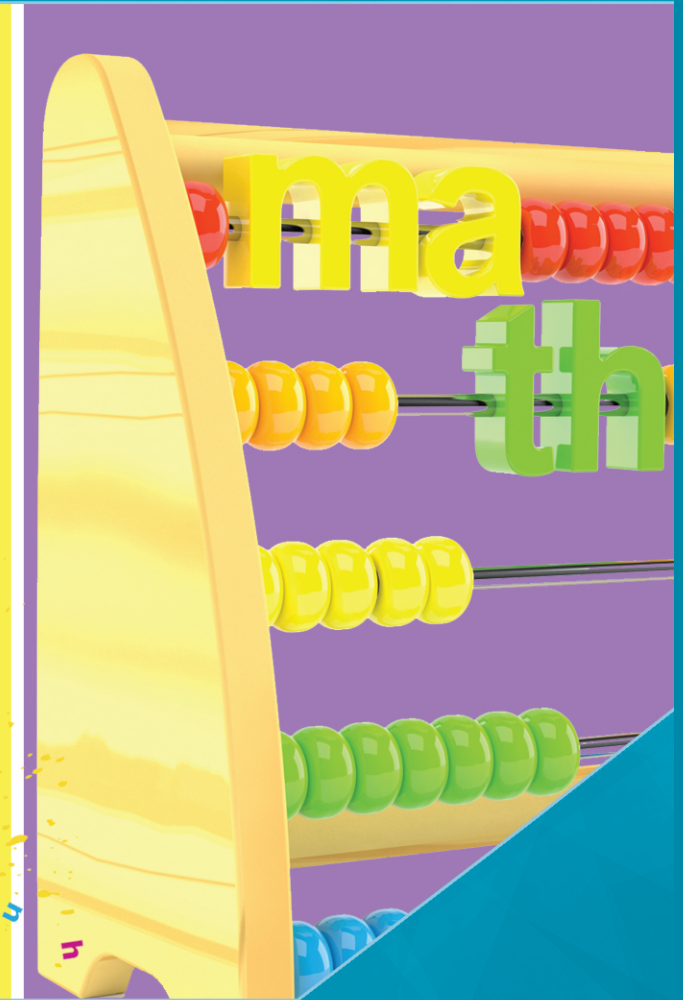


MINISTRY  
OF  
EDUCATION, YOUTH & INFORMATION  
*Every Child Can Learn, Every Child Must Learn*

NATIONAL STANDARDS CURRICULUM

# GRADE 2

INTEGRATED STUDIES | LANGUAGE ARTS | MATHEMATICS



NATIONAL STANDARDS CURRICULUM GUIDE

# GRADE 2

**INTEGRATED STUDIES | LANGUAGE ARTS | MATHEMATICS**

# ACKNOWLEDGEMENT

Our connection with each other is unquestionable and so at the end of this arduous yet rewarding journey, the Ministry of Education, Youth and Information gratefully acknowledges the contributions of the following individuals and institutions who generously gave of their time and resources in the planning and development of the National Standards Curriculum (NSC):

- Mrs. Sharon Neil- former DCEO, Curriculum and Support Services, who provided leadership to the process during her tenure
- Mrs. Lena Buckle Scott- DCEO, Curriculum and Support Services, who provided leadership to the process
- Dr. Mary Campbell- former ACEO, Core Curriculum Unit, who started the process
- Mr. Derrick Hall- former ACEO (Acting), Core Curriculum Unit, who continued it
- Dr. Clover- Hamilton Flowers- ACEO, Core Curriculum Unit, who completed the task
- Dr. Lorna Thompson who led the development of the Integrated Studies and Mathematics Window
- Mrs. Novelette McLean Francis, Mrs. Fiona Morris Webb, Mrs. Christa Ferguson Rainford, Mrs. Taina Marsh Harris, Mrs. Michelle Kerr and Mrs. Olivette Lue-Nicholson who led the development of the Language Window
- Current and former Education Officers of the Core Curriculum Unit who participated in the writing of the curriculum and gave oversight to the development process
- Principals/ school administrators, lecturers, teachers and other resources persons who participated in the writing process
- Principals and staff of the forty (40) pilot schools who facilitated the two years of curriculum piloting in their schools
- Regional Directors and Territorial Education Officers who contributed to the development and implementation of the curriculum
- The team of Mathematics and Literacy coaches and specialists led by Dr. Tamika Benjamin and Dr. Andre Hill respectively who participated in the writing and review of the documents
  
- **Consultants:**
  - Ms. Lila Oliver, Ms. Mary Surridge, Mr. Brian Male and Ms. Wendy Pemberton for their guidance in the development and design of the curriculum
  - Dr. Sherril Gardner and Mrs. Herma Meade Thompson for guidance in the area of integration at Grades 1-3
  - Dr. Nancy George and Mrs. Diane Browne for work on the evaluation of the draft curriculum documents
  - The team of local reviewers
  - The team of international reviewers led by Professor Jari Lavonen, Dr. Kaisa Hahl and Dr. Mary Jean Gallagher

- Miss Jean Hastings, former Director of the Education System Transformation Programme, who during her tenure in the post facilitated the processes involved in the development of the Curriculum
- Mrs. Winnie Berry and Mrs. Sophia Forbes Hall, former Senior Functional Educational Officers of the Core Curriculum Unit who provided administrative and technical leadership to the development process
- Mrs. Michelle Kerr, Senior Functional Education Officer (Acting) and Mrs. Coleen Clarke Russell, Functional Education Officer who provided administrative leadership to the production process
- The members of the Curriculum Secretariat, the administrator and secretaries in the Core Curriculum Unit who provided administrative support during the development and implementation of the curriculum
- The team of curriculum editors led by Mrs. Taina Williams and Dr. Donna Powell Wilson
- Mrs. Leonie Rhule, Curriculum formatter
- The various stakeholder groups, who provided valuable information on societal needs in relation to the curriculum
- All others whose names do not appear, but who contributed to the production of the NSC



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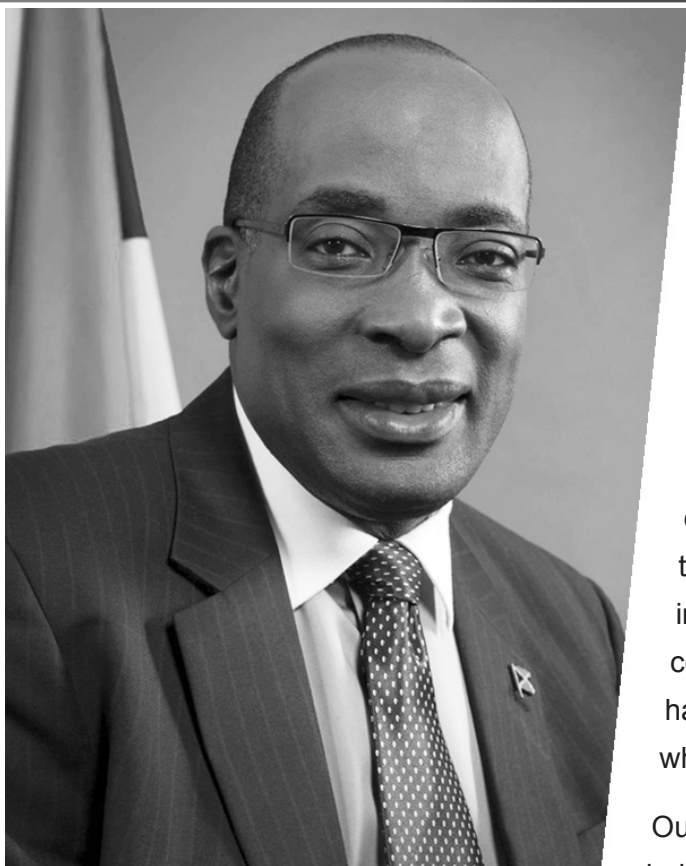
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Education has always been pivotal to societal and economic development. It is for this reason that Jamaica remains unshaken and hopeful of a realized vision to be “the place of choice to live, work, raise families and do business.” The assurance of the possibility of all that such a vision entails comes from the recognition that Jamaica is endowed with tremendous God-given talent and creative potential and as a people of strong faith in spiritual principles and resilience; we are able to harness our capabilities, to make significant influence on the world. It is through this new National Standards Curriculum (NSC) that we hope to propel this vision of the education system whilst becoming more relevant, current and dynamic.

The team at the Ministry of Education Youth and Information is cognizant of the fact that the curriculum is the heart and mind of education and remains the most powerful means by which any country can develop and be sustainable. It is for this reason that the NSC has been designed with the understanding that people, learning and national development are at the core of our existence in a time of rapid change in the physical, social, economic and other dimensions of the global landscape. As a consequence, we celebrate the wisdom of the developers who through the engagement of numerous stakeholder groups, have responded favourably to the need for that kind of education that prepares our young people for life; while challenging our more mature to join in this lifelong journey of learning to learn.

Our commitment to the development of each learner and our support and appreciation of the various stakeholder groups that are partnering with us in providing quality education, remain at the forefront of our efforts in ensuring that this journey transforms education. This commitment is conveyed through our adoption of a Pathway Approach to learning that demands of us to provide customized programmes, differentiated learning experiences and specialized support for our learners. Our actions have been fruitful as is evident by the systems and conditions we have put in place for successful implementation.

Like the rest of Jamaica, I look forward to the testimonials of students, parents, teachers and other stakeholders of the empowering effect of this learner-centred curriculum and remain confident that it will contribute to make Jamaica renown.

## **The Honourable, Senator Ruel Reid, CD**

**Minister of Education, Youth & Information**



Building a modern society where young people can prosper and achieve their aspirations is paramount on the Ministry of Education, Youth and Information's (MoEYI) agenda. In its bid to advance this agenda the team at the MoEYI has developed the National Standards Curriculum (NSC) on a clear set of values that will permeate learning and become embedded in young people's approach to life. Young people need to be clear about their Jamaican identity. Justice, democracy, tolerance and respect need to be more than mere words; they need to become an essential part of people's lives. Young people's understanding of, and commitment to, sustainable development is critical to the future of Jamaica and of the world. These values that permeate the new curriculum and more importantly, will by its use, be ingrained in the fabric of the Jamaican society.

The development of a new curriculum is a major achievement in the life of any country. It is even more noteworthy because this curriculum embodies the set of knowledge, skills, values and attitudes that our country deems relevant at this particular time. It is intended that these attributes be conveyed to the next generation as a means of cultural continuity in preparation to cope with the future, both nationally and individually.

I am particularly excited about the prospects of the NSC honing key twenty-first century skills such as communication, collaboration, critical thinking and creativity in our youth as they prepare to take on their roles as global citizens. I encourage parents, students, teachers and indeed the community to partner with us as we prepare our young people not just for today, but for the rapidly changing times ahead.

## **The Honourable, Floyd Green, MP**

**State Minister in the Ministry of Education, Youth & Information**



In responding to the challenges confronting education in Jamaica, The Ministry of Education Youth and Information has taken strategic measures to address the need for a national curriculum that is relevant for the 21st century, the dynamics of the Jamaican context and the profile of the learners at the pre-primary, primary and secondary levels. One major output of these strategic actions is the National Standards Curriculum. This curriculum is intended to be one of the means by which the Jamaican child is able to gain access to the kind of education that is based on developmentally-appropriate practice and the supporting systems and conditions that are associated with high quality education.

This curriculum has the potential to inspire and provide challenges in the form of problem situations that all our learners can handle in ways that are developmentally appropriate. It compels us to move beyond the traditional functional perspectives of being literate to a focus on the physical and physiological as well as the ethical, social and spiritual.

I invite all our stakeholders to fully embrace this new curriculum which promises to excite imaginations, raise aspirations and widen horizons. Learners will become critical and creative thinkers with the mindset required for them to be confident and productive Jamaicans who are able to thrive in global settings as they take their place in the world of uninhibited change.

**Mr. Dean Roy Bernard**

**Permanent Secretary, Ministry of Education, Youth & Information**



It was the mandate of the Curriculum Units of the Ministry of Education, Youth and Information to spearhead the crafting of a new curriculum for the nation, in keeping with international standards, global trends in the educational landscape and societal goals and aspirations. The mandate had several facets: to establish clear standards for each grade, thereby establishing a smooth line of progression between Grades 1 and 9; to reduce the scope, complexity and amount of content; to build in generic competencies such as critical thinking across the subjects; to ensure that the curriculum is rooted in Jamaica's heritage and culture; to make the primary curriculum more relevant and more focused on skills development, and to ensure articulation between primary and secondary curricula, especially between Grades 6 and 7. To achieve this, the MoEYI embarked on an extensive process of panel evaluations of the existing curricula, consultation with stakeholders, (re)writing where necessary and external reviews of the end products.

Today, we are indeed proud that, the curriculum development teams have succeeded in crafting a curriculum which has met these expectations. Under the National Standards Curriculum (NSC) focus will be given to project-based and problem-solving learning, with an integration of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies across the system. Learners will benefit from more hands-on experiences which should enhance the overall learning experience and cater to the different kinds of learners in our classroom. In addition, they will be exposed to work-based learning opportunities that will help them become productive citizens of Jamaica and the world at large.

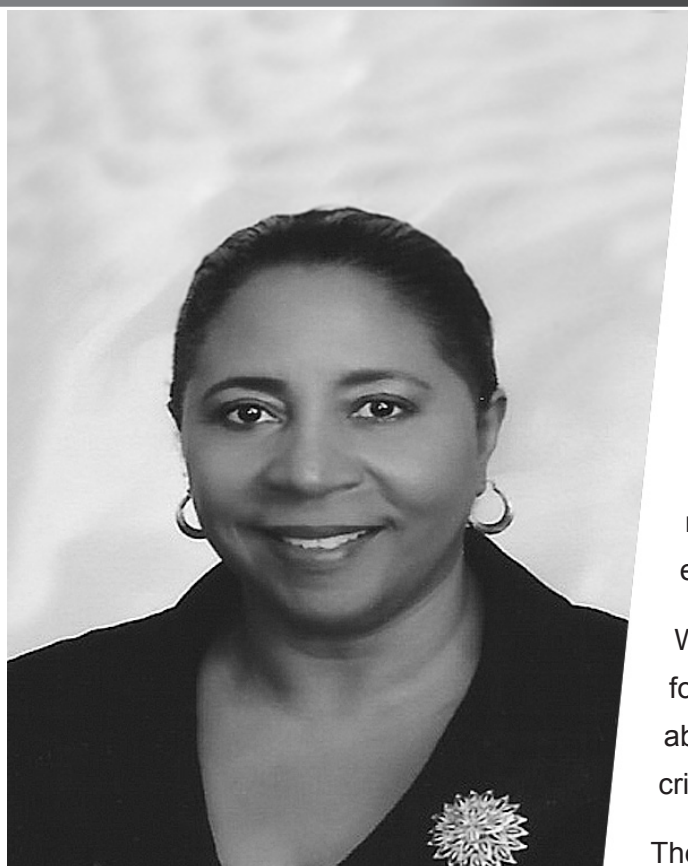
It is anticipated that as school administrators and teachers system-wide implement the National Standards Curriculum that improvements will be evident in the general academic performance, attitude and behaviour of our students.

We anticipate the participation of all our stakeholders in this process as we work together to improve the quality of life and prospects for all the children of Jamaica and to realize our mantra that *every child can, and must, learn*.

## **Dr. Grace McLean**

**Chief Education Officer, Ministry of Education, Youth & Information**





The Ministry of Education Youth and Information (MoEYI) is committed to providing high quality education to all Jamaican children. We have heard the cries from the various sectors of the Jamaican society about the level of preparedness/readiness of our students for life in the 21st century; and we are taking the necessary steps to ensure that our students graduate with marketable skills. The MoEYI has reviewed and redesigned the Grades 1-9 curricula around the principles of Vision 2030 Goal number one; “Jamaicans are empowered to achieve their fullest potential”.

The National Standards Curriculum (NSC) will lay the foundation for students by preparing them for working lives that may span a range of occupations, many of which do not currently exist. This has been done by way of designers carefully integrating the theoretical principles of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies into the curricula at all grade levels. The NSC illustrates that in order to make education effective for our 21st century children; we need to change how we teach, and what we teach.

We are satisfied that the curriculum designers and writers have produced a curriculum that is indeed fitting for the 21st century. The NSC was designed to develop students’ understandings of subject matter and their ability to apply what is learnt; it fosters their ability to communicate and solve problems collaboratively, think critically and create novel solutions.

The success of our children is dependent on the participation of all stakeholders in the learning process. We encourage you all to be our committed partners in education as the true impact of this curriculum will only be

felt when we have all hands on board. I am indeed proud to be associated with the development and implementation of this curriculum; it will inspire hope in our nation and future generations; kudos to the various teams that contributed to its development.

## **Mrs Lena Buckle Scott**

**Deputy Chief Education Officer,**

**Curriculum and Support Services, Ministry of Education, Youth & Information**



The National Standards Curriculum (NSC) rests on the belief that all learners are endowed with the capabilities, gifts and talents to fulfil their divine purpose. These attributes are to be further enhanced or improved in a nurturing, inspiring and inclusive environment; one that caters to the whole person (soul, spirit and body - spiritual, emotional, social, physical and mental). As learners assume their roles and responsibilities individually and as communities of learning in such an environment, they become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators.

A curriculum design of this nature, calls for transformative change at the societal level (Elkind, 2004)<sup>1</sup> and not just at the school and classroom levels. This is a call for all stakeholders, as users of the curriculum, to adopt a critical -reflective and reflexive stance and join learners in the quest for meaning, purpose and stability as they help to shape the world. By integrating principles from various disciplines and their related methodologies, learners who interact with the curriculum are provided with enriching experiences, opportunities for creative expressions and authentic exploration of problems from a classical standpoint as well as in the context of workplace learning. This is due to the fact that the NSC recognizes the importance of each discipline in the problem solving process and in development.

Assessment as an element of the curriculum becomes primarily a learning process for charting progress through self-corrective measures that are informed by feedback from peers and teacher-facilitator. By providing assessment criteria statements in the curriculum, teachers are encouraged to facilitate learners functioning as self and peer assessors. This approach should see the learner developing self-direction with

the support of mentors and coaches and forming an intrinsic desire to succeed. These attributes prepare them to face high stakes assessment as problems to be confronted with courage, a sense of readiness, insight and creative prowess.

These features of the NSC have the potential to influence learners' profile as Jamaicans who are gratified by an identity of cultural excellence that embodies moral obligations, intellectual rigour, innovativeness, environmental stewardship and productivity. The curriculum echoes the sentiments of our National Anthem, National Song and Pledge and serves as rich and credible source of the values and virtues that are woven together to convey the Jamaican identity. I wish for our school administrators, teachers, students and other stakeholders much success as they work with the document.

## **Dr Clover Hamilton Flowers**

**Assistant Chief Education Officer, Core Curriculum Unit, Ministry of Education, Youth & Information**

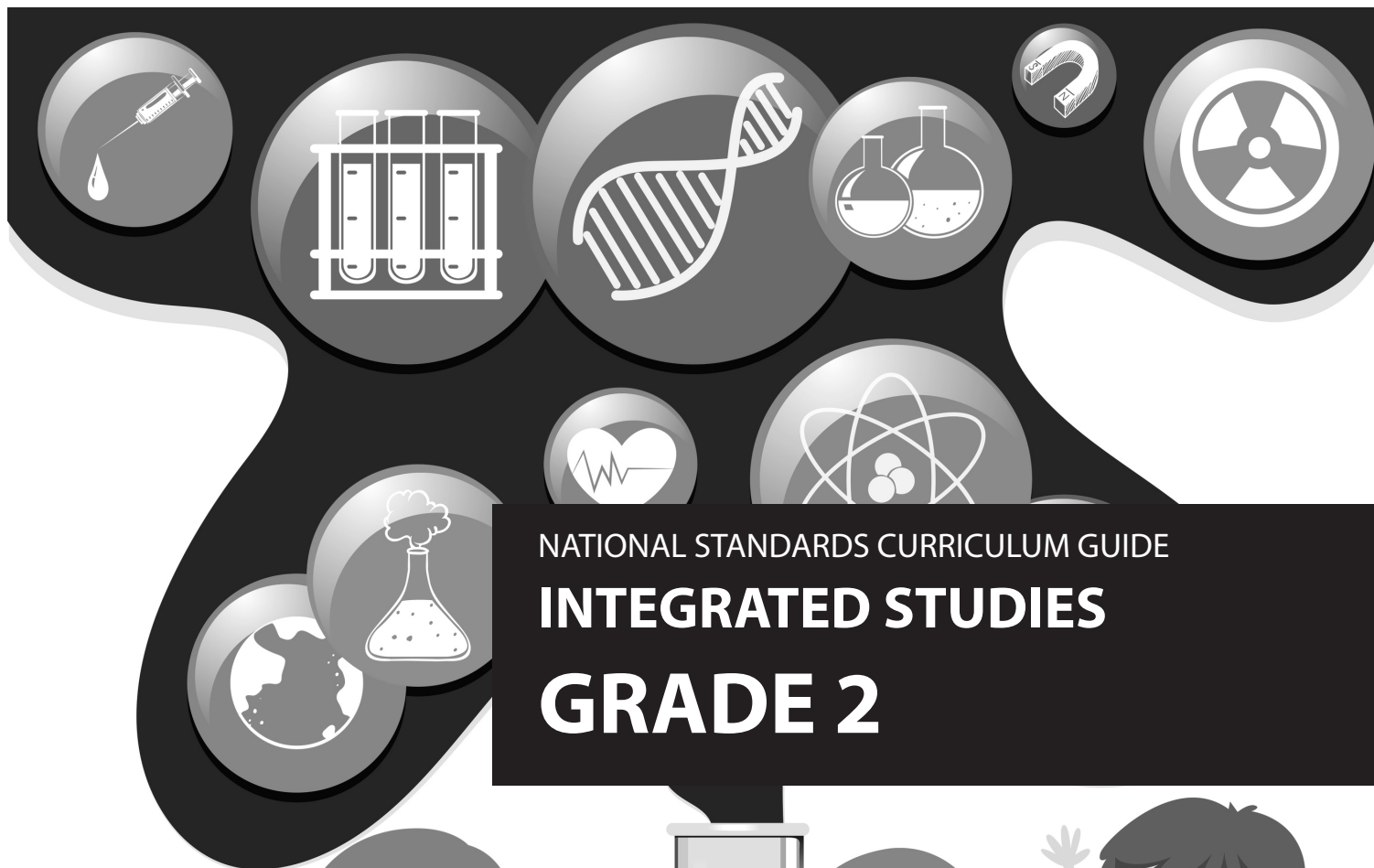
<sup>1</sup> Elkind, D. (2004). The problem with constructivism. *The Educational Forum*, 68(4), 306–12.

# NSC Glossary of Terms

TERMS	DEFINITIONS
Range of Content	Provides an overview of the concepts, knowledge, skills and attitudes that will be developed in a unit of study.
About the Unit	Gives a brief overview of the content, skills and the methodologies that are covered in the unit as well as the attitudes to be developed.
Standards	Statements that explain what all students are expected to know and be able to do in different content areas by the end of a course of study e.g. by the end of period spanning grades 4 – 9.
Attainment Targets	An attainment target is a desired or expected level of performance at the end of a course of work, within a given/specified teaching-learning period. Attainment targets identify the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each Grade. It is the standard that we expect the majority of children to achieve by the end of the grade.
Benchmarks	Behaviours students are expected to exhibit at different stages of development and age/grade levels.
Theme/Strands	Unifying idea that recurs throughout a course of study and around which content, concepts and skills are developed.
Prior Learning	It is what students are expected to already know through learning and experience about a topic or a kind of text.
Specific Objectives	Specific objectives state what the student is expected to know or understand as a result of the learning experience. The specific objective is usually framed in the areas of the knowledge, skills and attitudes that the students are expected to achieve. Specific objectives tell us what the children will learn or will be taught.
Suggested Teaching/Learning Activities	A teaching/learning activity is an organised doing of things towards achieving the stated objectives. They are suggested activities that are crafted in a way to be an efficient vehicle which can move the student between what is to be learnt (objective) and what the student is to become (outcome).
Key Skills	Indicate the important skills that students should develop during the course of a unit. Key skills are aligned to the suggested teaching and learning activities in the unit which are intended to develop the skill to which it is aligned. Included in the key skills are the 21 <sup>st</sup> century skills such as critical thinking and problem solving, collaboration, communication and ICT.

Assessment	An assessment is a determination of whether intended results have been achieved. This section of the curriculum speaks to both the product that will be judged as well as the criteria against which it will be judged. It must be noted that this section does not introduce new activities. Instead, it speaks to the judging of the suggested teaching and learning activities. Formal assessment may be conducted with the aid of instruments (e.g. via written test, portfolio) or by requiring students to complete assigned tasks (e.g. performance), and is usually recorded against a predetermined scale of grading. Informal assessment (e.g. via observation or spontaneous student expression) may also reveal important evidence of learning.
Points to Note	This section provides technical information that must be considered in delivering the unit. It may also include information that provides additional explanation of key concepts that may be unfamiliar to the teacher as well as suggestions for infusion within the unit.
Extended Learning	These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/experiences.
Learning Outcomes	A learning outcome is a demonstration/behavioural evidence that an intended result has been achieved at the end of a course of study. The learning outcome tells us if pupils have understood and grasped what they have been learning.
Links to other Subjects	Suggests opportunities for integration and transfer of learning across and within different subject areas.
Key Vocabulary	This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.





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**INTEGRATED STUDIES**  
**GRADE 2**



# PHILOSOPHICAL STATEMENT

The NSC for the Grades 1-3 level (early primary) is designed on child centred principles. The multi-disciplinary approach characterised by themes and related focus questions, serve as contexts for children to explore their environment and solve problems so that they learn about others, themselves and their environment on a whole. Integrated Studies as one of the Exploratory Core learning area, is complemented with two other Exploratory Core areas; Language Arts and Mathematics that allow children to be provided with specific learning experiences to enhance literary and numeracy in addition to other skills, attitudes and values and understandings. The child-centred design is justified as children's curiosity about their world is based on their interest in disciplines. Children do not try to understand disciplines as we represent them with labels or names such as Science, Mathematics, Social Studies etc. Instead, their focus is on the use of their senses to experience the world and to derive meaning from their efforts to satisfy their curiosity. A reward of this natural tendency is the nurturing of the function of the brain, which thrives on making connections. They also benefit from their acquisition of knowledge and a variety of skills that help them to survive within the boundaries of the prevailing/acceptable culture of the society. Children are also better able to experience the interactive and dynamic nature of the world from being able to see the 'big picture'.

Integration at Grades 1-3, is conveyed in multiple ways by the Integrated Studies Curriculum. These include:

- (a) Interdisciplinary Approach using Thematic Web: Problems are presented in the form of themes with overlapping concepts and competencies that allow children to naturally make connections to multiple learning/subject areas without using these as separate units of knowledge as they try to understand their world and satisfy curiosity. The Thematic Webb serves as a means of content organization.
- (b) STEAM as a methodology: Children explore real-life problems that are appropriate for their level of development, by drawing on concepts, principles, processes and dispositions from Science, Engineering Design, the Art Forms, Mathematics and Technology as a problem solving tool.
- (c) Culture and Creative Art as carriers of content: As children engage in dramatic, musical and visualized art to express themselves, they learn how to manage their feelings, their imagination, develop confidence, think analogically and reflectively, and become more intuitive among others. Relevance to the Jamaican culture as conveyed by National Symbols and emblems are encouraged through the opportunities provided for them to be creative in expressing their ideas and feelings and in demonstrating their physical skills.
- (d) Projects in the context of work: The Resource and Technology projects are used to help children handle real life problems with manageable scope. These projects are also used to begin to expose children to positive work habits and work ethics. They also benefit in terms of developing physical skills as projects require the manipulation of tangible tools.

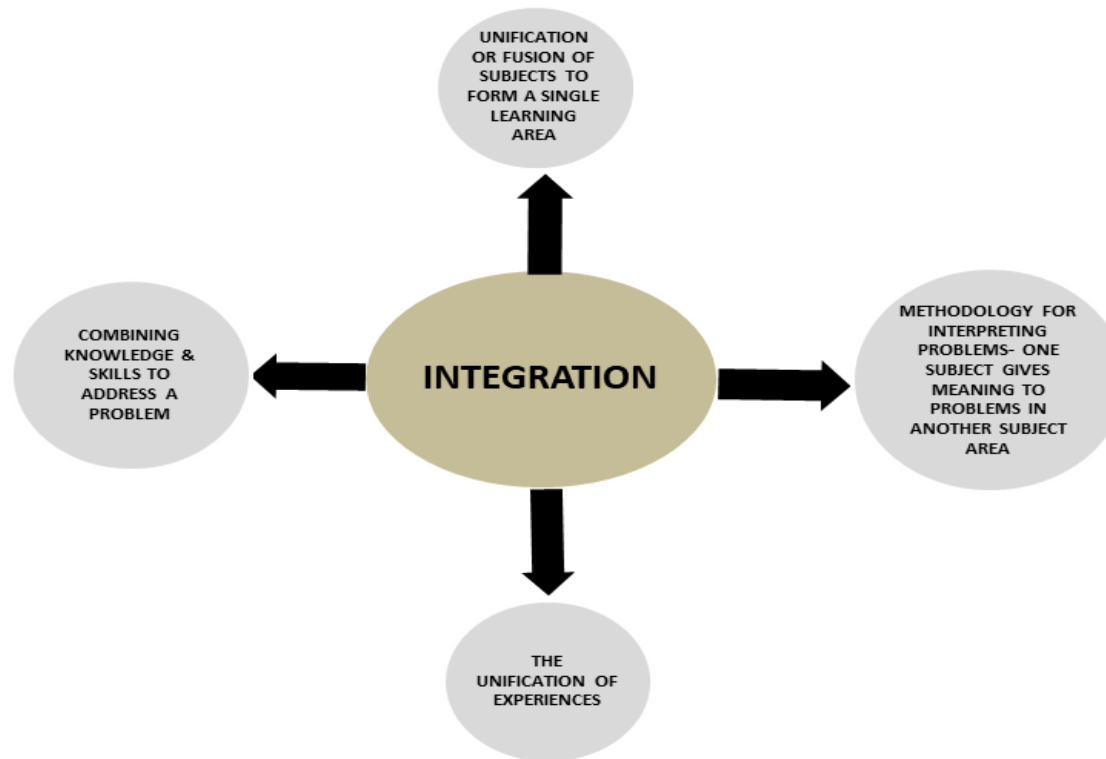


Figure 1 illustrating some typical perspectives of integration

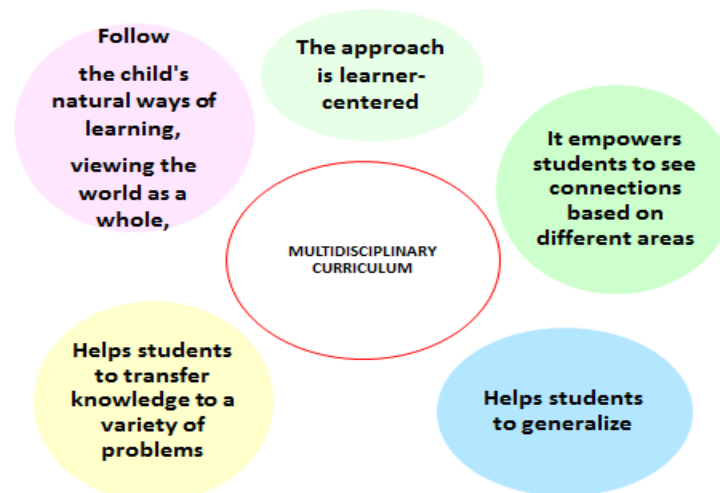


Figure 2 conveying some benefits of the Integrated Studies Curriculum

# INTEGRATED STUDIES OVERVIEW

## GRADE 2



## THE INTEGRATED CURRICULUM GRADES 1 TO 3

### 1. INTRODUCTION

#### **An Integrated Curriculum**

An integrated curriculum is an approach that starts with the holistic experience of the child and purposefully draws together knowledge, skills, attitudes and values from within or across subject areas to develop a more powerful understanding of key ideas. It provides an interconnected and interwoven approach in which learning experiences are inextricably linked and become more meaningful for the young learner. However, the design of an integrated curriculum does not abandon the skills and understandings that are specific to the individual key learning areas and these are woven into that integration as clear early learning standards to form an ‘underpinning architecture’ on which the integrated curriculum is based and on which the curriculum for Grades 4 upwards can be built.

#### **The Method of Integration Underpinning the Grades 1 to 3 Curriculum**

The main method of integration utilized in the design of the Jamaican Integrated Curriculum is the Multidisciplinary approach. This includes thematic approaches, intra-disciplinary approaches, fusion and infusion of subjects. This approach has been used to organize the standards from disciplines around agreed themes. Subjects, such as Information, Communication and Technology, Technical & Vocational Education and Civics Standards are infused throughout the curriculum. Mathematics and Language Arts will be taught as discrete subjects within the daily time allocated session ‘Windows’. However, teachers will utilize all available opportunities to infuse the concepts that are taught in the discrete Language Arts and Mathematics Programmes whilst they are delivering the integrated curriculum.

**OVERVIEW OF INTEGRATED CURRICULUM THEMES GRADES 1 TO 3**

	GRADE 1	GRADE 2	GRADE 3	
<b>THEME</b>	<b>ALL ABOUT ME AND MY ENVIRONMENT</b>			<b>TERM</b>
<b>SUB-THEME</b>	<b>M</b>	<b>Y</b>	<b>S</b>	<b>E</b>
	<b>L</b>	<b>F</b>		
<b>UNIT 1</b>	<b>WHO AM I?</b>	<b>MY BODY (II)</b>	<b>MY BODY (III)</b>	<b>1</b>
<b>UNIT 2</b>	<b>MY BODY (I)</b>	<b>CARE &amp; SAFETY OF SELF</b>	<b>SATISFYING OTHER NEEDS</b>	
<b>SUB-THEME</b>	<b>MY HOME</b>	<b>MY FAMILY</b>	<b>MY COMMUNITY, THE NATION AND THE WIDER WORLD</b>	
<b>UNIT 1</b>	<b>MY FAMILY</b>	<b>LIVING TOGETHER AS A FAMILY</b>	<b>PROVIDERS OF GOODS AND SERVICES</b>	<b>2</b>
<b>UNIT 2</b>	<b>THINGS IN THE HOME</b>	<b>SATISFYING OUR NEEDS</b>	<b>RELATING TO OTHERS OUTSIDE OF JAMAICA</b>	
<b>UNIT 3</b>			<b>ASPECTS OF JAMAICAN CULTURE</b>	
<b>SUB-THEME</b>	<b>MY SCHOOL</b>	<b>MY COMMUNITY</b>	<b>MY PHYSICAL ENVIRONMENT</b>	
<b>UNIT 1</b>	<b>MYSELF AT SCHOOL</b>	<b>THIS IS MY COMMUNITY</b>	<b>LIVING AND NON-LIVING THINGS IN MY ENVIRONMENT</b>	<b>3</b>
<b>UNIT 2</b>	<b>TOGETHER AT SCHOOL</b>	<b>PLACES OF INTEREST IN MY COMMUNITY</b>	<b>CARING FOR MY ENVIRONMENT</b>	
<b>UNIT 3</b>		<b>PLANTS AND ANIMALS IN MY COMMUNITY</b>		

## Philosophical Underpinning

The National Standards Curriculum (NSC) takes a constructivist approach which is based on the belief that learning occurs when learners are actively involved in a process of constructing meaning as opposed to passively receiving information (Bruner, 1966; Vygotsky, 1978). Constructivist teaching fosters critical thinking, and creates motivated and independent learners. This was also the basis of the existing curriculum but this curriculum places greater emphasis on generic skills, such as critical thinking, problem solving and independent learning in order to better prepare students for their future in the twenty-first century (Ananiadou, 2009).

The foundation of a child's early learning must be secure and structured to enable them to formulate the underpinning principles, competencies and values that will ensure that they can continue to develop their knowledge and skills base from Grades 4 and beyond within a curriculum that is both progressive and aligned (Goswamy, 2008). So in addition to the greater focus on generic skills and competences, the NSC ensures that all subjects are well sequenced with clear progression from Grades 1 right through to 9 so that students are prepared adequately for the upper grades of secondary schooling. The clear statements of standard or grade expectation for each subject ensure that all education stakeholders: teachers, students, parents, and employers are clear about the expected level of competence of each student in each subject and grade.

While the former Grades 1 to 3 curriculum took an integrated approach on the basis that children naturally learn about the world as an integrated whole, the revision maintains the integration for the same philosophical reasons but woven within that integration, are clear early learning standards which form an 'underpinning architecture' on which the integrated curriculum is based. This underpinning structure identifies standards and progression in learning and ensures adequate coverage of essential components of the subject curriculum that a child is expected to achieve, which articulate clearly with expectations in the Grade 4 curriculum and beyond.

The overall design of the NSC ensures that the holistic learning needs of children are met from the time they enter school until they complete secondary schooling (Gardner, 1999). The Grades 1 to 3 curriculum has been revised to ensure that the same principles, philosophy and methodology would be applied consistently throughout a child's learning journey.

## The Design Of The Jamaican Integrated Curriculum

The team of Core Curriculum Unit (CCU) Officers, Technical and Vocational Unit Officers, the Head of both units, a local early year's consultant recommended by the MoE and other selected resource persons worked with the international team of consultants. Together they collaboratively agreed on the guidelines for the design of the integrated curriculum as follows:

- ❖ It will be a multidisciplinary design with an intra-disciplinary and sub-disciplinary approach. Subjects such as Social Studies, Science, and Religious Education would form the core; whilst music, drama, visual art, physical education and ICT would be “the Drivers”
- ❖ The Arts to be used as a vehicle to encourage independent thinking, creative and learning skills and holistic learning and for delivering a curriculum most suited to learning in the early years.
- ❖ The integrated curriculum places emphasis on the teaching of higher order critical thinking and learning skills throughout
- ❖ Vygotsky's constructivist approach will be used, as throughout the whole curriculum as well as Norman Webb's Depth of Knowledge
- ❖ The integrated curriculum will be aligned with the Jamaican National Curriculum Standards with progression evident in each grade
- ❖ Themes will be used that are located in the experience of the child and to suit the Jamaican learning context – the thematic integrated approach will be based on the same themes as the existing Grades 1 to 3 curriculum
- ❖ ICT and Technical Vocational Education Standards for Grades 1 to 3 will be infused throughout
- ❖ The discrete teaching of Language and Maths competences will occur in daily ‘windows’ for an allocated time on the daily classroom timetable for the teaching of Maths and Language
- ❖ Maths and Language will be integrated wherever practicable and possible within the multidisciplinary design
- ❖ Culture will be infused within the integrated curriculum
- ❖ Civics will be part of the integrated subject focus
- ❖ As far as practicable, the national celebrations of Jamaica will be built into the integrated curriculum such as Jamaica Day and Heroes Day

## The Key Differences Between the Former Curriculum and the Revised Jamaican Integrated Curriculum For Grades 1 To 3

The key changes that have been made to the revised Jamaican Integrated Curriculum for Grades 1 to 3 are as follows:

- ❖ The integration has been written against the revised Jamaican curriculum standards; this ensures that teachers know what level of knowledge and skills are achieved at the end of each year in order that these build year on year and so that there is a firm base on which Grade 4 builds
- ❖ There is a seamless transition for continuing learning after the integration from Grade 3 to Grade 4 with the revised curriculum standards
- ❖ Critical thinking and learning skills has been incorporated into the integrated units of work, assisting students to analyse, problem solve, investigate, question assumptions, apply learning and transfer the key skills that they have learnt into any given situation and then into lifelong learning
- ❖ The content of the integration has been revised in keeping with the 21<sup>st</sup> Century teaching & learning experiences
- ❖ The assessment is part of the learning process and enables the teacher to make informed and critical judgements on student progress
- ❖ Greater emphasis is placed on building future citizens with a focus on morals, values, principles, attitudes, integrity, heritage & culture through the curriculum standards and in the teaching of Religious Education, Civics and Social Studies
- ❖ Technical Vocational Education Standards for Grades 1 to 3 have been infused within the integration
- ❖ Consistency of Core Curriculum Unit Officers in the writing of Grades 4 to 6 as well as Grades 1 to 3 has enabled a holistic overview of the entire content and curriculum coverage
- ❖ The discrete Maths and Language programmes that are taught within the 'windows' are both encompassed within the integrated document for ease of reference for teachers.

## **The Teacher's Guide**

Our aim is that this Teacher's Guide will provide all teachers with a comprehensive collection of exciting, challenging, interesting ideas and suggestions that will enable them to deliver a varied, stimulating and motivational curriculum to their pupils.

The Statutory Curriculum Standards for Grades 1 to 3 can be found in the Curriculum Framework document. This details the Curriculum Standards which should be achieved by students in each grade. The Teacher's Guides have been written against the Statutory Curriculum and all Learning Objectives are directly linked to the Standards.

In this Teacher's Guide, each Grade is divided into separate sections. Within each Grade, the Units have been written against the agreed themes for Grades 1 to 3. The Units have been carefully written and structured to take account of the key cultural and historical days throughout the year such as Jamaica Day and Heroes Day. The integrated planning to include these key dates will make it easier for teachers to teach the lessons for each term.

## **The Units of work**

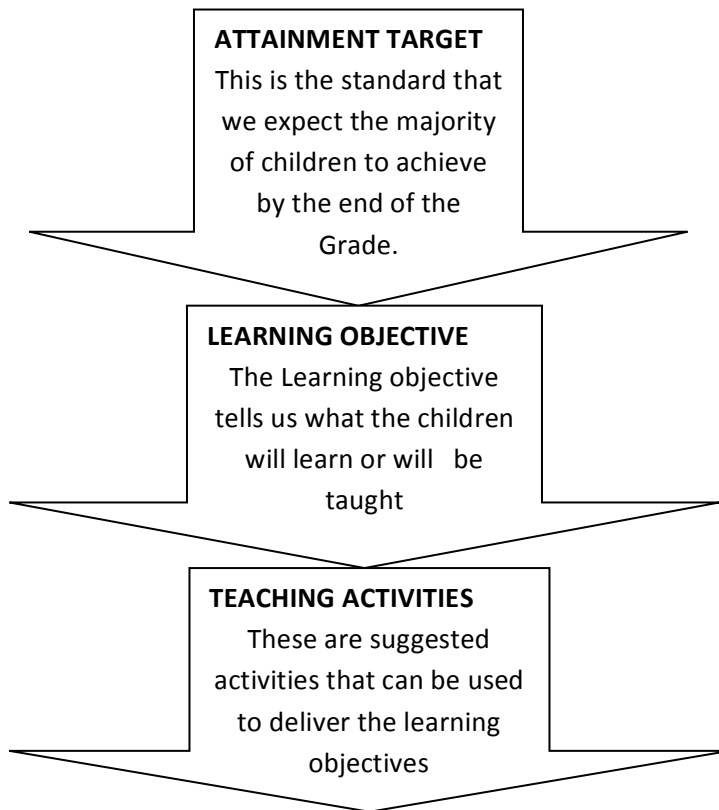
Each Unit has been sub- divided into weekly blocks of work to enable full coverage of the Standards and Learning Objectives which are directly linked to the theme that is being covered for each term. For example, within the theme Who Am I? For Unit 1 Term 1 Grade 1, there are 6 weekly blocks of suggested activities that can be taught. Each Focus Question has been divided into weekly blocks of work within each Unit. However, if teachers do have other creative ideas and suggestions of how the Standards and Learning Objectives can be taught and delivered over the term, then they can include these in the Units of work and modify the weekly blocks of activities accordingly.

Language Arts and Literacy and Mathematics will be taught as discrete subjects every day. An 'Open Window' will be on the daily timetable to teach both these subjects against the programmes that have been designed. However, there are numerous opportunities within each Unit of work to integrate Maths and Language Arts & Literacy within each theme. Ideas and suggestions of how Language Arts, Literacy and Maths can be integrated throughout each theme have been included within the Units in this Teacher's Guide. What is to be taught discretely in the 'Open Window' each term for Language Arts and Literacy and Maths has been included in a separate programme in each Unit of work.

The first page of each unit consists of an overview of the entire learning experience for pupils within the Term. The key skills, resources and vocabulary that are listed will provide teachers with the complete expected coverage and focus on each specific area for the Term. The key

focus for each curriculum area will enable teachers to have an overview of the way in which the integration has been achieved to ensure coverage of a well-balanced, varied, interesting, enjoyable and integrated curriculum.

The following diagram details how the Curriculum Standards will be achieved through the delivery of the Units in this Teacher’s Guide and defines each of the main terms used in the document.





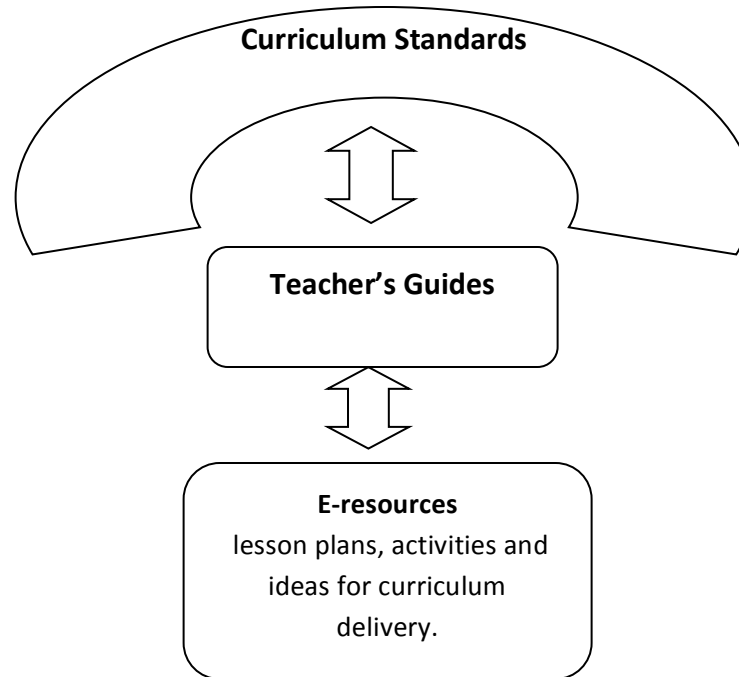
**LEARNING OUTCOME**

The learning outcome tells us if pupils have understood and grasped what they have been learning

**The most important point for teachers to remember is that the Standards or the Statutory Curriculum must be taught and covered in each Grade as specified.** This Teacher's Guide provides a structure that covers the teaching of the Statutory Curriculum and it has been compiled by educators who have experience and expertise in early childhood education and understand the developmental needs within the Jamaican context.

The Teacher's Lesson Planning and Curriculum delivery e-resource will be formulated so that all teachers will be able to contribute their individual lesson plans and ideas for delivering the curriculum. This e-resource can then be utilized by all teachers to assist them with implementing the curriculum, as well as to integrate technology in the lessons. The diagram below illustrates the three components of the curriculum.





### **The Methodology for the Grades 1 to 3 Integrated Curriculum**

The curriculum has been specifically designed to suit Jamaica's population, location, resources, community and cultural values. It is based on sound development principles, accepted standards of quality and best practices. Pupils will be able to make clear links for learning through the Integrated Curriculum.

The integrated learning process will promote children's understanding that knowledge across disciplines is inextricably interconnected rather than a series of disparate actions – like real life when we connect learning in simple tasks such as cooking – we are reading recipes for understanding and meaning (Literacy & Language) and we are reliant on the skill of memory recall, experimenting (Science), calculating (Maths),

tasting (senses) social skills (Health and family life) etc. when carrying out the cooking task. The integrated curriculum has been written to ensure that the learning experience is interconnected and that the skills which children learn are transferable.

Civics forms a part of the integrated curriculum. Culture is not taught as a discrete subject in schools, nor does it have a set of standards and attainment targets. The policy that governs Culture In Education, positions culture as an agent of change and thus views it as a critical mechanism for identity formation and positive behaviour as gateways to academic excellence. Thus, the fundamental principle for the use of culture in the curriculum is that it becomes the context, content and methodology by which the curriculum is delivered at all levels across all subject areas and activities. The context element of culture ensures that everything within the curriculum relates to what is appropriate for the Jamaican context in which the Jamaican learner is situated. The content of culture relates to everything that contributes to the students understanding of their uniqueness and the special place of Jamaica in the world. The methodology includes, but is not limited to, the performing arts. It extends to all aspects of the expressive culture that enriches learning experience and extends beyond chalk and talk. Examples are: field trips, fashion shows, art exhibitions, panel discussions, games, storytelling and movies.

In delivering the curriculum, teachers will ensure that it is based on the child's interests as well as the principles of child development and best practices - this will mean that both the teacher and the child enjoy the learning experience and have fun while teaching and learning. Teachers have the opportunity to plan learning creatively for students within the Units of work. They are able to be flexible to cater for the learning development and holistic needs of children through a well-planned, vibrant interlocking curriculum that will ensure children learn and develop physically, emotionally, morally, socially, intellectually and culturally.

An innovative, integrated curriculum will inevitably improve standards of achievement and ultimately increase children's enjoyment and engagement in their learning process. The Integrated Curriculum for Grades 1 to 3 ensures that the holistic needs of pupils are met through the teaching and learning of high level critical thinking skills and competencies which will ensure that students can mature into adults who can problem solve, think critically and hence transfer and adapt their knowledge and skills into different learning situations.

### **Why the Arts should drive the Curriculum**

Recent scientific research has sought to make important connections between the brain and the learning experience. The greatest evidence of this is seen in the brain's response to things we do in the arts, bringing strong arguments about why the arts are fundamental to the activities of the brain. The arts connect each new generation to those who have gone before. They equip the newcomer in his or her own pursuit of the abiding questions: *Who am I? What must I do? Where am I going?*

The arts are holistic phenomena; they accord with the way the child views his or her world – not in compartments, but as a continuum. They exercise and develop right-brain thinking, so that when the child learns through the arts, he or she acquires an equitable balance between linear and process thought, emerging as a well-balanced, well-coordinated human being, with inventive and problem-solving capabilities.

Children come “wired for learning” from birth; the things they do naturally at play are all natural forms of art. Give them space and freedom, and they will play (sing, dance, draw, and pretend). Auditory, kinaesthetic, verbal and visual engagement takes place naturally. These activities make use of all the senses, and prepare the brain to learn successfully.

Young children are naturally curious, they want to begin to explore their surroundings and environment from the time they are born and discover new things. They learn by inquiring, experimenting, using trial and error processes to come to an understanding of the world around them. In later years, we call these activities and processes ‘science’ and as a subject it is well-suited to active younger children. Science and process skills of science are an important part of the foundation for the education of all children and we have ensured that the elements of scientific inquiry, investigation and process skills are embedded in this important early stage of a child’s learning within the Integrated Curriculum.

This is our vision for each Jamaican learner: **a well-balanced, well-coordinated human being, with inventive and problem-solving capabilities.** Our ambition is that every child will leave school and be able to enter a vocation that is suited to his/her skills, talents and expertise. To ensure that we fully equip them to achieve this target, Resource and Technology overall knowledge, skills and understanding have been infused throughout this integrated curriculum. Career Awareness, Creativity and Innovation, Exploring Methods and Procedures & Applying solutions have all been included in this early stage of the Jamaican child’s learning experience and they will continue to be developed subsequently in the primary and secondary phases.

We hope that all teachers enjoy using this Teacher’s Guide and wish them every success in the progress and achievement of their pupils in Grades 1 to 3. All Grades 1 to 3 Teachers will play a crucial role in laying the critical foundation stages of learning for the future citizens of Jamaica. Also, be reminded of the four pillars of education:

- Learning to live together
- Learning to know
- Learning to do
- Learning to be

## 2. A GUIDE FOR TEACHERS - HOW TO USE THE GRADES 1 TO 3 INTEGRATED CURRICULUM TEACHER'S GUIDES

### Teachers will need to ensure that they:

- ❖ Read the entire Unit before starting to plan their integrated lessons for the term. This will give teachers a holistic overview of everything that is to be covered under the theme of the Unit and develop a better understanding of the complete context and content for the learning of their class for the Term.
- ❖ Create the learning maps
- ❖ Use the 5Es instructional design to plan and write the lesson
- ❖ Read the discrete Language Arts and Mathematics programmes for the term and identify opportunities where concepts can be infused and reinforced during the integrated curriculum
- ❖ Plan their lessons carefully to ensure that they are able to cover all of the identified curriculum for the term
- ❖ Make lessons enjoyable and exciting for children and use other ideas and strategies that they may have to compliment the integrated curriculum
- ❖ Plan their weekly timetable to ensure that children have a holistic curriculum and a variety of different activities distributed throughout the week to ensure that they are receiving a broad and balanced curriculum
- ❖ Familiarize themselves with the definitions used in the Curriculum documentation. The definitions for the core curriculum language used can be found in the preliminary sections of the Grades 1, 2 and 3 Teacher's Guides.

Identify key resources that will enable the delivery of the curriculum

Identify any items or resources that they will need children to bring to school or that parents can assist with, for example, photographs of themselves for the Unit entitled 'Who Am I?'

### Themes used in Grades 1 to 3

The overall encompassing theme that has been used on which all Units have been positioned is All About Me and My Environment. This overall theme has then been further broken down into sub themes and then each Unit has been written under a specific theme. For example, in Grade 1 the overall encompassing theme is All About Me and My Environment. The Sub Theme for Term 1 is Myself and then there are 2 separate Units with individual themes for Term1 which are Who Am I? and My Body (Part 1).

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NATIONAL STANDARDS CURRICULUM GUIDE

# GRADE 2 INTEGRATED STUDIES

TERM1 – UNIT1

**Prior Learning**

Check that students can:

Identify the external parts of their bodies and their basic roles.

## UNITS OF WORK GRADE 2 TERM 1 UNIT 1

<b>Focus Question 1: What do I need to know about my brain, heart and skeleton?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s): Students will:</b>
Explore selected life processes in humans, the interdependence between living things in the environment, and how lifestyles determine health and well-being in humans.	<ul style="list-style-type: none"> <li>• Identify the position of the heart, brain and skeleton in the human body</li> <li>• Describe the appearance of the heart, brain and skeleton using familiar terms</li> <li>• Describe the role of the heart, brain and skeleton</li> </ul>
Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively	<ul style="list-style-type: none"> <li>• Write simple sentences about the heart, brain and skeleton</li> </ul>
Display an appreciation of some of the beliefs, practices and expressions of persons from different religious faiths	<ul style="list-style-type: none"> <li>• Show appreciation to the Creator through various means for the parts of the body</li> </ul>
Listen and appraise music to develop an understanding of musical elements  Create musical compositions exploring varied elements of music	<ul style="list-style-type: none"> <li>• Compare the pulse of the heart with beat in music</li> <li>• Respond to songs that have a slow/fast tempo</li>   <li>• Compose lyrics about the functions of the heart, brain and skeleton</li> </ul>
Develop an understanding about how our bodies move, why we move our bodies in particular ways, and what happens to our bodies when we move.	<ul style="list-style-type: none"> <li>• Use different rhythms to create short dances and movement sequences/body patterns</li> <li>• Investigate the effects of types of movement on the pulse of the heart</li> </ul>
Plan and design visual arts expressions	<ul style="list-style-type: none"> <li>• Plan, design and create 2D pictures and 3D models of the brain, heart and skeleton</li> </ul>

<b>Focus Question 1: What do I need to know about my brain, heart and skeleton?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s): Students will:</b>
Explore and create, exercising critical thinking skills throughout the dramatic process	<ul style="list-style-type: none"> <li>• Use drama modes to highlight the role of the heart, brain and skeleton</li> </ul>
<p>Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy.</p> <p>Use the basic operations, number relationships, patterns, number facts, calculators and appropriate software to compute and estimate in order to solve real world problems involving fractions, percentages and decimals.</p>	<ul style="list-style-type: none"> <li>• Use the symbols for “greater than” and “less than” to compare frequency of heart beats</li> <li>• Solve problems relating to parts of the body which involve addition and subtraction</li> </ul>
<p>Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others</p> <p>Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations</p> <p>Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions</p>	<ul style="list-style-type: none"> <li>• Use ICT tools to identify the heart, brain and parts of the skeleton</li> <li>• Use ICT tools to create various multimedia presentations relating to the brain</li> <li>• Use selected ICT tools to explore basic information offline/online relating to the brain, heart and skeleton</li> </ul>



Suggested Teaching and Learning Activities – Focus Question 1: What do I need to know about my brain, heart and skeleton?	Key Skills	Assessment Criteria
<p><b>Students will:</b> Brainstorm to identify the names of some internal parts of the body. Indicate the location of the brain, heart and skeleton on a chart or model and on each other. Examine charts/pictures/models/specimens of the heart, brain and skeleton and talk freely about their location and appearance, using the speak-easy mode. Create a poem/song/jingle about the location and appearance of the heart/brain/ skeleton. Place an outline of the brain / heart / skeleton in a drawing or frame of the body.</p> <p>Check their own or peer’s heartbeat by feeling the pulse and describe what they feel. Use a stethoscope (medical/home-made) to listen to each other’s heartbeat. Talk about the pulse in our body and how it keeps a regular pattern.</p> <p>Conduct investigations to determine the number of heart beats in a minute. Place two fingers just below the ear or on the inside of the wrist and use a timer to determine the number of beats in one minute. As a class, talk about the differences in the heart beats per minute. Use the symbols for ‘greater than’ and ‘less than’ to compare frequency of heart beats within the class.</p> <p>Participate in a short physical activity and listen to the heartbeat again. Describe their observations regarding the change in the heartbeat (i.e. it gets faster and then slower). Sing short songs that gradually increase in tempo. Talk about the similarities of the increase in tempo to the increase in heartbeat.</p>	<p>Communicate ideas Create poem/ song/jingle Generate ideas Locate the brain, heart and skeleton</p> <p>Listen to heartbeats Investigate</p> <p>Compare frequency of heartbeat Count heartbeats</p> <p>Describe observation</p>	<p>Internal body parts correctly located Poem/song/jingle correctly identifies and describes the location and appearance of the heart/brain/ skeleton Required parts of the body correctly placed in outline</p> <p>Heart beats per minute satisfactorily counted</p> <p>Symbols accurately used to make comparisons</p> <p>Description satisfactorily indicates the impact of activity on heartbeat Difference in heartbeat before and after activity correctly calculated</p>

<b>Suggested Teaching and Learning Activities – Focus Question 1: What do I need to know about my brain, heart and skeleton?</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
<p>View a teacher-selected simulation of the heart pumping blood around the body. Talk freely about the action and role of the heart as observed in the simulation. Create stories/poems about the action and role of the heart using descriptive language (presentation software could be used to display their creation.) Write simple sentences about the action and role of the heart in their journal. Create lyrics to existing rhythms expressing the action and role of the heart.</p> <p>View a digital presentation on the role of the human skeleton. Talk freely about the role of the skeleton as observed in the presentation (support the body, protects delicate body parts, and help the body to move). Explore their own body to identify the position of bones in different parts of their body: skull, ribs, backbone, limbs, shoulder and hip. Talk about how the bones feel, and how they contribute to the roles of the skeleton, e.g. the skull protects the brain, the ribs protect the lungs. Write simple sentences about the roles of the skeleton in their journals. Create and present dramatic pieces highlighting the roles of the skeleton. Sing along with teacher and / or record(ed) music or video, e.g. ‘Dem Bones’, ‘My Head, My Shoulder’. Use the music of these songs to create different movement patterns. Talk about how the skeleton enables us to create movement patterns. Use cardboard/Lego to assemble a model of a human skeleton. Compose a letter/ an email about what they have learnt about the human skeleton and send to another group in the class.</p>	<p>Observe simulation Write sentences Create stories/poems/songs Discuss ideas</p> <p>View presentations</p> <p>Discuss ideas Communicate ideas</p> <p>Write sentences Role play</p> <p>Create movement patterns</p> <p>Assemble models Compose letter Compose and send email</p>	<p>Stories and journals reflect accurate descriptions about the role of the heart Lyrical content contains accurate information about the heart</p> <p>Discussions satisfactorily reflect the role of the skeleton</p> <p>Dramatic pieces, journals and letters correctly express the role of the skeleton</p> <p>Models adequately depict human skeleton Email successfully sent</p>

<b>Suggested Teaching and Learning Activities – Focus Question 1: What do I need to know about my brain, heart and skeleton?</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
<p>With the help of the teacher, compile a word-bank and dictionary of new words used in discussion on the brain/heart/skeleton. Use online/offline sources to gather and organize information for dictionary. Work in groups to create a book about “My Brain, Heart and Skeleton” using research done online and offline. Retell the story of Ezekiel and the dry bones and discuss how the bones came together. Give thanks by composing prayers and songs to the Creator for their brains, hearts and skeletons. Share their prayers/songs via various media.</p> <p>In groups, discuss what they know about the role of the brain and share with the class. In a discussion, summarise the main role of the brain ( control of all body functions). Compare the role of the brain with that of machines such as computers and calculators. Write a short story about the role of the brain and use it to create a short digital story with text, pictures and narration.</p>	<p>Compile word bank/ dictionary Conduct research Work collaboratively Create book Compose prayer/song Communicate ideas</p> <p>Discuss ideas Compare Create short/digital stories Summarise</p>	<p>Words used in word bank and dictionary are related to brain/heart/skeleton Book properly organised and accurately describes the role of the brain, heart and skeleton Prayers and songs satisfactorily reflect appreciation for their brains/hearts/skeletons</p> <p>Short story/digital story presents correct information about the role of the brain. Pictures used appropriately to support text</p>
<p><b>Learning Outcomes Students will be able to:</b></p> <ul style="list-style-type: none"> <li>✓ Explain the roles of the brain, heart and skeleton</li> <li>✓ Recount the appearance of the brain, heart and skeleton in the human body</li> <li>✓ Illustrate the location of the brain, heart and skeleton in the human body</li> </ul>		

Suggested Teaching and Learning Activities – Focus Question 1: What do I need to know about my brain, heart and skeleton?	Key Skills	Assessment Criteria
<ul style="list-style-type: none"> <li>✓ Navigate digital content to gather organise and disseminate information about the brain, heart and skeleton</li> <li>✓ Use the creative arts to highlight the functions of the brain, heart and skeleton</li> <li>✓ Communicate information on the brain, heart and skeleton competently using SJE and JC appropriately</li> <li>✓ Investigate to determine the impact of activities on heartbeat</li> <li>✓ Use greater than and less than symbols in making comparisons</li> <li>✓ Display appreciation to the creator for the parts of the body</li> </ul>		
<p><b>Points to Note:</b> Treatment of the Brain, Heart and Skeleton should be simple. There should be no detailed handling of structures and functions, nor complex modelling. The ‘My Brain, Heart and Skeleton’ book will be an on-going project. Body outline will be used for successive lessons. Students can read trade books, for example “My Brain is Boss” and any other relevant books to understand how the brain controls the body. Home-made stethoscope can be made using the top of a plastic bottle or a funnel attached to a rubber tube. A newspaper/cartridge paper may be rolled into a cone. Brain, heart and skeleton should be taught separately Urge/encourage students to be creative when writing scripts and designing their digital stories Review websites and recommend suitable one for students to information on the brain, heart and skeleton</p>	<p><b>Extended Learning</b> Research one situation in which the heart/brain/skeleton does not work properly, and report findings in a variety of ways.</p>	

**Prior Learning**

Check that students can:

Explain the roles, recount the appearance and locate the brain, heart and skeleton

**UNITS OF WORK GRADE 2 TERM 1 UNIT 1**

<b>Focus Question 2: How do the brain, heart and skeleton work together?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s): Students will:</b>
Explore some attributes of people and objects in the environment in order to classify and make comparisons.	<ul style="list-style-type: none"> <li>Describe how the brain, heart and skeleton work together</li> </ul>
Automatically recognise words (including basic sight words) through repeated exposure and mnemonic devices	<ul style="list-style-type: none"> <li>Use words associated with the functions of the brain, heart and skeleton</li> </ul>
Use language and text forms appropriately and with imagination to create vibrant and engaging texts	<ul style="list-style-type: none"> <li>Produce creative pieces through writing about the interrelatedness of the brain, heart and skeleton</li> </ul>
Recognize that religion contributes to shaping our identity and guides our understanding of the meaning and purpose of life	<ul style="list-style-type: none"> <li>Retell religious and other stories related to how the parts of the body work</li> <li>Express thanks to the creator for the interrelatedness of the brain, heart and skeleton</li> </ul>
Listen and appraise music to develop an understanding of musical elements	<ul style="list-style-type: none"> <li>Listen to songs for information about the brain, heart and skeleton</li> </ul>
Create musical compositions exploring varied elements of music	<ul style="list-style-type: none"> <li>Create lyrics about the interrelatedness of the brain, heart and skeleton to be sung to existing tunes</li> </ul>
Develop an understanding about how our bodies move, why we move our bodies in particular ways, and what happens to our bodies when they move.	<ul style="list-style-type: none"> <li>Develop individual techniques using a variety of skeletal movements</li> <li>Demonstrate the flexibility of the skeleton as we move the body in different ways to beats of the drum and rhythms</li> </ul>
Demonstrate the creation of art through the use of tools, themes and materials	<ul style="list-style-type: none"> <li>Use 2D works of art to show how the brain, heart and skeleton work together</li> </ul>
Plan and design visual arts expressions	<ul style="list-style-type: none"> <li>Plan, design and create from a variety of media a model of the skeleton with different moving parts</li> </ul>

<b>Focus Question 2: How do the brain, heart and skeleton work together?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s): Students will:</b>
Express a range of feelings and emotions through the enactment of dramatic scenarios	<ul style="list-style-type: none"> <li>• Dramatize the interrelatedness of the brain, heart and skeleton</li> <li>• Use dramatic modes to demonstrate how the brain, heart and skeleton worked together</li> </ul>
<p>Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.</p> <p>Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.</p>	<ul style="list-style-type: none"> <li>• Use ICT tools to complete various tasks about the functions and interrelatedness of the brain, heart and skeleton</li> <li>• Use selected ICT tools to explore basic information offline/online relating to the interrelatedness of the brain, heart and skeleton</li> </ul>

<b>Suggested Teaching and Learning Activities</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
<p><b>Focus Question 2: How do the brain, heart and skeleton work together?</b></p> <p><b>Students will:</b> Talk about the importance/benefits of working co-operatively in groups at home, at school and in their community e.g. Football teams, athletes on a relay team, groups in school, church choirs, youth clubs. Identify and retell religious stories that demonstrate how working together results in unity and harmony in different</p>	<p>Work collaboratively</p> <p>Communicate information</p> <p>Retell stories</p>	<p>Religious stories appropriately depict working together</p> <p>Stories accurately retold</p>

<b>Suggested Teaching and Learning Activities</b> <b>Focus Question 2: How do the brain, heart and skeleton work together?</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
<p>situations e.g. Nehemiah rebuilding the wall of Jerusalem. Discuss how working co-operatively is related to how the various parts of the body work together.</p> <p>Talk freely about how the brain, heart and skeleton work together using “speak easy” technique. In groups, read texts/watch videos/ view multimedia presentations relating (brain, heart and skeleton) and identify how these parts of the body work together. Use the information on the heart, brain and skeleton to create rhymes/songs /poems explaining how these parts of the body work together. Present their creations to the class in a variety of ways (electronic/non-electronic) and discuss main points.</p> <p>In groups, do fitness activities such as jogging, jumping jacks, stretches, toe touches and frog leaps in self-space and general space. Talk about how the brain, heart and skeleton work together in carrying out these activities. Share thoughts with the class. In groups, create a skit to portray the interrelatedness of the brain, heart and skeleton. Create bookmarks with prayers expressing thanks to the Creator for how the parts of the body work together.</p> <p>Use the language experience approach to create stories about how the brain, heart and skeleton work together. Write stories in class note book and/or use appropriate software to type and publish story. Design drawings/posters/models using the elements of art to show how the brain, heart and skeleton work together. Write simple sentences describing their drawings/posters.</p>	<p>Discuss ideas Read/view for information Create and perform rhymes/songs/ poems</p> <p>Create skit Communicate ideas Create bookmarks</p> <p>Write sentences/ stories Design drawing/posters</p>	<p>Rhymes/songs/poems present correct information on how the brain, heart and skeleton work together</p> <p>Shared ideas correctly indicate how the heart, brain and skeleton work together in carrying out physical activities Skits correctly portray interrelatedness of the heart, brain and skeleton</p> <p>Stories contain correct information on how the heart, brain and skeleton work together Drawings/posters/models appropriately depict how the brain, heart and skeleton work together</p>



Suggested Teaching and Learning Activities Focus Question 2: How do the brain, heart and skeleton work together?	Key Skills	Assessment Criteria
<p>Use mime to create movement, representing the brain, heart and skeleton. Determine what part of the body is being mimed. Choreograph 3 to 5 minutes dance routines using drum rhythms highlighting the brain, heart and skeleton working together.</p>	<p>Mime Choreograph dance</p>	<p>Mime appropriately represents body part being depicted Dance routines clearly identify brain, heart and skeleton working together</p>
<p><b>Learning Outcomes</b> <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>✓ Appreciate that the parts of the body depend on each other to work well.</li> <li>✓ Understand that the parts of the body work together to enable them to do different activities.</li> <li>✓ Interpret information read to write/ compose story/music about the brain, heart and skeleton.</li> <li>✓ Navigate digital content to gather organise and disseminate information about the interrelatedness of the brain, heart and skeleton</li> <li>✓ Create and publish simple documents about parts of the body</li> <li>✓ Plan, design and create works of arts relating to how the brain, heart and skeleton work together</li> <li>✓ Use movement creatively to express ideas</li> <li>✓ Recognise how religious teachings give guidance on the importance of living and working in harmony and unison.</li> <li>✓ Explain how the brain, heart and skeleton work together when humans carry out particular activities.</li> </ul>		

<b>Suggested Teaching and Learning Activities</b> <b>Focus Question 2: How do the brain, heart and skeleton work together?</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
<p><b>Points to Note:</b>            Demonstrate or show samples of pieces students will be required to create.</p> <p>Only a simple treatment of the brain, heart and skeleton working together is required.</p> <p>Religious and other stories should relate closely to the brain, heart and skeleton.</p>	<p><b>Extended Learning</b>            Ask questions about a specific activity done by an adult. Find out the parts of the body working together to get the activity done.</p> <p>Collect pictures showing animals moving in different ways. Paste pictures in their journal. Record the different parts of the body that they are using.</p> <p>Complete a puzzle (e.g. crossword, word search, unscramble) on the brain, heart and skeleton.</p> <p>Observe activities done by family members, friends or a pet. Record the activities in their journal and write the parts of the body that were working together.</p>	

NATIONAL STANDARDS CURRICULUM GUIDE

# GRADE 2 INTEGRATED STUDIES

## TERM1 – UNIT2

**Prior Learning**

Check that students can:

- Compose simple sentences
- Produce a model or drawing when required
- Display information in table form

**UNITS OF WORK GRADE 2 TERM 1 Unit 2**

<b>Focus Question 1: How do I keep my body healthy?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s): Students will</b>
Develop an understanding of the interdependent relationship between man and his environment	<ul style="list-style-type: none"> <li>• Explain how maintaining a proper diet and grooming demonstrate care for themselves.</li> </ul>
Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy.	<ul style="list-style-type: none"> <li>• Make estimates of quantity; accurately measure quantities with appropriate instruments, and compare estimates with actual measurements.</li> <li>• Make effective-comparisons of mass using comparative phrases</li> </ul>
Collect, organize, interpret and represent data and make inferences by applying knowledge of statistics and probability.	<ul style="list-style-type: none"> <li>• Sort and classify data collected on issues relating to health.</li> </ul>
Use the basic operations, number relationships, patterns, number facts, calculators and appropriate software to compute and estimate in order to solve real world problems involving fractions, percentages and decimals.	<ul style="list-style-type: none"> <li>• Solve simple problems regarding keeping the body healthy.</li> </ul>
Explore the environment in order to relate everyday experiences to simple scientific concepts and processes.	<ul style="list-style-type: none"> <li>• Classify foods as go, glow and grow.</li> <li>• Investigate the effects of lack of go, glow and grow food.</li> <li>• Explore the importance of rest in keeping the body healthy.</li> </ul>
Recognize that religion contributes to shaping our identity and guides our understanding of the meaning and purpose of life	<ul style="list-style-type: none"> <li>• Recognize the religious guidelines about health learned from Biblical and other sacred stories studied.</li> </ul>
Demonstrate an awareness of some of the ways in which religion influences changes in the lifestyles of persons within society	<ul style="list-style-type: none"> <li>• Identify dietary practices associated with various religious groups.</li> </ul>
Create musical compositions exploring varied elements of music	<ul style="list-style-type: none"> <li>• Use the elements of music to create songs/jingles relating to keeping the body healthy.</li> </ul>

<b>Focus Question 1: How do I keep my body healthy?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s): Students will</b>
Express a range of feelings and emotions through the enactment of dramatic scenarios	<ul style="list-style-type: none"> <li>• Use drama modes to demonstrate ways of keeping the body healthy.</li> </ul>
Explore simple locomotor, non-locomotor actions, pathways and levels with basic control and coordination.  Develop the understanding and skills that support healthy, safe, and active individuals	<ul style="list-style-type: none"> <li>• Perform different movement sequences to represent assigned food groups.</li> <li>• Explain the importance of regular exercise in keeping their bodies healthy.</li> </ul>
Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.	<ul style="list-style-type: none"> <li>• Use a variety of ICT tools to communicate information on keeping healthy.</li> </ul>
Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively  Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit  Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing	<ul style="list-style-type: none"> <li>• Use SJE structures to express themselves on issues concerning keeping the body healthy.</li> <li>• Use the relevant language skills to recall and retell details from materials read/ heard about keeping the body healthy.</li> <li>• Use new words learnt about health to document/ share ideas.</li> </ul>
Demonstrate the creation of art through the use of tools, themes and materials	<ul style="list-style-type: none"> <li>• Use drawing, different colours and lines to portray issues relating to keeping the body healthy.</li> <li>• Create collages, drawings or 3D models of foods/items needed to keep the body healthy.</li> </ul>

<b>Suggested Teaching and Learning Activities – Focus Question 1: How do I keep my body healthy?</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
<b>Students will:</b>		

Suggested Teaching and Learning Activities – Focus Question 1: How do I keep my body healthy?	Key Skills	Assessment Criteria
<p>Identify the three groups of foods (go, grow, glow) from the food chart or view video about go, grow and glow foods. Talk about what each category of food supplies the body with e.g. go food- energy, grow foods- building and maintaining body cells, glow foods- regulate and protect the body. Discuss the benefits of eating foods from each group. Write song or poem linking foods they know to the food groups.</p> <p>In groups, visit a nearby market/ re-enact a market scene and sing a Jamaican folk song about the market. Purchase from given category of food (go, grow or glow). Use image capturing device e.g. camera to capture scenes. With teacher’s assistance create a digital photo collage or picture collage of foods for class discussion on how the selected food helps to keep the body healthy. Record the cost of the items purchased, the amount of money spent and the change received. Solve similar problems with the use of money.</p> <p>Create a plan for a meal and identify to which food groups each item belongs. Use paper plates to paste pictures of the food that would be on their plates. Use papier mache or other materials to create models of fruit and vegetables. On a display table, use words, pictures and actual items to group foods according to their function. Add to word-bank, new words from the lesson.</p> <p>Form groups based on the food groups. Each group will perform movement skills to represent an assigned food group (locomotor movement, non-locomotor movement,</p>	<p>View for information Discuss ideas Write songs/ poems</p> <p>Work collaboratively Re-enact market scene Create digital/ picture collage Discuss ideas Calculate cost Sing expressively</p> <p>Create/ draw meal plan Classify foods Create models Compile word bank Create a display</p> <p>Collaborate in groups Perform movement patterns</p>	<p>Categories and function of three food groups correctly indicated Poems/songs accurately classify foods</p> <p>Item/s from given food category correctly purchased Digital photo collages/picture collages reflect ability to correctly classify foods according to function Simple problems with the use of money correctly solved</p> <p>Foods accurately classified Models satisfactorily created Food displayed, correctly labelled and grouped according to their function</p> <p>Movements satisfactorily depict food group assigned.</p>

Suggested Teaching and Learning Activities – Focus Question 1: How do I keep my body healthy?	Key Skills	Assessment Criteria
<p>levels and pathways). As a class identify which parts of their bodies were used to make these movements and discuss the health benefits to be derived from exercise.</p> <p>Read poem, “The Junk Food Man” or any other relevant poem, and or examine pictures of people who are undernourished. Record the effects of not eating properly. Talk about the importance of eating the right food in caring for the body.</p> <p>In groups, estimate, measure and record the length and quantity of different foods using the appropriate metric measure. Compare actual measurements with their estimates. In each case, determine the most appropriate instrument to be used for measuring. Present information on worksheet provided.</p> <p>In groups, compare, using words and symbols, the mass of various foods as being heavier than/lighter than/same as. Collect empty food packages, record the mass indicated and organize items on charts from heaviest to lightest. Listen to stories related to quantity of foods e.g. Goldilocks and the Three Bears. Complete cloze passage exercises based on the stories heard.</p> <p>Working in small groups, create songs/ jingles about how food helps to keep their bodies healthy. Compose an email to send to another group in the class sharing their songs/ jingles and requesting a reply indicating their opinions about the songs/ jingles. Create tableaux which represent</p>	<p>Discuss ideas</p> <p>Read/ view for information Record ideas Discuss ideas</p> <p>Estimate and measure Record information Compare information Select and use instruments</p> <p>Collaborate in groups Compare items Classify items Record information Listen for information</p> <p>Work collaboratively Create songs/ jingles Compose and send emails Create tableaux</p>	<p>Class discussion appropriately reflects the benefits to be derived from exercise.</p> <p>Discussion and notes appropriately reflect the consequences of not eating properly</p> <p>Measuring instruments correctly used Comparison of estimates with actual measure reasonably performed</p> <p>Items correctly classified by weight. Cloze passage exercises accurately completed</p> <p>Creative pieces satisfactorily depict the role food plays in good health.</p>



Suggested Teaching and Learning Activities – Focus Question 1: How do I keep my body healthy?	Key Skills	Assessment Criteria
<p>persons keeping their bodies healthy and use the jingles created to enhance the mood of the presentation.</p> <p>In groups, design interview questions to gather information on the eating habits of different religious groups in their community. Interview persons from these religious groups and report findings under headings “What is Eaten/Not Eaten”, “Reasons Given”. Display foods from different religious group.</p> <p>Engage in class discussion on the importance of grooming as a way of caring for oneself. Create a checklist of the things they do daily to keep their bodies clean. Decorate checklist and use it at home as a reminder of how to care for their bodies. Record in journals how proper grooming makes one feel better about oneself. Create a collage using pictures of items used to keep their bodies clean. Sing songs about caring for the body. Do the actions mentioned in the song.</p> <p>Engage in physical exercise to develop individual competence (e.g. skipping, running, hopping, rolling, jumping and swimming). Record the effects of the exercise on their bodies noting changes in pulse and heart-beat. Make a list of different types of exercise and the reasons for doing these exercises. Talk about the exercises they enjoy doing giving reasons. Construct sentences in the form of “I can ..... very well” and speak these aloud to class with a demonstration of the activity.</p>	<p>Work collaboratively in groups Design interview questions Conduct interviews Listen for information Report findings Create display</p> <p>Discuss ideas Create a checklist Record information Collect pictures Create a collage</p> <p>Participate in physical exercise Record information Discuss ideas Construct sentences Demonstrate activity</p>	<p>Interview questions correctly constructed Report correctly reflects information gathered</p> <p>Entries in checklist and notes appropriately indicate the need for personal grooming.</p> <p>Effects of exercise on the body correctly identified Sentence correctly constructed</p>

Suggested Teaching and Learning Activities – Focus Question 1: How do I keep my body healthy?	Key Skills	Assessment Criteria
<p>Discuss and record the reasons for resting and the consequences of not resting. In groups, identify ways in which people and animals rest or relax using offline/ online sources. Draw/ Paste pictures of people/ animals at rest in their scrapbook. Write a sentence for each picture. Share with each other.</p> <p>Carry out research with the assistance of their teacher, to explore guidelines about health from Biblical and other sacred stories. Make journal entries using simple sentences to record their findings. Discuss the findings of their research and use art and design to create a display which demonstrates their findings. Use different media for the items on display – these can include 2D drawings/ paintings or 3D shapes / models. Use colour and lines to emphasize meaning in their display items. (Continue this mini research project for the rest of the unit)</p> <p>Recall the instructions they have been given in regard to keeping their bodies clean and healthy. In groups, select a part of the body and add to the instructions for taking care of it. Use this information to make a chart of instructions on how to keep that part of the body clean and healthy. Use simple sentences to make journal entries on the reasons they should take care of themselves</p> <p>Improve and apply their basic skills in invasion games. Play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score</p>	<p>Discuss ideas Record information View/ read for information Draw pictures Share information</p> <p>Locate information Make journal entries Discuss ideas Create display</p> <p>Recall information Collaborate in groups Make charts Make journal entries</p> <p>Apply game strategies</p>	<p>Discussion and notes correctly indicate the importance of rest and the consequences of not resting Sentences adequately describe pictures Scrapbook activity satisfactorily completed</p> <p>Journal entries and art pieces satisfactorily reflect the information gathered.</p> <p>Charts of instruction accurately represent good hygiene practices Journal entries accurately reflect the importance of good grooming.</p>

<b>Suggested Teaching and Learning Activities – Focus Question 1: How do I keep my body healthy?</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
<p>points. Talk about how to use skills, strategies and tactics to outwit the opposition. Compose an email to send to another classmate telling him/her how games can help to keep their bodies healthy.</p>	<p>Play invasion games Compose emails Discuss ideas</p>	<p>Individual skills and team tactics satisfactorily displayed while playing games. Emails correctly relate the benefits of games to health.</p>
<p><b>Learning Outcomes</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Explain ways in which maintaining a proper diet demonstrates care for self.</li> <li>✓ Classify foods on sight as go, glow or grow foods.</li> <li>✓ Make estimates of quantity; accurately measure quantities with appropriate instruments, and compare estimates with measurements.</li> <li>✓ Make effective comparisons of mass using comparative phrases.</li> <li>✓ Use different parts of their bodies to create movements.</li> <li>✓ Explain ways in which proper grooming demonstrates care for self.</li> <li>✓ Carry out research to recognise the importance of diet to different religious groups.</li> <li>✓ Use 2D or 3D shapes/ models / drawing and different colours and lines to create display to portray evidence of learning.</li> <li>✓ Communicate safely with their classmates when sending emails.</li> <li>✓ Be respectful of what persons eat notwithstanding religious or personal beliefs.</li> <li>✓ Sing/perform familiar songs with different rhythms and beats relating to caring for the body</li> <li>✓ Articulate instructions about caring for the body.</li> <li>✓ Recognise the importance of regular exercise in keeping their bodies healthy</li> <li>✓ Develop individual techniques when playing invasion games.</li> <li>✓ Recognise the importance of team tactics and co-operation when playing invasion game/s.</li> <li>✓ Work cooperatively in groups to make objects/ models, complete tasks etc.</li> <li>✓ Utilize drama modes to communicate information on caring for the body.</li> </ul>		
<p><b>Points to Note:</b> Be sensitive to responses given from students about their eating habits and diet.</p>	<p><b>Extended Learning</b> Create a chapter book (story book with chapters and illustrations) about the three food groups .</p>	

Suggested Teaching and Learning Activities – Focus Question 1: How do I keep my body healthy?	Key Skills	Assessment Criteria
<p>Be sensitive to those students who might be overweight – be mindful that peers must not tease or bully them as a result or impact of this learning.</p> <p>Set purpose for field trip to the market. Remember to seek the permission of parents.</p> <p>For cloze passage exercises at this level students should be provided with picture or word clues.</p>		<p>Create a personal hygiene kit for use at school.</p> <p>Participate in school’s Wellness Day with parents.</p>

**Prior Learning**

Check that students can:

- Identify basic geometric shapes
- Construct questions for desired responses

<b>Focus Question 2: What do I do to keep my body safe (at home, at school, on the road)?</b>	
<b>Attainment Target(s):</b>	<b>Objectives: Students will</b>
Develop an understanding of the interdependent relationship between man and his environment	<ul style="list-style-type: none"> <li>• Tell how they can keep themselves safe at home, on the road and at school.</li> <li>• Relate possible reasons for safe and unsafe areas.</li> <li>• Apply safety rules in given scenarios.</li> </ul>
Begin to understand and apply aspects of the scientific method.	<ul style="list-style-type: none"> <li>• List safety rules to be observed in using materials, equipment and appliances.</li> <li>• Identify precautions which keep themselves and others safe</li> </ul>
Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy.	<ul style="list-style-type: none"> <li>• Make estimates of quantity; accurately measure quantities with appropriate instruments, and compare estimates with measurements.</li> <li>• Make effective comparisons of liquids using comparative phrases.</li> </ul>
Explore paths, geometric shapes and space and make generalization about geometric relationships within the environment	<ul style="list-style-type: none"> <li>• Explore geometrical shapes (in nature and man- made) observed when keeping the body safe.</li> </ul>
Collect, organize, interpret and represent data and make inferences by applying knowledge of statistics and probability	<ul style="list-style-type: none"> <li>• Construct and interpret simple tables and pictographs with safety information</li> </ul>
Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively	<ul style="list-style-type: none"> <li>• Conduct simple surveys to determine safe/ unsafe areas around them.</li> <li>• Use oral and written responses to show that they are aware of safety rules.</li> </ul>
Use language and text forms appropriately and with imagination to create vibrant and engaging texts	<ul style="list-style-type: none"> <li>• Use the relevant language skills to create poems about keeping safe.</li> </ul>
Perform varied repertoire of music for an audience	<ul style="list-style-type: none"> <li>• Use dynamics in singing of songs about keeping the body safe.</li> </ul>

<b>Focus Question 2: What do I do to keep my body safe (at home, at school, on the road)?</b>		
<b>Attainment Target(s):</b>	<b>Objectives: Students will</b>	
Create musical compositions exploring varied elements of music	<ul style="list-style-type: none"> <li>• Use the elements of music to create songs/ jingles relating to keeping the body safe.</li> </ul>	
Use apparatus /equipment safely while engaging in physical activities	<ul style="list-style-type: none"> <li>• Recognize the importance of adhering to safety rules when exercising.</li> <li>• Make safety list for indoor and outdoor play.</li> </ul>	
Express a range of feelings and emotions through the enactment of dramatic scenarios	<ul style="list-style-type: none"> <li>• Use drama modes to depict safety rules to be used in different locations.</li> </ul>	
Use design as a vehicle for expressing their ideas.	<ul style="list-style-type: none"> <li>• Adhere to safety symbols in environment</li> <li>• Practise safety techniques when using basic tools to take care of self</li> </ul>	
Make links between values and commitments, including religious ones, and their own attitudes or behaviour.	<ul style="list-style-type: none"> <li>• Explore the ways in which people find safety in their religious beliefs</li> </ul>	
Demonstrate the creation of art through the use of tools, themes and materials	<ul style="list-style-type: none"> <li>• Use drawing, different colours and lines to portray issues relating to keeping the body safe.</li> <li>• Use a variety of materials from the environment to design art pieces about safety</li> </ul>	
Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.	<ul style="list-style-type: none"> <li>• Use a variety of ICT tools to communicate information on keeping their bodies safe</li> </ul>	

**Focus Question 2: What do I do to keep my body safe (at home, at school, on the road)?**

Suggested Teaching And Learning Activities:	Key Skills	Assessment Criteria
<p><b>Students will:</b>                      Discuss the different safety measures taken in different situations for the use of toys, books, tools, utensils and equipment to prevent damage to them and injury to self. Make a scrap book with a collection of these safety rules. Present their scrapbooks for assessment.</p> <p>Read the following scenario: “Sam’s and Samantha’s mother is a dressmaker. She has a special room for her tools and appliances. She does not like her children playing there.” Write what possible dangers she would warn them of if she caught them playing there. Create puppets of Sam, Samantha and their mother and role play scene in a puppet show.</p> <p>Use an old telephone to role play the report of an injury from an accident at home. Say what should or should not have been done. Talk about the emergency numbers that they need to use in incidents and how to make an emergency call. Discuss responsible behaviour in relation to the making of emergency calls. Create and perform a jingle to help them to remember the emergency number/s. Focus on synchronizing the words with the rhythm when creating and singing the jingle.</p>	<p>Discuss ideas                      Develop a scrapbook                      Make presentations</p> <p>Role play scenarios                      Make and manipulate puppets                      Discuss ideas</p> <p>Discuss ideas                      Create jingles</p>	<p>Safety rules appropriately compiled</p> <p>Safety rules accurately portrayed in role play of scenario                      Puppets creatively made</p> <p>Discussion adequately reflects knowledge of safety rules and emergency response actions                      Jingles correctly reflect emergency numbers                      Words appropriately synchronized with rhythm in jingles</p>
<p>Talk about the concept of a drug. Make a log of helpful and harmful drugs, legal and illegal drugs. Use posters from the Ministry of Health or a resource person (Guidance Counsellor) to gather information about legal and illegal drugs or watch videos/documentaries online or offline on issues of legal and illegal drug use. Write poems about the dangers of drug abuse using rhyming words.</p> <p>Discuss instructions for taking medication. Discussion should include dosage, frequency and the dangers of taking other peoples medication. Talk about why drugs can be harmful. Find and listen to musical jingles discouraging the taking of harmful drugs.</p>	<p>Log information                      View/ listen for information                      Write poems                      Use rhyming words</p> <p>Discuss ideas                      Record information                      Measure quantities                      Compare quantities</p>	<p>Rhyme used effectively in poems                      Poems correctly indicate the dangers of taking harmful/ illegal drugs</p> <p>Discussion correctly incorporates how to safely take medication</p> <p>Measurement and comparison accurately done</p>

Focus Question 2: What do I do to keep my body safe (at home, at school, on the road)?		
Suggested Teaching And Learning Activities	Key Skills	Assessment Criteria
<p><b>Objectives: Students will:</b></p> <p>In pairs, measure various drops, teaspoons, tablespoons of an imaginary medicine (coloured water). Compare quantities using the 'greater than', 'less than' symbols.</p> <p>Talk about the concept of a chemical. List some harmful chemicals and illustrate the danger symbols used on these chemicals. Listen to talks from resource persons e.g. Ministry of Agriculture officials or local doctor about the dangers of some chemicals. Listen to a story about the misuse of harmful chemicals and discuss it. Identify what was done wrong and say what should have been done. Write a new ending for the story. Read their story ending.</p> <p>Draw, colour and cut out different road signs. Locate on a local map where they would see these signs and say why they should be obeyed. Role play scenario of using the road. (characters include pedestrian, traffic warden, vehicle, traffic lights) Evaluate actions, safe/ unsafe practices. Create a song or a jingle about road safety using varied elements of music (pitch, tempo, dynamic). Perform the jingle/song with movement to the rest of the school in an assembly.</p>	<p>Listen for information</p> <p>Record information</p> <p>Listen for information</p> <p>Discuss ideas</p> <p>Write story endings</p> <p>Make presentations</p> <p>Draw road signs</p> <p>Colour drawings</p> <p>Locate places on map</p> <p>Role play scene</p> <p>Evaluate actions</p> <p>Create/ perform songs/ jingles</p>	<p>Harmful chemicals correctly identified.</p> <p>Danger symbols accurately illustrated</p> <p>Language structures and content appropriately used to create alternate story endings</p> <p>Safety signs correctly located on map</p> <p>Safe/ Unsafe practices correctly evaluated</p> <p>Songs/ jingles created and performed using correctly the varied elements of music</p>
<p>In groups, make a checklist of rules for safe walking and riding on the road. Compile in a "safety book", illustrate and display.</p> <p>Trace with finger, the cut out shapes of the road signs and identify the shapes by number of sides and corners. Name objects in the environment with similar shapes to those of the signs. Use bodies to create shapes.</p> <p>Compile and label pictures of safety gears used in sports and games. Discuss the importance of safety and injury prevention while playing. Work in pairs to construct a poster to promote safety during indoor and outdoor play.</p>	<p>Compile safety rules</p> <p>Trace shapes</p> <p>Name shapes</p> <p>Create shape</p> <p>Compile pictures</p> <p>Label pictures</p> <p>Discuss information</p> <p>Develop poster</p> <p>Conduct survey</p>	<p>Checklists indicate appropriate road safety rules</p> <p>Geometric shapes accurately identified and represented</p> <p>Pictures compiled and correctly labelled</p> <p>Posters appropriately portray safety for indoor and outdoor play</p>



Focus Question 2: What do I do to keep my body safe (at home, at school, on the road)?		
Suggested Teaching & Learning Activities	Key Skills	Assessment Criteria
<p><b>Objectives: Students will</b> Carry out a survey of the different types of accidents that occur at school. Interview the principal, school nurse and other school personnel about the types of accidents that occur at school. Obtain permission to record the interview and use image capturing device to record interview and playback for class discussions. Represent information on a table using tally marks e.g. Cuts // bruises // falls /. Discuss what the table shows. Walk around the compound to determine unsafe areas (danger zones). Record the reasons places are identified as unsafe. Make safety signs to be placed in these areas. Write/type and construct a class email to the principal or appropriate person suggesting ways in which these accidents could have been prevented (Use safety rules in safety books).</p>	<p>Represent information graphically</p> <p>Discuss ideas</p> <p>Record information</p> <p>Make safety signs</p> <p>Create emails</p>	<p>Safe and unsafe places in school environment identified and reasons for their designation accurately recorded</p> <p>Safety signs appropriately designed</p> <p>Tally marks accurately used to represent information in table</p> <p>Emails contain appropriate suggestions for keeping students safe</p>
<p>Record some of the ways people look to their religious beliefs for safety. Listen to/ view a story from the Bible and other sacred texts about safety and talk about how persons were kept safe, e.g. Daniel in the Lion's Den. Solve simple crossword/jig saw puzzles (offline/online) based on these stories. In groups use recycled materials to create a scene from the story read/ viewed.</p> <p>Talk about what would happen at school in case of a fire or earthquake. Make a list of rules for fire drills and earthquake drills. Practise fire and earthquake drills. Add rules to "safety book". With teacher's or nurse's help make up a first-aid kit for the class. Identify the things to be included in the kit using a pictograph. In groups, collect pictures (offline/ online) for safety handbooks of things they could use to treat simple injuries e.g. bruises, burns, nail scratches and insect bites. Construct a class email to the principal informing him/her about the safety handbook and requesting permission for class to display their books to the school population. Create a digital story/ cartoon about safety at home, at school and on the road using concepts learnt in the unit.</p>	<p>Record information</p> <p>Listen/ view for information</p> <p>Discuss ideas</p> <p>Solve puzzles</p> <p>Create story scene</p> <p>Discuss ideas</p> <p>Record information</p> <p>Practise emergency drills</p> <p>Make a first- aid kit</p> <p>Collect / organize pictures</p> <p>Compose email</p> <p>Create digital story/ cartoon</p>	<p>Discussion appropriately relate how persons find safety in their religious beliefs</p> <p>Story scenes adequately represented</p> <p>List of emergency rules accurately compiled</p> <p>Email comprises appropriate content and language</p> <p>Digital story accurately summarises the various safety rules</p>

<b>Focus Question 2: What do I do to keep my body safe (at home, at school, on the road)?</b>	
<b>Attainment Target(s):</b>	<b>Objectives: Students will</b>
<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Recognise that it is important to make decisions that will keep us safe wherever we are.</li> <li>✓ Understand that Illegal drugs and harmful chemicals are dangerous to our health.</li> <li>✓ Appreciate that it is important to take the correct dosage of medicine.</li> <li>✓ Select appropriate safety gear to offer protection in given scenarios, and explain why each is important.</li> <li>✓ Use the elements of art to portray.</li> <li>✓ Communicate safely with others when sending emails.</li> <li>✓ Recognise why it is important to follow safety rules.</li> <li>✓ Identify different situations in which they feel unsafe at play, home or school and say how they would cope in these situations.</li> <li>✓ Apply safety rules in their everyday actions e.g. road safety.</li> <li>✓ Understand why first- aid kits are important to have in case of accidents or emergency.</li> <li>✓ Recognise the importance of adhering to health and safety rules when exercising.</li> <li>✓ Understand the ways people depend on religion for safety.</li> <li>✓ Use dynamics in composing musical pieces about safety.</li> <li>✓ Make estimates of quantity; accurately measure quantities with appropriate instruments, and compare estimates with measurements.</li> <li>✓ Make effective comparisons of liquids using comparative phrases.</li> <li>✓ Represent and interpret information in simple tables and pictographs.</li> <li>✓ Identify geometrical shapes in their environment.</li> </ul>	
<p><b>Points to Note</b></p> <p>Teacher can create/download videos about keeping safe at home, school and on the road prior to class</p> <p>Teacher should assist students in compiling questions prior to interview</p> <p>Teacher should ensure that items included in the class first-aid kit are safe for students' use</p>	<p><b>Extended Learning</b></p> <p>Make additional rules and observe them in order to be safe</p> <p>Interview parents or family members about accidents. caused by fire and earthquake</p> <p>Encourage parents to have a first-aid kit at home. Assist in selecting items for the kit.</p>

**Prior Learning**

Check that students can:

- Display information in a table/ graph

<b>Focus Question 3: How do others take care of me?</b>	
<b>Attainment target(s):</b>	<b>Objective(s): Students will</b>
Develop an understanding of the interdependent relationship between man and his environment	<ul style="list-style-type: none"><li>• Identify the individuals who take care of them.</li><li>• Explain the roles of individuals and agencies which meet the needs of children.</li></ul>
Examine religious teaching on personal stewardship as it relates to the care of the physical body	<ul style="list-style-type: none"><li>• Explore Biblical and other sacred stories relating to caring for others.</li></ul>

<b>Focus Question 3: How do others take care of me?</b>		
<b>Attainment target(s):</b>	<b>Objective(s): Students will</b>	
Collect, organize, interpret and represent data and make inferences by applying knowledge of statistics and probability	<ul style="list-style-type: none"> <li>Use simple graphs to represent information.</li> </ul>	
Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively	<ul style="list-style-type: none"> <li>Use SJE structures to give praise and acknowledge the contributions of those who take care of them.</li> <li>Record personal experiences with individuals/ agencies which take care of them.</li> <li>Use the relevant language skills to create poems expressing personal beliefs about care.</li> </ul>	
Create musical compositions exploring varied elements of music	<ul style="list-style-type: none"> <li>Use the elements of music to create songs about those who take care of them.</li> </ul>	
Listen and appraise music to develop an understanding of musical elements	<ul style="list-style-type: none"> <li>Demonstrate the importance of listening to each other and taking their cue from accompanying instruments.</li> </ul>	
Demonstrate care and precautionary measures during play to prevent the risk of harm to oneself, others and the environment.	<ul style="list-style-type: none"> <li>Recognize the importance of team tactics and co-operation when playing invasion game/s.</li> <li>Demonstrate aspects of fair play and respect for others when playing games.</li> </ul>	
Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.	<ul style="list-style-type: none"> <li>Use ICT tools to share information on how others take care of them.</li> </ul>	
Demonstrate the creation of art through the use of tools, themes and materials	<ul style="list-style-type: none"> <li>Use drawing, different colours, shapes and lines to portray how others take care of them.</li> <li>Use a variety of pictures to create collages depicting how others take care of them</li> </ul>	
Develop the capacity to interact respectfully and positively with others	<ul style="list-style-type: none"> <li>Demonstrate respect for authority figures who take care of them.</li> </ul>	
<b>Suggested Teaching and Learning Activities – Focus Question 2: What do I do to keep my body safe (at home, at school, on the road)?</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
<b>Students will:</b> Select and read story of choice from Reading Corner. Discuss the role of adults as caregivers in such tales as Pinocchio, Hansel and Gretel, Cinderella, Brer Anancy stories, etc. Read and listen to	Read/ Listen to story Create cartoon	Cartoon created with effective use of drawings/ colours/ shapes/ lines Cartoons appropriately depict the meaning of story read/ heard.

<b>Suggested Teaching and Learning Activities – Focus Question 2: What do I do to keep my body safe (at home, at school, on the road)?</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
<p>online stories from teacher-reviewed website on the role of adults as caregivers. Create a simple cartoon to retell story read or heard. Use drawings/ colour/shape/ lines etc. to make their cartoon strips appealing to the reader. Make a personal album of themselves showing various stages of their development and the individuals/ institutions who helped to take care of them at each stage. Discuss the type of behavior that should be displayed when relating to their caregivers.</p> <p>View online or offline pictures of people at work (e.g. nurses, teachers) and discuss the ways in which these persons help to take care of them. Collect pictures of nurses, teachers etc. at work, paste in scrapbook or use graphics/drawing tools to create images of nurses, teachers at work. Type or write sentences about the images collected/ created. Role play the character of a nurse, teacher etc. Evaluate the character’s actions.</p> <p>Brainstorm the types of schools/agencies (e.g. orphanages, places of safety, day-care centres, after-school care centres, children’s hospital, clinics, toy and clothing manufacturers, baby food companies, voluntary organizations such as youth clubs, camp and UNICEF) that exist to meet the needs of children and discuss the special needs that these institutions meet. Collect pictures of these institutions in their scrap books and write a paragraph about the service the institutions provide. Write letters/ emails expressing their appreciation to any institution/ individual who takes care of them. Make thank you cards (online or offline) to accompany their letters/ emails.</p>	<p>Make a personal album</p> <p>View/collect pictures Discuss ideas Create images Construct sentences Role play characters</p> <p>Generate ideas Discuss ideas Record information Collect pictures Write letters/ emails</p> <p>Make post cards/e-cards</p>	<p>Discussion correctly reflects the roles of adults as care givers. Personal albums appropriately indicate the role others play in taking care of them</p> <p>Discussion correctly reflects the roles of individuals who take care of them Graphics/ drawing tools effectively used to create images Sentences accurately constructed and effectively convey message Roles of workers adequately represented in role play</p> <p>Letters/ emails/ cards appropriately express appreciation for the individuals/ institutions taking care of them Well-constructed sentences used in written pieces</p>

<b>Suggested Teaching and Learning Activities – Focus Question 2: What do I do to keep my body safe (at home, at school, on the road)?</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
<p>Discuss stories in the Bible and other sacred texts that show how to take care of others e.g. The Good Samaritan, stories of Jesus as the healer and helper of others. Participate in a hot seat activity where they will assume the role of characters in the story read and be interviewed by their classmates to determine possible motives for character action. Write dub poems about how they would respond if faced with a similar situation.</p> <p>Play invasion games e.g. baseball, football. Discuss team tactics they used to keep each other safe while playing. Make journal entries describing what their teammates did to keep them safe and how this made them feel. Collect pictures online or offline from a variety of publications of teams demonstrating care for each other. In groups, use these pictures to create a collage. Perform the dub poem to rhythmic accompaniment</p> <p>Create a musical composition about taking care of children’s needs. Focus on musical elements / skills learnt in previous unit such as:- pulse, rhythm and beat. Listen to each other during singing by observing the pitch and tone of others, adding their voices to create harmony and taking their cue from musical instruments. Count and graph the number of beat within a stanza of the song they sang.</p>	<p>Discuss stories Role play characters Ask and answer questions Write dub poems</p> <p>Play games Make journal entries Collect pictures Create collage Perform dub poem</p> <p>Create songs Listen to others Count beats in songs Record number of beats in songs</p>	<p>Discussion appropriately reflects characters in the Bible and other sacred texts Questions and answers appropriately constructed Dub poems appropriately indicate reflection and creativity</p> <p>Journal entries appropriately indicate awareness of caring for others in a team Collage creatively designed and appropriately represents teams caring for each other</p> <p>Musical compositions satisfactorily reflect taking care of children’s needs Musical elements appropriately synchronized</p>
<p><b>Learning Outcomes</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Recognise that they need adult care to ensure safety and development of self.</li> <li>✓ Know names and functions of schools/ agencies which exist to meet the needs of children.</li> </ul>		

<b>Learning Outcomes</b>			
<ul style="list-style-type: none"> <li>✓ Work cooperatively to produce skits to express emotions and ideas.</li> <li>✓ Develop and improve their individual techniques in playing invasion games.</li> <li>✓ Recognise the importance of co-operation in teams / team tactics when playing games.</li> <li>✓ Demonstrate respect and fair play when playing games.</li> <li>✓ Recognize ways in which they should respond to different situations when people are in need from reading religious stories.</li> <li>✓ Produce cartoon strips with a focus on drawing, colour, lines and shapes etc to emphasis meaning behind story read/ heard.</li> <li>✓ Select and organise pictures to portray people who take care of them.</li> <li>✓ Represent information graphically.</li> <li>✓ Use SJE to communicate information to different audiences.</li> <li>✓ Navigate digital content safely in order to listen to and read books/ stories related to adults caring for children</li> <li>✓ Communicate with others using emails.</li> </ul>			
<b>Points to Note:</b> Guide students in generating questions to which they seek answers.		<b>Extended Learning</b> Create a log for one week with all the names of persons/ institutions who contribute to their well- being.	

NATIONAL STANDARDS CURRICULUM GUIDE

# GRADE 2 INTEGRATED STUDIES

## TERM2 – UNIT1



**Prior Learning****Check that students can:**

Tell that they belong to a family

Identify mother and father as parents

Talk about their family members and siblings

**UNITS OF WORK GRADE 2 TERM 2: Unit 1**

<b>Focus Question 1: What are the types of family?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s): Students will</b>
Know and value the contributions of communities and institutions in fostering national, regional and international integration	<ul style="list-style-type: none"><li>• Describe the composition of a family</li><li>• Compare the different types of family</li><li>• Explore other groups outside the family that are like families</li></ul>
Collect, organize and interpret information in practical situations and use simple probability language Use mathematical symbols for comparisons and decision making	<ul style="list-style-type: none"><li>• Sort and classify data collected on different types of families.</li><li>• Develop data collection instrument for gathering information about the types family</li><li>• Use mathematical signs to make comparisons about types of families</li></ul>

<b>Focus Question 1: What are the types of family?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s): Students will</b>
Recognize that religion contributes to shaping our identity and guides our understanding of the meaning and purpose of life	<ul style="list-style-type: none"> <li>• Explore the family heritage of important religious leaders/ figures</li> <li>• Compare families they meet in Biblical and other sacred texts to families they know</li> </ul>
Create musical compositions exploring varied elements of music	<ul style="list-style-type: none"> <li>• Identify the elements of music in jingles and songs about the family types</li> </ul>
Express a range of feelings and emotions through the enactment of dramatic scenarios	<ul style="list-style-type: none"> <li>• Perform creative pieces in response to stimuli about the family types</li> <li>• Participate in theatrical games to portray different family structures</li> </ul>

<b>Focus Question 1: What are the types of family?</b>	
<b>Attainment target(s):</b>	<b>Objectives: Students will:</b>
Apply strategies appropriately demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation	<ul style="list-style-type: none"> <li>• Work collaboratively with others while participating in a range of physical activities learnt from different family members</li> </ul>

Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others	<ul style="list-style-type: none"> <li>• Demonstrate the appropriate use of ICT tools when completing tasks about the different types of families</li> </ul>	
Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively	<ul style="list-style-type: none"> <li>• Collect and read poems about the different types of family</li> <li>• Use SJE structures to express themselves on issues concerning types of families</li> <li>• Use the relevant language skills to recall and retell details from materials read about family types</li> </ul>	
Demonstrate the creation of art through the use of tools, themes and materials	<ul style="list-style-type: none"> <li>• Use a range of materials to create 3D models on family types</li> </ul>	
<b>Suggested Teaching and Learning Activities – Focus Question 1 What are the types of family?</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
<p><b>Students will:</b> Discuss characteristics of their immediate family. E.g. Size, their position in family, using the “speak easy” mode. From description of family types use the terms ‘single parent’, ‘nuclear’, ‘extended’ and ‘blended family’. Examine photographs of their own family (where available). Paste photographs on plain paper and write descriptive sentences about the types of families. Use these to create a class family magazine</p> <p>Make finger puppets of their own family using a variety of materials. Do a tally of the various family types represented by the finger puppets. Use a line plot or pictograph to present the information.</p>	<p>Discuss ideas Analyze photographs Write sentences Create magazine</p> <p>Design/ construct puppets Collect/ record data</p>	<p>Family types accurately identified Sentences accurately describe family types</p> <p>Puppets creatively designed Data accurately collected and presented</p> <p>Mathematical symbols correctly used</p>

<p>In small groups, use the information from the line plots to make the comparisons among family types, using appropriate mathematical signs e.g. =, &lt;, &gt;, +, -. Make sentences about family types using comparative adjectives such as small, smaller, smallest. Use sentences to compose a letter to a pen pal/ e-pal telling him/ her about their particular family type. Mail or email letters to pen pals/ e- pals.</p> <p>Examine some family stories (for example the story of Abraham) from Biblical and other sacred text and create simple family trees of persons mentioned. Create a diorama depicting different types of family from the sacred text. Make journal entries comparing the families depicted in the sacred text with their own or those in their communities.</p> <p>Discuss other groups that they play, share, work and eat with as 'family'. Classify the different groups e.g. Brownies, Cub Scouts, Cadets, church, youth clubs. List activities or use electronic devices to capture pictures of the activities shared in the different groups. Create a simple data collection instrument to be used in class to see the different groups to which their peers belong. Complete bar graphs to reflect data gathered.</p> <p>Listen to recorded cultural songs about families/ family members, for example "Rafting on the Rio Grande". Identify the suggested family type, as well as dynamic variations and pitch of the songs. Sing the songs paying attention to accuracy of pitch and dynamic variations.</p>	<p>Compare family types Use mathematical signs Construct sentences Compose letters</p> <p>Read stories Create family trees Design/ construct diorama Record information Compare family types</p> <p>Communicate ideas Classify information Record activities Create data collection instruments Construct bar graphs</p> <p>Listen for information Perform songs</p>	<p>Comparative adjectives appropriately used Letters reflect appropriate content</p> <p>Family trees present correct information Diorama creatively constructed Journal entries adequately compare families</p> <p>Instruments appropriately designed to capture information Bar charts accurately reflect data gathered</p> <p>Family types correctly identified Musical elements appropriately used</p>
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<p>In groups, use role play to depict different types of families. The remaining students will deduce the type of family being portrayed.</p> <p>Use finger puppets to perform creative pieces from various stimuli about family types. Include songs/sound effects (drums) to enhance performance. Construct a backdrop for the presentation using available material. Use image capturing device to record presentations and play-back for class discussion.</p> <p>Make an anthology using various poems about the types of families. Share poems with peers in a literature circle. In groups (with teacher’s assistance) do a choral speaking presentation on poem of their choice.</p> <p>Collect games and activities from members of the family. Demonstrate games/activities and invite peers to participate. Make a compilation for future use.</p>	<p>Work collaboratively</p> <p>Role play</p> <p>Observe for information</p> <p>Manipulate puppets</p> <p>Design backdrop</p> <p>Construct backdrop</p> <p>Record presentation</p> <p>Read poems</p> <p>Perform choral speaking pieces</p> <p>Compile poems</p> <p>Compile games/activities</p> <p>Demonstrate games/activities</p> <p>Follow instructions</p>	<p>Types of families adequately depicted and identified</p> <p>Creative pieces adequately reflect use of stimuli</p> <p>Poems chosen adequately reflects theme</p> <p>Choral speaking presentations satisfactorily performed</p> <p>Instructions for games/activities clearly presented and followed</p>
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### Learning Outcomes

Students will be able to:

- ✓ Recognize that there are different types of families that we relate to and with e.g. extended families/ communities as families
- ✓ Collect and present data in a variety of ways
- ✓ Compare and contrast size of families/ groups using mathematical signs
- ✓ Recognize the different elements of music in songs
- ✓ Demonstrate an understanding of family heritage in religious stories
- ✓ Effectively participate in drama games/productions to depict different family types
- ✓ Recognize the value of working together as a team in a range of physical activities
- ✓ Demonstrate increased competence in the use of ICT tools
- ✓ Demonstrate increased competence in SJE to explore and express ideas
- ✓ Create / design works of art using a range of materials

### Points to Note:

- ✓ This is a very sensitive topic as some students might not come from a family unit that consists of a biological father and mother with siblings etc. Teachers must recognise this and students must not feel pressured to discuss their family units if they are not willing to do so
- ✓ Students should be guided by some questions or criteria when comparing family photos
- ✓ Stories from Literacy 123 e.g. “A Home for Mama” may be used to enhance lessons
- ✓ Suggest appropriate websites to be used for the poetry anthology exercise
- ✓ Select appropriate cultural songs for music activity
- ✓

### Extended Learning

Conduct a survey in another class to determine the different family types.

<b>Focus Question 2: How do family members relate to one another?</b>	
<b>Attainment target(s):</b>	<b>Objectives Students will:</b>
Develop an understanding of the interdependent relationship between man and his environment	<ul style="list-style-type: none"> <li>• Explain how family members relate to each other in their different roles</li> <li>• Describe ways in which family members demonstrate interdependence</li> <li>• Identify different ways in which families and family groups live, work and worship together</li> <li>• Appreciate the different ways in which families and family groups live and work together</li> </ul>
<p>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</p> <p>Research activities on issues and interests by generating ideas and exploring texts using a range of strategies</p>	<ul style="list-style-type: none"> <li>• Use oral and written responses to show how family members relate to each other</li> <li>• Use graphic organizer to record negative and positive family relationships</li> </ul>
Perform varied repertoire of music for an audience	<ul style="list-style-type: none"> <li>• Make musical instruments to play together as a class family</li> </ul>
<p>Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities</p> <p>Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in games</p>	<ul style="list-style-type: none"> <li>• Explore the use of linear and circular formations in traditional family games.</li> <li>• Demonstrate the value of working together by participating in team games</li> </ul>

Express a range of feelings and emotions through the enactment of dramatic scenarios	<ul style="list-style-type: none"> <li>• Dramatize aspects of their family traditions/activities</li> <li>• Use drama modes to understand the relationship among characters</li> </ul>
Work in small groups on collaborative tasks to achieve design outcome	<ul style="list-style-type: none"> <li>• Design charts showing shared responsibility among family members</li> </ul>
<p>Display an appreciation of some of the beliefs, practices and expressions of persons from different religious faiths</p> <p>Recognize that religion contributes to shaping our identity and guides our understanding of the meaning and purpose of life</p>	<ul style="list-style-type: none"> <li>• Share their understanding of the way families worship</li> <li>• Discuss family celebrations including special religious celebrations – their significance and how they are celebrated</li> <li>• Critically assess relationships between family members in Biblical and other sacred stories</li> </ul>
Plan and design visual arts expression	<ul style="list-style-type: none"> <li>• Demonstrate the use of the elements of art in two and three-dimensional designs</li> </ul>
Display an understanding and appreciation of their own heritage, and of the culture and heritage of selected groups	<ul style="list-style-type: none"> <li>• Share how their family passes on traditions, folklore and myths</li> <li>• Explore various ways families can show tolerance to the traditions of others</li> </ul>
Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.	<ul style="list-style-type: none"> <li>• Use ICTs tools to complete a range of given tasks relating to living together as a family</li> </ul>
Estimate compare and use various types of measurements	<ul style="list-style-type: none"> <li>• Associate time with family activities done during a day</li> <li>• Estimate/ measure quantity of items needed for family event</li> <li>• Calculate cost of items needed for family event</li> </ul>



<b>Suggested Teaching and Learning Activities – Focus Question 2 How do family members relate to one another?</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
<p><b>Students will:</b> Discuss the roles and responsibilities of family members and how they relate to each other. Work in groups to create a dramatic scenario in which they have to show how to solve a conflict among family members.</p> <p>Create musical instruments and use them to accompany the singing of family-related songs (e.g. I love you, you love me) in order to demonstrate the importance of tolerance and treating family members with respect. Write/type a letter telling how their families demonstrate tolerance towards them and treats them with respect. Email and/ or print letters to share with their families. Have their parents (where possible) construct a response and send to them.</p> <p>Do different tableau of activities that family members do together. Deduce what each tableau depicts. Create a cartoon using digital drawing tools or free-hand drawing to show family members sharing chores. Share their cartoon with class and talk about them. Focus on the contribution of all family members and the importance of praise when a family member performs chores or other activities well. Design a duty roster depicting family members’ chores for a day. Show time in which each chore will be done. Use the information on the duty roster to solve simple time related problems.</p> <p>Recall and perform religious songs used in family worship. Listen to and interview the school chaplain or community religious leader to find out about religious celebrations and how families worship. Use image capturing devices to record the interview and playback for</p>	<p>Discuss roles and responsibilities Cooperate in groups Dramatize scenes Solve conflicts</p> <p>Create instrument Demonstrate tolerance Write letters/emails Communicate ideas</p> <p>Dramatize family activities Create cartoons Share ideas Design roster Solve mathematical problems</p> <p>Perform songs Listen for information Conduct interview Record interview</p>	<p>Roles and responsibilities correctly identified Scenario satisfactorily depicts resolution of conflict</p> <p>Musical instruments satisfactorily made Emails/letters satisfactorily express tolerance and respect of family members</p> <p>Activities depicted in tableau correctly identified Cartoons satisfactorily show families sharing chores Duty roster adequately reflects distribution of chores among family members Mathematical problems correctly solved</p> <p>Songs satisfactorily performed Interview satisfactorily recorded Words correctly identified</p>

<p>class discussion. Complete a find-a-word puzzle relating to words used in the presentation</p> <p>Discuss the relationship between the members of families in the Bible and other sacred texts (e.g. Jacob and Esau). Use a simple graphic organiser to record things that were wrong and things that were right as these families interacted with each other. Participate in 'hot seat' activity in which they are questioned about the character to understand the importance of family relationships.</p> <p>Recall and discuss special days that family members observe and celebrate together. Paste pictures of these celebrations in a scrapbook. Discuss and write simple sentences about how and why they are celebrated.</p> <p>Observe and record a variety of patterns found around the school environment. Use selected patterns found in their observations of the environment, to design a greeting card (birthday, thank you, anniversary, cheer-up, congratulations) for a family member.</p> <p>Discuss how their families pass on traditions. Listen to or view pre-recordings of how community members pass on family traditions or invite resource persons from different ethnic groups and have them speak on family/cultural traditions. Answer questions based on presentations. Discuss ways in which family members can demonstrate tolerance for the traditions of others. Play traditional games such as 'Punchinella', 'Tread O', 'London Bridge' using linear and circular formation and work together as teams.</p>	<p>Identify words</p> <p>Discuss family relationships Organise information Think critically Respond to questions</p> <p>Recall and discuss celebrations Collect and paste pictures Write sentences</p> <p>Observe and record patterns Design greeting cards</p> <p>Identify family traditions Listen and observe for information Demonstrate linear and circular formation Work collaboratively</p>	<p>Information correctly recorded in graphic organiser</p> <p>Special days correctly identified Scrapbooks satisfactorily compiled</p> <p>Patterns satisfactorily recorded Greeting cards satisfactorily designed using patterns</p> <p>Questions from presentations correctly answered Teamwork effectively displayed in the playing of traditional games</p>
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<p>In groups create chapter book on the different activities which families (home, school, church, community) do together. Each group's chapter will be compiled to create a class book entitled 'Families in Action'. Discuss what would happen if nobody took part in family activities. Talk about and list the responsibilities and rights of each member of the family group.</p> <p>Role-play given situations involving social graces, at home, at school and in the wider community. Observe pictures/listen to/watch video of selected religious stories depicting hospitality. Examine and discuss the interpersonal relationships among family members in religious stories, then identify values that would be helpful in their own family lives, school and community.</p> <p>Plan and host a class party, make decorations, invitations, party hats and masks. Write shopping lists and calculate costs. Estimate and measure items needed in kilograms, grams, litres and metres. Sing party songs, dance and play games. Review class party activities and talk about how they interacted with each other before, during and after the party.</p>	<p>Create chapter book Discuss ideas List rights and responsibilities</p> <p>Role play situations Observe pictures Listen for information Examine stories Identify values</p> <p>Plan party Design decorations, party hats and masks Write shopping lists Estimate and measure items Evaluate activity</p>	<p>Class book adequately shows activities in which families participate List appropriately shows rights and responsibilities of family members</p> <p>Values in interpersonal relationships appropriately identified</p> <p>Calculations and measurements accurately made Estimates reasonably given Interactions during party adequately reviewed</p>
<p><b>Learning Outcomes</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Appreciate the interdependence of family members</li> <li>✓ Express how family members show tolerance and respect for each other</li> <li>✓ Appreciate the different ways in which family members share responsibilities and exercise rights</li> <li>✓ Create 2 or 3 dimensional works of art</li> <li>✓ Estimate and calculate measurements</li> <li>✓ Calculate cost of items</li> <li>✓ Identify similarities and differences between their family and families from the Bible</li> </ul>		

<ul style="list-style-type: none"> <li>✓ Create cartoon with free hand drawings to depict family activities or use digital drawing tools</li> <li>✓ Use linear and circular movements in games</li> <li>✓ Actively participate in role play to demonstrate the different ways in which families relate to each other</li> <li>✓ Recognise family celebrations and special religious celebrations e.g. Christmas/ birthdays/ weddings/ – their significance and how they are celebrated</li> <li>✓ Appreciate the importance of making everyone feel as a part of one family especially in their class</li> <li>✓ Recognise ways in which their family passes on traditions, folklore and myths</li> <li>✓ Make improvised musical instruments</li> <li>✓ Use role play to express emotions and find solutions to conflicts in the family</li> <li>✓ Express feelings/ emotions in cultural song/s heard and identify key musical elements in the song</li> <li>✓ Use different patterns observed to create greeting cards</li> <li>✓ Perform religious songs</li> </ul>	
<p><b>Points to Note</b></p> <p>Teacher should assist students in compiling questions prior to interview</p> <p>Research unfamiliar games and songs</p> <p>Provide resource persons with guidelines for presentations</p> <p>Roles and responsibilities discussed must be age appropriate</p>	<p><b>Extended Learning</b></p> <p>Have a formal class lunch/ visit a restaurant to practise social graces</p>

<b>Focus Question 3: How does my family satisfy basic needs?</b>	
<b>Attainment target(s):</b>	<b>Objectives: Students will</b>
<p>Develop an understanding of the interdependent relationship between man and his environment</p>	<ul style="list-style-type: none"> <li>• Explain the difference between needs and wants</li> <li>• Identify the basic needs of a family</li> <li>• Explain how families satisfy their basic needs.</li> <li>• Describe some jobs people do in their community to satisfy basic needs.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use addition and subtraction facts when purchasing goods and services to satisfy family needs</li> </ul>

Use the basic operations, number relationships, patterns, number facts, calculators and appropriate software to compute and estimate in order to solve real world problems involving fractions, percentages and decimals.	
Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit  Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively	<ul style="list-style-type: none"> <li>• Respond to questions using SJE about how families satisfy their basic needs.</li> <li>• Use literature logs to respond to poems/ song/ videos about how families satisfy basic needs</li> <li>• Use SJE structures to express ideas of how the family satisfies basic needs</li> </ul>
Develop the capacity to interact respectfully and positively with others	<ul style="list-style-type: none"> <li>• Express appreciation for those who help to supply our basic needs</li> </ul>
Demonstrate an awareness of some of the ways in which religion influences changes in the lifestyles of persons within society	<ul style="list-style-type: none"> <li>• Identify ways in which the Supreme Being or Creator provides for our basic needs</li> </ul>
Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities	<ul style="list-style-type: none"> <li>• Create choreographed pieces depicting the ability to survive in crisis situations</li> </ul>
Express a range of feelings and emotions through the enactment of dramatic scenarios	<ul style="list-style-type: none"> <li>• Use drama modes to depict how families satisfy basic needs</li> </ul>
Perform varied repertoire of music for an audience	<ul style="list-style-type: none"> <li>• Sing songs related to the provision of basic needs</li> </ul>

Explore selected life processes in humans, the interdependence between living things in the environment, and how lifestyles determine health and well-being in humans.	<ul style="list-style-type: none"> <li>Describe ways in which family members depend on living things to satisfy their basic needs.</li> </ul>
Plan and design visual arts expressions	<ul style="list-style-type: none"> <li>Demonstrate the use of the elements of art in two and three-dimensional designs</li> </ul>
Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.	<ul style="list-style-type: none"> <li>Demonstrate the appropriate use of ICT tools when completing tasks about how families satisfy basic needs</li> </ul>
Understand the contribution of specific workers in their community.	<ul style="list-style-type: none"> <li>Explore the roles of providers of basic needs</li> </ul>

Suggested Teaching and Learning Activities – Focus Question 3: How does my family satisfy basic needs?	Key Skills	Assessment Criteria
<p><b>Students will:</b></p> <p>Imagine that they are stranded with their family on an island and that there are no other human beings there, only plants and animals. Discuss what they would require to stay alive. Give reasons for their choice of items and say how each one will provide adequately for his/her needs. With their teacher’s assistance, determine what is a need and what is a want. Classify magazine/newspaper advertisements as needs and wants. Write simple sentences to tell what is meant by the words ‘need’ and ‘want’.</p>	<p>Visualise scenarios Discuss ideas Justify choices Classify advertisements Construct sentences</p>	<p>Justification satisfactorily given for items chosen</p> <p>Advertisements correctly classified</p> <p>Sentences correctly constructed</p> <p>Models creatively constructed</p>

<p>Make a papier mache model of the Island on which they were stranded. Create and use cardboard cut outs to represent the resources that they used to provide for their basic needs. Write a simple story about being stranded on the island. Choreograph a dance to convey the message of the story. Use disposable plates to make a wall plaque expressing thanks to the Creator for providing basic needs.</p> <p>Place cut outs of items representing basic needs and sort them under the headings food, clothing and shelter. Make journal entries on why their families need these basic things to survive and what would happen if they did not have them.</p> <p>Discuss pictures/listen to stories about family members providing for their basic needs. Talk about the need to earn, spend wisely and save money. Create a simple plan showing how to spend a day's lunch money. Role-play situations of family members working to earn money to meet their basic needs. Observe and name Jamaican coins/notes and use these in the classroom shops to purchase/sell items and make change.</p> <p>Discuss the places/persons that supply families' basic needs (shopkeeper, vendors, farmers, dressmakers, construction workers, chef). Choose a provider and write a cinquain (five line poem) showing appreciation for him/her. Decorate the poems using the elements of art. Create a digital story on the places/persons that supply families' basic needs combining text, pictures and sounds.</p>	<p>Design and create models Write stories Choreograph dance Create wall plaque</p> <p>Classify items Write journal entries</p> <p>Discuss/listen to ideas Create spending plan Role play scenarios Identify currency</p> <p>Calculate change</p> <p>Discuss places/persons Compose poems Create digital stories</p>	<p>Short story appropriately represents stimulus</p> <p>Dance accurately captures the story</p> <p>Message on plaque satisfactorily expresses thanks</p> <p>Items correctly grouped</p> <p>Journal entries satisfactorily completed</p> <p>Plans indicate satisfactory prioritization of needs</p> <p>Currency correctly identified and used</p> <p>Change accurately calculated</p> <p>Discussion adequately indicates roles of places/ persons who supply basic needs</p> <p>Poem adequately depicts appreciation for persons who supply needs</p> <p>Digital stories creatively compiled to portray places/ persons who supply basic needs</p>
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<p>Listen to Biblical stories (e.g. Feeding of the five thousand, Noah’s Ark, Adam and Eve, Manna in the Wilderness) which tell how the Creator provides for basic needs. Illustrate the basic need(s) that was/were supplied in one of the stories read. Sing songs/read poems/watch videos about the Creator providing basic needs. Use literature logs to respond to poems/ songs/ videos.</p>	<p>Listen to stories Sing songs/ read poems/ watch videos Write in logs</p>	<p>Illustrations accurately depict basic needs  Responses appropriately made in literature logs</p>
<p><b>Learning Outcomes</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>✓ Understand the difference between needs and wants</li> <li>✓ Explore basic family needs and how they are satisfied</li> <li>✓ Understand how different workers help to satisfy basic needs</li> <li>✓ Use mathematical calculations to solve problems involving the use of money</li> <li>✓ Use SJE to communicate information relating to basic needs</li> <li>✓ Demonstrate an appreciation for those who help to satisfy their needs</li> <li>✓ Recognise ways that the creator provides for basic needs</li> <li>✓ Express ideas about basic needs through the performing and visual arts</li> <li>✓ Understand the relationship between living things and basic needs</li> <li>✓ Use ICT tools to complete various tasks about how families satisfy basic needs</li> </ul>		
<p><b>Points to Note:</b></p> <p>Wants and needs identified must be age appropriate. Teachers must source newspaper and magazine advertisements before class time.</p>	<p><b>Extended Learning</b></p> <p>Assist parents to prepare shopping list for weekly or monthly supplies.</p>	



NATIONAL STANDARDS CURRICULUM GUIDE

# GRADE 2 INTEGRATED STUDIES

## TERM2 – UNIT2

**Prior Learning**

Check that students can:

- Express ideas in basic sentence structures
- Use a clock to tell the time
- Follow simple instructions

**UNITS OF WORK GRADE 2 TERM 2 Unit 2**

<b>Focus Question 1: Why do I need education, and how am I educated?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s): Students will:</b>
Know and value the contributions of communities and institutions in fostering national, regional and international integration	<ul style="list-style-type: none"><li>• Define the term education</li><li>• Explore the different ways in which we are educated</li><li>• Explain the importance of being educated.</li><li>• Examine consequences of not being educated</li><li>• Classify types of schools in their community/country</li><li>• Compare how people were educated in the past with how they are educated now</li><li>• Identify the relationship between job roles and education</li></ul>
Demonstrate the creation of art through the use of tools, themes and materials	<ul style="list-style-type: none"><li>• Use drawings to depict school symbols</li><li>• Construct 3D models of a school</li></ul>
Display an appreciation of some of the beliefs, practices and expressions of persons from different religious faiths	<ul style="list-style-type: none"><li>• Describe how people were educated from accounts in Biblical and other sacred texts</li></ul>
Express a range of feelings and emotions through the enactment of dramatic scenarios	<ul style="list-style-type: none"><li>• Use the dramatic modes to highlight positive attitudes towards education</li></ul>
Perform varied repertoire of music for an audience	<ul style="list-style-type: none"><li>• Sing songs highlighting the importance of education, emphasizing correct pitch, dynamics, and expressions</li></ul>

Demonstrate an awareness of and respect for significant symbols	<ul style="list-style-type: none"> <li>• Interpret the meaning of objects, shapes and colours used on school crest</li> <li>• Assess the importance of signs/symbols around the school/community</li> </ul>
Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities	<ul style="list-style-type: none"> <li>• Use movements to depict different skills used in jobs</li> <li>• Recognize movement vocabulary when following instructions related to simple games and activities depicting ways in which we are educated</li> </ul>
Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.	<ul style="list-style-type: none"> <li>• Use ICT tools to research and present information on education.</li> </ul>
Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy. Collect, organise, interpret and represent data and make inferences by applying knowledge of statistics and probability.	<ul style="list-style-type: none"> <li>• Use model clocks to tell time</li> <li>• Use schedules to calculate the length of time between school activities</li> </ul>
<p>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</p> <p>Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</p> <p>Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit</p>	<ul style="list-style-type: none"> <li>• Use home language and SJE forms to communicate ideas about education</li> <li>• Use a variety of strategies to build vocabulary</li> <li>• Listen with increasing attention</li> </ul>

Suggested Teaching and Learning Activities – Focus Question 1 Why do I need education, and how am I educated?	Key Skills	Assessment Criteria
<p><b>Students will:</b> Brainstorm to arrive at a definition of the term education. Discuss the importance of having an education. Create/recite poems, gems, songs, jingles about education (e.g. “Labour for Learning”). Talk about the meaning of what is expressed in the selected piece and the importance of having a good education. Write in their journals why they think it is important to have a good education. Add unfamiliar words that result from discussion to a word bank.</p> <p>View pictures depicting different ways in which we are educated (e.g. going to school, experiences on the road, watching television, reading books, following instructions etc.). Discuss pictures and write simple sentences about how we are educated. Share sentences with the class. Read a story about being educated e.g. ‘School Rules’ from the Literacy 1-2-3 Series. Retell the story using their own words. Use loco-motor movements in response to instructions (e.g. run, jump, skip, hop etc.) Play games such as, ‘Simon says’ and ‘Mother May I’</p> <p>Through discussion, identify and group various types of schools in the community and country. Visit a school in their community that is different from theirs (e.g. special, secondary, tertiary) to find out how other students are educated. Record field trip observations in their class journal. Explain why they are sent to school, or why they come to school. Create and dramatize scenes using themes such as “Going to School”, “At School” or “Playtime at School”, bringing out positive attitudes toward school. Use selected ICT tools to capture the scenes and playback for class discussion.</p> <p>Use a model clock to identify various time periods in the school day e.g. arrival, break, lunch, dismissal etc. Create a schedule showing</p>	<p>Formulate definition Express ideas Write in journals Build word bank</p> <p>View for information Write simple sentences Read a story Discuss ideas Follow instructions</p> <p>Discuss ideas Categorize schools Dramatise scenes Record scenes and observations</p> <p>Read time</p>	<p>Education appropriately defined</p> <p>Journal entry satisfactorily expresses importance of education</p> <p>Sentences adequately depict how we are educated Instructions adequately followed Story satisfactorily retold</p> <p>Scenes realistically presented</p> <p>Scenes satisfactorily recorded Tools appropriately used</p> <p>Times accurately read</p>

<p>important times in the school day. Calculate the length of time for break, lunch etc. Discuss the importance of punctuality and the observation of rules. Use online/offline interactive games to reinforce the concept of telling time. Look at the school’s annual calendar and locate special dates (e.g. Christmas Day, Good Friday, and Sunday before Easter - Palm Sunday, Easter Sunday).</p> <p>Listen to presentations from resource persons recalling what education was like in the past (tools used, length of day, activities etc.). Make a list of all the unfamiliar words from the presentation and use a dictionary to identify and record the meaning. Use a simple graphic organizer to make comparisons of what education was like in the past and what it is presently. Discuss how modern day tools help in their learning. Create a frieze depicting tools used in schools over the years and write a sentence about each picture.</p> <p>Listen to/sing along with recorded songs about schools (e.g. “We Build Our School)”. Emphasize correct pitch, dynamics, phrasing and expression when singing songs about schools. Use body percussion (e.g. Snap, clap, tap) to accompany the songs. Use selected ICT tools to record their presentations and play back for class discussion. Use recycled objects (e.g. juice boxes) to construct a model of their school. Colour/paint, label different sections and display work. Relate in sequence, steps taken to create their model.</p> <p>Prepare interview questions and conduct interviews with successful professionals about their education and how it relates to their job. Tell the main skills needed to perform particular jobs e.g. an accountant needs mathematical skills, an artist needs drawing and painting skills. Use charades to act out basic skills while others identify the jobs portrayed. Compose and send a class email/ letter about what they learnt.</p>	<p>Create schedules Calculate length of time Locate information Discuss ideas</p> <p>Listen for information Compare ideas Discuss ideas Use a dictionary Write sentences Create frieze</p> <p>Listen, match pitch and use rhythm Design and construct models Label models Sequence information Record information</p> <p>Construct interview questions Listen for information Identify jobs and skills Dramatize skills Compose e-mail</p>	<p>Times on the schedule correctly recorded Length of time accurately calculated</p> <p>Comparisons appropriately done Pictures satisfactorily selected Descriptions satisfactorily done</p> <p>Pitch and rhythm accurately used Models satisfactorily designed Steps correctly sequenced</p> <p>Questions adequately constructed Jobs and skills correctly identified Email/ letter satisfactorily composed</p>
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<p>Conduct a simple offline or online research to create a school profile in their journals (for e.g. name of school, school address, name of principal and some important facts about their school). Draw/design a school crest and write the motto of the school and its meaning. With assistance, use selected ICT tools to create monthly class newsletters highlighting the special achievements of the class. Display on class notice board/ email to local newspaper /upload to school's website.</p> <p>Listen to stories on sacred teachings (e.g. Sermon on the Mount. St. Matthew 5: 1-11) Discuss the teachings, emphasising the fact that Jesus was a teacher. Talk about the importance of teaching and learning from others. Write simple sentences about the teachings (e.g. the attitudes learnt) from the sacred lessons. Use specific terms (e.g. peacemaker, merciful, meek) from the "Sermon on the Mount" to create a piece of poetry, jingle or song. Unscramble words from the story.</p>	<p>Write in journals Draw/design crest Create newsletter Display newsletter Upload information</p> <p>Listen for information Discuss ideas Write sentences Compose creative pieces Unscramble words</p>	<p>Journal writings accurately depict information Designs satisfactorily drawn Information in newsletter satisfactorily compiled</p> <p>Sentences satisfactorily reflect sacred teachings</p> <p>Creative pieces adequately composed Words from the story correctly unscrambled</p>
<p><b>Learning Outcomes</b></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>✓ Explain the term education</li> <li>✓ Recognise the importance and usefulness of being educated.</li> <li>✓ Identify knowledge and skills needed to be an educated individual</li> <li>✓ Read time on a clock</li> <li>✓ Construct a schedule of activities for a day</li> <li>✓ Identify consequences of not being educated</li> <li>✓ Identify types of school in community/country</li> <li>✓ Recognise what education was like in the past and make comparisons to the present</li> <li>✓ Create 3D models of their school from discarded objects / recycled material</li> <li>✓ Appreciate the meanings of the Biblical and sacred stories e.g. 'Sermon on the Mount'</li> <li>✓ Sing songs emphasizing correct pitching, dynamics, phrasing and expression</li> </ul>		

- ✓ Locate important days on their school calendar and state their importance
- ✓ Draw/design school crest
- ✓ Create and dramatize school scenes
- ✓ Use ICT tools to gather and present information
- ✓ Use loco-motor movements to follow instructions

**Points to Note:**

Teacher will assist students in doing research and observe safety rules as it relates to the use of digital contents.

Gather recycled and other teaching resources prior to lesson.

When students are asked to unscramble words at this level they should be scaffolded with a list of the words used in the exercise.

**Extended Learning**

Interview older family members, relatives or friends about schools in their days, and how they travelled to school.

Use skills to enhance growth in education e.g. read, write, draw and colour.

Be encouraged and encourage others to go to school and stay in school.

Participate in a field trip to selected business places

**Prior Learning**

Check that students can:

- Construct simple sentence structures.
- Use a tally chart to record information.
- Sort/ classify based on similarities and differences

### UNITS OF WORK GRADE 2 TERM 2 Unit 2

Focus Question 2: Why do I need recreation and how can I spend my leisure time?	
Attainment Target(s):	Objective(s): Students will:
Develop an understanding of the interdependent relationship between man and his environment	<ul style="list-style-type: none"> <li>• Explain what is meant by recreation</li> <li>• Explain the need for rest and recreation.</li> <li>• List types of recreation</li> <li>• Compare past and present recreational activities</li> <li>• Give opinions about new recreational activities which may emerge in the future</li> <li>• Describe recreational activities done in other countries</li> <li>• Practise personal responsibility when engaging in recreational activities in groups</li> </ul>
Appreciate and respond critically to art	<ul style="list-style-type: none"> <li>• Critique pictures / art pieces on leisure time activities</li> </ul>
Demonstrate an awareness of some of the ways in which religion influences changes in the lifestyle of persons within society	<ul style="list-style-type: none"> <li>• Explain how the Bible and other sacred texts provide information to help us enjoy a happy and healthy life.</li> <li>• Identify similarities/ differences in how religious groups engage in recreational activities</li> </ul>
Express a range of feelings and emotions through the enactment of dramatic scenarios	<ul style="list-style-type: none"> <li>• Dramatize scenes to illustrate the various emotions displayed when a game is won or lost</li> </ul>



<p>Listen to and appraise music to develop an understanding of musical elements</p> <p>Perform varied repertoire of music for an audience</p>	<ul style="list-style-type: none"> <li>• Explain how music is used as a means of recreation and relaxation.</li> <li>• Explore how Jamaican folklore songs and music have been used for recreation over the years</li> <li>• Perform cultural pieces, games/ring games that depict recreational activities</li> <li>• Listen to popular songs to determine how different lyrics can convey meaning</li> </ul>
<p>Develop an understanding about how our bodies move, why we move our bodies in particular ways, and what happens to our bodies when we move.</p> <p>Explore basic movement skills and concepts in simple group activities</p>	<ul style="list-style-type: none"> <li>• Explain how sports can be a recreational activity and an income earner.</li> <li>• Describe the contribution of national sportsmen and women to nation building.</li> <li>• Practice safety rules to protect self and others during physical activities.</li> <li>• Use space and apparatus safely when carrying out a variety of recreational exercises</li> <li>• Link basic shapes with different parts of the body that are used when making movement patterns</li> <li>• Categorize recreational activities in order of most to least popular</li> </ul>
<p>Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.</p>	<ul style="list-style-type: none"> <li>• Conduct searches (text-based and images) to support curriculum topics on recreation and leisure time.</li> <li>• Use graphic organizers to classify ideas and information.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop the capacity to interact respectfully and positively with others</li> <li>• Demonstrate an awareness of individual and collective rights, their application and attendant responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Display appropriate behaviours in groups when engaging in recreational activities</li> <li>• Demonstrate respect for individual rights and responsibilities when participating in recreational activities within groups</li> </ul>

<ul style="list-style-type: none"> <li>Collect, organize, interpret and represent data and make inferences by applying knowledge of statistics and probability.</li> </ul>	<ul style="list-style-type: none"> <li>Classify, represent and interpret data using tallies</li> </ul>
<ul style="list-style-type: none"> <li>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit</li> </ul>	<ul style="list-style-type: none"> <li>Use SJE to communicate information on recreational activities</li> <li>Create simple stories about recreational activities</li> <li>Use interviews to collect information about recreational activities</li> </ul>

Suggested Teaching Activities-Focus Question 2: Why do I need recreation and how can I spend my leisure time?	Key Skills	Assessment
<p><b>Students will:</b></p> <p>Talk about what is meant by recreation. Interview each other, teachers parents etc. to discover how they spend their leisure time. Make simple lists. Categorize information to discover which past times are most popular. Record on a tally chart.</p> <p>In groups write letters to sports figures in the community to find out how they spend their leisure time. Read the letters aloud in the groups. Write poems about recreation after listening to the poem 'Leisure' by H. W. Longfellow or other similar work. Read poem to class. Dramatize a scene to illustrate the various emotions displayed when a game is won or lost. Discuss the importance of good sportsmanship.</p>	<p>Express ideas            Research information            Work collaboratively            List information            Categorize information            Tally information            Write letters            Read to inform and entertain            Write poems            Dramatize ideas            Express ideas</p> <p>Design schedule</p>	<p>Discussion and information recorded accurately reflect an understanding of recreation</p> <p>Letters and poems accurately depict leisure time activities</p> <p>Scenes satisfactorily dramatized</p> <p>Discussion adequately reflects understanding of the importance of good sportsmanship</p> <p>Schedule of daily activities satisfactorily designed and discussed</p>

<p>Design a simple timetable to show how each pupil spends his/her day. Talk about what they like to do best. Give individual or group reports on how they spend important holidays. Discuss and note the popular activities. Play computer and/ or other games in the classroom. Record the rules of one of the games. Collect pictures of different recreational activities. Sort a given number of pictures into indoor and outdoor forms of recreation. Represent these on a pictograph to deduce the most and least popular activities. Solve mathematical problems related to the cost of recreation, e.g. The cost of trips, sporting equipment, sports clothes, etc.</p> <p>Fill a story jar with possible starters for a story about shopping for a recreational activity with a parent. Create chain stories using different story starters. Make a simple budget for shopping. Solve mathematical problems related to the cost of this activity, e.g. buying equipment, gear. Create various items used for recreational purposes, e.g. board games (Snakes and Ladders, Bingo), bats, balls, musical instruments (guitars, shakers). Display models.</p> <p>Discuss why we need recreation (e.g. enjoyment, to refocus, to refresh). Share with e-pals/peers re recreational activities in which they participate and why. Investigate movement, stillness, and how to find and use space safely. Explore basic gymnastic actions on the floor and using apparatus. Copy or create, remember and repeat short movement phrases of 'like'/ linked actions, e.g. <i>two jumps, or two rolls</i>. Respond to instructions and commands, e.g. <i>on voice command, on a clap, or using different combinations of musical instruments to signal start, stop, small shape, and so on</i>. Move between mats and small apparatus, e.g. <i>walk safely between mats and markers</i>, and then change the speed of movement. Discuss what is meant by leisure time and mime their leisure time activities.</p> <p>Listen to ideas about rest in Biblical and other sacred texts e.g. St Mark 4: 35-41. Discuss the need for rest. Select and re-enact a scene</p>	<p>Express ideas Record information Collect, organize and analyze data Solve problems</p> <p>Write sentences Create stories Prepare a budget Solve problems Create recreational activities</p> <p>Discuss ideas Create movement patterns Follow instructions Mime activities</p> <p>Listen for information Draw conclusions Express ideas Dramatize ideas</p>	<p>Rules of a specified game adequately recorded</p> <p>Research on types of recreational activities satisfactorily conducted</p> <p>Mathematical problems accurately solved</p> <p>Stories creatively composed</p> <p>Budget satisfactorily prepared</p> <p>Mathematical problems accurately solved</p> <p>Recreational tools/ games appropriately created</p> <p>Discussion adequately reflects an understanding of the importance of recreational activities</p> <p>Movement patterns satisfactorily performed</p> <p>Mimes accurately depict leisure time activities</p> <p>Discussions and dramatization adequately reflect an understanding of the need for rest</p>
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<p>from a sacred text which speaks about rest. E.g. the Biblical story “Stilling the Storm”.</p> <p>Conduct research to find out about what recreational activities were like in the past. Compare past and present recreation activities. Pair-share some of these activities then share with class. Play traditional games such as jacks and ring games. Sing traditional songs from Jamaican folklore e.g. “Manuel Road”, and say how important these activities were/ are in daily life. Explain how these games are used for recreation. Make predictions about what future recreational activities could be like. Conduct interviews with family members about this subject and choreograph a creative piece to reflect their findings.</p> <p>Report on some forms of recreation seen on television, videos or the internet, particularly activities popular in other countries (e.g. surfing, skiing). Compare them with local activities. Write poems/jingles about recreational activities after listening to a story about leisure time e.g. Hide and Seek / Careful and Carefree/Wendy’s Wonderful Week (Literacy 1-2-3 Series). Working in groups, with the teacher’s assistance, source pictures from the internet to complement poems/jingles. Print and place on class display board.</p> <p>Observe local art work displaying recreational activities. Discuss the leisure activity/ activities being depicted. Say how the artist has managed to portray meaning in the pictures and what type of media / design has been used. Use adjectives to describe in two or three sentences how they feel about the artwork and recognise that others may not share the same opinion. Present and read their sentences. Research ways in which recreation took place in Biblical times – How did children play? What recreational activities did the adults do?</p>	<p>Conduct research Compare ideas Express ideas Choreograph creative piece Make predictions Conduct interviews</p> <p>Give report Make comparisons Create poems/ jingles Work collaboratively Collect pictures</p> <p>Critique artwork Present information Conduct research Make comparisons</p>	<p>Research findings satisfactorily discussed Comparisons satisfactorily discussed Choreographed presentations accurately reflect research findings.</p> <p>Comparisons regarding recreational activities appropriately made Poems/ jingles satisfactorily composed to depict recreational activities</p> <p>Content and technique of artwork satisfactorily discussed Personal descriptions of artwork satisfactorily presented using appropriate adjectives Findings of research on recreational activities clearly recorded and appropriate comparisons made</p>
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Record the findings of their research and make comparisons with how recreational activities are carried out by religious groups today.

### Learning Outcomes

Students can:

- ✓ Say why we need recreation and list types of recreation
- ✓ Recognize what recreational activities were like in the past and compare them with the present
- ✓ Formulate opinions about recreational activities in the future
- ✓ Critique pictures / art pieces on leisure time activities and formulate opinions about them
- ✓ Identify similarities and differences in how religions / faiths carry out leisure time activities
- ✓ Categorize leisure activities
- ✓ Compare local and international leisure activities
- ✓ Differentiate between sports as a job/ profession and sports as leisure
- ✓ Effectively dramatize scenes to illustrate the various emotions displayed when a game is won or lost
- ✓ Recognize how songs and music in Jamaican folklore have been used for recreation over the years
- ✓ Communicate and collaborate safely with people outside the classroom when discussing personal information about recreational activities
- ✓ Perform cultural pieces, games/ring games and folklore
- ✓ Confidently perform movement sequences on the floor and on apparatus
- ✓ Link basic shapes and identify different parts of their bodies that are used when making movement patterns
- ✓ Identify recreation that took place in Biblical times and the similarities and differences to recreation in religious groups today

### Points to Note:

Teacher will provide pictures from online or offline sources for discussion.

Teacher will assist students in using technological devices correctly.

### Extended Learning

Play games at home

Practise being a good sportsman.

Create and follow time table for work and play

Encourage parents, guardian and family members to take a vacation.

**Prior Learning**

Check that students can:

- Construct simple questions to elicit information
- Identify simple geometric shapes
- Perform basic mathematical operations- addition, subtraction

**UNITS OF WORK GRADE 2 TERM 2 Unit 2**

<b>Focus Question 3: Why do I need transportation, and how do people and goods get from place to place?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s): Students will:</b>
Develop an understanding of the interdependent relationship between man and his environment	<ul style="list-style-type: none"> <li>• Explore past and present modes of transportation-land, sea and air</li> <li>• Explain the importance and usefulness of transportation</li> </ul>
Demonstrate the creation of art through the use of tools, themes and materials	<ul style="list-style-type: none"> <li>• Create 3D models of vehicles from recycled or discarded materials</li> </ul>
Demonstrate an awareness of some of the ways in which religion influences change in the lifestyles of persons within society	<ul style="list-style-type: none"> <li>• Compare modes of transportation found in Biblical and other sacred texts with present day transportation</li> <li>• Appreciate why we should give thanks to God for modes of transportation</li> </ul>
Perform varied repertoire of music for an audience	<ul style="list-style-type: none"> <li>• Create a sound collage using the sounds made by vehicles</li> <li>• Perform songs depicting the modes of transportation</li> </ul>
Explore simple locomotor, non-locomotor actions, pathways and levels with basic control and coordination.	<ul style="list-style-type: none"> <li>• Use body to imitate different modes of transportation in motion</li> </ul>
Develop the capacity to interact respectfully and positively with others	<ul style="list-style-type: none"> <li>• Display appropriate behaviours/attitudes when travelling</li> <li>• Practice personal responsibility when travelling</li> </ul>

<p>Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.</p>	<ul style="list-style-type: none"> <li>• Use graphic organizers to classify ideas and information about transportation.</li> </ul>
<p>Explore paths, geometric shapes and space and make generalization about geometric relationships within the environment</p> <p>Use the basic operations, number relationships, patterns, number facts, calculators and appropriate software to compute and estimate in order to solve real world problems involving fractions, percentages and decimals.</p> <p>Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy.</p> <p>Collect, organize, interpret and represent data and make inferences by applying knowledge of statistics and probability.</p>	<ul style="list-style-type: none"> <li>• Explore geometrical shapes in origami designs of vehicles</li> <li>• Perform mathematical operations (addition, subtraction) involving transportation cost</li> <li>• Estimate the distance of routes they travel and compare with actual distance</li> <li>• Create a pictograph to present data from a survey on transportation</li> </ul>
<p>Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit</p> <p>Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</p> <p>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</p>	<ul style="list-style-type: none"> <li>• Listen and respond to information presented on transportation</li> <li>• Construct descriptive sentences about various modes of transportation.</li> <li>• Use the comparative and superlative forms of adjectives to compare modes of transportation</li> </ul>

<b>Suggested Teaching and Learning Activities – Focus Question 3: Why do I need transportation, and how do people and goods get from place to place?</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
<p><b>Students will:</b></p> <p>Listen to popular songs/poems on different modes of transportation e.g. The Wheels on the Bus, Airplane, Rafting on the Rio Grande and use the Think-Pair-Share strategy to determine how the modes of transportation can satisfy the need to get from one place to another. Design a collage to demonstrate the modes of transportation used to satisfy their needs. Write two sentences describing their collage.</p> <p>Talk about the importance of transportation. Brainstorm the different modes and types of transportation (past and present). Research, using online or offline media, types of transportation and their uses. Write sentences about them. Interview family members to find out how people travelled in the past. (horse, buggy) Make comparisons and draw conclusions about the difference in transportation in the past and today. Make a presentation with the use of visual aids to highlight what they learnt from the interview.</p> <p>Using their bodies, demonstrate the movements of various types of transportation. Imitate the sounds of vehicles (cars, trucks, ships, aeroplanes and trains). Use suitable recording devices/software to record sounds made by different modes/types of transportation. Use sounds recorded to create a sound collage. Use adjectives to describe the various sounds.</p> <p>Search online or offline media for their favourite vehicle model. Download or draw and colour pictures and insert the photo into suitable word processing software and then write/type a paragraph about why they selected the vehicle, places they would visit if they</p>	<p>Listen for information Identify modes of transportation Create paper collage Write sentences</p> <p>Conduct interviews Make comparisons Write reports Make presentations</p> <p>Record sounds Create a sound collage Reproduce sounds</p> <p>Research/ collect information</p>	<p>Modes of transport correctly identified and represented Sentences satisfactorily describe collage</p> <p>Research findings appropriately presented</p> <p>Sound collage clearly depicts different types of transportation Body movements and sounds clearly depict various types of transportation Adjectives appropriately used to describe sounds in the sound collage</p> <p>Paragraphs adequately present required information Transportation models satisfactorily completed</p>



<p>had the vehicle, and who they would take in the vehicle. Include reasons for liking this vehicle. Use recycled materials to make models of their choice of vehicle. Display their model. Explain the steps used in creating it.</p> <p>Read about, discuss and create songs about the modes of transportations used in the Bible and other sacred texts (e.g., Chariot –Acts 8 vs. 27; Donkey- Mark 11 vs. 1-11, horse-Exodus 14 vs. 23, boat-Matt. 14 vs. 22, ship- Jonah 1). Make comparisons with transport of today and draw conclusions about transportation today.</p> <p>Make and use origami (paper folding) of vehicles. Identify the different mathematical shapes formed when making the origami vehicles and label them. Sort pictures of various types of transportation under headings: land, water, air; and public/private. Share with international e-pals land, water, air; and public/private transportation found in their country.</p> <p>Interview a transportation resource person (taxi driver or bus driver) about the part they play in helping them to get to school, church, and other places safely. In groups role play what was learnt in the interview. Calculate the costs associated with travelling by taxi/ bus/aeroplane/ship/boat/train in different scenarios. Estimate the distance between home and places that they visit using transportation, and then interface with electronic/digital map applications to ascertain the correct distances.</p> <p>Conduct a survey about the modes of transportation used by their classmates and use the data to construct a simple pictograph to show how students in the class/grade travel to school.</p>	<p>Justify choices Make models Think critically Explain steps in creating a model</p> <p>Compose songs Make comparisons Draw conclusions</p> <p>Make origami Identify geometric shapes Label shapes Sort and group vehicles Communicate digitally</p> <p>Conduct interviews Calculate cost Estimate distances Role play</p> <p>Conduct survey Construct pictograph</p>	<p>Explanation correctly outlines the steps in creating models</p> <p>Past and present modes of transportation accurately identified and discussed Conclusions reasonably drawn about modern transportation</p> <p>Modes of transportation appropriately classified</p> <p>Geometric shapes correctly identified</p> <p>Role play accurately depicts information from interview Costs correctly calculated</p> <p>Pictograph accurately depicts the results of the transportation survey.</p>
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<p>Write and share prayers giving thanks to the Creator for modes of transportation acknowledging how they help us in different ways to travel safely.</p> <p>Plan a field trip and discuss road safety rules, appropriate behaviours and attitudes to be observed when travelling. Go on a field trip by bus and observe the behaviours of other users of the road and their peers. Write a report about the field trip including their observations.</p>	<p>Write prayers Show appreciation</p> <p>Discuss road safety Write report Plan field trip Observe behaviours</p>	<p>Prayers of thanksgiving satisfactorily written and shared</p> <p>Safety rules for travelling adequately discussed and observed Report satisfactorily outlines the observations made on field trip</p>
<p><b>Learning Outcomes</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Explain the importance and usefulness of transportation</li> <li>✓ Identify the different modes of transportation and infer how they satisfy their need for transportation</li> <li>✓ Use their bodies to simulate transportation in motion</li> <li>✓ Determine the messages about transportation in a range of songs</li> <li>✓ Recognize what transport was like in the past and the differences in relation to transportation today</li> <li>✓ Identify transportation used in the past and make comparisons with and draw conclusions about transport of today</li> <li>✓ Create 3D models of vehicles from recycled materials</li> <li>✓ Navigate digital content to source images of favourite transportation</li> <li>✓ Construct different types of vehicle using origami techniques</li> <li>✓ Give thanks to God for all modes transportation</li> <li>✓ Create a collage of vehicle sounds</li> <li>✓ Communicate and collaborate safely with people outside the classroom when discussing information about modes of transportation found in their country</li> <li>✓ Categorize pictures of transportation</li> </ul>		
<p><b>Points to Note:</b> Teacher will instruct students on the safe use of digital contents.</p>	<p><b>Extended Learning</b> Procure pictures and create a timeline of how the modes of transportation have evolved over time.</p>	
<p>Where computer software is not available for an activity, the teacher may use a substitute e.g. tape recorder or pictures.</p>	<p>Find out the necessary steps to be taken for them to travel by air and sea.</p>	

NATIONAL STANDARDS CURRICULUM GUIDE

# GRADE 2 INTEGRATED STUDIES

## TERM3 – UNIT1

**Prior Learning**

Check that students can:

- Say the name of the community in which they live, identify smaller communities within their communities and state activities carried out in these communities

### UNITS OF WORK GRADE 2 TERM 3 UNIT 1

<b>Focus Question 1: What is a community?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s):</b>
<ul style="list-style-type: none"> <li>• Know and value the contributions of communities and institutions in fostering national, regional and international integration</li> <li>• Understand the processes and forces that have formed the physical and built environment</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the concept of community.</li> <li>• Investigate the key actions of a community.</li> <li>• Discuss the origin of their community's name.</li> <li>• Develop basic locational skills related to places (such as home and school) in the environment.</li> </ul>
<ul style="list-style-type: none"> <li>• Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</li> <li>• Research activities on issues and interests by generating ideas and exploring texts using a range of strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple sentences to describe their community.</li> <li>• Discuss sounds and events in the community.</li> <li>• Draw inferences about how the community got its name.</li> <li>• Develop and administer interview schedules</li> <li>• Give reports, directions, explanations about the community.</li> </ul>
<ul style="list-style-type: none"> <li>• Display an appreciation of some of the beliefs, practices and expressions of persons from different religious faiths</li> </ul>	<ul style="list-style-type: none"> <li>• Identify basic characteristics of a religious group in the community</li> <li>• Understand the meaning/moral of Biblical and other sacred stories about communities</li> <li>• Demonstrate an appreciation of the diversity of religions seen in their communities.</li> </ul>

**Focus Question 1: What is a community?**

Attainment Target(s):	Objective(s):
<ul style="list-style-type: none"> <li>• Create musical compositions exploring varied elements of music</li> <li>• Perform varied repertoire of music for an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Create a musical composition depicting different sounds within the community, having appropriate musical elements such as dynamics and expressions.</li> <li>• Perform familiar and new songs using appropriate actions to show different moods in communities</li> </ul>
<ul style="list-style-type: none"> <li>• Express a range of feelings and emotions through the enactment of dramatic scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Use drama modes to demonstrate an understanding of community.</li> </ul>
<ul style="list-style-type: none"> <li>• Explore basic movement skills and concepts in simple group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Use interactive games to highlight the concept of community.</li> </ul>
<ul style="list-style-type: none"> <li>• Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT tools to research and create presentations on how their community got its name.</li> <li>• Download/print pictures of different communities</li> </ul>
<ul style="list-style-type: none"> <li>• Collect, organise, interpret and represent data and make inferences by applying knowledge of statistics and probability.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and share information with peers based on graphs created about different types of communities.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate the creation of art through the use of tools, themes and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Design a mural to show their understanding of a community.</li> <li>• Use the elements of art to create drawings of scenes in their community.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop the capacity to interact respectfully and positively with others</li> </ul>	<ul style="list-style-type: none"> <li>• Foster a desire to contribute towards significant events/groups in the school/home community</li> </ul>

<b>Suggested Teaching and Learning Activities – Focus Question 1: What is a community?</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
<p><b>Students will:</b></p> <p>Talk about the area in which they live. Discuss things that they see in these places. In small groups formulate their ideas about what defines a community. Conduct research online or interview community members to find out how the community got its name. Record interviews, download information and/or take pictures then make a digital photo story on how the community got its name.</p> <p>In groups, go on a tour to observe their immediate school community; take /draw pictures of observations. Discuss the various activities that they saw in the school community. Write two or more sentences describing what persons in the pictures are doing. Read them aloud in the groups. List most common activities and or use a teacher - created template to create a pictograph of common activities captured in pictures taken/drawn.</p> <p>Go on a tour of a community to observe different places of worship. Interview religious leaders/followers about, the religious characteristics such as dress, rituals (use of sacred texts, how they worship e.g. pray, sing songs) and symbols associated with the religious group. Use recording devices to capture interview. Use information captured to make oral presentations. Estimate distances and give locations/directions between buildings or other landmarks on a model or map of the community. Use a string or other non-standard measures to compare distances.</p> <p>Listen to sounds in the community and talk about the sounds heard. Use their voice to reproduce the sounds. Select classroom instruments to represent the sounds heard. Work in groups to compose a musical piece about the community using dynamics and expressions.</p>	<p>Discuss ideas Research name of community Create digital story</p> <p>Observe activities Discuss activities Write sentences Read sentences List activities Create pictographs Photograph/draw pictures</p> <p>Observe religious groups Record interviews Present information Estimate distances Give locations/directions</p> <p>Listen to sounds Compose musical piece</p>	<p>Digital stories created satisfactorily</p> <p>Sentences written correctly Pictograph created accurately</p> <p>Presentations done satisfactorily Locations/directions given accurately</p> <p>Musical piece composed satisfactorily</p>

<b>Suggested Teaching and Learning Activities – Focus Question 1: What is a community?</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
<p>View, talk about and select pictures/clippings of different activities in communities. Organize pictures/clippings to create a mural depicting a community. Write sentences describing the mural. Teacher uses information from the mural to create bar graphs. Students interpret and share information.</p> <p>Listen to the Bible Story (Mark 10: 14) of Jesus blessing the children or The feeding of the Five Thousand. Discuss meaning and morals of the Biblical story and give their reactions to these. Role play characters from the story. Draw and colour pictures about the story.</p> <p>Name some of the actions observed in a community. Sing song (to the tune of Mulberry Bush). <i>“Here we have a busy town, a busy town, a busy town here we have a busy town so early in the morning. (Substitute lines) This is the way we go to work This is the way we go to school etc.</i></p> <p>In groups, decide on actions such as roll, jump, balance, which depict activities (going to work, planting food, going to school.) in the community. Sing song and demonstrate actions as they are mentioned in the song.</p> <p>Listen to a story created by teacher about a “A Day in Town” (could be about a community without electricity, library). Story could be created in multimedia format. Compare the town in the story with their own</p>	<p>Organize pictures Create mural Write sentences Interpret information</p> <p>Listen to stories Discuss meanings and morals Role play characters Draw/colour pictures</p> <p>Sing songs Identify actions Demonstrate actions</p> <p>Listen to stories Compare/Contrast communities Dramatize scenes</p>	<p>Mural created to depict activities adequately Sentences describe mural appropriately Information from graphs interpreted accurately</p> <p>Characters depicted in role play adequately</p> <p>Actions depicted accurately</p> <p>Venn diagram shows comparison Scenes dramatized satisfactorily Scenes drawn accurately</p>

<b>Suggested Teaching and Learning Activities – Focus</b> <b>Question 1: What is a community?</b>	<b>Key Skills</b>	<b>Assessment Criteria</b>
community. Use a Venn Diagram to show “similarities” and “differences”. In groups dramatize some of the scenes described about the community in the story. Draw, using elements of art, scenes about the community from the story. Construct class email to be sent to their parents/teacher about their communities. Talk about how they could contribute to events in their school community.	Draw scenes Construct emails	
<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Understand the concept and meaning of community</li> <li>✓ Recognise the key actions of their community</li> <li>✓ Give an explanation of the origin of their community’s name</li> <li>✓ Estimate and measure distances and make comparisons</li> <li>✓ Recognise basic characteristics of a religious community</li> <li>✓ Interpret information from pictograph of common activities observed in the school environment</li> <li>✓ Demonstrate skills in balancing, rolling and making different body shapes in movement sequences</li> <li>✓ Work in groups to create digital story about their community</li> <li>✓ Make comparisons between another community and their own identifying similarities and differences</li> <li>✓ Show respect to persons that are interviewed</li> <li>✓ Use elements of art effectively to create a vivid imagine of the scene</li> <li>✓ Improve their Individual techniques/skills of running and sprinting</li> <li>✓ Use drama to express and convey meaning</li> <li>✓ Appreciate concepts such as pitch, duration, tempo and dynamics in the songs created and sung</li> <li>✓ Communicate safely with their parents/teacher when sending emails</li> </ul>		
<p><b>Points to Note:</b></p> <p>Class project is an on-going activity spanning the majority of this Unit</p> <p>This is an ideal unit to teach the concept of values and respect for all especially elderly members of our community.</p>	<p><b>Extended Learning</b></p> <p>Create a scrapbook about places in my community.</p> <p>Record an interview (on cellular phone) or on paper of an elderly person in their household</p>	



**Prior Learning**

Check that students can:  
Talk freely about their communities.

### UNITS OF WORK GRADE 2 TERM 3 UNIT 1

<b>Focus Question 2: What does my community look like?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s):</b>
<ul style="list-style-type: none"> <li>• Understand the processes and forces that have formed the physical and built environment</li> <li>• Develop an understanding of the interdependent relationship between man and his environment</li> <li>• Know and value the contributions of communities and institutions in fostering national, regional and international integration</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand positions of north, south, east and west in relation to their community.</li> <li>• Identify important places in the community</li> <li>• Describe the land and water features in their community.</li> <li>• Explain how the physical layout of their community has changed over a period of time.</li> <li>• Discuss how key features man-made and natural co-exist and are represented in the community</li> </ul>
<ul style="list-style-type: none"> <li>• Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>• Write well-constructed paragraphs which have linking sentences within and between them.</li> </ul>	<ul style="list-style-type: none"> <li>• Use questions to collect information about the community</li> <li>• Use directional words to give locations of important buildings and other key features in their community</li> <li>• use SJE structures to express themselves</li> <li>• listen to ideas of others, clarify meanings and information</li> <li>• write simple sentences about their own experiences</li> <li>• use capital letters, full stops, commas.</li> </ul>
<ul style="list-style-type: none"> <li>• Explore paths, geometric shapes and space, and make generalization about geometric relationships within the environment.</li> <li>• Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given</li> </ul>	<ul style="list-style-type: none"> <li>• Estimate distances between buildings in the community.</li> <li>• Identify lines of symmetry in buildings in the community.</li> <li>• Discuss geometrical shapes observed in the community.</li> </ul>

degree of accuracy.	
<ul style="list-style-type: none"> <li>• Display an appreciation for some of the beliefs, practices and expression of persons from different religious faiths</li> <li>• Recognize that religion that religion to shaping our identity and guides our understanding of the meaning of purpose of life</li> <li>• Demonstrate an awareness of some of the ways in which religion influences changes in the lifestyles of persons within society.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the buildings used for worship in their community.</li> <li>• Analyze the diversity of Christianity and other faiths observed in their community.</li> <li>• Share their understanding of the way different groups of people in their community worship and its effect on the community</li> </ul>
<ul style="list-style-type: none"> <li>• Explore and create exercising critical thinking skills throughout the dramatic process</li> <li>• Appreciate and critique dramatic work</li> </ul>	<ul style="list-style-type: none"> <li>• Use drama modes to highlight physical features in the community.</li> </ul>
<ul style="list-style-type: none"> <li>• Create musical compositions exploring varied elements of music</li> <li>• Perform varied repertoire of music for an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Use musical elements in songs created and sung about features in the community</li> </ul>
<ul style="list-style-type: none"> <li>• Explore simple locomotor, non-locomotor actions, pathways and levels with basic control and coordination</li> <li>• Explore basic movement skills and concepts in simple group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Practice skills in balancing, rolling and making different body shapes to represent features in the community.</li> </ul>
<ul style="list-style-type: none"> <li>• Create and innovate</li> <li>• Plan and design</li> </ul>	<ul style="list-style-type: none"> <li>• Use the elements of arts to create drawings of buildings in the community.</li> <li>• Create 3D models of buildings in their community</li> </ul>
<ul style="list-style-type: none"> <li>• Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.</li> <li>• Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and</li> </ul>	<ul style="list-style-type: none"> <li>• Use selected ICT tools to design buildings in their community.</li> <li>• Use selected ICT tool to create multimedia product</li> </ul>

practice online safety and ethical behaviour		
<ul style="list-style-type: none"> <li>• Demonstrate an awareness of individual and collective rights, their application and attendant responsibilities</li> <li>• Display an understanding and appreciation of own heritage, and of the culture and heritage of selected groups</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ways to care for public property/buildings in the community.</li> </ul>	
<b>Suggested Teaching and Learning Activities – Focus Question 2: What does my community look like?</b>	<b>Key Skills</b>	<b>Assessment</b>
<p><b>Students will:</b></p> <p>Teacher will demonstrate to students the concept of North, South, East and West through games. Arrange students in rows facing the same direction. Using the rules for “Simon Says” The leader calls out “Simon says north/south/east/west.” With teacher’s assistance draw a map of school community and talk about the importance of buildings in relation to the school using key words; north, south, east, west, near to, far from. Use a toy car to drive along streets on the map as directions are given. Identify the community using an electronic map or a map of Jamaica.</p> <p>Go on a field trip in the community. Locate and identify important places. Use image capturing device to take pictures of these places. Use pictures to create a “My Community” scrapbook and write sentences about each picture.</p> <p>Using a map of the community visited, identify the names of important buildings in their communities and the roads on which they are located. Estimate distances between buildings or other landmarks Use a string or other non-standard units to compare distances such as hand span, straws, papers clips etc.</p> <p>Write basic questions with teacher’s assistance and interview older</p>	<p>Identify directions Draw map</p> <p>Locate and identify places</p> <p>Record images Write sentences Read map Estimate and measure distances</p> <p>Conduct Interview</p>	<p>Directions identified satisfactorily</p> <p>Map drawn satisfactorily</p> <p>Important places located and identified correctly</p> <p>Important buildings located and identified correctly</p> <p>Distances estimated and measured satisfactorily</p>

<p>citizens and/or resource persons to find out more about their community and how things have changed in the community. With teacher’s guidance, in groups make presentations to class about how the community has changed. Use recording device to record presentation. With the teacher’s guidance produce a class resource book or a Digital Story using the information gathered from the interviews and pictures taken on the community tour. Make entries into their journals expressing their feelings about what they have learnt.</p> <p>Move to music and freeze into position to create tableaux (still pictures using the body) representing buildings. Use prepositions in sentences to indicate where places are in relation to each other. Write a story entitled ‘My Community’. Include key words; near to, far from, north, south. Illustrate their story using different elements of arts.</p> <p>Use the story of “The Wise Man Built his House Upon a Rock” or other religious stories to discuss religious teachings and the morals behind them. Make collage to illustrate the story.</p> <p>Look at the different types of religious buildings in their community – discuss the location of the buildings, the type of buildings and research online or offline to find out how long the buildings have been in existence and the main reasons why they were constructed. In groups create models of different religious buildings seen in the community-</p> <p>Identify different religious groups in their community. Collect information on how each group worships. In groups make dramatic presentations showing different forms of worship. Discuss how they differ from each other and their effect on the community.</p> <p>Use mime to depict meaning of words such as larger, smaller, prettier</p>	<p>Record presentation Create digital story</p> <p>Create tableau</p> <p>Write sentences Write and illustrate story</p> <p>Discuss religious teachings Create collage</p> <p>Conduct research Create models</p> <p>Collect information Dramatize worship</p>	<p>Information presented effectively. Digital story created satisfactorily Resource book created satisfactorily</p> <p>Tableau representing buildings done creatively Prepositions used appropriately. Story written and illustrated creatively.</p> <p>Collage illustrated the story creatively. Models represent buildings satisfactorily Dramatization was done creatively</p>
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<p>etc... Use the words to write sentences comparing structures encountered in the community. Use capital letters and full stops correctly in writing. Take turns to read sentences to a partner. Use interactive digital games or class games to reinforce proper use of punctuation.</p> <p>With teacher’s guidance, use ICT drawing tools to design a building in their community or draw in their books a building in their community. They will discuss the geometrical shapes of the buildings and identify the lines of symmetry in the buildings. Students print designs and fold paper to show the lines of symmetry in the design.</p> <p>Compose and sing a song about features in their community. Students will focus on using basic musical elements while singing.</p> <p>View presentation software showing picture of land forms and water bodies. Guided by teacher students will discuss the different features in their community and what is meant by each feature identified e.g. rivers, hills, mountains. Take on the role of environmentalists and use the drama mode of “speak easy” to describe a body or source of water in the community. The description should include the location, colour of water and how the water is used—Students discuss how they can care for this body of water as well as other public property/buildings. Using cues, in pairs, students will use balance and use their bodies to make different shapes to represent physical features in the community. e.g mountains, hills, rivers etc.</p> <p>Use different colours/symbols to indicate on a blank outlined map or model of the community how the vegetation and animal life, plazas, stores or restaurants are distributed. Add any other major feature not</p>	<p>Mime words</p> <p>Write and read sentences</p> <p>Design building</p> <p>Identify lines of symmetry</p> <p>Compose and sing song</p> <p>Observe and identify land forms</p> <p>Use drama mode</p> <p>Use balance and movements</p>	<p>Mime conveys meanings of words effectively.</p> <p>Capital letters and full stops used correctly.</p> <p>Lines of symmetry identified correctly.</p> <p>Song sung tunefully.</p> <p>Pictures of land forms identified correctly.</p> <p>Water body described satisfactorily.</p> <p>Balance and movements represent physical features effectively.</p> <p>Symbols/colour code used effectively.</p>
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<p>yet described or drawn (e.g. Important buildings, playfields, parks, car parks, roads, tracks).</p> <p>Create a model of their community. Mount a class display showing the key features. Attired as tour guides, invite and escort other teachers and pupils to view it. Compose a song to welcome the visitors to the display or a song about the community.</p> <p>Use audio recording device to record their voices about their experiences of walking through the community after which, with teachers assistance create a short video clip or drama presentation on landform, water bodies or other features that they have observed</p>	<p>Use colour code/symbols on map</p> <p>Create model Role play Compose song Record voices</p> <p>Create video clip/drama presentation</p>	<p>Model represents community satisfactorily</p> <p>Video/drama presented creatively.</p>
<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Name and classify important buildings using colour, shapes, sizes, approx.. age etc.</li> <li>✓ Identify locations of important buildings within the community</li> <li>✓ Begin to recognise positions of North, South, East and West in relation to their community</li> <li>✓ Determine the impact that activities carried out in the Religious buildings have on the community</li> <li>✓ Recognise how their community functioned in the past and how it has developed and changed over time</li> <li>✓ Appreciate concepts such as pitch, duration, tempo and dynamics in the songs created and sung</li> <li>✓ Describe key features in their community e.g. rivers, landforms etc</li> <li>✓ Recognise the meaning in simple terms of key features within the community e.g. rivers, land forms etc</li> <li>✓ Begin to learn the descriptions and definitions of the water bodies or sources</li> <li>✓ Use drama to express and convey meaning</li> <li>✓ Appreciate the meaning/moral of religious stories</li> <li>✓ Create a tableaux to represent different features of buildings in the community</li> <li>✓ Begin to create 3D models of their community</li> </ul>		

**Points to Note:**

Students have access to technology e.g. smart phone, video camera.

Record nature sounds ahead of lesson.

**Extended Learning**

Create a board game. (Getting to the House First)

Use name cards of community buildings to play “memory game”

**Prior Learning**

Check that students can:

- Say the name of the community in which they live,
- Identify smaller communities within their communities and state activities carried out in these communities.

### UNITS OF WORK GRADE 2 TERM 3 UNIT 1

<b>Focus Question 3: Who are the people in my community?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s):</b>
<ul style="list-style-type: none"> <li>❖ Recognize the contribution of individuals who have helped to shape Jamaica's development over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what is meant by the term population and how they are a part of the population of their community.</li> <li>• Identify the people who live and work in my community</li> <li>• Share information about how people in their community contribute to nation building.</li> <li>• Describe some jobs people do in their community.</li> <li>• Explain the roles of different workers in the community</li> <li>• Listen to ideas of others, clarify meanings and information.</li> <li>• Work co-operatively with their peers.</li> <li>• Appreciate what it is like to live in the community through their interaction with others in the class and the wider school</li> </ul>
<ul style="list-style-type: none"> <li>• Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies</li> <li>• Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit</li> <li>• Explain and comment on speakers' use of language, including</li> </ul>	<ul style="list-style-type: none"> <li>• Give and respond to instructions when talking about people in their community.</li> <li>• Begin to make choices between home language and SJE in use of: questions with 'is/are', 'has/have', 'does/do'.</li> <li>• Make general statements, inferences and draw conclusions on information collected.</li> <li>• Use sound-symbol relationships when encountering new words.</li> <li>• Use simple and appropriate vocabulary related to topics.</li> </ul>



**Focus Question 3: Who are the people in my community?**

Attainment Target(s):	Objective(s):
<p>use of SJE and JC, and their use of vocabulary, grammar and other features</p> <ul style="list-style-type: none"> <li>Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Spell words encountered in vocabulary lessons.</li> <li>Write simple sentences about their own experiences.                             <ul style="list-style-type: none"> <li>Write descriptive sentences about people in the community.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Perform varied repertoire of music for an audience</li> </ul>	<ul style="list-style-type: none"> <li>Use classroom instruments to accompany songs about people in the community.</li> <li>Compose lyrics to poems or songs about how people dispose of garbage in the community with rhythmic accompaniments</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate an awareness of some of the ways in which religion influences changes in the lifestyles of people within society</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different religious groups in the community.</li> <li>Tell the various religious jobs/roles identified in the community</li> <li>Give praise and acknowledge the contributions of others.</li> </ul>
<ul style="list-style-type: none"> <li>Explore and create, exercising critical thinking skills throughout the dramatic process</li> </ul>	<ul style="list-style-type: none"> <li>Use drama modes to characterize different groups of people within the community</li> <li>Role play the jobs/roles of various occupations in order to identify the duties/responsibilities of people in their communities</li> </ul>
<ul style="list-style-type: none"> <li>Explore selected life processes in humans, the interdependence between living things in the environment, and how lifestyles determine health and well-being in humans.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research and explain how various health care professionals contribute to health and safety of people in their community</li> </ul>
<ul style="list-style-type: none"> <li>Develop the understanding and skills that support healthy, safe, and active individuals</li> </ul>	<ul style="list-style-type: none"> <li>Create movement patterns to represent different groups of people in the community.</li> </ul>
<ul style="list-style-type: none"> <li>Collect, organise, interpret and represent data and make inferences by applying knowledge of statistics and probability.</li> </ul>	<ul style="list-style-type: none"> <li>Create and present graphs to reflect data gathered from interviews with community members.</li> <li>Use tally chart to sort, group and classify collected data.</li> <li>Construct and interpret simple tables and pictographs, using numbers, pictures and objects.</li> <li>Put information into categories.</li> <li>Use the terms greater than, less than, smaller and larger when making comparisons</li> </ul>

**Focus Question 3: Who are the people in my community?**

<b>Attainment Target(s):</b>	<b>Objective(s):</b>
<ul style="list-style-type: none"> <li>Plan and design expressions using visual art</li> </ul>	<ul style="list-style-type: none"> <li>Apply the elements of art to characterize different groups of people within the community.</li> </ul>
<ul style="list-style-type: none"> <li>Understand the contribution of specific workers in their community.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in a mini career day exposition highlighting the roles and responsibilities of selected workers in the community</li> </ul>
<ul style="list-style-type: none"> <li>Use technology to communicate ideas and information and work collaboratively to support individual needs and contribute to the learning of others</li> <li>Use digital tools to design and produce creative multimedia products</li> </ul>	<ul style="list-style-type: none"> <li>Use ICT tools to create presentations highlighting interactions in the community.</li> <li>Use selected ICT tools to create document with pictures and text on religious workers in the community</li> </ul>
<ul style="list-style-type: none"> <li>Develop the capacity to interact respectfully and positively with others</li> </ul>	<ul style="list-style-type: none"> <li>Practice proper disposal of garbage</li> <li>Practice proper care of classroom facilities</li> <li>Demonstrate an appreciation for the achievements of others in their community.</li> <li>Develop and implement ways of keeping the community clean</li> </ul>

Suggested Teaching and Learning Activities – Focus Question 3: Who are the people in my community?	Key Skills	Assessment
<p><b>Students will:</b></p> <p>Discuss what is meant by the word population. Identify that as people they are all part of the population of their community. Use the statistics available in school to take a census of grade or school population on the basis of age and gender. Group and classify data using tally chart, table, or pictograph. Write sentences describing their findings. Link their learning with the concept that the school is within their community and has their own school population which is a part of the population in the community.</p> <p>Participate in a community tour and collect data and on the population on the basis of the following: gender, jobs and religious affiliation. Tally the information on a teacher-created table. Compare categories using greater than, less than, smaller, larger. Place the various jobs in categories such as ‘Workers that keep me safe’, ‘Workers that keep me healthy’, etc. In groups, create a book depicting one of the categories discussed and write and read descriptive sentences about the roles of the different workers for each picture. Use device to take pictures of the different ways garbage is disposed of in the community. View the pictures taken. Develop and implement ways of keeping the community clean. Sing songs about people in their community using various class instruments to accompany song.</p> <p>Listen to persons/parents from the top three careers represented from the data collected talk about their job. Ask questions using verbs such as ‘is/are’, ‘has/have’, and ‘does/do’. Be placed in groups according to</p>	<p>Discuss concept population Use statistics Group and classify data Write sentences</p> <p>Collect data Tally data Discuss and compare categories Create book Write sentences</p> <p>Listen to career talk Interact with community workers</p>	<p>Clear explanation of the term population Data grouped and classify accurately Sentences written correctly</p> <p>Collect data satisfactorily Tally data accurately Categories of people compared accurately Book created suitably</p> <p>Writing prompts satisfactorily completed Pictures coloured/drawn/painted satisfactorily</p>

<b>Suggested Teaching and Learning Activities – Focus Question 3: Who are the people in my community?</b>	<b>Key Skills</b>	<b>Assessment</b>
<p>categories of workers they would like to represent. Role play the roles attached to the responsibilities of the jobs assigned. Discuss how essential these jobs are to community development and the contribution that they make towards nation building. Participate in a Mini Career Day and complete writing prompts e.g. I can be a _____ because _____. Colour/draw/paint pictures depicting the career they represent and place on Class Display Board. Conduct research online/offline on one of the careers identified in their community and say how these persons can use their skills to help in a worldwide crisis. E.g. Earthquake in Haiti.</p> <p>Identify and talk about the various religious groups in the community. Describe what they wear and the role they play in the community. With teacher’s assistance, capture images of the various religious workers and match them to the roles that they play in the community. Using selected ICT tool create a document using pictures and text for students to view.</p> <p>Discuss the kinds of garbage that people in their community dispose of. E.g. plastic, paper and food. Compose song/poem/jingle about the proper disposal of garbage. Create a movement pattern to perform the song/poem/jingle composed. Use a recording device to capture the performance for class critique. Discuss how they can practise proper garbage disposal in the class/school and take care of the school facilities. Organise themselves in teams to marshal disposal of garbage. Establish reward chart for completion of task.</p>	<p>Role play careers Colour/draw/paint pictures Conduct electronic research</p> <p>Identify religious groups Describe religious workers Take pictures Match pictures</p> <p>Compose song/poem/jingle Use recording device Organise group activities</p>	<p>Research satisfactorily done</p> <p>Religious groups correctly identified Pictures taken and matched correctly</p> <p>Document created accurately</p> <p>Song/poem/jingle satisfactorily composed Teams organised suitably</p>

Suggested Teaching and Learning Activities – Focus Question 3: Who are the people in my community?	Key Skills	Assessment
<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Recognise what is meant by the term population and how they are a part of the population of their community</li> <li>✓ Explain the role of different workers in the community</li> <li>✓ Read and interpret and present given data.</li> <li>✓ Tally and use the data to construct tables and graphs.</li> <li>✓ Recognise key Biblical reasons of why people work</li> <li>✓ Demonstrate development on balancing and performing different actions to create movement sequences and patterns</li> <li>✓ With the assistance of their teacher, select and use applications and other technological tools to present their learning</li> <li>✓ Identify and take pictures religious groups</li> <li>✓ Compose song/poem/jingle about proper disposal of garbage</li> <li>✓ Create books depicting different categories of community workers</li> <li>✓ Use writing prompts to complete information about a career of their choice</li> <li>✓ Colour/draw/paint pictures illustrating a career of their choice</li> <li>✓ Conduct electronic research to ascertain how a particular career of their choice can help in a global crisis</li> <li>✓ Show respect for self, others and the immediate environment</li> </ul>		
<p><b>Points to Note:</b></p> <p>The new vocabulary should be reflected in oral and written sentences.</p> <p>The song/poem/jingle composed about the proper disposal of garbage should focus on health and safety.</p>	<p><b>Extended Learning</b></p> <p>Further interview with older family members to ask how community has grown - population etc...</p> <p>Students could be encouraged to start or join service clubs such as The Red Cross and Builders Club.</p> <p>Encourage students to start/join the Environment Club.</p>	

NATIONAL STANDARDS CURRICULUM GUIDE

# GRADE 2 INTEGRATED STUDIES

## TERM3 – UNIT2

**Prior Learning**

Check that students know what is a community and the name of their community

### UNITS OF WORK GRADE 2 TERM 3 Unit 2

<b>Focus Question 1: What are the places in our community that we find interesting?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s):</b>
<ul style="list-style-type: none"> <li>• Develop an understanding of the interdependent relationship between man and his environment</li> <li>• Know and value the contributions of communities and institutions in fostering national, regional and international integration</li> </ul>	<ul style="list-style-type: none"> <li>• Identify places of interest in their community</li> <li>• Demonstrate how to give and receive directions and locate places in their community</li> <li>• Appreciate that places in the community are used for different reasons</li> </ul>
<ul style="list-style-type: none"> <li>• Explore basic movement skills and concepts in simple group activities</li> <li>• Develop the understanding and skills that support healthy, safe, and active individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate sporting activities conducted at places of interest in their community</li> <li>• Describe recreational areas in their community which are used for sport and physical activities</li> </ul>
<ul style="list-style-type: none"> <li>• Explore and create, exercising critical thinking skills throughout the dramatic process</li> </ul>	<ul style="list-style-type: none"> <li>• Use the performing arts to highlight places of interest</li> <li>• Dramatize cultural practices that take place within their community</li> </ul>
<ul style="list-style-type: none"> <li>• Listen and appraise music to develop an understanding of musical elements</li> <li>• Create musical compositions exploring varied elements of music</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize key musical elements in songs about places of interest in the community</li> <li>• Compose lyrics about places of interest within the community</li> </ul>
<ul style="list-style-type: none"> <li>• Explore the environment in order to relate everyday experiences to simple scientific concepts and processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Classify places within their community into categories of manmade and natural</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate the creation of art through the use of tools, themes and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the texture of materials which are used to construct places of interest</li> </ul>

<b>Focus Question 1: What are the places in our community that we find interesting?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s):</b>
<ul style="list-style-type: none"> <li>Plan and design visual arts expressions</li> </ul>	<ul style="list-style-type: none"> <li>Plan, design and create models of places of interest in their community</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate an awareness of individual and collective rights, their application and attendant responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways of taking care of places of interest</li> </ul>
<ul style="list-style-type: none"> <li>Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy.</li> <li>Collect, organize, interpret and represent data and make inferences by applying knowledge of statistics and probability</li> </ul>	<ul style="list-style-type: none"> <li>Calculate distances between and among places of interest in the community</li> <li>Interpret graphs about places of interest in the community</li> </ul>
<ul style="list-style-type: none"> <li>Use language and text forms appropriately and with imagination to create vibrant and engaging texts</li> </ul>	<ul style="list-style-type: none"> <li>Document ideas in journals about interesting places in their community</li> </ul>
<ul style="list-style-type: none"> <li>Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.</li> </ul>	<ul style="list-style-type: none"> <li>Use ICT tools to create presentations about places in their community that they find interesting</li> </ul>

<b>Suggested Teaching and Learning Activities – Focus Question 1: What are the places in our community that we find interesting?</b>	<b>Key Skills</b>	<b>Assessment</b>
<b>Students will:</b>		



<b>Suggested Teaching and Learning Activities – Focus Question 1: What are the places in our community that we find interesting?</b>	<b>Key Skills</b>	<b>Assessment</b>
<p>Participate in the popular ring game “those who born on January skip around” substituting months of the year with places e.g. “have you been to the park skip around” to bring out the places of interest in their community such as the park, zoo, bank etc. Discuss the different places named and their main uses within the community. Create songs about places of interest to different melodies. Perform songs using key musical elements: loud and soft, long and short, high and low, fast and slow.</p> <p>Discuss the key aspects that make places interesting and reasons why we visit them or need them in our community - buildings, events, parks, churches etc. Prepare a sketch of each building identified. Write in journals about their favourite place of interest in their community.</p> <p>Take a nature walk to identify interesting shapes and colours among leaves, mountains, hills, buildings, bridges, clouds etc. Collect dry and green leaves, flowers, shells, stones and other to make a collage of a place of interest. Discuss why materials chosen were used to represent the place of interest. Compare different textures used.</p> <p>Use Speak Easy mode to talk about experiences on a recent trip to a place of interest. Write sentences about their experience/s share them with others. Identify and list new words. Take on the roles of interviewer and interviewee in which the interviewer will ask the interviewee about a particular place of interest and asks for directions to find and care for it.</p> <p>Discuss the difference between any natural resource/ attraction and man -made resources within their community. Write names of places of interest on flash cards, group the places under headings- natural and man-made. In groups clap, tap or snap the number of syllables in</p>	<p>Identify musical elements Compose songs Perform songs Discuss places of interests</p> <p>Sketch buildings Discuss places of interest Write in journals</p> <p>Collect materials Compare textures</p> <p>List key vocabulary Write sentences Speak freely Conduct interviews</p> <p>Discuss natural and manmade resources Identify syllables Write words</p>	<p>Places of interest within the community accurately identified.</p> <p>Songs composed and satisfactorily performed</p> <p>Sketches satisfactorily drawn Sentences correctly written</p> <p>Collage adequately depict places of interest</p> <p>Sentences correctly written Directions accurately given</p> <p>Number of syllables in word correctly identified Dramatic pieces satisfactorily created</p>

<b>Suggested Teaching and Learning Activities – Focus Question 1: What are the places in our community that we find interesting?</b>	<b>Key Skills</b>	<b>Assessment</b>
<p>each word. Use these words to create and present creative pieces about places within their community.</p> <p>Use image capturing device to capture images/ draw/collect pictures of natural and man-made places of interest visited in the Jamaican Community. In groups, create multimedia presentations classifying pictures of places as man-made or natural.</p> <p>Identify recreational places of interest in the community and state how we use these to relax and to keep healthy e.g. gyms/ sports centres. Mime the following scenarios about recreational activities that take place at the community play field. Group 1 -children safely at play Group 2 -children safely at play in an organized game (e.g. netball, football, cricket). Group 3 - playfield as a place to keep fit and healthy Group 4 -playfield as a venue for an outdoor function.</p> <p>Use non-standard units (paperclips, fudge sticks, strings etc.) to estimate and measure distances between their school and places of interest indicated on a map of a community. State which place is farthest/closest to school. Use directional words to complete sentences about locations of places on the map.</p> <p>Invite a resource person to talk about places of interest in the community. Use the information to write riddles about these places. Prepare 5-10 minute improvisations highlighting activities that take place at these places. Create a pictograph to show students' favourite</p>	<p>Create presentations</p> <p>Capture images Draw/Collect pictures Classify pictures</p> <p>Identify places Mime scenarios</p> <p>Estimate/measure distances Compare places Complete sentences</p> <p>Listen presentation Write riddles Present improvisations</p>	<p>Pictures correctly classified in presentation</p> <p>Reasons for recreational purposes appropriately given Scenarios satisfactorily depicted</p> <p>Distances accurately measured Directional words correctly used in sentences</p> <p>Riddles appropriately created Improvisations satisfactorily highlight activities</p>

<b>Suggested Teaching and Learning Activities – Focus Question 1: What are the places in our community that we find interesting?</b>	<b>Key Skills</b>	<b>Assessment</b>
place of interest mentioned in the presentation.		
<p><b>Learning Outcomes</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Identify and name places of interest in their community</li> <li>✓ Recognize that these places are important for different reasons</li> <li>✓ Identify places of interest that are natural/manmade resources</li> <li>✓ Use different elements of the arts to express ideas</li> <li>✓ Use directional vocabulary to give locations</li> <li>✓ Describe recreational areas for sport and physical activities</li> <li>✓ Demonstrate sporting activities conducted at places of interest</li> <li>✓ Use performing arts to highlight places of interest and their cultural practices.</li> <li>✓ Compose lyrics about places of interest within the community</li> <li>✓ Recognize key musical elements in songs</li> <li>✓ Identify the texture of materials</li> <li>✓ Plan, design and create models</li> <li>✓ State ways of taking care of places of interest</li> <li>✓ Calculate distances</li> <li>✓ Interpret graphs about places of interest</li> <li>✓ Document ideas in journals</li> <li>✓ Use ICT tools to create presentations</li> </ul>		
<p><b>Points to Note:</b></p> <p>Have a map with places of interest prior to lesson</p>	<p><b>Extended Learning</b></p> <p>Find out how places of interest in their community got their names. Research how places of interest impact their health, safety and</p>	

**Suggested Teaching and Learning Activities – Focus Question 1:**  
**What are the places in our community that we find interesting?**

well-being.

**Prior Learning**

Check that students can:

Name places of interest in the community

**UNITS OF WORK GRADE 2 TERM 3 Unit 2****UNITS OF WORK GRADE 2 TERM 3**

<b>Focus Question 2: Why do we find places in our community interesting?</b>	
<b>Attainment Target(s):</b>	<b>Objectives</b>
<ul style="list-style-type: none"> <li>Know and value the contributions of communities and institutions in fostering national, regional and international integration</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that places in the community are important for different reasons</li> <li>Appreciate that events and institutions within the community foster/contribute to integration</li> </ul>
<ul style="list-style-type: none"> <li>Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences highlighting thoughts and feelings about various places</li> </ul>
<ul style="list-style-type: none"> <li>Express a range of feelings and emotions through the enactment of dramatic scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Use the performing arts to express their feelings about why they find places interesting</li> </ul>
<ul style="list-style-type: none"> <li>Recognize that religion contributes to shaping our identity and guides our understanding of the meaning and purpose of life</li> </ul>	<ul style="list-style-type: none"> <li>Identify places in Biblical and other sacred stories and state why they find these places interesting</li> </ul>
<ul style="list-style-type: none"> <li>Listen and appraise music to develop an understanding of musical elements</li> </ul>	<ul style="list-style-type: none"> <li>Compose jingles about places they find interesting</li> <li>Analyze songs that present reasons why places are interesting</li> </ul>
<ul style="list-style-type: none"> <li>Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.</li> </ul>	<ul style="list-style-type: none"> <li>Use ICT tools to document and communicate their activities about how they made their school more interesting</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate the creation of art through the use of tools, themes and materials</li> </ul>	<ul style="list-style-type: none"> <li>Create works of art representing their views on places they find interesting</li> </ul>
<ul style="list-style-type: none"> <li>Explore basic movement skills and concepts in simple group activities</li> </ul>	<ul style="list-style-type: none"> <li>Perform movement patterns that express and communicate moods, ideas and feelings about places they find interesting</li> </ul>

Suggested Teaching and Learning Activities – Focus Question 2: Why do we find places in our community interesting?	Key Skills	Assessment
<p><b>Students will:</b></p> <p>View slide show presentation or read brochures of different places of interest in Jamaica. In groups discuss why these places are interesting, the location and activities. Pretend they are at one of these places of interest. Volunteer from each group to take on the role of tour guide. Give a tour of the site for members of another group. Help the tour guide to decide on what he / she will say or do. Create a journal entry to your teacher giving reasons for taking the class on a field trip to a place of interest. Use information and describing words from discussions to write in journal. Share journal entry with others.</p> <p>Compare two places of interest in their community using a graphic organizer. Use phrases like: - is more beautiful than, - is more colourful than, - is quieter than, - is larger than etc. Design posters advertising one of the places of interest chosen. Compose and perform jingles about the places of interest and indicate the reasons they find the places interesting. Complete a checklist about the performance. e.g. Use of loud/soft harmony, lyrics etc.</p> <p>Discuss what they can do to make their community more interesting. Participate in planning Labour Day activities for the beautification of their school. Capture before, during and after images for class display. Use interactive story templates online/offline to create and share activities about the Labour Day project. Share stories on school's web page /with e-pals. Use images to create a montage. Share and critique art work with others.</p>	<p>View slideshow Read brochures Discuss activities Participate in role play Write in Journals</p> <p>Compare places Design posters Evaluate performance</p> <p>Organize activities Capture images Write stories Share stories Create montage Share and Critique art work</p>	<p>Role play adequately depicts places of interest Reasons satisfactorily given in journals</p> <p>Posters appropriately designed Jingles satisfactorily composed</p> <p>Montage satisfactorily created Stories adequately written Stories appropriately shared on the internet</p>

<p>Name a place in a Biblical or sacred story that they find interesting, for example, the pool at Bethesda, Jerusalem. Say why they find the place interesting and how it contributes to the life of the people in the community. Pretend that you are a member of that community. Use drama mode (write in role) to express your feelings about the place. Predict and discuss its future importance to the people. Stage an event which would likely occur at this place. Do research to see if the place is still in existence. Discuss and demonstrate some of the physical activities that could be done at this place.</p>	<p>Discuss ideas Make predictions Analyze role Organize event Conduct research Demonstrate activities</p>	<p>Activities correctly identified and demonstrated Sentences adequately reflect views</p>
<p><b>Learning Outcomes</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Demonstrate an appreciation for events and institutions within the community</li> <li>✓ Recognize importance of places in the community</li> <li>✓ Express their feelings using the performing arts</li> <li>✓ Identify interesting places in Biblical and other sacred stories</li> <li>✓ Write sentences highlighting thoughts and feelings</li> <li>✓ Compose jingles about places they find interesting</li> <li>✓ Analyze songs</li> <li>✓ Use ICT tools to document and communicate their how they made their school more interesting.</li> <li>✓ Perform movement patterns that convey a range of moods and feelings</li> <li>✓ Create works of art representing their views on places they find interesting</li> </ul>		
<p><b>Points to Note:</b> Students could visit the Jamaica Information Service website for community project ideas Places of interest provide educational, cultural, recreational, and economical gains for people and country.</p>	<p><b>Extended Learning</b> Take students on field trip to a place of interest.</p>	

NATIONAL STANDARDS CURRICULUM GUIDE

# GRADE 2 INTEGRATED STUDIES

## TERM3 – UNIT%



**Prior Learning**

Check that students can:

- state the parish and community in which they live.
- state the names of some of the plants and animals within their community.

### UNITS OF WORK GRADE 2 TERM 3 Unit 3

<b>Focus Question 1: What are the plants and animals in my community?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s):</b>
Explore the environment in order to relate everyday experiences to simple scientific concepts and processes.	<ul style="list-style-type: none"> <li>• Observe plants and animals in a number of habitats in their community</li> <li>• Classify plants and animals according to observable features</li> <li>• Observe the movements of animals</li> </ul>
Appreciate and respond critically to art	<ul style="list-style-type: none"> <li>• Create two and three dimensional artwork of animals in the community</li> </ul>
Create musical compositions exploring varied elements of music	<ul style="list-style-type: none"> <li>• Use sound makers and voice to create sounds made by animals in the community</li> <li>• Apply musical elements in creating and performing songs about plants and animals in the environment</li> </ul>
Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.  Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.	<ul style="list-style-type: none"> <li>• Use ICT tools to conduct electronic searches about plants and animals in the community</li> <li>• Practice safe online behaviour</li> </ul>

<b>Focus Question 1: What are the plants and animals in my community?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s):</b>
Explore paths, geometric shapes and space and make generalizations about geometric relationships within the environment	<ul style="list-style-type: none"> <li>Estimate and measure, using non-standard units of measurement to determine the area of plant leaves</li> </ul>
<p>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</p> <p>Use deduction and inference to interpret information and ideas and to predict outcomes</p> <p>Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</p>	<ul style="list-style-type: none"> <li>Read, spell and use words encountered in vocabulary lessons</li> <li>Discuss the similarities and differences of plants and animals</li> <li>Draw conclusions about plants and animals in different context</li> <li>Use capital letters, full stops, and commas in written work about plants and animals.</li> <li>Research and write narratives about plants and animals</li> </ul>

<b>Suggested Teaching and Learning Activities – Focus Question 1: What are the plants and animals in my community?</b>	<b>Key Skills</b>	<b>Assessment</b>
<p>Students will:</p> <p>Observe videos to identify plants and animals in their natural habitat and identify the plants and animals that are found in their environment. Use a picture capturing device to capture images of plants/animals found in their environment. Make a brief record of what they saw, using a table prepared for them and talk about what animals and plants were found and where they were found. Write creatively about their favourite plant or animal. Include the name of the plant/animal, habitat, size, sound animals made, colour etc. Write at least two sentences stating reasons why the animal/plant was selected. Share information with classmate. Develop a picture book of plants and animals and place it in the class library for viewing.</p>	<p>Observe videos Capture images Create booklets Write sentences</p>	<p>Living things in their environment correctly identified Images satisfactorily captured Books satisfactorily created</p>

Suggested Teaching and Learning Activities – Focus Question 1: What are the plants and animals in my community?	Key Skills	Assessment
<p>Observe plants in their environment and classify them according to observable features (colour, size, texture and shape). Brainstorm to arrive at the characteristics of plants and then write sentences about plants. Spell new words from the discussion (use dictionary). Display new words on a chart and add to work bank. Read poems/stories about plants. Obtain different types of leaves and trace on grid paper. Count the number of squares and tell how many square unit wide it is.</p> <p>Conduct electronic searches to locate information about their favourite plant or animal; take and share pictures of them found in their community with e-pals. Include in post what is special about the environment in which they live or grow. Print pictures of familiar plants and animals to create a wall display of living things in our community.</p> <p>Identify the natural environment of various animals (e.g. fish, bird, snake, lizard, cow, goat, dog and cat). Say what is special about the environment in which they live. Make peep show, panorama or mobiles to show animals in their natural environment and how to care for them.</p> <p>Imitate the movement levels and reproduce the sound of domestic animals e.g. leaping, walking, jumping, hopping, waddling, and flying; meow, bark, quack, chirp, bleat and low. Use these movements to create dance pieces accompanied by songs sung harmoniously. Put the movements into a sequence – changing</p>	<p>Observe/classify plants Brainstorm characteristics of plants Spell words Read poems/stories Trace leaves Count squares</p> <p>Conduct electronic searches Capture images</p> <p>Identify animals Make peep show/panorama/mobiles Discuss care of animals</p> <p>Imitate animal movement and sound Match animals to sounds Create papier mache</p>	<p>Plants correctly classified Squares accurately counted</p> <p>Electronic searches safely conducted</p> <p>Environments correctly identified Peep show/panorama/mobiles properly made</p> <p>Animals correctly matched to sounds</p>

Suggested Teaching and Learning Activities – Focus Question 1: What are the plants and animals in my community?	Key Skills	Assessment
<p>speed and direction - see if others can guess which animal they are depicting. Spell and match sounds made by different animals. Choose an animal from their community environment and create a picture using papier mache.</p> <p>Identify the Jamaican National Bird from pictures/videos. Tell why they should not harm the national bird. Discuss the environmental impact of killing endangered species. Listen to stories/watch videos and explain why various religious groups kill and make use of animals in their festival and other celebrations. Compose a short prayer of thanksgiving for plants and animals. Share their prayer with class.</p> <p>Participate in teacher-led electronic searches to obtain information about animals and plants found in their parish. Through social media/class/school website share information with students in another parish (rural/urban) about the animals and plants they believe is unique to their parish.</p>	<p>Identify the national bird Discuss endangered species Listen to stories Watch videos Design prayer</p> <p>Conduct electronic searches Share information online</p>	<p>Prayer of thanksgiving appropriately composed</p> <p>Electronic searches satisfactorily conducted</p>
<p><b>Learning Outcomes</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Identify and classify different living things within their community and say where they were found</li> <li>✓ Respond to different stimuli in the environment through movement, song, drama, movements etc</li> <li>✓ Communicate and collaborate safely with people outside the classroom when sharing information about plants and animals in their community</li> <li>✓ Say why we need to give thanks to God for animals and plants</li> <li>✓ Identify and discuss the habitats of animals and plants.</li> <li>✓ Identify the musical elements when learning and singing songs</li> <li>✓ Respond to different stimuli in the environment through movement, song, drama, movements etc</li> <li>✓ Navigate digital content in order to locate information about plants and animals</li> </ul>		

<b>Suggested Teaching and Learning Activities – Focus Question 1: What are the plants and animals in my community?</b>	<b>Key Skills</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>✓ Communicate and collaborate safely with people outside the classroom</li> <li>✓ Trace leaves and count the number of squares</li> <li>✓ Make peep show/panorama/mobiles of animals in their natural environment</li> <li>✓ Reproduce the sounds of and imitate movement of animals in their environment</li> <li>✓ Create a prayer of thanksgiving about plants and animals</li> </ul>		
<p><b>Points to Note:</b> Teacher will stress the importance of trying not to disturb to many natural habitats in their exploration and to be very careful not to kill the plants and insects that they are observing.</p> <p>The projects (which involve planting a tree, etc) should be an on-going activity where students record observations over a period of time, then report findings.</p> <p>Begin to understand how to evaluate models made against criteria</p>	<p><b>Extended Learning</b></p> <p>In groups work on different projects involving: (a) planting a tree (b) making a flower garden (c) planting grass in a dusty area (d) making a compost heap. Talk about the effects of each. Share pictures and information about their on-going project activity on class/school page.</p> <p>Make a scrapbook showing plants and animals in their community.</p> <p>Encourage students to share their learning experiences with their families at home</p> <p>Students can do germination seeds, make and record predictions about its growth and height, record daily observation and growth measurement of plant.</p>	

**Prior Learning**

Check that students can:

- identify plants and animals in their community environment

**UNITS OF WORK GRADE 2 TERM 3 Unit 3**

<b>Focus Question 2: How are the plants and animals useful?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s):</b>
Explore selected life processes in humans, the interdependence between living things in the environment, and how lifestyles determine health and well-being in humans.	<ul style="list-style-type: none"><li>• Explain ways in which we depend on plants and animals.</li><li>• Make inferences about an existence without plants.</li></ul>
Develop an understanding of the interdependent relationship between man and his environment	<ul style="list-style-type: none"><li>• Explain the dependence of humans on plants and animals for the satisfaction of basic needs.</li><li>• Investigate the various ways we use plants and animals</li></ul>
Collect, organise, interpret and represent data and make inferences by applying knowledge of statistics and probability.	<ul style="list-style-type: none"><li>• Construct and interpret simple tables and pictographs showing different uses of plants and animals.</li></ul>
Demonstrate an awareness of some of the ways in which religion influences changes in the lifestyles of persons within society	<ul style="list-style-type: none"><li>• Share their understanding of the beliefs of different religious groups about eating or using plants for health and worship.</li></ul>
Appreciate and respond critically to art	<ul style="list-style-type: none"><li>• Create two and three dimensional artwork of animals in the community.</li></ul>
Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.	<ul style="list-style-type: none"><li>• Communicate with e-pals about the usefulness of plants and animals</li> <li>• Conduct electronic searches to obtain information about the items that are made from plants and animals</li></ul>

<b>Focus Question 2: How Are The Plants And Animals Useful?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s):</b>
Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.  Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.	<ul style="list-style-type: none"> <li>• Practice safe online behaviour</li> </ul>
Demonstrate awareness of the ways in which the Jamaican identity is shown through interactions with, and responses to, the environment and natural hazards	<ul style="list-style-type: none"> <li>• Demonstrate an awareness of plants and animals used as national symbols/emblems</li> </ul>
Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features  Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately	<ul style="list-style-type: none"> <li>• Present orally the various ways that plants and animals are used in everyday life.</li> <li>• Write simple sentences explaining how we depend on plants and animals.</li> </ul>

<b>Suggested Teaching and Learning Activities – Focus Question 2: How are the plants and animals useful?</b>	<b>Key Skills</b>	<b>Assessment</b>
<p><b>Students will:</b> Examine the various uses of plants - shelter, medicinal purposes, employment, food, clothing etc. Use teacher-created table to tabulate findings. Explain how humans depend on plants for survival. Investigate the use of a particular plant/animal found in their community. Make an oral presentation to the class through poem/song/jingle/multimedia. Share with e-pals in another country</p>	<p>Examine plants and animals Tabulate findings Make oral presentation Share information electronically</p>	<p>Findings correctly tabulated Oral presentation satisfactorily done Communication with e-pals safely done</p>

<b>Suggested Teaching and Learning Activities – Focus</b> <b>Question 2: How are the plants and animals useful?</b>	<b>Key Skills</b>	<b>Assessment</b>
<p>via appropriate communication tool/school website - about the national plant and the national bird.</p> <p>Watch a video showing domestic and wild animals. Differentiate domestic animals from wild animal, giving reasons for their answers. Discuss and select the animals that are used for religious purposes. Select one wild and one domestic animal and write two sentences each about what that particular animal is used for and say how we depend on it.</p> <p>Identify plants/animals that are used for food, protection, shelter and medicine. List those that are used for religious purposes. Use the information to produce pictographs. Conduct electronic research and draw conclusion on what parts of the animals and plants (teacher-selected) are used to make musical Instruments and accessories. Make one of the items for Parent Day Display.</p>	<p>Differentiate types of animals Write sentences</p> <p>Identify plants and animals Conduct electronic search</p>	<p>Types of animals correctly differentiated Sentences written with accurate information</p> <p>Plants and animals correctly identified Electronic search safely conducted Item for Parent Day Display appropriately made</p>
<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Tabulated findings about the uses of various plants and animals</li> <li>✓ Make oral presentations about uses of plants and animals through poem/song/jingle/multimedia</li> <li>✓ Conduct electronic searches and communicate safely with e-pals safely about the national plant and the national bird</li> <li>✓ Differentiate between domestic and wild animals</li> <li>✓ Write sentences about the uses of domestic and wild animals</li> <li>✓ Identify plants and animals that are used for food, protection, shelter, medicine and religious purposes</li> <li>✓ Make musical Instruments and accessories from selected plants and animals for Parent Day Display</li> </ul>		
<p><b>Points to Note</b></p> <p>When using technology teachers are to provide students with as much scaffolding as possible.</p>	<p><b>Extended Learning</b></p> <p>Search their homes for items made from plants and animals. Take these items to class for discussion.</p>	



**Prior Learning**

Check that students can:

- identify plants and animals in their environment

**UNITS OF WORK GRADE 2 TERM 3 UNIT 3**

<b>Focus Question 3: How do I care for/protect the plants and animals in my community?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s):</b>
<ul style="list-style-type: none"><li>• Explore the environment in order to relate everyday</li><li>• everyday experiences to simple scientific concepts</li><li>• and processes</li><li>• Explore selected life processes in humans, the interdependence between living things in the environment, and how lifestyles determines health and well-being in humans</li></ul>	<ul style="list-style-type: none"><li>• Explain why and how we need to care for plants and animals</li><li>• Learn that re-cycling protects and preserves our environment</li></ul>
<ul style="list-style-type: none"><li>• Develop an understanding of the interdependent relationship between man and his environment</li></ul>	<ul style="list-style-type: none"><li>• Identify jobs related to the care and protection of living things in the environment.</li></ul>
<ul style="list-style-type: none"><li>• Communicate with confidence and competence, for different purposes and audiences, using SJE a JC appropriately and creatively</li><li>• Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit.</li><li>• Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</li></ul>	<ul style="list-style-type: none"><li>• Develop arguments supporting the care of plants and animals in the community.</li><li>• Use SJE structures to express themselves</li><li>• Respond to information given through different media</li><li>• Use capital letters, full stops, commas</li></ul>

<b>Focus Question 3: How do I care for/protect the plants and animals in my community?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s):</b>
<ul style="list-style-type: none"> <li>• Use language and text forms appropriately and with imagination to create vibrant and engaging written assignments</li> <li>• Use a range of punctuation correctly</li> </ul>	
<ul style="list-style-type: none"> <li>• Create and innovate</li> <li>• Plan and design</li> </ul>	<ul style="list-style-type: none"> <li>• Design and create 3D models using recycled materials</li> </ul>
<ul style="list-style-type: none"> <li>• Explore and create, exercising critical thinking skills throughout the dramatic process</li> </ul>	<ul style="list-style-type: none"> <li>• Use the creative arts to express ideas about caring for the plants and animals in the community.</li> </ul>
<ul style="list-style-type: none"> <li>• Use technology to communicate ideas and information , and work collaboratively to support individual needs and contribute to the learning of others</li> <li>• Recognize the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT tools to communicate information about the care and protection of plants and animals in the community.</li> <li>• Practice safe online behaviour</li> </ul>
<ul style="list-style-type: none"> <li>• Create musical compositions exploring various elements of music</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how to use tune, rhythm and beat effectively in song created.</li> </ul>
<ul style="list-style-type: none"> <li>• Use the correct units tools and attributes to estimate compare and carry out the process of measurement to given degree of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate a schedule for caring for plants and animals</li> <li>• Interpret information on tables to answer mathematical questions</li> </ul>
<ul style="list-style-type: none"> <li>• Explore basic movements skills and concepts in simple group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Use combination of basic movements to demonstrate the behavior of plants and animals in a storm, flood or fire.</li> </ul>

<b>Focus Question 3: How do I care for/protect the plants and animals in my community?</b>	
<b>Attainment Target(s):</b>	<b>Objective(s):</b>
<ul style="list-style-type: none"> <li>• Demonstrate an understanding and appreciation of self as an individual and in specific context</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate positive ways in which they can help to protect and preserve the environment</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize that religion contributes to shaping our identity and guides our understanding of the meaning and purpose of life</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate how and why we need to take care of God’s creation</li> </ul>

<b>Suggested Teaching and Learning Activities – Focus Question 3: How do I care for/protect the plants and animals in my community?</b>	<b>Key Skills</b>	<b>Assessment</b>
<p><b>Students will:</b> Listen to taped sounds of animals and (a) identify sounds and compare pitch and volume (b) compose sound collage (c) sing “Old M<sup>c</sup>Donald had a farm”.</p> <p>View video clips of the rearing and caring of animals. In groups, decide what types of animals and plants each group could rear/care for in a habitat. State how and where they will be reared/cared for. Conduct research online or offline on their project to find out how best to care for and maintain their plants and animals. Make posters showings ways to care for plants and animals. Use picture capturing devices to record activities as they care for their plants and animals. Share pictures and information about the rearing and caring of their animals on class/school webpage.</p>	<p>Listen to sounds</p> <p>Compose sound collage</p> <p>Sing song</p> <p>Observe video</p> <p>Conduct electronic Research</p> <p>Make poster</p> <p>Record and share activities</p> <p>Make schedule</p> <p>Answer questions</p>	<p>Sound collage satisfactorily composed</p> <p>Research safely conducted</p> <p>Poster creatively made</p> <p>Information on class/school webpage satisfactorily posted</p> <p>Questions correctly answered</p>

<b>Suggested Teaching and Learning Activities – Focus</b> <b>Question 3: How do I care for/protect the plants and animals in my community?</b>	<b>Key Skills</b>	<b>Assessment</b>
<p>With teacher’s assistance, make up a schedule for caring for their plants and animals. Generate mathematical questions to be answered using time table made e.g. How many times per day was the rabbit fed?</p> <p>View display of recycled items. Discuss what materials are used to make them. Discuss why we need to recycle – how this connects with caring for our planet and then in turn helps to protect our future plants and then in turn animals in our community. Make journal entry on the importance of recycling.</p> <p>In groups, watch video showing ways in which plants and animals are destroyed by man’s activities and natural disasters such as floods, hurricanes and fire. Discuss ways in which we can care for plants and animals in our community, why we need to do so, and how we can protect them from natural disasters. Share ideas generated from class discussion online about how they care for the plants and animals in their community.</p> <p>In groups, use movements to depict plants/animals caught in a storm, flood or fire. Make class presentation. Evaluate each other’s presentation.</p> <p>Make up a poem about caring for plants and animals in their community, put a familiar tune to this poem. Add movements,</p>	<p>View and discuss recycling Make journal entry</p> <p>View video Discuss caring for plants and animals Share ideas</p> <p>Use basic movements Evaluate presentations</p> <p>Compose poem and song Perform song and drama</p>	<p>Importance of recycling satisfactorily stated</p> <p>Ideas shared correctly indicate how plants and animals are cared for</p> <p>Ideas shared (in poem/song/dramatic presentation)correctly indicate how plants and animals are cared for</p> <p>Poem and song include ideas comprehensively Performance of song and drama creatively done creatively</p>

<b>Suggested Teaching and Learning Activities – Focus Question 3: How do I care for/protect the plants and animals in my community?</b>	<b>Key Skills</b>	<b>Assessment</b>
<p>beat and rhythm to the tune. Sing the tune using classroom instruments to accompany the singing. Perform song in school assembly. Do short dramatic presentation to the school showing why and how we all need to care for the plants and animals in our community.</p> <p>Discuss religious stories e.g. God’s creation of plants and animals and Adam’s responsibility to care for them as recorded in the Creation Story in Genesis chapter two or other religious writings.</p> <p>Identify persons in their community who care for plants and animals. Ask resource persons to visit the class and share information. Write thank you letters to resource persons, highlighting key points of interest.</p> <p>Identify tools used by persons who care for plants and animals and use recycled materials to design and make models of these tools.</p>	<p>Discuss story Listen to resource person Write letter</p> <p>Design and create models</p>	<p>Punctuation marks correctly used in letter Points of interest appropriately highlighted</p> <p>Models were satisfactorily made</p>
<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Appreciate why and how we need to care for plants and animals</li> <li>✓ Understand how and why we need to take care of God’s creation</li> <li>✓ Understand how recycling protects and preserves our environment</li> <li>✓ Respond to different stimuli in the environment through movement, song , drama, movement etc</li> <li>✓ Apply tune, rhythm and beat effectively to song created</li> <li>✓ Navigate digital content in order to locate information about recycling and the care and maintenance of their plant and animal.</li> <li>✓ Communicate and collaborate safely online when making posts</li> </ul>		

Suggested Teaching and Learning Activities – Focus Question 3: How do I care for/protect the plants and animals in my community?	Key Skills	Assessment
<ul style="list-style-type: none"> <li>✓ Make sound collage</li> <li>✓ Use image capturing device to record activity</li> <li>✓ Use journal entries to record ideas</li> <li>✓ Use basic movements to express ideas</li> <li>✓ Express ideas in poems</li> <li>✓ Identify persons who care for plants and animals</li> <li>✓ Write thank you letters</li> <li>✓ Use capital letters, commas and full stops</li> <li>✓ Design and make models</li> </ul>		
<p><b>Points to Note:</b></p> <p>Group project is an on-going activity. Conditions under which animals are kept should be sanitary.</p> <p>Pupils should wash their hands after handling animals and soil.</p>	<p><b>Extended Learning</b></p> <p>Students can keep a diary at home for five days showing how they have cared for a pet or a farm animal or a plant in their home or in their community – the diary must give details of what they have used to care for their plant or animal and also how they have administered the care</p>	

reading

speaking

writing

listening

NATIONAL STANDARDS CURRICULUM GUIDE  
**LANGUAGE ARTS WINDOW**  
**GRADE 2**

# PHILOSOPHICAL STATEMENT

The Language Arts/English Language programme developed for the National Standards Curriculum (NSC) is underpinned by the general theory of learner-centredness which is specified in the National Education Strategic Plan (2011-2020). This plan clearly outlines the following objective: “Develop learner-centred and competency-based curricula at all levels.” (pg. 44). The learner is, therefore, at the core of all teaching/learning experiences and the objectives, skills, activities, assessment criteria and learning outcomes of all units are written from the learner’s perspective. The learner’s full engagement and differences are taken into account and the dimensions of ability levels, interests, learning styles and gender are critical factors that were given great consideration during the development of the teaching units. This means that the traditional text-centred and teacher-centred approaches to English Language teaching/learning are now given far less focus (aspects of which are not totally eliminated) and learning through authentic real life contexts is being promoted. Learners now, for example, will engage in simulations in order to develop targeted skills; analyze and respond critically to literature; use different language/literature media to respond to given scenarios; create original products and use a replicable process to develop written pieces.

Language Arts teaching in the NSC embraces the integration of learning which is promoted by the existing primary and secondary curricula. As students learn Language skills related to the various strands and sub-strands, they will interface with content and methodologies from a range of disciplines including Science, Social Studies, Information Technology, Drama, Food and Nutrition, Guidance and Counselling to name a few. These disciplines, which are termed ‘cross-curricula links,’ are the avenues through which the Language content/skills are learnt and applied in authentic contexts.

The 21<sup>st</sup> century skills of communication, collaboration, critical thinking and creativity are also fully embraced and are promoted through the methodologies of simulations, group/peer-work, problem-based tasks and adequate allowance for exploration and innovation. The affective dimension is also foregrounded through specific objectives which when met, will help to facilitate the development of the aforementioned 21<sup>st</sup> century skills. Other values and attitudes, besides those exemplified through effective communication and cooperativeness in collaboration, are also developed through the inclusion of the affective dimension. Additionally, the themes selected, especially at the grades 7-9 level, are meant to help in shaping students to face the 21<sup>st</sup> century as rounded individuals. It is hoped that students will benefit from the learning contexts of these themes as they learn language and literature skills that will shape/guide them in becoming life-long learners who will make intelligent and wise choices.

Aspects of the Science, Technology, Engineering and Mathematics (STEM) methodology are embedded within the language programme but will not be explicitly reflected as in other disciplines which are the pillars of the methodology, such as Science, Mathematics and Technology. In Language Arts, STEM is reflected through the processes of learning and manipulating the language, such as the writing process; the communication and collaboration which help to drive processes and the responses of the Language learner to real-life issues through effective oral and written communication. It is also that aspect of creativity that enriches life’s experiences and solves problems. The STEM methodology is used as the general approach to language application. It provides opportunities for learners to use their knowledge of the English Language to solve problems and function as valuable citizens.



In an attempt to achieve the objectives of true integration, the STEM methodology and foster the development of skills necessary for the 21<sup>st</sup> century learner, the Progressive Language Teaching model was used as the basis for the development of the Language programme from Grades 1-9. Progressive language teaching is task oriented, student-centred and provides opportunities for students to negotiate meaning and interact meaningfully with the language, rather than participating in activities that demand accurate repetition and memorization of sentences and grammatical patterns. It is believed that with this underpinning philosophy, learners will become more rounded users of the language and will be better able to negotiate meaning, expand their language resources, analyse how language is used, and take part in meaningful social interactions.

## Guidelines to Using the Programme

### Use of the Language Programme

The Grades 1-3 Language Programme is expected to be delivered during the Language Arts Window. The programme does not utilise a thematic approach and as such, teachers are expected to use available resources and desired content as the context within which the language skills will be developed. The content from the Integrated Studies curriculum may be incorporated where possible.

### Coverage of the Strands

It is expected that the Grades 1-3 teacher will teach at least one strand per day AND OR twin strands where necessary and applicable during the one hour Language Arts Window. **By the end of the week, the students must be exposed to all five strands.** Additionally, the teacher must make a deliberate attempt to guide students in the holistic development of Language Arts as a communicative skill. As such, they will be better able to manipulate the English Language. As teachers plan to implement the Language Arts curriculum on a weekly basis, the table below may be used as a guide to plan for the week and ensure full coverage of the strands.

<b>Grade One – October 3-7</b>					
<b>Days:</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Strand:</b>	Listening and Speaking	Word Recognition and Fluency	Grammar & Conventions	Comprehension	Writing
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• State accurate personal information</li> <li>• Describe incidents and tell stories from their own experience in an audible voice</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic skills of segmenting and blending to aid in spelling given words</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use appropriately personal pronouns in their first person singular form. Personal Pronouns- I, me,</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to seek elaboration</li> <li>• Use a range of strategies to extract meaning from texts</li> </ul>	<ul style="list-style-type: none"> <li>• Write most letters, correctly formed and oriented, using a comfortable and efficient pencil grip.</li> <li>• Write with spaces between words accurately</li> </ul>
<b>Topic:</b>	<ul style="list-style-type: none"> <li>• Speaking to Inform - Oral Descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Segmenting and Blending</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring Reading – Questioning the text</li> </ul>	<ul style="list-style-type: none"> <li>• Letter sizing, alignment and spacing</li> </ul>

Please note that the above spread of strands and objectives is **just an example**. This may be the spread employed by one particular Grades 1-3 teacher. Another teacher may choose to teach the strands on different days, teach different objectives and or twin strands to achieve integration of concepts and transfer of learning for the week mentioned. The process of selecting strands and objectives to be taught on particular dates will be dependent on the context in which individual teachers operate. This context will be influenced by the school culture, the needs of the students, the teaching style employed by the teacher etc.

### **Supporting Model – Literacy 1-2-3 Programme**

It is expected that teachers work as best as possible to implement/ teach the programme using the Literacy 1-2-3 model and materials as well as other supplemental reading materials.

NATIONAL STANDARDS CURRICULUM GUIDE

# GRADE 2 LANGUAGE ARTS

## SCOPE & SEQUENCE

**GRADE 2**

**STRAND: LISTENING AND SPEAKING**

<b>TERM ONE (1)</b>		<b>TERM TWO (2)</b>		<b>TERM THREE (3)</b>
<b>UNIT 1</b>	<b>UNIT 2</b>	<b>UNIT 1</b>	<b>UNIT 2</b>	<b>UNIT 1</b>
<ul style="list-style-type: none"> <li>Listen to and follow oral instruction and direction.</li> <li>Listen to the ideas and opinions of others.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and share information</li> </ul>		<ul style="list-style-type: none"> <li>Listen to identify the tone used to transmit information.</li> </ul>	<ul style="list-style-type: none"> <li>Use electronic media to enhance listening and speaking experiences</li> </ul>
<ul style="list-style-type: none"> <li>Correctly use SJE in asking and answering question</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond to stimuli</li> <li>Respond appropriately to non-verbal and verbal communication cues</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly and concisely with sensitivity to audience</li> <li>Use appropriate words to give praise and acknowledge the contribution of others</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and discuss a variety of messages conveyed by visual media.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate information, feelings and opinions on familiar topics</li> </ul>
<ul style="list-style-type: none"> <li>Retell personal experiences while observing the sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>Take turns to speak about what they do.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the experiences of others and respond with sensitivity to the speaker</li> </ul>	<ul style="list-style-type: none"> <li>In pairs, use scripted dialogue to practice speaking SJE</li> </ul>	<ul style="list-style-type: none"> <li>Communicate in different contexts by experimenting with new words to build vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>Listen to the ideas and opinions of others.</li> </ul>	<ul style="list-style-type: none"> <li>Work cooperatively, in groups, to discuss and complete oral tasks</li> </ul>	<ul style="list-style-type: none"> <li>Initiate dialogue/conversation with peer(s) about a text/topical issues/classroom related matter</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly and concisely with sensitivity to audience</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly and concisely with sensitivity to audience</li> </ul>
<ul style="list-style-type: none"> <li>Orally construct stories from pictures, using simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Work in pairs/small groups to practice using SJE to speak about people,</li> </ul>			<ul style="list-style-type: none"> <li>Report on an incident observed or discussed</li> </ul>

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
	pictures, objects in the classroom			
<ul style="list-style-type: none"> <li>• Differentiate between the SJE and JC pronunciation.</li> <li>• Practice SJE oral interaction through impromptu conversation in a guided learning process</li> </ul>				

GRADE 2

STRAND: FLUENCY AND RECOGNITION (WORD RECOGNITION AND VCABULARY DEVELOPMENT)

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
<b>Phonics</b>				
<ul style="list-style-type: none"> <li>Sequence words in alphabetical order</li> <li>Identify initial/medial/final letter sounds correspondence to aid in decoding and invented spelling</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate and use vowel consonant rule (cvc, cvce) to identify short and long vowels</li> </ul>	<ul style="list-style-type: none"> <li>Apply their knowledge of sound-symbol relationships to decode words with consonant digraphs in the initial, medial and final position</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between 'silent' and 'non-silent' letters</li> </ul>	<ul style="list-style-type: none"> <li>Apply appropriate articulation of the sound given in words in which the vowels are controlled by /r/ in various positions.</li> </ul>
<ul style="list-style-type: none"> <li>Distinguish between the voiced and voiceless counterparts of the [th] digraph.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their phonetic skills to decode unfamiliar words with the hard and soft 'c' and 'g'</li> </ul>	<ul style="list-style-type: none"> <li>Apply their phonetic skills to decode unfamiliar words with consonant blends in the initial and final position.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and correctly pronounce words containing the vowel diphthongs <b>ow, ou, oi</b> and <b>oy</b></li> <li>Identify and differentiate between the vowel digraphs sounds</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish those words in which /s/ and /x/ are pronounced as /z/.</li> </ul>
<b>Spelling</b>				
<ul style="list-style-type: none"> <li>Use knowledge of phonics to accurately spell rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and spell new and unfamiliar words using their knowledge of onset and rimes.</li> </ul>	<ul style="list-style-type: none"> <li>Apply spelling techniques such as visual memory, analogy or mnemonics to spell high frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words with medial [l]</li> <li>Explore syllabication rules to improve vocabulary and</li> </ul>	<ul style="list-style-type: none"> <li>Apply their knowledge of the r-controlled vowel to spell and practice the correct pronunciation of 'ar', 'er', 'ir', 'or', 'ur' controlled vowels.</li> <li>Explore syllabication rules to</li> </ul>

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
			spelling	improve vocabulary and spelling.
<b>Vocabulary Development</b>				
<ul style="list-style-type: none"> <li>Identify context clues in written texts</li> </ul>	<ul style="list-style-type: none"> <li>use context clues to infer meaning of unfamiliar and novel words</li> <li>Research word meaning using print and digital media</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate the meaning and spelling of various homophones.</li> <li>Interpret the meaning of homographs in context</li> </ul>	<ul style="list-style-type: none"> <li>Apply and use compound words to derive new word meanings</li> </ul>	<ul style="list-style-type: none"> <li>Explain the meaning of (a) antonyms, (b) synonyms and select correct responses by using context clues (semantics).</li> <li>Select vocabulary from a variety of literature to generate antonyms and synonyms</li> </ul>

## GRADE 2

### STRAND: READING FOR MEANING AND ENJOYMENT (COMPREHENSION)

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
<ul style="list-style-type: none"> <li>Retell simple stories showing beginning, middle and end</li> <li>Recall story events in a sequential pattern.</li> <li>Sequence events, pictures and information in stories</li> </ul>	<ul style="list-style-type: none"> <li>Recall elements and details of a story using the <b>5 W's- who, what, where, when, why</b></li> <li>Identify the characters in the story</li> </ul>	<ul style="list-style-type: none"> <li>Identify story setting</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the events in a story to identify the story plot.</li> <li>Identify the main Idea and supporting details in a text or story</li> <li>Draw conclusion about the moral of a</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions based on different aspect of a story</li> </ul>



TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
or other texts.			story read/heard	
<ul style="list-style-type: none"> <li>Identify basic rhythm and rhyme in poetry.</li> </ul>	State how they feel about specific characters	<ul style="list-style-type: none"> <li>Associate words and phrases with particular sensory appeals</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between reality and fantasy</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between reality and fantasy</li> </ul>
	<ul style="list-style-type: none"> <li>Create a written character sketch of a given character from the story</li> <li>Compare character from a story to their personal experience</li> </ul>	<ul style="list-style-type: none"> <li>Identifying similarities/differences between story characters.</li> </ul>		<ul style="list-style-type: none"> <li>Identify the themes (e.g. friendship, cooperation, and sharing) in selected stories and books</li> </ul>
<ul style="list-style-type: none"> <li>Analyze a picture to make predictions and read text to confirm or revise their prediction</li> <li>Interpret information given in texts to form questions and verify predictions</li> </ul>		<ul style="list-style-type: none"> <li>Analyze and interpret questions at the different levels eg. (literal and inferential)</li> </ul>		

GRADE 2

STRAND: LANGUAGE STRUCTURE (GRAMMAR AND MECHANICS)

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
<ul style="list-style-type: none"> <li>Use appropriately personal pronouns in their first and second person points of view - <b>I/me, you/you</b></li> <li>Apply correct use of third person pronouns (singular) i.e. <b>he/him she/her it/it</b></li> </ul>		<ul style="list-style-type: none"> <li>Substitute nouns with appropriate pronouns</li> </ul>		<ul style="list-style-type: none"> <li>Substitute nouns in subject position with personal subject pronouns (plural) <b>we</b> <b>you</b> <b>they</b></li> <li>Substitute nouns in subject position with possessive subject pronouns (plural) <b>ours</b> <b>yours</b> <b>theirs</b></li> <li>Apply correct use of personal pronouns as object (singular and plural).</li> <li>Apply correct use of possessive pronouns as object (singular and plural).</li> </ul>
<ul style="list-style-type: none"> <li>Make singular nouns plural by adding <b>-es</b></li> </ul>			<ul style="list-style-type: none"> <li>Add <b>-s</b> or <b>-es</b> to form the plural of regular nouns</li> <li>Identify and use the plural form of irregular nouns</li> <li>Identify and use proper nouns correctly in a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>Compare two nouns using the phrase <b>'more.....than'</b> accurately</li> <li>Use the conjunction <b>'and'</b> to create plural subjects in simple sentences</li> </ul>

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
<ul style="list-style-type: none"> <li>Use appropriate subjects (singular and plural) with the present continuous tense in a range of written work</li> <li>Identify and create sentences/ structures using the present and past tense forms of the verb 'to be'.</li> <li>Use the simple past tense of the verb '<b>to be</b>' to construct the past continuous tense.</li> </ul>	<ul style="list-style-type: none"> <li>Add <b>-ed</b> to a range of verbs with different endings to denote the past tense</li> <li>Identify and apply the correct pronunciation of those word endings realized with the <b>-ed</b>, <b>-t</b>, and <b>-d</b> sounds</li> </ul>	<ul style="list-style-type: none"> <li>Construct simple interrogative sentences with forms of the verbs 'to be', 'to do' and 'to have</li> <li>Determine the subject of given sentences applying knowledge of nouns and pronouns</li> <li>Add <b>-d</b> and <b>-ed</b> to a range of verbs with different endings to denote the past tense</li> </ul>	<ul style="list-style-type: none"> <li>Construct questions with forms of the verb to '<b>to be</b>' using the present and past continuous tense verb forms</li> <li>Use appropriate subjects (singular or plural) to construct sentences using the present continuous tense</li> <li>Practise adding <b>-d</b> and <b>-ed</b> to a range of verbs with different endings to denote the past tense</li> <li>Apply the concept of doubling the final consonant before adding '<b>ed</b>' to form the past tense of verbs</li> </ul>	<ul style="list-style-type: none"> <li>Begin to apply basic subject/ verb agreement rule to create grammatical structures</li> </ul>
	<ul style="list-style-type: none"> <li>Apply basic rules for use of the comma, full stop and capital letters</li> </ul>	<ul style="list-style-type: none"> <li>Apply basic rules for use of the comma, full stop and capital letters</li> </ul>	<ul style="list-style-type: none"> <li>Formulate rules for using capital letters across a range of texts</li> <li>Apply basic rules for use of the comma and full stop</li> </ul>	

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
<ul style="list-style-type: none"> <li>Use appropriately the indefinite articles 'a' and 'an'.</li> </ul>		<ul style="list-style-type: none"> <li>Use appropriately the indefinite articles 'a' and 'an'.</li> </ul>		<ul style="list-style-type: none"> <li>Use appropriate adjectives in descriptions of nouns/ pronouns</li> </ul>

## GRADE 2

### STRAND: COMMUNICATION (WRITING)

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
<ul style="list-style-type: none"> <li>Use a variety of prewriting strategies including drawing, webbing, listing and note taking</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of prewriting strategies including drawing, webbing, listing, note taking, and other graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>Use prewriting strategies including drawing, webbing, listing, note taking, and other graphic organizers</li> <li>Write formal simple invitations using the writing process including prewriting, drafting, revising, editing, and publishing</li> </ul>	<ul style="list-style-type: none"> <li>Create a narrative using a picture as a stimulus</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of prewriting strategies including drawing, webbing, listing, note taking, and other graphic organizers</li> </ul>
<ul style="list-style-type: none"> <li>Write in complete sentences with attention to grammatical</li> </ul>	<ul style="list-style-type: none"> <li>Support written content with facts, details, and descriptions</li> </ul>			

TERM ONE (1)		TERM TWO (2)		TERM THREE (3)
UNIT 1	UNIT 2	UNIT 1	UNIT 2	UNIT 1
conventions subject/verb agreement				
<ul style="list-style-type: none"> <li>Support written content with facts, details, and descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the traits of quality writing (e.g., content/idea organization, word choice, voice, sentence fluency, conventions and presentation)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and use the traits of quality writing (e.g., content/idea, organization, word choice and voice,) in drafting</li> </ul>		<ul style="list-style-type: none"> <li>Discuss and use the traits of quality writing (e.g., content/idea, organization, word choice and voice,) in drafting.</li> </ul>
<ul style="list-style-type: none"> <li>Discuss the traits of quality writing (e.g., content/idea, organization, word choice, voice, sentence fluency, conventions and presentation)</li> </ul>		<ul style="list-style-type: none"> <li>Discuss and use the traits of quality writing (e.g. sentence fluency, conventions and presentation) in the revising and editing</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and use the traits of quality writing (e.g., content/idea organization, word choice, voice, sentence fluency, conventions and presentation)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and use the traits of quality writing (e.g. sentence fluency, conventions and presentation) in the revising and editing</li> </ul>
<ul style="list-style-type: none"> <li>Prepare and publish final draft sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare and publish final draft paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare and publish a final draft of simple thank you letters.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare and publish a final draft of simple stories</li> </ul>	<ul style="list-style-type: none"> <li>Prepare and publish a finished product for a range audience.</li> </ul>
		<ul style="list-style-type: none"> <li>Work cooperatively in groups to complete a range of written tasks</li> </ul>		

NATIONAL STANDARDS CURRICULUM GUIDE

# GRADE 2 LANGUAGE ARTS

## TERM1 – UNIT1

## Grade 2 – Term 1 – Unit 1 – 6 weeks

### **Introduction to the Unit:**

As students transition from Grade One to Grade Two they become more aware of their abilities and are eager to display their learnt skills. This unit serves to reinforce the language skills and strategies learnt in Grade One while exposing them to new content. The Grade Two students will continue to be immersed in a balanced literacy programme.

In this unit, the learning environment will provide opportunities for improving reading and writing skills. Through games and group activities, students will interact with each other and orally practice the grammatical concepts they will learn during the unit. They will use the past tense of the verb 'to be' and personal pronouns to write informational and narrative pieces.

The students will continue to use the writing process to write complete sentences and to support written content with facts, details and description. Teachers will model the strategies until students are competent in using the steps independently.

In reading, the students will be involved in activities that will promote fluency and comprehension. They will incorporate reading skills and strategies to make predictions about text, sequence events and interpret information. The Grade Two students will continue to use phonics and word patterns to decode and spell unfamiliar words.

At the end of the unit, the second graders would have gained more practice in using strategies and skills learnt. The unit would have been preparing them for the development of more advanced skills in the strands.

STRAND: SPEAKING AND LISTENING			
<b>ATTAINMENT TARGETS</b>		<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit</li> <li>Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competences</li> <li>Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>Listen to and follow oral instruction and directions</li> <li>Correctly use SJE in asking and answering questions</li> <li>Retell personal experiences while observing the sequence of events</li> <li>Listen to the ideas and opinions of others</li> <li>Orally construct stories from pictures, using simple sentences</li> <li>Differentiate between the SJE and JC pronunciation</li> <li>Practice SJE oral interaction through impromptu conversation in a guided learning process</li> </ul>	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Listen to and follow oral instructions and directions	<b>STUDENTS WILL:</b> Play games such as <i>Simon Says</i> , <i>Follow the Leader</i> , <i>I Spy</i> or <i>Red Light, Green Light</i> to practise effective listening and following directions in performing a task, solving a problem or following rules.	<ul style="list-style-type: none"> <li>Listen to and follow directions</li> </ul>	Oral directions are appropriately followed



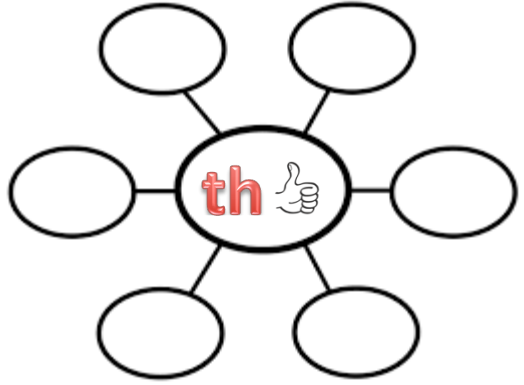
Correctly use SJE in asking and answering questions	Brainstorm the rules of a game or sport to discuss the importance of the rules using role play. (These rules should be listed on the board by the teacher.) As the class reporter, a student will interview his/her peer using their home language to ask and answer questions about the meaning or importance of the rule or rules.  Then, another pair of students should role play the same scenario, using the SJE rules to ask and answer questions. ( <b>Teacher should pre-write the English words or phrases to be used by students.</b> )	<ul style="list-style-type: none"> <li>• Listen and speak with sensitivity to audience</li> <li>• Use SJE in speech</li> </ul>	<p>Questions and answers are articulated with confidence</p> <p>Oral Questions and answers are structured using SJE</p>
Retell personal experiences while observing the sequence of events	Talk about personal experiences or incidents that make them sad or happy using sequence words such as 'first', 'then', 'next' and 'last'.	<ul style="list-style-type: none"> <li>• Retell experiences</li> <li>• Sequence events</li> </ul>	Events/stories are told in a sequential order
Listen to the ideas and opinions of others	Share entries from their journals (using the Author's Chair) or use objects for Show and Tell to share their ideas and opinions. Teacher will model asking open ended questions using who, what, why, when and where to pull responses from students. Then, using the teacher's model, students will comment on or ask questions of their peers.	<ul style="list-style-type: none"> <li>• Express thoughts and opinions</li> </ul>	Ideas and opinions are confidently expressed with sensitivity to audience
Orally construct stories from pictures, using	Arrange four pictures of similar theme in the order of a story, for	<ul style="list-style-type: none"> <li>• Develop</li> </ul>	Stories appropriately include simple sentences and elements of pictures

simple sentences	the whole class to view. Then individual students will begin to tell the story using the picture as a stimulus. This is done until all the pictures have been mentioned in the story. <b>(Increase the number of pictures as students develop competence in the activity).</b>	simple stories	
Differentiate between the SJE and JC pronunciation	<p>Differentiate characteristics of SJE and JC</p> <ul style="list-style-type: none"> <li>• Listen in order to recognize differences and similarities in sounds of the voiced and unvoiced /th/ in English vs /d/ and /t/ in Jamaican Creole. Examples: “things” vs “tings”; “the” vs “de”; “that” vs “dat”.</li> <li>• The omission of /d/ and /h/. Examples: “and” vs “an”; “him” vs “im”; “help” vs “elp”; “friend” vs “fren”.</li> <li>• The use of JC words to pluralize. Examples: “all” vs “dem”/“unno”.</li> <li>• There are several other examples that should be treated as they occur in daily talks within the classroom.</li> </ul> <p><b>Points to Note</b> <i>(This activity should be reinforced continuously until students begin to code switch without being prompted).</i></p>	<ul style="list-style-type: none"> <li>• Develop letter sound discrimination</li> </ul>	Distinctions between SJE and JC pronunciations are accurately made
Practice SJE oral interaction through scripted dialogue and conversation	<p>Role-play a scene between a protagonist and a supporting character (protagonist/antagonist) from a story using a scripted dialogue prepared by the teacher.</p> <p>Engage in a spontaneous conversation with their peers based on a Story Starter given by the teacher.</p>	<ul style="list-style-type: none"> <li>• Speak SJE</li> <li>• Dramatize roles</li> </ul>	SJE pronunciations are used appropriately in speech

**STRAND: WORD RECOGNITION AND FLUENCY**

ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <li>• Read fluently and with appreciation</li> <li>• Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices</li> <li>• Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</li> <li>• Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>• Sequence words in alphabetical order</li> <li>• Identify initial/medial/final letter sounds correspondence to aid in decoding and invented spelling</li> <li>• Distinguish between the voiced and voiceless counterparts of the [th] digraph</li> <li>• Use knowledge of phonics to accurately spell rhyming words</li> <li>• Identify context clues in written texts</li> </ul>	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
<b>Phonics</b>			
Sequence words in alphabetical order	<b>STUDENTS WILL:</b> Organise sight words in alphabetical order based on the initial letter in each word e.g. <b>please    could    where</b>  In groups, arrange sight words beginning with the same letter in alphabetical order. e.g. <div style="display: flex; gap: 10px;"> <span style="border: 1px solid black; padding: 2px;">should</span> <span style="border: 1px solid black; padding: 2px;">sure</span> <span style="border: 1px solid black; padding: 2px;">sight</span> </div>	<ul style="list-style-type: none"> <li>• Arrange words in alphabetical order</li> </ul>	Words correctly placed in alphabetical order

<p>Identify initial/medial/final letter sounds correspondence to aid in decoding and invented spelling</p>	<p>Listen as teacher reads jingle. Pupils identify the letter sound that is repeated. They name the letter that makes the sound and list the words in the jingle that have the sound.</p> <p><i>Teddy bear, teddy bear, Turn around! Teddy bear, teddy bear, Touch the ground! Teddy bear, teddy bear, Jump up high! Teddy bear, teddy bear, Touch the sky!</i></p> <p><i>Teddy bear, teddy bear, Bend down low! Teddy bear, teddy bear, Touch your toe! Teddy bear, teddy bear, Turn out the light! Teddy bear, teddy bear, Say good night!</i> <i>Author Unknown</i></p> <p>Identify the position (initial/medial/final) of the sound in each word.</p> <p><b>Points to Note</b></p> <p><b>Teach sounds according to point of articulation, e.g. ‘b/p’ (labial sounds), ‘h’ (glottal sound)</b></p>	<ul style="list-style-type: none"> <li>Identify letter sounds</li> </ul>	<p>Consonant sounds are identified and correctly pronounced</p>
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<p>Distinguish between the voiced and voiceless counterparts of the [th] digraph</p>	<p>Practise pronouncing voiced and voiceless 'th' words from a teacher-made list. Discuss the difference they have observed in each word.</p> <p>In groups, create a word web using voiced/voiceless 'th' words. e.g. within, bath, months, third, thank, mouth</p> 	<ul style="list-style-type: none"> <li>• Practise letter sounds</li> <li>• Discuss differences</li> <li>• Create word web</li> </ul>	<p>Voiced and voiceless 'th' sounds are correctly pronounced in a given word</p>
<p><b>Spelling</b></p>			
<p>Use knowledge of phonics to accurately spell rhyming words</p>	<p>Listen as teacher reads jingle to identify the rhyming words.</p>	<ul style="list-style-type: none"> <li>• Identify rhymes</li> <li>• Spell rhyming words</li> </ul>	<p>Rhyming words accurately identified and spelt</p>



*Kate Louise Brown*

Spell words with similar ending sounds. e.g. **(asleep, keep)**

**Vocabulary**

Identify context clues in written texts

Read sentence strips with an underlined word, highlight the words that help to explain the underlined word.

e.g. The boy planted seeds in the soil.

Write a sentence to explain the meaning of a given word.

e.g. **parched**

I was so parched that I drank the entire bottle of water.

**tablecloth**

He covered the table with the tablecloth.

- Read sentences
- Identify context clues
  
- Write sentences

Words highlighted give clues to the meanings of underlined words

Sentences reflect the correct meanings of given words

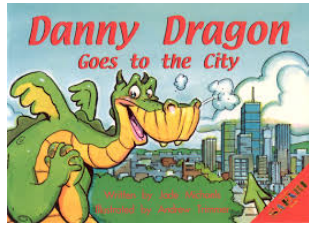
STRAND: COMPREHENSION			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <li>Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</li> <li>Use deduction and inference to interpret information and ideas and to predict outcomes</li> <li>Read fluently and with appreciation</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>Retell simple stories showing beginning, middle and end</li> <li>Recall story events in a sequential pattern</li> <li>Identify basic rhythm and rhyme in poetry</li> <li>Analyse a picture to make predictions and read text to confirm or revise their prediction</li> <li>Interpret information given in text to form questions and verify predictions</li> <li>Sequence events, pictures and information in stories or other texts</li> </ul>	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Retell simple stories showing beginning, middle and end	<p><b>STUDENTS WILL:</b></p> <p>Listen to a short story read aloud by the teacher, and then retell the same story showing its beginning, middle and end.</p> <p>Identify selected sentences read by the teacher and state whether it occurred at the beginning, middle or end of the story.</p>	<ul style="list-style-type: none"> <li>Retell simple stories</li> <li>Recognize/identify a story's beginning, middle or end</li> <li>Identify sentences</li> </ul>	<p>Retold story accurately show beginning, middle and end</p> <p>Beginning, middle or end of a story is correctly identified</p> <p>Sentences correctly identified as occurring at the beginning, middle or end of the story</p>

<p>Recall story events in a sequential pattern</p>	<p>Use Choral Reading to read a short story as a class, and then retell the same story in a sequential manner to demonstrate their understanding of the story.</p> <p>Next, given the story events on strips, students will arrange these to show the sequential manner in which the events in the story unfold.</p>	<ul style="list-style-type: none"> <li>• Recall story events in a sequential manner</li> <li>• Sequence the events in a story</li> </ul>	<p>Story events are recalled adequately in a sequential pattern</p> <p>Story events are satisfactorily arranged in a sequential manner orally or in writing</p>
<p>Identify basic rhythm and rhyme in poetry</p>	<p>Recite/read a poem, nursery rhyme or jingle to identify the rhyme/rhythmic pattern. As a group clap or stamp their feet to demonstrate the rhythmic pattern in the poetry or name the rhyming words in the selected piece.</p> <p>For example: “Pat-a-cake, Pat-a-cake”, “Hush, little baby” or “Georgie Porgie, pudding and pie”</p> <p>Use their alphabet knowledge to identify the repetition of sounds in a group of words, e.g. “Roy runs right over rails, rings and ramps” or “Annie ate apples and almonds almost all afternoon.”</p> <p>Then chant the words to emphasize the rhythmic pattern.</p>	<ul style="list-style-type: none"> <li>• Perform/demonstrate rhythmic patterns</li> <li>• Identify rhyming words</li> <li>• Recognise/identify the rhythmic pattern in a group of words</li> </ul>	<p>The rhythmic pattern or rhyming words are accurately identified</p> <p>The repetitive pattern in a list or group of words is correctly named</p>



Analyse a picture to make predictions and read text to confirm or revise their prediction

Observe a picture or cover of a book, discuss what is taking place and then make a prediction about the picture.



<https://www.abebooks.com/Danny-Dragon-Goes-City-Jade-Micheals/17742618688/bd>

Use a graphic organizer to record their predictions.

Read the text or story to confirm or revise their predictions. Students identify the word, phrase or sentence in the text or story that confirms or disproves their prediction.

**My Predictions:**

Prediction	Text Evidence:	Confirm:
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No

<https://plus.google.com/11564619698983877024>

- Read and interpret text or picture

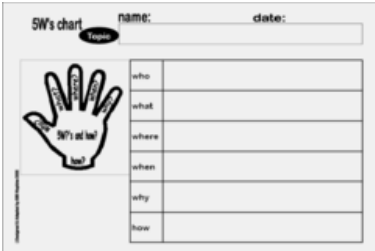
- Make prediction

- Complete graphic organizer

Predictions made about a picture or story title are satisfactorily given

Evidence given from texts satisfactorily supports or disproves predictions

Completed graphic organizer showed evidence from text to confirm or refute predictions

<p>Interpret information given in text to form questions and verify predictions</p>	<p>Listen to the teacher as she reads a story. The teacher stops at specific point to allow students to ask questions about the information shared in the text and to revise or make new predictions based on their understanding of the text.</p> <p>Use the '5 Ws' to formulate questions that are related to the information shared in the text or make new predictions or adjust the predictions that they had previously made.</p>  <p><a href="https://prezi.com/rxsfcfzsa8j0/graphic-organizers-ela-classrooms/">https://prezi.com/rxsfcfzsa8j0/graphic-organizers-ela-classrooms/</a></p> <p>At the end of the reading, students will state why their predictions were correct of incorrect, e.g.</p> <p>I predicted that ..... because.... and I was</p>	<ul style="list-style-type: none"> <li>• Interpret information</li> <li>• Ask questions</li> <li>• Make predictions</li>   <li>• Modify or revise predictions</li> </ul>	<p>Questions are relevant and satisfactorily formulated to gain and/or to clarify information</p> <p>Predictions made are satisfactorily consistent with the information presented in text</p>
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	right/wrong as...		
Sequence events, pictures and information in stories or other texts	<p>Arrange a set of pictures to tell a story.</p> <p>Use the words 'first', 'next' and 'last' to write sentences to show the sequence of the events in a story.</p> <p>Number sentences to show the order in which the events happened in a story.</p>	<ul style="list-style-type: none"> <li>• Sequence pictures</li> <li>• Use signal words to sequence story events.</li> <li>• Number sentences to show sequence</li> </ul>	<p>Pictures are correctly arranged in sequential order</p> <p>Signal words are correctly used to show the sequential order of events</p> <p>Numbered sentences correctly show the sequential order of events</p>

STRAND: GRAMMAR AND CONVENTIONS	
ATTAINMENT TARGETS	OBJECTIVES
<ul style="list-style-type: none"> <li>• Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</li> <li>• Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify and create sentences/structures using the present and past tense forms of the verb 'to be'</li> <li>• Use appropriately personal pronouns in their first and second person points of view, <b>i.e., I/me, you/you</b></li> <li>• Apply correct use of third person pronouns (singular) i.e., <b>he/him, she/her, it/it</b></li> <li>• Make singular nouns plural by adding <b>-es</b></li> <li>• Use appropriate subjects (singular and plural) with the present continuous tense in a range of written work</li> <li>• Use the simple past tense of the verb <b>'to be'</b> to construct the past continuous tense</li> <li>• Use appropriately the indefinite articles <b>'a'</b> and <b>'an'</b></li> </ul>

OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA																
<p>Identify and create sentences/structures using the present and past tense forms of the verb 'to be'</p>	<p><b>STUDENTS WILL:</b></p> <p>Complete given templates/graphic organizers using the correct present/past tense forms of the verb 'to be'</p> <table border="1" data-bbox="747 406 1063 713"> <thead> <tr> <th colspan="2">Present Tense</th> </tr> </thead> <tbody> <tr> <td>I am</td> <td>We ____</td> </tr> <tr> <td>You ____</td> <td>You are</td> </tr> <tr> <td>He/She/It ____</td> <td>They are</td> </tr> </tbody> </table> <table border="1" data-bbox="721 788 1090 1095"> <thead> <tr> <th colspan="2">Past Tense</th> </tr> </thead> <tbody> <tr> <td>I was</td> <td>We ____</td> </tr> <tr> <td>You were</td> <td>You ____</td> </tr> <tr> <td>He/She/It ____</td> <td>They were</td> </tr> </tbody> </table> <p>Throw a bean bag/ball to their peers while saying any 'to be' verb of their choice. The recipient of the ball will then use the verb to</p>	Present Tense		I am	We ____	You ____	You are	He/She/It ____	They are	Past Tense		I was	We ____	You were	You ____	He/She/It ____	They were	<ul style="list-style-type: none"> <li>• Use forms of the verb 'to be'</li> <li>• Complete templates/graphic organizers</li> </ul> <ul style="list-style-type: none"> <li>• Construct sentences</li> <li>• Use forms of the verb 'to be'</li> </ul>	<p>Given templates/graphic organizers completed satisfactorily using the correct form of the verb 'to be'</p> <p>Sentences satisfactorily constructed using various forms of the verb 'to be'</p>
Present Tense																			
I am	We ____																		
You ____	You are																		
He/She/It ____	They are																		
Past Tense																			
I was	We ____																		
You were	You ____																		
He/She/It ____	They were																		

	construct a sentence.		
Use appropriately personal pronouns in their first and second person points of view <b>i.e. I/me, you/you</b>	Write simple cinquain about themselves (me) and/or about their peers (you).  <b>Frame for cinquain:</b>  <b>Line 1: Title (noun) - 1 word</b> <b>Line 2: Description - 2 words</b> <b>Line 3: Action - 3 words</b> <b>Line 4: Feeling (phrase) - 4 words</b> <b>Line 5: Title (synonym for the title) - 1 word</b>	<ul style="list-style-type: none"> <li>• Write poems</li> <li>• Use personal pronouns</li> </ul>	Cinquains created with adequate attention to the correct use of personal pronouns

	<p><b>For Example:</b></p> <div data-bbox="548 404 946 892" style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;"> <p><b>You</b></p> <p><b>Caring, kind</b></p> <p><b>Singing, dancing, playing</b></p> <p><b>Makes you very happy</b></p> <p><b>Gabrielle</b></p> </div> <p>Use personal pronouns in creating descriptions of themselves and a writing partner with whom they are sharing.</p>	<ul style="list-style-type: none"> <li>• Use personal pronouns</li> <li>• Describe self and peers</li> <li>• Work collaboratively</li> </ul>	<p>Personal pronouns accurately used in references to self and peers</p>
<p>Apply correct use of third person pronouns (singular) i.e. <b>he/him, she/her, it/it</b></p>	<p>Participate in a teacher-made/sourced board game where they roll a die and describe what is happening in a picture using a sentence with a third person pronoun.</p>	<ul style="list-style-type: none"> <li>• Describe pictures</li> <li>• Use third person pronouns</li>   <li>• Work</li> </ul>	<p>Third person pronouns appropriately used to describe pictures in board game</p>

	<p>In small groups make a third person pronoun catalogue which will include:</p> <ul style="list-style-type: none"> <li>• A brief explanation of how to use each pronoun</li> <li>• Pictures, sentences illustrating correct pronoun use</li> </ul>	<p>collaboratively</p> <ul style="list-style-type: none"> <li>• Create pronoun catalogue</li> <li>• Explain pronoun usage</li> <li>• Illustrate pronoun usage</li> </ul>	<p>Pronoun catalogue accurately demonstrates understanding of the use of third person pronoun</p>
<p>Make singular nouns plural by adding <b>-es</b></p>	<p>Make singular/plural posters for their classrooms displaying the rules and as many examples as they can think of, e.g.</p>  <p><a href="https://www.emaze.com/@ACIIZITT">https://www.emaze.com/@ACIIZITT</a></p> <p><b>Points to Note:</b></p> <ul style="list-style-type: none"> <li>• Add 's' to nouns ending in '-e' to derive the plural '-es'</li> <li>• e.g. roses</li> <li>• Add '-es' to nouns ending in vowels</li> </ul> <p>e.g. mango<u>es</u>, hero<u>es</u></p> <ul style="list-style-type: none"> <li>• Add '-es' to words ending in 'ch', 'sh', 's', 'ss'</li> </ul>	<ul style="list-style-type: none"> <li>• Create posters</li> <li>• Explain singular/plural rules</li> <li>• Use examples to illustrate rules</li> </ul>	<p>Posters adequately explain and illustrate the rule of making nouns plural by adding the <b>-es</b> ending</p>

	<p><b>church</b> - <b>churches</b>  <b>brush</b> - <b>brushes</b>  <b>bus</b> - <b>buses</b>  <b>dress</b> - <b>dresses</b></p> <p>From given list of nouns, identify and record those nouns whose plural end with <b>-es</b>.</p>	<ul style="list-style-type: none"> <li>Classify nouns</li> <li>Record plural nouns</li> </ul>	Plural nouns ending with <b>-es</b> correctly identified and recorded
Use appropriate subjects (singular and plural) with the present continuous tense in a range of written work	<p>In groups, compete to use picture dictionaries/magazines/newspapers/post cards to write stories describing what people are doing in the pictures. The group that uses the most present continuous tense verbs correctly wins.</p> <p>In groups summarize what they have learnt about the present continuous (the use, the formula and examples) in the form of a dub poem or song.</p>	<ul style="list-style-type: none"> <li>Work collaboratively</li> <li>Describe action in pictures</li> <li>Use the present continuous tense</li> <li>Create song/dub poem</li> <li>Summarize information</li> </ul>	<p>Stories satisfactorily reflect appropriate use of the present continuous tense with both singular and plural subjects</p> <p>Songs/Poems satisfactorily summarise information about the present continuous tense</p>
Use the simple past tense of the verb <b>'to be'</b> to construct the past continuous tense	<p>Observe and participate in mini lessons where explicit teaching of the past continuous tense is done. Identify and give examples of the past continuous tense in a variety of printed materials in their environment.</p> <p>Observe a peer/teacher/school worker at lunch time. Create a story about the person observed using the simple past tense of the verb <b>'to be'</b> to form the past continuous tense.</p>	<ul style="list-style-type: none"> <li>Identify/give examples of past continuous tense</li> <li>Collect information</li> <li>Create story</li> <li>Form the past continuous tense</li> </ul>	<p>Examples of the past continuous tense correctly identified</p> <p>Story adequately relates to the assigned task and accurately demonstrates use of the verb <b>'to be'</b> to form the past continuous tense</p>




	<p>Interview and record the responses of their peers to prompts beginning with the following phrase:</p> <p><b>What were you doing when...?</b></p> <p>(They may add endings which interest them e.g. What were you doing <i>when the school bell rang?</i>)</p> <p>Create a chain 'nonsense' story by choosing two word cards from a stack of teacher-made word cards to create a sentence. Each sentence created must relate in some way to the one before. Sentences must use the past continuous tense.</p> <p>For example:</p> <p><i>Student chooses the following words:</i></p> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-right: 50px;">grass</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">mango</div> </div> <p>Student says: The boy <b>was eating</b> the <u>mango</u> on the <u>grass</u>.</p>	<p>using the verb '<b>to be</b>'</p> <ul style="list-style-type: none"> <li>• Formulate interview questions</li> <li>• Interview peers</li> <li>• Record information</li> <li>• Form the past continuous tense using the verb '<b>to be</b>'</li> </ul> <ul style="list-style-type: none"> <li>• Create chain stories</li> <li>• Construct sentences</li> <li>• Use the past continuous tense</li> </ul>	<p>Responses to interview questions accurately used the verb 'to be' to form the past continuous tense</p> <p>The Past Continuous Tense correctly used to create chain story</p>
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**STRAND: WRITING (COMMUNICATION)**

<b>ATTAINMENT TARGETS</b>		<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>Develop a clear and fluent handwriting style</li> <li>Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including, layout, sections and paragraphs</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>Use a variety of prewriting strategies including drawing, webbing, listing, and note taking</li> <li>Write in complete sentences with attention to grammatical conventions subject/verb agreement</li> <li>Discuss the traits of quality writing (e.g. content/idea, organization, word choice, voice, sentence fluency, conventions and presentations)</li> <li>Support written content with facts, details, and descriptions</li> <li>Prepare and publish final draft sentences</li> </ul>	
<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT CRITERIA</b>
Use a variety of prewriting strategies including drawing, webbing, listing, note taking, and other graphic organizers	<p><b>STUDENTS WILL:</b></p> <p>Use the <b>Writing Process</b> to construct <b>sentences</b>:</p> <p>Observe a mini-lesson in which the teacher models the pre-writing process of using a picture as a stimulus for writing. Teacher may demonstrate the use of the <b>Think Aloud</b> strategy, so that students may observe the thought process involved in linking prior knowledge or experience to an event or situation shown in a picture.</p> <p>Then, observe and discuss a similar picture shown by the teacher. Brainstorm possible nouns, verbs or describing words that could be used to tell about the picture. Use a graphic organizer to organize those details.</p>	<ul style="list-style-type: none"> <li>Organise information</li> <li>Discuss pictures</li> </ul>	The prewriting process is correctly demonstrated in the completion of a graphic organizer

<p>Write in complete sentences with subject/verb agreement</p>	<p>Observe a mini-lesson where the teacher models writing, telling or asking sentences.</p> <p>Then, draft sentences using the information from their graphic organizer. Ask questions to clarify their understanding of the picture and discuss possible captions or titles for the picture. Write captions/titles. Then, reread their sentences to ensure that they have captured the information on their graphic organizer.</p>	<ul style="list-style-type: none"> <li>• Draft sentences</li> <li>• Discuss ideas</li> <li>• Read sentences</li> <li>• Write captions/titles</li> </ul>	<p>The drafting process is evident in the formulation of sentences that adequately reflect the ideas depicted in a picture</p>
<p>Support written content with facts, details, and descriptions</p>	<p>Observe a mini lesson where the teacher models the <b>stretching sentence strategy</b> to add facts, details and descriptive words to make sentences more interesting.</p>  <p><a href="https://www.pinterest.com/pin/260012578466882582/">https://www.pinterest.com/pin/260012578466882582/</a></p>	<ul style="list-style-type: none"> <li>• Formulate sentences</li> <li>• Use descriptive words</li> </ul>	<p>Facts, details or descriptive words used appropriately to make sentences more interesting</p>



	<p><a href="https://www.pinterest.com/pin/541206080192932274/">https://www.pinterest.com/pin/541206080192932274/</a></p> <p>Use the C.U.P.S and A.R.M.S strategies, to check spelling to ensure that previously written sentences are fluent and ‘ <b>boring words are put into jail</b>’.</p>		
Prepare and publish final draft sentences	<p>Rewrite their drafts into good copies and share with class in a class writing portfolio/wall display/school bulletin board.</p> <p><b>Points to note</b></p> <p>Where a student’s work is difficult to read, the teacher may write a clearer copy and attach it to the student’s original piece.</p> <p>Use the <b>Author’s Chair</b> to read aloud their finished work with their classmates.</p>	<ul style="list-style-type: none"> <li>• Share completed work</li> </ul>	Final drafts satisfactorily show evidence of the writing process

<p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Dolch Sight Word List for Grade 2 (basic sight words)</li> <li>• Fry’s Word List - High frequency words - The second hundred</li> <li>• Words from Literacy 1-2-3 Big/Little books (Readers)</li> <li>• Words from concepts being learnt in Integrated Studies</li> </ul>
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- Words related to general Language Arts content for Term 1 units.
- Relevant learning websites – videos, Power Point presentations and interactive activities, including games
- Word cards
- Pictures from magazines, newspapers, post cards
- Bean bag/ball
- Sentence strips
- Supplementary Readers
- Laptop
- Multimedia Projector
- Internet
- Voice recording device
- Grade level texts
- Strategy posters – comprehension strategies and skills,
- Samples of students' writing
- Graphic organizers
- Board games

NATIONAL STANDARDS CURRICULUM GUIDE

# GRADE 2 LANGUAGE ARTS

## TERM1 – UNIT2




## Grade 2 – Term 1 – Unit 2 – 6 weeks

### **Introduction to the Unit:**

The students will continue to apply the skills and strategies learnt to communicate effectively orally and in writing. They will hypothesize, infer and use context clues to understand unfamiliar words. As students interact more with text, they make judgements about characters and give relevant evidence for their thoughts.

They continue to interface with narrative and expository texts which expose them to the elements of story writing and writing a structured paragraph. Students will produce writings that reflect correct use of the full stop, comma and capital letters. The students will be using the strands to effectively communicate with others.

STRAND: SPEAKING AND LISTENING			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <li>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit</li> <li>Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competences</li> <li>Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>Listen and share information</li> <li>Listen and respond to stimuli</li> <li>Respond appropriately to non-verbal and verbal communication cues</li> <li>Take turns to speak about what they do</li> <li>Work cooperatively, in groups, to discuss and complete oral tasks</li> <li>Work in pairs/small groups to practice using SJE to speak about people, pictures, objects in the classroom</li> </ul>	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> <li>Listen and share information</li> </ul>	<p><b>STUDENTS WILL:</b></p> <p><b>(The idea is to coach students to focus on specific discussion topics.)</b></p> <p>Listen attentively to what is shared and add appropriately to further the discussion. <i>(Therefore, teacher should point out unrelated sentences to the topic)</i></p> <p>With practice, be able to identify "misfit sentences/contributions" to discussions held.</p>	<ul style="list-style-type: none"> <li>Listen and discuss specific topics</li> </ul>	Contributions made to discussions are appropriate

	<p>Draw a handprint and then on each finger, list items of interest that would be needed for a specific event. (e.g. a trip to the beach)</p>  <p><i>(Explore other topics generated by students.)</i></p> <p>Use <b>SJE</b> to take turns asking and answering questions about each other's handprint to discover the importance of each item to him/her.</p>	<ul style="list-style-type: none"> <li>• List items</li> <li>• Take turns</li> <li>• Ask and answer questions</li> <li>• Use SJE</li> </ul>	
Listen and respond to stimuli	<p><b>Listen and Respond</b></p> <p>View interactive videos/listen to nursery rhymes and jingles and perform the actions mentioned in rhymes/jingles.</p>	<ul style="list-style-type: none"> <li>• Listen attentively</li> </ul>	Instructions and directions are accurately followed

	Respond to directions/instructions given (e.g., <b>Draw a square, put a dot in the middle of the square, place an x to the left of the square</b> )		
Respond appropriately to non-verbal and verbal communication cues	<p>Demonstrate and interpret expressions, gestures and body language cues from audience (<b>non-verbal cues</b>)</p> <p>Use dramatic modes to show and react to non-verbal cues (e.g. <b>Use cards with faces that depict different emotions and then ask students to role play so that others can guess how they are feeling.</b>)</p> <p>Give instructions to their elbow partner using verbal and non-verbal cues. The elbow partner identifies the non-verbal cues and says how the non-verbal cues helped him/her to carry out the instructions.</p>	<ul style="list-style-type: none"> <li>Follow instructions</li> </ul>	Response to non-verbal communication cues appropriately demonstrated using dramatic modes
Take turns to speak about what they do	<p>Play games which require taking turns, <b>e.g. My turn/your turn (Red light, green light)</b></p> <ul style="list-style-type: none"> <li>Talk about how they feel when someone does not wait his or her turn</li> <li>Talk about the importance of waiting their turn</li> <li>Talk about cooperation and respect for others</li> </ul>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Participate in discussions</li> </ul>	Turn-taking appropriately displayed during social interactions

<p>Work cooperatively, in groups, to discuss and complete oral tasks</p>	<p>Use games to develop cooperative skills.</p> <p>e.g. Work in teams of four on a task. Each team gets equal amounts of a type of material (blocks, pipe cleaners, etc.) They are all given the same challenge (Which team can build the biggest/fastest car? Which team can build a house the fastest?)</p> <p>Discuss things provided on the roads to keep pedestrians and drivers safe.</p> <ul style="list-style-type: none"> <li>View and talk about road signs and pedestrian crossings and how they keep us safe. e.g.</li> </ul>	<ul style="list-style-type: none"> <li>Work cooperatively</li> <li>Discuss ideas</li> </ul>	<p>Team work is appropriately demonstrated as students work together to complete various activities</p>
<p>Work in pairs/small groups to practice using SJE to speak about people, pictures, objects in the classroom</p>	<p>Discuss things provided on the roads to keep pedestrians and drivers safe.</p> <ul style="list-style-type: none"> <li>View and talk about road signs and pedestrian crossings and how they keep us safe. e.g.</li> </ul> <div data-bbox="864 678 968 791" data-label="Image"> </div> <ul style="list-style-type: none"> <li>Dramatize the role of a Road Warden as illustrated in pictures.</li> </ul> <div data-bbox="807 895 1026 1138" data-label="Image"> </div> <p><a href="http://www.jamaicaobserver.com/news/Children-crossing_15105802?profile=&amp;template=PrinterVersion">http://www.jamaicaobserver.com/news/Children-crossing_15105802?profile=&amp;template=PrinterVersion</a></p>	<ul style="list-style-type: none"> <li>Dramatize roles</li> </ul>	<p>The role and responsibility of a road warden are correctly presented</p>

STRAND: WORD RECOGNITION AND FLUENCY			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <li>Differentiate and use vowel consonant rule (cvc, cvcc) to identify short and long vowels. Read fluently and with appreciation</li> <li>Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices</li> <li>Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</li> <li>Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>Differentiate and use vowel consonant rule (cvc, cvcc) to identify short and long vowels</li> <li>Apply their phonetic skills to decode unfamiliar words with the hard and soft 'c' and 'g'</li> <li>Investigate and spell new and unfamiliar words using their knowledge of onset and rimes</li> <li>Use context clues to infer meaning of unfamiliar and novel words</li> <li>Research word meaning using print and digital media</li> </ul>	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
<b>Phonics</b>			
Differentiate long and short vowel words	<b>STUDENTS WILL:</b>  Sort, build and read words that follow the vowel consonant rule as modelled by the teacher. For example, c-a-t----cat, rob-----robe, etc.  Identify long or short vowel words from Literacy 1-2-3 stories or other texts.	<ul style="list-style-type: none"> <li>Identify short and long vowel words</li> </ul>	Short or long vowel sounds are accurately differentiated in text and in isolation













	Practise using rimes supplied by the teacher to build nonsense and real words.		
<b>Spelling</b>			
Investigate and spell new and unfamiliar words using their knowledge of onset and rimes	<p>Use their knowledge of phonics to identify and spell words with specific rimes in text or class reader.</p> <p>For example,</p> <p style="text-align: center;">-ake</p> <p>bake-cake</p> <p style="text-align: center;">-ool</p> <p>pool, cool, etc.</p>	<ul style="list-style-type: none"> <li>• Spell words</li> <li>• Identify words</li> </ul>	New or familiar words accurately spelt using rime patterns

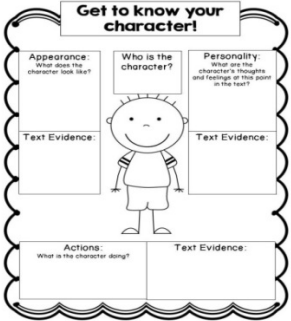
Vocabulary Development			
Use context clues to infer meaning of unfamiliar and novel words	Select and use unfamiliar or novel words (with teacher's assistance) from Read- Aloud stories or grade level text to determine or clarify their meanings, after observing the teacher's demonstration of using context clues and sentence level context to discover the meaning of specific words.	<ul style="list-style-type: none"> <li>• Use context clues</li> <li>• Identify word meanings</li> </ul>	<p>Context clues appropriately used to decode unknown word</p> <p>Word meanings reflect the context in which they are used</p>
Research word meaning using print and digital media	Participate in games, using the dictionary/glossary/available digital devices to find meanings of words.	<ul style="list-style-type: none"> <li>• Locate word meanings</li> </ul>	Words are correctly located to find meanings



**STRAND: COMPREHENSION**

<b>ATTAINMENT TARGETS</b>		<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>• Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</li> <li>• Use deduction and inference to interpret information and ideas and to predict outcomes</li> <li>• Read fluently and with appreciation</li> </ul>		<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Recall elements and details of a story using the <b>(5 W's)</b>;                             <ul style="list-style-type: none"> <li>✓ <b>Who</b></li> <li>✓ <b>What</b></li> <li>✓ <b>Where</b></li> <li>✓ <b>When</b></li> <li>✓ <b>Why</b></li> </ul> </li> <li>• Identify the characters in the story</li> <li>• State how they feel about specific characters</li> <li>• Create a written character sketch of a given character from the story</li> <li>• Compare character from a story to their personal experience</li> </ul>	
<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT CRITERIA</b>
Recall elements and details of a story using the <b>(5 W's)</b> ; <ul style="list-style-type: none"> <li>✓ <b>Who</b></li> <li>✓ <b>What</b></li> <li>✓ <b>Where</b></li> <li>✓ <b>When</b></li> <li>✓ <b>Why</b></li> </ul>	<p><b>STUDENTS WILL:</b></p> Read or listen to a story/poem and then use the <b>QAR</b> method to respond to relevant questions	<ul style="list-style-type: none"> <li>• Recall elements and details of a story/poem</li> </ul>	A story or poem is correctly recalled and interpreted

	<p><b>QAR: Question-Answer Relationship</b></p> <table border="1"> <tr> <td data-bbox="754 197 902 378"> <p><b>IN THE TEXT: Right There</b> Answers to Right There questions are in the text. The words in the question usually match a sentence in the text.</p>  </td> <td data-bbox="902 197 1059 378"> <p><b>IN THE TEXT: Think and Search</b> Answers to Think and Search questions are in the text. The answer is found over several sentences or paragraphs.</p>  </td> </tr> <tr> <td data-bbox="754 388 902 574"> <p><b>IN YOUR HEAD: Author and You</b> Answers to Author and You questions are not directly in the text. You need to think about what the author has told you and what you already know about the topic.</p>  </td> <td data-bbox="902 388 1059 574"> <p><b>IN YOUR HEAD: On Your Own</b> Answers to On Your Own questions are not in the text. You need to think about your personal experiences to answer.</p>  </td> </tr> </table> <p><a href="https://www.pinterest.com/pin/385691155564819016/">https://www.pinterest.com/pin/385691155564819016/</a></p>	<p><b>IN THE TEXT: Right There</b> Answers to Right There questions are in the text. The words in the question usually match a sentence in the text.</p> 	<p><b>IN THE TEXT: Think and Search</b> Answers to Think and Search questions are in the text. The answer is found over several sentences or paragraphs.</p> 	<p><b>IN YOUR HEAD: Author and You</b> Answers to Author and You questions are not directly in the text. You need to think about what the author has told you and what you already know about the topic.</p> 	<p><b>IN YOUR HEAD: On Your Own</b> Answers to On Your Own questions are not in the text. You need to think about your personal experiences to answer.</p> 		
<p><b>IN THE TEXT: Right There</b> Answers to Right There questions are in the text. The words in the question usually match a sentence in the text.</p> 	<p><b>IN THE TEXT: Think and Search</b> Answers to Think and Search questions are in the text. The answer is found over several sentences or paragraphs.</p> 						
<p><b>IN YOUR HEAD: Author and You</b> Answers to Author and You questions are not directly in the text. You need to think about what the author has told you and what you already know about the topic.</p> 	<p><b>IN YOUR HEAD: On Your Own</b> Answers to On Your Own questions are not in the text. You need to think about your personal experiences to answer.</p> 						
Identify the characters in the story	Use games to identify the character from the story (e.g. <b>Character Charades</b> )	<ul style="list-style-type: none"> <li>Identify characters</li> </ul>	Story characters are successfully identified				
State how they feel about the specific character	Generate questions to find out specific information about a character in the story and then role play a question and answer scenario (e.g. <b>Character on Trial</b> )	<ul style="list-style-type: none"> <li>Analyse characters</li> <li>Generate questions</li> </ul>	Perceptions about a character appropriately expressed				
Create a written character sketch of a given character from the story	Read the story and then do a character sketch using a <b>graphic organiser</b> , e.g.	<ul style="list-style-type: none"> <li>Create character sketch</li> <li>Read story</li> </ul>	Information on character sketch aligned to story				

	<p style="text-align: center;"><b>Get to know your character!</b></p>  <p style="text-align: center;"><a href="https://www.pinterest.com.au/groves10/reading/">https://www.pinterest.com.au/groves10/reading/</a></p>		
<p>Compare character from a story to their personal experience</p>	<p>Read the story and then make an oral comparison between a character from the story and a friend/family member using character traits</p>	<ul style="list-style-type: none"> <li>• Compare character traits</li> </ul>	<p>Comparison between story character and personal experience are satisfactorily made</p>

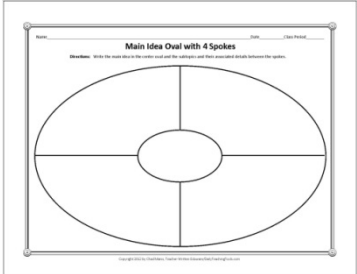
**STRAND: GRAMMAR AND CONVENTIONS**


<b>ATTAINMENT TARGETS</b>		<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</li> <li>Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC</li> </ul>		<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Apply basic rules for use of the comma, full stop and capital letters</li> <li>Add <b>-ed</b> to a range of verbs with different endings to denote the past tense</li> <li>Identify and apply the correct pronunciation of those word endings realized with the <b>-ed</b>, <b>-t</b>, and <b>-d</b> sounds</li> </ul>	
<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT CRITERIA</b>
Apply basic rules for use of the comma, full stop and capital letters	<p><b>STUDENTS WILL:</b></p> <p>Examine age-appropriate examples of captioned pictures (magazines, brochures, texts etc.) Discuss proper capitalization and punctuation in the captions.</p> <p>Take personal photos from home and create suitable captions for photos. Edit captions for proper punctuation marks. Display captioned photos on class display board.</p>	<ul style="list-style-type: none"> <li>Analyse punctuation marks in captions</li> <li>Discuss punctuation marks</li> <li>Create captions</li> <li>Edit for punctuation marks</li> <li>Display work</li> </ul>	<p>The use of punctuation marks in captions adequately discussed</p> <p>Punctuation marks appropriately used in photo captions</p>
Add <b>-d</b> and <b>-ed</b> to a range of verbs with different endings to denote the past tense	<p>Rewrite given pieces (letters, stories, songs, poems) in the past tense.</p> <p>Use the past tense to give oral or written reports on news items, school or community events, etc.</p> <p>Participate in a “Verb of the Day” competition where they will use the past tense of a given verb as many times as possible for</p>	<ul style="list-style-type: none"> <li>Use the past tense</li> <li>Give reports using past tense</li> </ul>	<p>Given pieces accurately rewritten using the past tense</p> <p>Oral/written reports given with accurate use of the past tense</p>

	<p>the day.</p> <p><b>Points to note:</b></p> <ul style="list-style-type: none"> <li>✓ <i>The 'verb of the day' should be written in a central place each day.</i></li> <li>✓ <i>Students may be given incentives for using the verb appropriately and frequently.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use given past tense verbs</li> </ul>	<p>The past tense form of given verbs accurately used in conversation</p>									
<p>Identify and apply the correct pronunciation of those word endings realized with the <b>-ed, -t</b> and <b>-d</b> sounds</p>	<p>Use a table/graphic organizer to classify verbs identified in their reading based on how the past tense ending is pronounced.</p> <table border="1" data-bbox="510 605 860 718"> <thead> <tr> <th data-bbox="510 605 628 644"><b>-ed</b></th> <th data-bbox="628 605 747 644"><b>-d</b></th> <th data-bbox="747 605 860 644"><b>-t</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="510 644 628 682">painted</td> <td data-bbox="628 644 747 682">listened</td> <td data-bbox="747 644 860 682">picked</td> </tr> <tr> <td data-bbox="510 682 628 718"></td> <td data-bbox="628 682 747 718"></td> <td data-bbox="747 682 860 718"></td> </tr> </tbody> </table>	<b>-ed</b>	<b>-d</b>	<b>-t</b>	painted	listened	picked				<ul style="list-style-type: none"> <li>• Identify verbs</li> <li>• Classify verbs</li> </ul>	<p>Past tense verbs identified in text correctly classified according to the pronunciation of the <b>-ed</b> ending</p>
<b>-ed</b>	<b>-d</b>	<b>-t</b>										
painted	listened	picked										

**STRAND: WRITING**

<b>ATTAINMENT TARGETS</b>		<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>• Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including, layout, sections and paragraphs</li> <li>• Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing</li> <li>• Use language and text forms appropriately and with imagination to create vibrant and engaging texts</li> <li>• Write well-constructed paragraphs which have linking sentences within and between them</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>• Use a variety of prewriting strategies including drawing, webbing, listing, note taking, and other graphic organizers</li> <li>• Support written content with facts, details, and descriptions</li> <li>• Discuss the traits of quality writing (e.g. content/idea organization, word choice, voice, sentence fluency, conventions and presentation)</li> <li>• Prepare and publish final draft paragraphs</li> </ul>	
<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT CRITERIA</b>
Use a variety of prewriting strategies including drawing, webbing, listing, note taking, and other graphic organizers	<p><b>STUDENTS WILL:</b></p> <p>Use the <b>Writing Process</b> to construct <b>paragraphs</b> after:</p> <p>Observing and engaging in a <b>mini lesson</b> where the teacher explicitly teaches them: how to indent a paragraph, identify the main idea of a paragraph, write a topic sentence and identify supporting details.</p> <p>Practice indenting a paragraph, matching topic sentence to paragraphs, sequence sentences to form a paragraph.</p>	<ul style="list-style-type: none"> <li>• Identify parts of a paragraph</li> <li>• Sequence sentences</li> <li>• Identify main ideas and supporting details</li> </ul>	<p>Parts of a paragraph identified correctly by students</p> <p>Sentences sequenced correctly to form a paragraph</p>

	<p>Brainstorm topics/titles for their paragraph, and then use the graphic organizer <b>“Idea Wheel”</b> to list information about their topic.</p>  <p><a href="http://www.dailyteachingtools.com/free-graphic-organizers-s.html">http://www.dailyteachingtools.com/free-graphic-organizers-s.html</a></p> <p>Next, use the <b>free writing</b> technique to write sentences about the information presented in each section on their <b>Idea Wheel</b>.</p>	<ul style="list-style-type: none"> <li>List ideas and write sentences</li> </ul>	<p>Topics/Titles are clearly established and supporting information is appropriate</p>
<p>Support written content with facts, details, and descriptions</p>	<p>Revise the information on their graphic organizer, add more facts, details and descriptive words <b>“stretching sentences”</b> to make their work more interesting.</p> <p><b>Points to Note</b></p> <p>The facts, details or descriptive words should be drawn from the students’ prior knowledge or experience. The teacher will, where</p>	<ul style="list-style-type: none"> <li>Revise writing</li> </ul>	<p>The revising and editing process was correctly demonstrated in the finished work</p>

	applicable, lend support in clarifying students' ideas.		
Discuss the traits of quality writing (e.g., content/idea organization, word choice, voice, sentence fluency, conventions and presentation)	<p>Proof read their paragraph using a Perfect Paragraph template or a Proof Reading Checklist to help them differentiate between events, recognize uninteresting sentences and spot mechanical errors.</p>  <p><a href="https://www.pinterest.com/danicaaam/abc-sentences/">https://www.pinterest.com/danicaaam/abc-sentences/</a></p>	<ul style="list-style-type: none"> <li>• Proof read writing</li> </ul>	Proof reading is satisfactorily done as limited errors are shown in the final draft
Prepare and publish final draft paragraphs	<p>Use the <b>Author's Chair</b> to read aloud their finished work to their classmates.</p> <p><b>Teacher can post students' work on the school's bulletin board.</b></p>	<ul style="list-style-type: none"> <li>• Share ideas</li> </ul>	Paragraphs shared reflect satisfactory use of the writing process



**RESOURCES:**

- Dolch Sight Word List for Grade 2 (basic sight words)
- Fry's Word List - High frequency words - The second hundred
- Words from Literacy 1-2-3 Big/Little books (Readers)
- Words from concepts being learnt in Integrated Studies
- Words related to general Language Arts content for Term 1 units.
- Relevant learning websites – videos, Power Point presentations and interactive activities, including games
- Word cards
- Pictures of road signs
- Supplementary readers
- Laptop
- Multimedia Projector
- Internet
- Grade level texts
- Strategy posters – comprehension strategies and skills,
- Samples of students' writing
- Graphic organizers
- Dictionaries

NATIONAL STANDARDS CURRICULUM GUIDE

# GRADE 2 LANGUAGE ARTS

## TERM2 – UNIT1

## Grade 2 – Term 2 – Unit 1 – 6 weeks

### **Introduction to the Unit:**

The students have completed one term of Grade Two and are now becoming more aware of themselves as learners and are applying the skills and strategies that they have learnt.

In speaking and listening, they will use appropriate words and phrases to acknowledge the contributions of others.

In reading, they will begin to understand that words have different meanings in context. They will learn to generate questions about themselves as readers as well as the author's intent. They respond to questions at different levels and will use evidence from the passage to substantiate predictions and inferences. They will continue to employ comprehension strategies as they read.

In this unit, they are exposed to homophones and will be able to apply the rules for writing the past tense of regular verbs.

They continue to use the writing process to create poems and stories. Their writings reflect correct use of capital letters, commas and the full stop. They will be exposed to identifying the subject in a sentence and the usage of pronouns as subjects.

They are independently applying the basic rules of language in speaking and writing and are aware that they have an audience. At the end of the unit, they will become more competent and independent learners and will apply self-correct strategies as they read, speak and write.





STRAND: SPEAKING AND LISTENING			
<b>ATTAINMENT TARGETS</b>		<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit</li> <li>Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competences</li> <li>Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>Use appropriate words to give praise and acknowledge the contribution of others</li> <li>Speak clearly and concisely with sensitivity to audience</li> <li>Listen to the experiences of others and respond with sensitivity to the speakers</li> <li>Initiate dialogue/conversation with peer(s) about a text/topical issues/classroom related matters</li> </ul>	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Use appropriate words to give praise and acknowledge the contribution of others	<b>STUDENTS WILL:</b> Speak respectfully with and about others <ul style="list-style-type: none"> <li>Talk about ways of showing appreciation for the work and assistance of classmates, teachers, parents/relatives/ friends (Use words such as, 'It is kind of you to ...' and 'I appreciate ...')</li> <li>Practise using words that demonstrate courtesy- 'Please' and 'Thank You'.               <ul style="list-style-type: none"> <li>Model and participate in activities which require them to use 'please' and 'thank you'.</li> <li>Emphasize the practice of using 'please' and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use courtesy words</li> </ul>	Courtesy words are accurately used in discussions and speech

	<p>'thank you' through dramatic play.</p> <ul style="list-style-type: none"> <li>Use contractions in classroom conversation/informal conversations to offer praise/commendation/make requests. Examples: "I'm proud of you." "We've done our best." "I'd appreciate your help with this problem."</li> </ul>		
Speak clearly and concisely with sensitivity to audience	Discuss the rules of public speaking with their teacher. Practise the skills of posturing, gestures, eye contact and speaking fluently, by pretending they are news reporters. The news item should utilise the 5 W's. Other students will critique the news item using a checklist.	Speak fluently and audibly.	The rules of public speaking demonstrated accurately
Listen to the experiences of others and respond with sensitivity to the speaker	Listen to presentations from their classmates about their favourite hobby, sport they play or any familiar experience. They will ask questions about or comment on the experiences shared.	<ul style="list-style-type: none"> <li>Listen to presentations</li> <li>Ask questions</li> <li>Make comments</li> </ul>	Questions and comments are relevant to the presentations shared
Initiate dialogue/conversation with peer(s) about a text/topical issues/classroom related matter	Select a topic and in groups, create a dialogue/conversation about it. Students will make presentations to the whole class. Students will be given a checklist to evaluate each group.	<ul style="list-style-type: none"> <li>Select topic</li> <li>Create dialogue</li> <li>Make presentation</li> <li>Evaluate presentation</li> </ul>	Presentations adequately show initiated and sustained dialogues/conversations

**STRAND: WORD RECOGNITION AND FLUENCY**

ATTAINMENT TARGETS	OBJECTIVES Students should be able to:
<ul style="list-style-type: none"> <li>• Read fluently and with appreciation</li> <li>• Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices</li> <li>• Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</li> <li>• Develop phonic awareness and use knowledge of letter-sound correspondence in order to decode unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their phonetic skills to decode unfamiliar words with consonant blends in the initial and final position</li> <li>• Apply their knowledge of sound-symbol relationships to decode words with consonant digraphs in the initial, medial and final position</li> <li>• Apply spelling techniques such as visual memory, analogy or mnemonics to spell high frequency words</li> <li>• Differentiate the meaning and spelling of various homophones</li> <li>• Interpret the meaning of homographs in context</li> </ul>

OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
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PHONICS			
Apply their knowledge of sound-symbol relationships to decode words with consonant digraphs in the initial, medial and final position	<p><b>STUDENTS WILL:</b></p> <p>Work in groups to decode words with 'th' in various positions. They will be given word cards to use the initial letter of a picture to spell a word. They will then read the word they spelt.</p> <div data-bbox="504 1222 1194 1329" style="display: flex; justify-content: space-around; align-items: center;">     </div>	<ul style="list-style-type: none"> <li>• Decode words</li> <li>• Identify consonant digraphs</li> <li>• Differentiate among consonant digraph sounds</li> </ul>	<p>Consonant digraphs identified and words decoded correctly</p> <p>Consonant digraphs recognised and pronounced correctly</p>

c	h	a	t
---	---	---	---

Identify the consonant digraph and tell if it is in the initial, medial or final position.

**Points to note**

*Letter tiles can be used to spell words or the cards can be covered with plastic and students write with a dry erase marker.*

Recite a poem, phrase or rhyme to emphasise the consonant digraphs sounds (sh, th, ph, ch, wh). e.g.

I **push**ed my way through the door.  
 I am in a **rush**.  
 Oh how I **wish** I would have  
 gotten here earlier.  
 I sit down and the **cush**ions on the  
 chair is **plush**.  
 The program starts and I begin to cough.  
 The lady next to me tells me to **shush**.  
 I look up to the front and even though  
 things didn't go as planned I am still  
 a happy man.


Author unknown

- Sort word cards
- Read words

Ch' and 'sh' appropriately pronounced in words and in isolation  
  
 ng' and ng+g pronounced correctly in words

	<p>Sort teacher-made word cards with words with 'ch' and 'sh'.</p> <p>Read words using the correct pronunciation of the voiceless 'ch' and its voiceless 'sh' counterpart using appropriate articulation. e.g. check, wish</p> <p>Practise the correct pronunciation of the 'ng', ng+g digraphs applying appropriate articulation of the sounds in medial and word final positions. e.g. thing, tongue, angry, finger, dangle,</p>								
<p>Apply their phonetic skills to decode unfamiliar words with consonant blends in the initial and final position</p>	<p>Read poem with words containing '<b>st</b>'. Complete graphic organizers that depict the position of the blend in the word. e.g.</p> <table border="1" data-bbox="504 803 814 942"> <tr> <td>Beginning</td> <td>Final</td> </tr> <tr> <td>star</td> <td>past</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Beginning	Final	star	past			<ul style="list-style-type: none"> <li>• Read words</li> <li>• Recognise consonant blends</li> </ul>	<p>Initial or final consonant blends recognised and appropriate sounds are made</p> <p>Graphic organizer completed correctly to show beginning and initial positions of the consonant blend</p>
Beginning	Final								
star	past								
<b>Spelling</b>									
<p>Apply spelling techniques such as visual memory, analogy or mnemonics to spell high frequency</p>	<p>Listen to identify the initial phoneme blend in a spoken word; write the graphemes to represent the sound they hear, then add the rime to spell the given word.</p> <p>In small group students will model the above skill.</p>	<ul style="list-style-type: none"> <li>• Identify phoneme blends</li> <li>• Spell words</li> </ul>	<p>Phoneme blends accurately represented by the appropriate graphemes</p>						

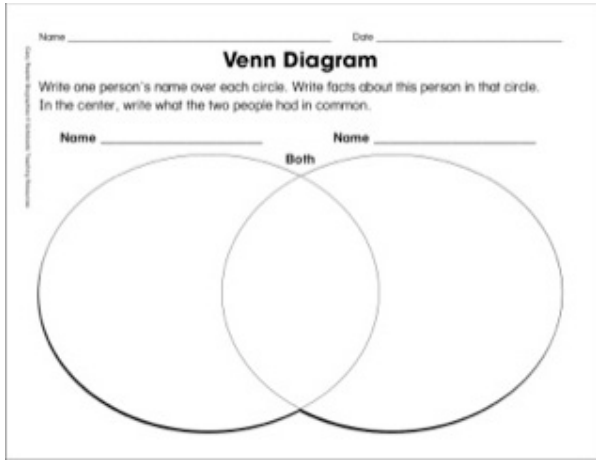


words	<p>eg., /gr/ /ape/</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">grape</div> <p>Use the following spelling techniques to spell high frequency words.</p> <ol style="list-style-type: none"> <li>a. Visual memory - e.g. look for <b>and</b> in <i>sand</i></li> <li>b. Analogy - e.g. south, mouth</li> <li>c. Mnemonics - e.g. good as gold</li> </ol>	<ul style="list-style-type: none"> <li>• Spell high frequency words</li> </ul>	High frequency words accurately read and spelt
<b>Vocabulary Development</b>			
Differentiate the meaning and spelling of various homophones	<p>Identify homophones in a song or text and discuss their meaning and spelling. Use the context of a sentence to identify which homophone is being used.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">The man <b>rode</b> his bike down the dusty <b>road</b>.</div> <div style="text-align: center; margin: 10px auto;">  </div> <p>Use homophone pairs to play Pictionary, write silly sentences and create an illustration for each sentence.</p>	<ul style="list-style-type: none"> <li>• Identify homophones</li> </ul>	Homophones accurately determined based on contexts in which they appear

<p>Interpret the meaning of homographs in context</p>	<p>Read from a list the definitions given for various homographs. Then in groups of pairs formulate a sentence to show the meaning of two or three homographs.</p> <div data-bbox="672 302 1075 666" data-label="Image"> </div> <p><a href="https://www.pinterest.com/pin/154177987222216171/">https://www.pinterest.com/pin/154177987222216171/</a></p> <p>Create a rhyme, jingle or story using various homographs.</p> <p>Play Homograph Jeopardy and complete fill-in the blank sentence to identify the correct meaning of the homograph being used.</p>	<ul style="list-style-type: none"> <li>Distinguish multiple word meanings</li> </ul>	<p>Homographs used correctly in speech and sentences</p>
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**STRAND: COMPREHENSION**

<b>ATTAINMENT TARGETS</b>		<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>• Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</li> <li>• Use deduction and inference to interpret information and ideas and to predict outcomes</li> <li>• Read fluently and with appreciation</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>• Identify story setting</li> <li>• Associate words and phrases with particular sensory appeals</li> <li>• Identify similarities/differences between story characters</li> <li>• Analyse and interpret questions at the different levels (e.g. literal and inferential)</li> </ul>	
<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT CRITERIA</b>
Identify story setting	<b>STUDENTS WILL:</b>  Design a poster to depict the setting in the story	<ul style="list-style-type: none"> <li>• Design poster</li> </ul>	Story settings accurately identified
Identify the sensory organs to which the poem appeals	Name sensory imagery that they pick up from the poem  Give words or phrase from the poem that help them to identify each sensory image. e.g.	<ul style="list-style-type: none"> <li>• Identify the sensory imagery</li> <li>• Identify the sensory organs</li> </ul>	Sensory images are correctly identified  Given evidence supports the sensory organ identified

	<p>I love the <b>taste</b> of chocolate  Melting on my tongue  I love the <b>smell</b> of mum's perfume  Underneath my nose  I love the <b>feel</b> of sand  Soft between my toes  I love the <b>sound</b> of waves  Crashing on the beach  I love the <b>sight</b> of fireworks  Lighting up the darkness.</p> <p><a href="https://learningkit.wikispaces.com/Sense+poems">https://learningkit.wikispaces.com/Sense+poems</a></p>		
<p>Identify similarities/differences between story characters</p>	<p>Use Venn Diagram to show similarities and differences between two characters.</p>  <p><a href="https://www.pinterest.com/pin/538954280386566206/">https://www.pinterest.com/pin/538954280386566206/</a></p>	<ul style="list-style-type: none"> <li>• Identify similarities and differences</li> <li>• Compare and contrast characters</li> </ul>	<p>Story characters accurately distinguished</p>

	Use signal words to compare ( <b>both, also, just like, alike</b> ) and contrast ( <b>although, but, however, than</b> ) story characters		
<ul style="list-style-type: none"> <li>Analyse and interpret questions at the different levels e.g. (literal and inferential)</li> </ul>	Use Shared Reading to read a story or passage. Teacher will use DRTA Strategy to engage students orally in answering questions and making predictions based on the text.	<ul style="list-style-type: none"> <li>Answer questions</li> <li>Make predictions</li> </ul>	<p>Questions answered satisfactorily</p> <p>Predictions made satisfactorily matched events mentioned in text</p>

**STRAND: GRAMMAR AND CONVENTIONS**

ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <li>Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</li> <li>Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>Add <b>-d</b> and <b>-ed</b> to a range of verbs with different endings to denote the past tense</li> <li>Apply basic rules for use of the comma, full stop and capital letters</li> <li>Construct simple interrogative sentences with forms of the verbs 'to be', 'to do' and 'to have'</li> <li>Substitute nouns with appropriate pronouns</li> <li>Determine the subject of given sentences applying knowledge of nouns and pronouns</li> <li>Use appropriately the indefinite articles '<b>a</b>' and '<b>an</b>'</li> </ul>	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Add <b>-d</b> and <b>-ed</b> to a range of verbs with different endings to denote the past tense	<b>STUDENTS WILL:</b> Collect, read and discuss age-appropriate examples of vacation/ trip reviews. Identify the <b>d</b> and <b>ed</b> endings in words that are used to show the past tense.	<ul style="list-style-type: none"> <li>Discuss vacation/ trip reviews</li> <li>Discuss the past tense</li> <li>Use the past tense</li> </ul>	Reviews written show adequate use of past tense

Discuss the importance of the past tense in this kind of writing.

Use given words/pictures as stimuli to write a simple vacation/ trip review.

**Points to note**

*Remind students to apply the use of the past tense in their writings.*

Create individual 'bingo' cards and use the past tense to list (on bingo cards) 12 possible activities their peers may have engaged in during the last holiday.

Compete to have their peers sign beside the activities in which they participated.

For Example:

visited my grandparents _____	played football _____	planted a tree _____
cleaned my room _____	visited the beach _____	cooked a meal _____

- Write vacation/trip review

- Create bingo cards
- Work collaboratively

The past tense accurately used to create cards for Bingo game

	<p><b>Points to Note:</b></p> <p>A student's name should appear only <b>once</b> on any given card.</p> <p>The winner of the game is the first person who gets a signature beside all his activities and shouts out "BINGO".</p>		
Apply basic rules for use of the comma, full stop and capital letters	Discuss punctuation choices in their readers, texts and in their own writing.	<ul style="list-style-type: none"> <li>• Discuss punctuation choices</li> </ul>	Punctuation used adequately discussed
	Use a punctuation editing wheel to edit their writing and those of their peers for proper punctuation use.	<ul style="list-style-type: none"> <li>• Edit for punctuation use</li> </ul>	Written work accurately edited for punctuation use
	Rewrite given sentences/paragraphs using the correct punctuation marks	<ul style="list-style-type: none"> <li>• Use punctuation marks</li> <li>• Rewrite sentences/paragraphs</li> </ul>	Punctuation marks used appropriately in sentences/paragraphs
	Create poems/jingles reflecting their understanding of the rules for using commas, full stops and capital letters.	<ul style="list-style-type: none"> <li>• Create poems/jingles</li> <li>• Outline rules for punctuation use</li> </ul>	Poems/Jingles accurately reflected punctuation rules



<p>Construct simple interrogative sentences with forms of the verbs 'to be', 'to do' and 'to have'</p>	<p>Create questions (<b>using the forms of the verbs 'to be', 'to do' and 'to have'</b>) to find out things they always wanted to know about their peers.</p> <p>Sit in two rows facing each other.</p> <p>Ask the student directly facing them one of their questions, record the response and have that same student ask them a question and record the answer. Move one chair space and interview another student. (This can be repeated as many times as the teacher desires).</p> <p><b>Points to Note:</b></p> <ul style="list-style-type: none"> <li>✓ <i>To ensure that students use the verbs 'to be', 'to do' and 'to have' they may be given a list of verbs to use in creating their questions.</i></li> <li>✓ <i>The teacher should vet questions created by students for appropriateness.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Construct interrogative sentences</li> <li>• Use forms of the verbs 'to be', 'to do' and 'to have'</li> <li>• Interview peers</li> <li>• Record interview responses</li> </ul>	<p>Forms of the verbs 'to be', 'to do' and 'to have' appropriately used to create interrogative sentences</p>
<p>Substitute nouns with appropriate pronouns</p>	<p>Complete worksheets (online/offline) where they replace nouns with suitable pronouns.</p> <p>Complete matching exercises where they match nouns to appropriate pronouns.</p> <p>Replace nouns with appropriate pronouns in popular songs.</p>	<ul style="list-style-type: none"> <li>• Use pronouns</li> </ul>	<p>Pronouns appropriately used to replace nouns</p>

		<ul style="list-style-type: none"> <li>• Match nouns and pronouns</li> </ul>	Nouns appropriately matched to suitable pronouns
Determine the subject of given sentences applying knowledge of nouns and pronouns	Write complete sentences on sentence strips. Cut out the subject of the sentence. Paste the strip on a board and have their peers experiment with fitting different subjects in the slot to complete the sentence. Discuss why various subjects may or may not be appropriate.	<ul style="list-style-type: none"> <li>• Construct sentences</li> <li>• Identify sentence subject/s</li> <li>• Substitute sentence subject/s</li> <li>• Discuss sentence subject choices</li> </ul>	<p>Subjects accurately identified and replaced</p> <p>Appropriateness of subject choices for sentences adequately discussed</p>
Use appropriately the indefinite articles 'a' and 'an'	Work in pairs to complete a worksheet on using a/an. They will take turns reading sentences that have missing articles. They will give the article that they think will complete the sentence. They will also say why they chose that response.	<ul style="list-style-type: none"> <li>• Use a/an</li> <li>• State reasons</li> </ul>	<p>a/an Worksheets completed correctly</p> <p>Reasons given accurately reflect rules of using a/an</p>

**STRAND: WRITING**

**ATTAINMENT TARGETS**

**OBJECTIVES**

Students should be able to:

- Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including, layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

- Write formal simple invitations using the writing process including prewriting, drafting, revising, editing, and publishing
- Work cooperatively in groups to complete a range of written tasks
- Use prewriting strategies including drawing, webbing, listing, note taking, and other graphic organizers
- Discuss and use the traits of quality writing (e.g. content/idea, organization, word choice and voice) in drafting
- Discuss and use the traits of quality writing (e.g. sentence fluency, conventions and presentation) in revising and editing
- Prepare and publish a final draft of simple thank you letters

OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA										
<p>Write formal simple invitations using the writing process including prewriting, drafting, revising, editing, and publishing</p>	<p><b>STUDENTS WILL:</b></p> <p>Use the <b>Writing Process</b> to write an <b>Invitation:</b></p> <p>Critique different types of invitations and discuss the parts of an invitation.</p> <p>Use graphic organizer to answer the <b>Who, What, When, Where</b> and <b>Why</b> questions about the event.</p> <table border="1" data-bbox="506 678 1037 968"> <tr> <td data-bbox="506 678 630 736"><b>Who?</b></td> <td data-bbox="630 678 1037 736"></td> </tr> <tr> <td data-bbox="506 736 630 793"><b>What?</b></td> <td data-bbox="630 736 1037 793"></td> </tr> <tr> <td data-bbox="506 793 630 850"><b>When?</b></td> <td data-bbox="630 793 1037 850"></td> </tr> <tr> <td data-bbox="506 850 630 907"><b>Where?</b></td> <td data-bbox="630 850 1037 907"></td> </tr> <tr> <td data-bbox="506 907 630 965"><b>Why?</b></td> <td data-bbox="630 907 1037 965"></td> </tr> </table> <p>Write drafts of invitations on blank sheets and then allow group members to proofread using the sample displayed by the teacher as a guide.</p>	<b>Who?</b>		<b>What?</b>		<b>When?</b>		<b>Where?</b>		<b>Why?</b>		<ul style="list-style-type: none"> <li>• Critique invitations</li> <li>• Answer questions</li> </ul> <ul style="list-style-type: none"> <li>• Create drafts</li> <li>• Edit invitations</li> </ul>	<p>Critique of invitations adequately given to show different types</p> <p>Responses to questions correspond with the purpose</p> <p>Edited drafts show evidence of usage of given sample</p>
<b>Who?</b>													
<b>What?</b>													
<b>When?</b>													
<b>Where?</b>													
<b>Why?</b>													
<p>Use prewriting strategies including drawing, webbing,</p>	<p>Use the <b>Writing Process</b> to write a Thank You <b>letter:</b></p> <p><b>Create a list/web of details that they need to write in a Thank</b></p>	<ul style="list-style-type: none"> <li>• Create list/web</li> </ul>	<p>List/web created includes details needed to write Thank You letters</p>										

listing, note taking, and other graphic organizers	<p><b>You letter.</b></p> <p><b>Use graphic organizer to draft a Thank You letter.</b></p>	<ul style="list-style-type: none"> <li>• Write draft</li> </ul>	Draft includes information from graphic organizer
Work cooperatively in groups to complete a range of written task organizers	<p>Decorate and write in the blank cards given by the teacher and then work in groups to create charts on which to display their final pieces.</p> <p>Work in groups to write responses to given questions that are pertaining to writing. e.g. <b>'How does writing do our talking?'</b></p>	<ul style="list-style-type: none"> <li>• Complete invitations</li> <li>• Create charts</li> <li>• Work in groups</li> </ul>	Displayed pieces depict evidence of cooperative group effort
Discuss and use the traits of quality writing (e.g., content/idea, organization, word choice and voice) in drafting	<p>Identify, read and discuss the parts and purpose of a letter</p> <p>Use a graphic organizer to generate ideas for their Thank You Letters.</p>	<ul style="list-style-type: none"> <li>• Generate ideas</li> <li>• Identify letter parts</li> </ul>	<p>Ideas generated and recorded correspond with the purpose</p> <p>Letter parts identified correctly</p>

	<p>Name _____ Marks _____</p> <table border="1" data-bbox="510 184 732 465"> <thead> <tr> <th colspan="2">Letter Planner</th> </tr> </thead> <tbody> <tr> <td>Who is the letter for?</td> <td></td> </tr> <tr> <td>Why am I writing?</td> <td></td> </tr> <tr> <td>What can I ask about?</td> <td></td> </tr> </tbody> </table> <p><a href="http://theeducationcenter.ecomm-nav.com/educationproduct/friendly-letter">http://theeducationcenter.ecomm-nav.com/educationproduct/friendly-letter</a></p>	Letter Planner		Who is the letter for?		Why am I writing?		What can I ask about?			
Letter Planner											
Who is the letter for?											
Why am I writing?											
What can I ask about?											
<p>Discuss and use the traits of quality writing (e.g. sentence fluency, conventions and presentation) in the revising and editing</p>	<p>Use the information from a graphic organizer to write sentences for their letters.</p> <p>Circulate letters within their groups to be revised based on the Writing Letter Checklist given by the teacher.</p> <p style="text-align: center;"><b>Writing Letter Checklist</b></p> <p>Place a tick or x.</p> <p><b>Revising</b></p> <p>Does my letter have all five parts?    <input type="checkbox"/> <input type="checkbox"/></p> <p>Am I talking to the reader?            <input type="checkbox"/> <input type="checkbox"/></p> <p>Does my letter make sense?            <input type="checkbox"/> <input type="checkbox"/></p> <p>Can I add more detail?                 <input type="checkbox"/> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Compose sentences</li> <li>• Revise and edit letters</li> </ul>	<p>Sentences written correspond with the topic sentence</p> <p>Revised and edited writing reflect the input of group members</p>								

	<p><b>Proofreading</b></p> <p>Did I use commas correctly?      <input type="checkbox"/> <input type="checkbox"/></p> <p>Did I use capital letters and end marks correctly?  <input type="checkbox"/> <input type="checkbox"/></p> <p>Did I spell all my words correctly?      <input type="checkbox"/> <input type="checkbox"/></p> <p>Did I leave proper space or margin?      <input type="checkbox"/> <input type="checkbox"/></p> <p><b>Final Copy</b></p> <p>Is my copy neat and easy to read?      <input type="checkbox"/> <input type="checkbox"/></p> <p>Proofread their letters and edit them against the <b>Writing Letter Checklist</b></p>		
<p>Prepare and publish a final draft of simple thank you letters</p>	<p>Rewrite final drafts on letter templates given by the teacher and the use <b>Writing Letter Checklist</b> to check final draft.</p> <p>Share final drafts using the <b>Author's Chair</b> and then display them on the Author's Board created by the students and teacher.</p>	<ul style="list-style-type: none"> <li>• Share final drafts</li> <li>• Display writing pieces</li> </ul>	<p>Final draft shared and displayed reflects adequate use of the writing process</p>

**RESOURCES:**

- Dolch Sight Word List for Grade 2 (basic sight words)
  - Fry's Word List- High frequency words – The second hundred
  - Words from Literacy 1-2-3 Big/Little books (Readers)
  - Words from concepts being learnt in Integrated Studies
  - Words related to general Language Arts content for Term 2 units.
  - Relevant learning websites – videos, Power Point presentations and interactive activities, including games
  - Word cards
  - Pictures from magazines, newspaper, post cards
  - Samples of invitations
  - Sentence strips
  - Supplementary readers
  - Laptop
  - Multimedia Projector
  - Internet
  - Grade level texts
- 
- Strategy posters – comprehension strategies and skills,
  - Samples of students' writing
  - Graphic organizers
  - Noun/Pronoun Worksheets
  - Checklists for writing and punctuation
  - Blank Bingo Cards



NATIONAL STANDARDS CURRICULUM GUIDE

# GRADE 2 LANGUAGE ARTS

## TERM2 – UNIT2

## Grade 2 – Term 2 – Unit 2 – 6 weeks

### **Introduction to the Unit:**

In this unit, there is continuous development of listening and speaking skills. Students are provided with varied opportunities to strengthen these skills as they become increasingly aware of purpose and audience.

Emphasis is placed on phonics with the objective of increasing speed in decoding of unfamiliar words. Spelling and vocabulary building strategies continue to be emphasized during this unit.

In comparing similarities and differences, students use graphic organizers to represent their thoughts. They make meaningful connections with text by applying their personal experiences as they read.

The students continue to use the writing process to produce varied types of writings and emphasis is placed on application of grammatical rules when revising and editing. Additionally, in language usage, focus is given to the past and present continuous tense and plural forms of irregular nouns.

The unit makes use of a variety of strategies, instructional activities and materials that will enhance the students' critical and creative skills.

STRAND: SPEAKING AND LISTENING			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <li>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit</li> <li>Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competences</li> <li>Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>Listen to identify the tone used to transmit information</li> <li>Interpret and discuss a variety of messages conveyed by visual media</li> <li>In pairs, use scripted dialogue to practice speaking SJE</li> <li>Speak clearly and concisely with sensitivity to audience</li> </ul>	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Listen to identify the tone used to transmit information	<p><b>STUDENTS WILL:</b></p> <p>Listen to a story to identify where the shift in the character's tone seems to occur and state what the tone suggests.</p> <p>Ask students to draw a star, write their names in the centre and write the names of people they usually talk to on each point. Describe how they talk to each person or groups. Do they use the same tone of voice or words? Do they stand or sit differently? How do they adjust their language?</p>	<ul style="list-style-type: none"> <li>Listen attentively</li> <li>Discuss use of tone of voice</li> </ul>	Tone is appropriately identified and justified

<p>Interpret and discuss a variety of messages conveyed by visual media</p>	<p>Tell where they have seen different advertisement and speak about the message the individual ads are conveying or convincing them to do or think. State whether they agree or disagree with the suggestions.</p> <p>Name target audiences for products.</p>	<ul style="list-style-type: none"> <li>• Interpret and discuss ads</li> <li>• Identify target audience</li> </ul>	<p>Messages conveyed by ads accurately interpreted</p> <p>Target audience identified correctly</p>												
<p>In pairs, use scripted dialogue to practice speaking SJE</p>	<p>With elbow partners write dialogue involving two characters. Take turns practicing the dialogue of different characters.</p>	<ul style="list-style-type: none"> <li>• Read dialogue</li> </ul>	<p>Dialogue reflects correct usage of SJE</p>												
<p>Speak clearly and concisely with sensitivity to audience</p>	<p>In pairs, select characters and present dialogue to class. Use speaking checklist to guide their presentations.</p> <div data-bbox="533 647 853 1081" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>When I speak...</b> </p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"><b>I speak clearly.</b></td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"><b>I look at my audience.</b></td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"><b>I speak so I can be heard.</b></td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"><b>I speak slowly.</b></td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"><b>I answer questions that are asked.</b></td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"><b>I stand/sit still.</b></td> </tr> </table> </div> <p><a href="https://www.pinterest.com/SallyBalm/ela-speaking-and-listening/">https://www.pinterest.com/SallyBalm/ela-speaking-and-listening/</a></p>		<b>I speak clearly.</b>		<b>I look at my audience.</b>		<b>I speak so I can be heard.</b>		<b>I speak slowly.</b>		<b>I answer questions that are asked.</b>		<b>I stand/sit still.</b>	<ul style="list-style-type: none"> <li>• Use checklist</li> <li>• Make presentations</li> </ul>	<p>Presentations reflect adequately the guidelines in the checklist</p>
	<b>I speak clearly.</b>														
	<b>I look at my audience.</b>														
	<b>I speak so I can be heard.</b>														
	<b>I speak slowly.</b>														
	<b>I answer questions that are asked.</b>														
	<b>I stand/sit still.</b>														

**STRAND: WORD RECOGNITION AND FLUENCY**

ATTAINMENT TARGETS	OBJECTIVES Students should be able to:
<ul style="list-style-type: none"> <li>• Read fluently and with appreciation</li> <li>• Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices</li> <li>• Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead to identify new words</li> <li>• Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and correctly pronounce words containing the vowel diphthongs <b>ow</b>, <b>ou</b>, <b>oi</b> and <b>oy</b></li> <li>• <b>Identify</b> and differentiate among the vowel digraphs sounds</li> <li>• Distinguish between ‘silent’ and ‘non-silent’ letter</li> <li>• Spell words with medial (<b>l</b>)</li> <li>• Explore syllabication rules to improve vocabulary and spelling</li> <li>• Apply and use compound words to derive new word meanings</li> </ul>

OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
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**PHONICS**

Distinguish between ‘silent’ and ‘non-silent’ letters	<p><b>STUDENTS WILL:</b></p> <p>Pronounce a pair of words from given flash cards, to identify the word that has the silent letter. e.g.</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px;">knife</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px;">kind</div> </div> <p>Spell words with targeted silent letters.</p>	<ul style="list-style-type: none"> <li>• Identify silent letter</li> </ul>	Silent letters are accurately determined  Words with silent letters accurately spelt
-------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------	--------------------------------------------------------------------------------------------





	<p style="text-align: center;"><b>Spelling Strategies</b></p> <ul style="list-style-type: none"> <li>o Say the word slowly and listen to what you hear. Write what you hear first, next &amp; last.</li> <li>o Write the word in parts. (st in stop)</li> <li>o Use rhyming words (rain to train)</li> <li>o Clap the syllables &amp; write letters for each part you hear.</li> <li>o Use words and names you know. (fun and silly to funny) (William to Will).</li> <li>o Think of the way the word looks in a book.</li> <li>o Think of another word with similar parts. (that/then)</li> <li>o Use classroom resources to help you.</li> <li>o Try it on a practice page and see if it looks right.</li> </ul> <p><a href="https://www.pinterest.co.uk/pin/564990715722444008/">https://www.pinterest.co.uk/pin/564990715722444008/</a></p>		
<p>Explore syllabication rules to improve vocabulary and spelling</p>	<p>Use their knowledge of consonant vowel pattern to identify syllabic pattern in a given word. e.g. c v music- <b>mu</b>/sic</p> <p>Use picture clues to derive open syllable words. e.g. pa/per, ti/ger</p>	<ul style="list-style-type: none"> <li>• Identify syllabic patterns</li> <li>• Form syllables</li> </ul>	<p>Open syllable words are correctly separated</p> <p>Open syllable words are accurately given</p>

Vocabulary Development			
Apply and use compound words to derive new word meanings	<p>Select clues from a container and interpret the clue to identify the compound word being suggested.</p> <p>e.g. <b>Corn that pops</b></p> <p><b>Shells found by sea</b></p> <p>Use prior knowledge of the meaning of individual words to predict the meaning of the compound word</p>	<ul style="list-style-type: none"> <li>• Formulate compound word</li> <li>• Predict word meaning</li> </ul>	<p>Compound words are correctly formed and written</p> <p>Meanings of compound words accurately given</p>



**STRAND: COMPREHENSION**



<b>ATTAINMENT TARGETS</b>		<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>• Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</li> <li>• Use deduction and inference to interpret information and ideas and to predict outcomes</li> <li>• Read fluently and with appreciation</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>• Analyse the events in a story to identify the story plot</li> <li>• Identify the main Idea and supporting details in a text or story</li> <li>• Draw conclusion about the moral of a story read/heard</li> <li>• Distinguish between reality and fantasy</li> </ul>	
<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT CRITERIA</b>
Analyse the events in a story to identify the story plot	<b>STUDENTS WILL:</b> <ol style="list-style-type: none"> <li>1. Use PASS Reading Comprehension strategy to read a story. After reading they will;               <ul style="list-style-type: none"> <li>✓ Name the character(s) that was(were) experiencing a problem in the story.</li> <li>✓ State the problem or incident that proved to be a challenge to the story characters.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Identify story plot</li> </ul>	Story plots are accurately identified
Identify the main Idea and supporting details in a text or story	Read a story or passage as a group, discuss the details in the story to identify the main idea and supporting details and represent the information using a graphic organizer.	<ul style="list-style-type: none"> <li>• Recognise main idea and supporting details</li> <li>• Represent information</li> </ul>	Graphic organizers are used to show the main idea and supporting details of a text

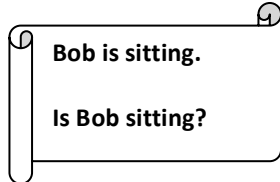
<p>Draw conclusion about the moral of a story read/heard</p>	<p>After reading/listening to a story or passage, students will:</p> <ul style="list-style-type: none"> <li>✓ Identify the moral of the story</li> <li>✓ Discuss and critique the moral of the story in expressing their view.</li> </ul>	<ul style="list-style-type: none"> <li>• Make judgement</li> </ul>	<p>Personal views are appropriately expressed about the moral of a story</p>
<p>Distinguish between reality and fantasy</p>	<p>Create Fantasy vs. Reality anchor charts.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Fantasy</b> A story with events and characters that could not happen in real life.</p>  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Reality</b> A story that can happen in real life.</p>  </div> </div> <p><a href="https://www.pinterest.com/msnikki818/real-or-fake/">https://www.pinterest.com/msnikki818/real-or-fake/</a></p> <p>Tell if a sentence is fantasy or reality. e.g. The bird flew to its nest. The bird said, "Where is my nest?"</p>	<ul style="list-style-type: none"> <li>• Create charts</li> <li>• Identify fantasy/reality sentences</li> </ul>	<p>Anchor charts adequately depict differences between fantasy and reality</p>

STRAND: GRAMMAR AND CONVENTIONS

ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <li>Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</li> <li>Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>Identify and use proper nouns correctly in a variety of texts</li> <li>Formulate rules for using capital letters across a range of texts</li> <li>Practise adding <b>-d</b> and <b>-ed</b> to a range of verbs with different endings to denote the past tense</li> <li>Apply the concept of doubling the final consonant before adding <b>'ed'</b> to form the past tense of verbs</li> <li>Use appropriate subjects (singular or plural) to construct sentences using the present continuous tense</li> <li>Construct questions with forms of the verb <b>'to be'</b> using the present and past continuous tense verb forms</li> <li>Apply basic rules for use of the comma and full stop</li> <li>Add <b>-s</b> or <b>-es</b> to form the plural of regular nouns</li> <li>Identify and use the plural form of irregular nouns</li> </ul>	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Identify and use proper nouns correctly in a variety of texts	<b>STUDENTS WILL:</b> Compete to generate proper nouns based on given topics e.g. 'My Adventure', 'My Neighbourhood'. Use the proper nouns generated to create simple sentences.	<ul style="list-style-type: none"> <li>Generate proper nouns</li> <li>Use proper nouns</li> <li>Construct sentences</li> </ul>	Relevant proper nouns correctly supplied from given topics Proper nouns appropriately used to create sentences
Formulate rules for using capital letters across a range of texts	Discuss the use of capital letters in their own readers/texts. Use patterns to formulate rules for capitalization: <ul style="list-style-type: none"> <li>✓ names of languages e.g. <b>English, French</b></li> <li>✓ countries and nationalities e.g. <b>China, Chinese</b></li> </ul>	<ul style="list-style-type: none"> <li>Discuss capitalization patterns</li> <li>Construct rules for capitalization</li> </ul>	Rules for capitalization accurately identified and adequately discussed



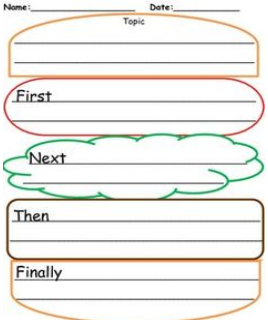
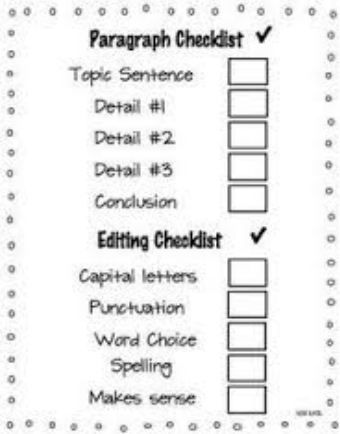
	<p>Create a past tense pocket chart and sort verbs according to past tense rules.</p>	<ul style="list-style-type: none"> <li>• Create jingles</li> <li>• Create pocket chart</li> <li>• Sort verbs</li> </ul>	
<p>Use appropriate subjects (singular or plural) to construct sentences using the present continuous tense</p>	<p>Use pictures to construct sentences using the present continuous tense.</p>  <p><a href="http://www.alamy.com/stock-photo-walking-to-school-in-the-rain-two-pupils-holding-umbrellas-23594547.html">http://www.alamy.com/stock-photo-walking-to-school-in-the-rain-two-pupils-holding-umbrellas-23594547.html</a></p>  <p><a href="http://www.gettyimages.com/detail/photo/father-feeding-baby-daughter-in-high-chair-royalty-free-image/633710431">http://www.gettyimages.com/detail/photo/father-feeding-baby-daughter-in-high-chair-royalty-free-image/633710431</a></p> <p>With a writing partner use a teacher made checklist to edit sentences for possible errors. Revise sentences where necessary. Highlight the use of the present continuous tense in each sentence.</p> <p>Share sentences with the class and justify choice of verbs in their</p>	<ul style="list-style-type: none"> <li>• Record information observed</li> <li>• Construct sentences</li> <li>• Use the present continuous tense</li> <li>• Use checklist for editing</li> <li>• Revise sentences</li> <li>• Identify the present continuous tense</li> <li>• Share presentations</li> <li>• Justify verb choices</li> </ul>	<p>Present continuous tense accurately used to describe given stimuli</p>

	sentences.		
Construct questions with forms of the verb 'to be' using the present and past continuous tense verb forms	<p>Convert given sentences using the continuous form of the verb <b>'to be'</b> into questions.</p>  <p>Watch a video about travelling. In groups, construct questions about an event or character using the past continuous tense of the verb <b>'to be.'</b></p>	<ul style="list-style-type: none"> <li>• Create questions</li> <li>• Construct questions</li> <li>• Work collaboratively</li> </ul>	<p>Questions are correctly constructed using the present/ past continuous forms of the verb <b>'to be'</b></p> <p>Past continuous tense correctly used to construct questions</p>
Apply basic rules for use of the comma and full stop	<p>In pairs, use rules for comma usage to edit sentences which have too many commas. Review sentences as a class. Talk about each comma and why it is needed or not needed. Correct any mistakes made.</p> <p>In pairs, create simple paragraphs using too many commas. Make an answer key for their paragraph. Review answers and exchange paragraphs with another group. Use answer key to check answers.</p> <p><b>Points to Note:</b></p> <p><b><i>Students may be told how many extra commas there are.</i></b></p> <p>Listen to and write down a short dictation by teacher/peers. Apply rules for using the full stop to correctly punctuate the piece.</p>	<ul style="list-style-type: none"> <li>• Edit sentences</li> <li>• Discuss comma usage</li> <li>• Apply rules for comma use</li> <li>• Review comma use</li> <li>• Listen for information</li> <li>• Record information heard</li> <li>• Use full stops</li> </ul>	<p>Rules for using the comma correctly applied to edit sentences</p> <p>Full stops accurately used to punctuate dictated piece</p>

	<p><b>Point to Note:</b></p> <p><i>The teacher should read the text to students in its entirety prior to and after the actual dictation. The dictation should not comprise word by word reading, but should instead involve short meaningful chunks.</i></p>						
Add -s or -es to form the plural of regular nouns	<p>Complete stories/poems/letters with plural nouns selected from a given list of nouns.</p> <p>Create plural noun albums with pictures of nouns which take <b>-s</b> or <b>-es</b> to form their plural.</p> <p>Label plural nouns in their albums.</p>	<ul style="list-style-type: none"> <li>• Complete stories/poems/letters</li> <li>• Form plural nouns</li> <li>• Use plural nouns</li> <li>• Collect pictures of nouns</li> <li>• Form plural nouns</li> <li>• Label plural nouns</li> </ul>	<p>Given nouns correctly pluralized and appropriately used to complete stories, poems and letters</p> <p>Pictures of nouns which take <b>-s</b> or <b>-es</b> to form their plural accurately identified and labelled</p>				
Identify and use the plural form of irregular nouns	<p>Match singular noun word cards (irregular) to their plurals.</p> <p>Use the irregular plural nouns on the word cards to create class chain stories.</p> <p>Examples:</p> <table border="1" data-bbox="504 909 1291 947"> <tr> <td>man</td> <td>men</td> <td>child</td> <td>children</td> </tr> </table> <p>With a partner search old newspapers/ magazines for as many irregular plurals as possible.</p> <p>Use these to create a picture dictionary of irregular plural nouns.</p> <p><b>Points to Note:</b></p> <p><i>The dictionary created by students should be stored in the classroom as a reference for writing speaking activities</i></p>	man	men	child	children	<ul style="list-style-type: none"> <li>• Match singular and plural nouns</li> <li>• Use plural nouns</li> <li>• Create chain stories</li> <li>• Identify irregular plural nouns</li> <li>• Use irregular plurals</li> <li>• Define singular and plural nouns</li> <li>• Create picture dictionary</li> </ul>	<p>Irregular plural nouns correctly identified and used to create a picture dictionary</p>
man	men	child	children				

STRAND: WRITING			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <li>Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including, layout, sections and paragraphs</li> <li>Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing</li> <li>Use language and text forms appropriately and with imagination to create vibrant and engaging texts</li> <li>Write well-constructed paragraphs which have linking sentences within and between them</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>Create a narrative using a picture as a stimulus</li> <li>Discuss the traits of quality writing (e.g., content/idea, organization, word choice, voice, sentence fluency, conventions and presentation)</li> <li>Prepare and publish a final draft of simple stories</li> </ul>	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Create a narrative using a picture as a stimulus	<b>STUDENTS WILL:</b> Engage in <b>Shared Writing</b> with the teacher. They will; <ul style="list-style-type: none"> <li>✓ Select a picture for the story.</li> <li>✓ Formulate a topic sentence, after discussing the picture using the 5 Ws.</li> <li>✓ Create a concept map to support details for the selected topic, this should include the story characters, setting and problem.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss/share ideas</li> </ul>	Shared Writing is evident by the level of students' participation
	Participate in drafting sentences about the picture using the transition words ( <b>beginning, middle and end</b> ). These should be written in paragraphs.	<ul style="list-style-type: none"> <li>Write sentences</li> </ul>	The drafting process is evident by the formulation of sentences that reflect the ideas depicted in a picture



<p>Discuss the traits of quality writing (e.g., content/idea, organization, word choice, voice, sentence fluency, conventions and presentation)</p>	<p>Revise sentences using any of the strategies “<b>C.U.P.S</b>, <b>Stretching Sentences</b> or <b>A.R.M.S</b>; use <b>Perfect Paragraph</b> template to revise paragraphs, to add, delete or change words.</p>  <p>The diagram shows a vertical sequence of writing boxes. At the top, there are fields for 'Name:' and 'Date:'. Below these is a large box labeled 'Topic'. This is followed by a box labeled 'First', then a box labeled 'Next', then a box labeled 'Then', and finally a box labeled 'Finally'. Colored arrows indicate the flow from one box to the next.</p> <p><a href="https://www.pinterest.com/explore/opinion-paragraph/">https://www.pinterest.com/explore/opinion-paragraph/</a></p>	<ul style="list-style-type: none"> <li>Revise sentences/ paragraphs</li> </ul>	<p>The revised and editing process is correctly demonstrated in the finished work</p>
	<p>Reread the story using a Proof Reading Checklist to help them differentiate between events, recognize uninteresting sentences and spot mechanical errors.</p>  <p>The image shows two checklists. The first is titled 'Paragraph Checklist' and has a checkmark in a box next to it. It includes items: Topic Sentence, Detail #1, Detail #2, Detail #3, and Conclusion, each with an empty checkbox. The second is titled 'Editing Checklist' and also has a checkmark in a box next to it. It includes items: Capital letters, Punctuation, Word Choice, Spelling, and Makes sense, each with an empty checkbox.</p> <p><a href="https://www.pinterest.com/pin/212091463675405687/">https://www.pinterest.com/pin/212091463675405687/</a></p>	<ul style="list-style-type: none"> <li>Proof read story</li> </ul>	<p>Proof reading was accurately done as limited errors were shown in the final draft</p>
<p>Prepare and publish a final draft</p>	<p>Students will re-write revised and edited story and draw an illustration for the story. This should be posted in the class.</p>	<ul style="list-style-type: none"> <li>Share ideas</li> </ul>	<p>Narrative shows accurate evidence of the writing process</p>

**RESOURCES:**

- Dolch Sight Word List for Grade 2 (basic sight words)
- Fry's Word List - High frequency words – The second hundred
- Words from Literacy 1-2-3 Big/Little books (Readers)
- Words from concepts being learnt in Integrated Studies
- Words related to general Language Arts content for Term 2 units.
- Relevant learning websites – videos, Power Point presentations and interactive activities, including games
- Word cards
- Pictures from magazines, newspapers, post cards
- Supplementary readers
- Laptop
- Multimedia Projector
- Internet
- Grade level texts
- Strategy posters – comprehension strategies and skills, writing checklists
- Samples of students' writing
- Graphic organizers

NATIONAL STANDARDS CURRICULUM GUIDE

# GRADE 2 LANGUAGE ARTS

## TERM3 – UNIT1

**Grade 2 – Term 3 – Unit 1 – 11 weeks**

**Introduction to the Unit:**


This is the final unit for the Grade Two students. Students will continue to use the language skills learnt in previous units. They will appropriately and creatively use acquired skills to communicate confidently and competently in varied situations, using Standard Jamaican English (SJE) and Jamaican Creole(JC).

Students will read with increasing fluency as they continue to improve their phonetic skills. They continue to be exposed to narrative and expository texts and will be able to differentiate between fantasy and reality. The students use the information from texts to draw meaningful conclusions. At this stage, the students use reading strategies frequently and rely less on the teacher.

Students apply the writing process to prepare and publish draft. They incorporate correct grammatical structures and conventions learnt.

At the end of this unit, the students would have acquired the language skills and strategies that would be required for the Grade Three Language Arts Curriculum.

STRAND: SPEAKING AND LISTENING			
ATTAINMENT TARGETS		OBJECTIVES	
<ul style="list-style-type: none"> <li>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit</li> <li>Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competences</li> <li>Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>Communicate in different contexts by experimenting with new words to build vocabulary</li> <li>Communicate information, feelings and opinions on familiar topics</li> <li>Use electronic media to enhance listening and speaking experiences</li> <li>Speak clearly and concisely with sensitivity to audience</li> <li>Report on an incident observed or discussed</li> </ul>	
OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
Communicate in different contexts by experimenting with new words to build vocabulary	<b>STUDENTS WILL:</b> <ul style="list-style-type: none"> <li>Be divided into two teams. Individually select a word to describe to their teammates and be allowed to guess the word. Use 2-3 minutes to see how many words their teammates can guess correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Give oral descriptions</li> </ul> Infer vocabulary	Targeted vocabulary accurately described and identified

	<p>Use visual prompts to initiate discussion. e.g.</p> <div data-bbox="581 256 982 477" style="border: 2px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p><b>It's the best day ever .....</b></p> <p><small>© Pamela Parry Acclaim Images.com 0518-0910-2710-4934</small></p>  </div> <p>Choose words from a box, think about it and then share what they think the word means. Find the meaning of unfamiliar words in the dictionary before using them orally. Use words to create word wall (<b><i>add to the wall each time this method is done</i></b>)</p>		
<p>Communicate information, feelings and opinions on familiar topics</p>	<p>Use pictures or video clippings to engage students in a discussion about things in the environment (<b>e.g. Air Pollution</b>). Use complete sentences and appropriate vocabulary in the discussion.</p>	<ul style="list-style-type: none"> <li>• Use descriptive words</li> </ul>	<p>Descriptive words accurately used in oral sentence structure</p>
<p>Use electronic media to enhance listening and speaking experiences</p>	<p>Listen to a story or information presented on various media, e.g. (videos, CD) and then express their views on what they heard.</p> <p>Capture and share images of interesting places in their community or a community activity. Explain why they selected those images.</p>	<ul style="list-style-type: none"> <li>• Interpret and share information</li> </ul>	<p>Electronic media adequately used to convey information</p>

<p>Speak clearly and concisely with sensitivity to audience</p>	<p>Students will discuss important speech practices.</p> <ul style="list-style-type: none"> <li>✓ Speak loudly and clearly</li> <li>✓ Use complete sentences</li> <li>✓ Stay on topic</li> <li>✓ Include details that their peers will understand</li> </ul> <p>Use these practices to deliver short presentations about an event that has happened in their lives (e.g. a vacation, birthday, taking care of a pet etc.).</p>	<ul style="list-style-type: none"> <li>• Discuss practices</li> <li>• Speak clearly</li> <li>• Apply speech practices</li> </ul>	<p>Presentations convey satisfactory use of good speech practices</p>
<p>Report on an incident observed or discussed</p>	<p>In groups discuss an incident that occurred at school. Each group prepares a report and then shares with the class. Non-members of the group use the 5 Ws to evaluate the report.</p>	<ul style="list-style-type: none"> <li>• Discuss incidents</li> <li>• Prepare reports</li> <li>• Share reports</li> <li>• Evaluate reports</li> </ul>	<p>Reports adequately incorporate the 5 Ws</p>

**STRAND: WORD RECOGNITION AND FLUENCY**

<b>ATTAINMENT TARGETS</b>		<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>• Read fluently and with appreciation</li> <li>• Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices</li> <li>• Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</li> <li>• Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words</li> </ul>		Students should be able to: <ul style="list-style-type: none"> <li>• Apply appropriate articulation of the sound given in words in which the vowels are controlled by /r/ in various positions</li> <li>• Distinguish those words in which /s/ and /x/ are pronounced as /z/</li> <li>• Apply their knowledge of the r-controlled vowel to spell and practice the correct pronunciation of 'ar', 'er', 'ir', 'or', 'ur' controlled vowels</li> <li>• Explore syllabication rules to improve vocabulary and spelling</li> <li>• Explain the meaning of (a) antonyms (b) synonyms and select correct responses by using context clues (semantics)</li> <li>• Select vocabulary from a variety of literature to generate antonyms and synonyms</li> </ul>	
<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT CRITERIA</b>
<b>PHONICS</b>			
Apply appropriate articulation of the sound given in words in which the vowels are controlled by /r/ in various positions	<b>STUDENTS WILL:</b> Practise the correct articulation of 'r' controlled vowel sounds in words and in text ('air', 'are', and 'ear', 'ere', 'or', 'oar', 'ore', 'oor').	<ul style="list-style-type: none"> <li>• Practise letter sounds</li> </ul>	'r' controlled vowel sounds are accurately articulated



<p>Distinguish those words in which /s/ and /x/ are pronounced as /z/</p>	<p>Read short stories, verses, jingles and sentences to practise the correct articulation of /s/ and /x/ as /z/. For example, when the consonant preceding the 's' is voiced, then the 's' will sound as voiced 'z':</p> <p>chairs</p> <p>machines</p> <p>bags</p>	<ul style="list-style-type: none"> <li>• Practise letter sounds</li> <li>• Read texts</li> </ul>	<p>/s/ and /x/ as /z/ are correctly articulated and pronounced in words and text</p>
<p><b>Spelling</b></p>			
<p>Apply their knowledge of the r-controlled vowel to spell and practice the correct pronunciation of 'ar', 'er', 'ir', 'or', 'ur' controlled vowels</p>	<p>Play board games such as <b>Say it and Spell it</b>, to practise the pronunciation and spelling of words containing 'r' controlled vowels.</p> <p>Practise the pronunciation and spelling of 'r' controlled vowels in words and in isolation.</p>	<ul style="list-style-type: none"> <li>• Practise letter sounds</li> <li>• Spell words</li> </ul>	<p>'r' controlled vowels are correctly pronounced and articulated in isolation and in context</p>
<p>Explore syllabication rules to improve vocabulary and spelling</p>	<p>Review the final syllable sounds: <b>-ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, and -zle</b>. Spell words that have the final syllable sound by filling in the missing syllable letters to a specific word as the words are pronounced by their classmates</p>	<ul style="list-style-type: none"> <li>• Spell final syllable words</li> </ul>	<p>Final syllable sounds are recognised and written correctly</p>

Vocabulary Development			
Explain the meaning of (a) antonyms, (b) synonyms and select correct responses by using context clues (semantics)	Identify antonyms and synonyms in a song or text and discuss their meaning and spelling. Use the context of a sentence to practise their usage	<ul style="list-style-type: none"> <li>Identify antonyms and synonyms</li> </ul>	Antonyms and synonyms are correctly identified and used
Select vocabulary from a variety of literature to generate antonyms and synonyms	Identify vocabulary from a variety of texts to play games such as <b>Word Toss</b> to match antonyms and synonyms	<ul style="list-style-type: none"> <li>Match pairs of antonyms and synonyms</li> </ul>	Antonyms and synonyms are appropriately matched and used correctly in sentences

**STRAND: COMPREHENSION**

<b>ATTAINMENT TARGETS</b>		<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>• Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</li> <li>• Use deduction and inference to interpret information and ideas and to predict outcomes</li> <li>• Read fluently and with appreciation</li> </ul>		<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the themes (e.g. friendship, cooperation, sharing) in selected stories and books</li> <li>• Distinguish between reality and fantasy</li> <li>• Draw conclusions based on different aspect of a story</li> </ul>	
<b>OBJECTIVES</b>	<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT CRITERIA</b>
Identify the themes (e.g. friendship, cooperation, and sharing) in selected stories and books	<p><b>STUDENTS WILL:</b></p> <p>Read a story (e.g. Charlotte’s Web) to identify the theme by asking the questions:</p> <p>How did the characters react to obstacles?            What important decisions did the characters make?            How did the characters grow or change in the story?            What did the characters learn?</p> <p><a href="http://minds-in-bloom.com/ideas-for-teaching-theme-and-couple/">http://minds-in-bloom.com/ideas-for-teaching-theme-and-couple/</a></p>	<ul style="list-style-type: none"> <li>• Identify and evaluate details or themes</li> </ul>	Textual themes are adequately supported and connected with supporting evidence

Distinguish between reality and fantasy	Listen to or read a text to identify elements of reality and fantasy. Create their own fantasy and reality illustrations using a real life animal.	<ul style="list-style-type: none"> <li>• Distinguish between reality and fantasy</li> <li>• Create illustrations</li> </ul>	Fantasy and reality are assessed using a checklist to show students' understanding
Draw conclusions based on different aspect of a story	Use visual clues, background information or textual clues to gain meaning and draw conclusion about story character traits or story endings.	<ul style="list-style-type: none"> <li>• Evaluate details and make judgement</li> </ul>	Conclusions are satisfactorily supported using ideas and details from the text

**STRAND: GRAMMAR AND CONVENTIONS**


**ATTAINMENT TARGETS**

- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC

**OBJECTIVES**

Students should be able to:

- Substitute nouns in subject position with personal subject pronouns (plural)  
**we, you, they**
- Substitute nouns in subject position with possessive subject pronouns (plural)  
**ours, yours, theirs**
- Use the conjunction 'and' to create plural subjects in simple sentences
- Apply correct use of personal pronouns as object (singular and plural)
- Apply correct use of possessive pronouns as object (singular and plural)
- Use appropriate adjectives in descriptions of nouns/pronouns
- Compare two nouns using the phrase '**more.....than**' accurately
- Begin to apply basic subject/verb agreement rule to create grammatical structures

OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA
<p>Substitute nouns in subject position with personal subject pronouns (plural)</p> <p><b>We you they</b></p>	<p><b>STUDENTS WILL:</b></p> <p>Play fishing game where they determine the correct personal subject pronoun of given sentences using specified descriptions of the subject. Sentences will be written on sentence strips and pronouns on word cards. Students are given the sentence and then they “fish” for the correct pronoun.</p> <p><b>For example:</b></p> <p>_____ are very beautiful. (<b>my sisters</b>)</p> <p>_____ have a hardworking teacher. (<b>Mark and I</b>)</p>  <p><a href="https://www.pinterest.com/pin/457115430899139988/">https://www.pinterest.com/pin/457115430899139988/</a></p> <p><b>Points to note.</b></p> <p><i>Other words can be added. Word cards can be cut outs of fish with magnetic strips attached. The teacher can design a rod with a magnet attached. This will help to make the learning experience authentic.</i></p>	<ul style="list-style-type: none"> <li>• Use personal pronouns</li> <li>• Replace nouns with pronouns</li> <li>• Identify sentence subjects</li> </ul>	<p>Plural personal subject pronouns correctly used to complete sentences</p>

<p>Substitute nouns in subject position with possessive subject pronouns (plural)</p> <p><b>ours</b></p> <p><b>yours</b></p> <p><b>theirs</b></p>	<p>In pairs complete worksheets where they will replace the subject of given sentences with plural possessive pronouns.</p> <p><b>For example:</b></p> <p>My neighbour’s car is green. <b>My family’s car</b> is black.</p> <p><b>My family’s car--- Ours</b></p> <p><b>Points to Note:</b></p> <p><i>The teacher may engage students in an oral version of this activity. When the teacher reads the sentence with the possessive noun students could signal the pronoun substitute by raising word cards with the correct possessive pronoun.</i></p>	<ul style="list-style-type: none"> <li>• Use possessive pronouns</li> <li>• Replace nouns with pronouns</li> </ul>	<p>Plural possessive subject pronouns correctly used to replace nouns</p>
<p>Use the conjunction ‘and’ to create plural subjects in simple sentences</p>	<p>In groups, choose two nouns from a basket with word cards. Join both nouns with the conjunction ‘and’. Use the newly formed compound subject to create a sentence. Write sentences on flip chart paper and share with class.</p>	<ul style="list-style-type: none"> <li>• Form compound subjects</li> <li>• Use the conjunction ‘and’</li> <li>• Construct sentences</li> </ul>	<p>Conjunction ‘and’ correctly used to form compound subjects in sentences</p>
<p>Apply correct use of personal pronouns as object (singular and plural)</p>	<p>Choose appropriate personal object pronouns from a pronoun word wall and use to complete dialogue.</p> <p>Discuss how object pronouns function in a sentence.</p> <p><b>Points to Note:</b></p> <p><i>Dialogue may be scenes from a play or comic strip. Dialogue may also be teacher generated or student generated where the student supplies the missing object pronouns.</i></p>	<ul style="list-style-type: none"> <li>• Use personal object pronouns</li> <li>• Complete dialogue</li> </ul>	<p>Personal object pronouns appropriately used to complete dialogue</p>

	Subject	Object		
1 <sup>st</sup> person sing.	I	me		
2 <sup>st</sup> person	you	you		
3 <sup>rd</sup> person sing.	she / he / it	her/him/it		
1 <sup>st</sup> person plural	we	us		
2 <sup>nd</sup> person plural	you	you		
3 <sup>rd</sup> person plural	they	them		
<a href="http://www.onlinemathlearning.com/personal-pronouns.html">http://www.onlinemathlearning.com/personal-pronouns.html</a>				
Apply correct use of possessive pronouns as object (singular and	Use possessive pronouns (objective case) in sentences referring to objects (toys, electronic devices, books, food etc.) they are		<ul style="list-style-type: none"> <li>• Use possessive pronouns</li> <li>• Construct</li> </ul>	Possessive pronouns accurately used to construct sentences



plural)	manipulating in class.  e.g. The blue tablet on the table is <u>mine</u> .	sentences									
Use appropriate adjectives in descriptions of nouns/pronouns	<p>Work in groups to match nouns/pronouns with suitable adjectives. Use the pronouns and adjectives to create a story, poem or song.</p> <p>Discuss why some adjectives are better suited to describe particular nouns/pronouns.</p> <p>Use a checklist with the attributes of an adjective to collect adjectives from readers, texts, magazines, newspapers etc. Use the adjectives to create a class adjective word bank.</p> <p>Sort adjectives into categories based on their attributes.</p> <p>e.g.</p> <table border="1"> <thead> <tr> <th>Size</th> <th>Texture</th> <th>Emotion</th> <th>Colour</th> </tr> </thead> <tbody> <tr> <td>large</td> <td>rough</td> <td>angry</td> <td>blue</td> </tr> </tbody> </table> <p>Use adjectives from the word bank to describe pictures.</p> <p>Use adjectives to create sentences.</p>	Size	Texture	Emotion	Colour	large	rough	angry	blue	<ul style="list-style-type: none"> <li>Describe nouns/pronouns</li> <li>Create story/poem/song</li> <li>Discuss adjectives</li> </ul> <ul style="list-style-type: none"> <li>Identify adjectives</li> <li>Classify adjectives</li> <li>Describe pictures</li> <li>Use adjectives</li> <li>Create sentences</li> </ul>	<p>Adjectives appropriately used to describe given nouns/pronouns</p> <p>Suitability of adjectives to describe nouns/pronouns adequately discussed.</p> <p>Adjectives correctly identified and sorted using given attributes</p> <p>Adjectives appropriately used to describe pictures and create sentences</p>
Size	Texture	Emotion	Colour								
large	rough	angry	blue								
Compare two nouns using the phrase	Collect a list of adjectives with two or more syllables from texts, readers, magazines, newspapers etc. for class word bank.	<ul style="list-style-type: none"> <li>Identify and use polysyllabic</li> </ul>	Comparison of nouns accurately made using polysyllabic								

<p><b>'more.....than'</b></p> <p>accurately</p>	<p>Use adjectives to compare pictures of famous vacation destinations.</p> <div data-bbox="504 262 882 427" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Kool Runnings is <b>more</b> beautiful <b>than</b> Dunn's River.</p> </div> <p><b>Points to Note:</b></p> <ul style="list-style-type: none"> <li>• Use '<b>more ...than</b>' with adjectives of two or more syllables not ending with '<b>y</b>'.</li> <li>• When comparing two things, the word '<b>than</b>' is positioned between the adjective and the thing being compared e.g.</li> </ul>	<p>adjectives</p> <ul style="list-style-type: none"> <li>• Compare nouns</li> </ul>	<p>adjectives</p>
<p>Begin to apply basic subject/verb agreement rule to create grammatical structures</p>	<p>Use present tense verbs to complete a story. e.g.</p> <p>Cleo _____ Mike's pet dog. She _____ in his room. In the morning Mike _____ breakfast. Cleo _____ under the table.</p> <p>Cleo and Mike _____ for a short walk after breakfast.</p>	<ul style="list-style-type: none"> <li>• Apply subject/verb agreement rules</li> </ul>	<p>Story completed correctly using appropriate present tense verbs</p>

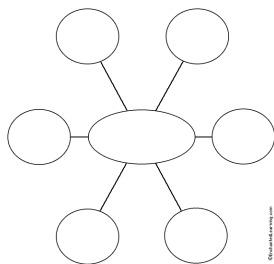
**STRAND: WRITING**

ATTAINMENT TARGETS	OBJECTIVES
<ul style="list-style-type: none"> <li>• Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including, layout, sections and paragraphs</li> <li>• Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing</li> <li>• Use language and text forms appropriately and with imagination to create vibrant and engaging texts</li> <li>• Write well-constructed paragraphs which have linking sentences within and between them</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Use a variety of prewriting strategies including drawing, webbing, listing, note taking, and other graphic organizers</li> <li>• Discuss and use the traits of quality writing (e.g., content/idea, organization, word choice and voice,) in drafting</li> <li>• Discuss and use the traits of quality writing (e.g. sentence fluency, conventions and presentation) in the revising and editing</li> <li>• Prepare and publish a finished product for a range audience</li> </ul>

OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	KEY SKILLS	ASSESSMENT CRITERIA				
<p>Use a variety of prewriting strategies including drawing, webbing, listing, note taking, and other graphic organizers</p>	<p><b>STUDENTS WILL:</b></p> <p>Use the <b>Writing Process</b> to do <b>Descriptive Writing:</b></p> <p>1a. Draw a pictorial representation of the assigned topic using the <b>Draw-Label-Caption</b> Strategy. e.g. <b>A Day at the Park</b></p> <table border="1" data-bbox="510 991 1302 1315"> <tr> <td data-bbox="510 991 1174 1315"><b>Draw</b></td> <td data-bbox="1174 991 1302 1315"><b>Label</b></td> </tr> <tr> <td colspan="2" data-bbox="510 1281 1302 1315"> </td> </tr> </table>	<b>Draw</b>	<b>Label</b>			<ul style="list-style-type: none"> <li>• Draw pictures</li> <li>• Generate ideas</li> </ul>	<p>Pictorial representation correctly illustrated</p> <p>Ideas generated and recorded correspond with the topic</p>
<b>Draw</b>	<b>Label</b>						

**Caption**

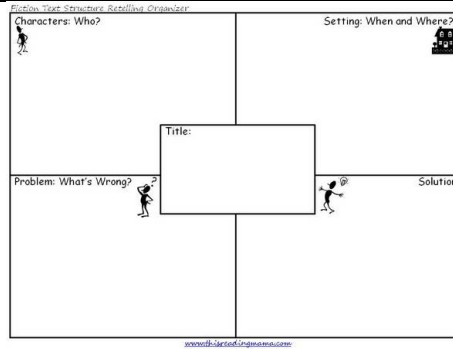
1b. Use a **Clustering/Web Organiser** to generate ideas about the topic (Teacher guided)



2. List different thoughts about the topic by answering common questions using: **Who, What, When, Where, and How**

• Answer questions

Responses to questions correspond with the topic



<https://thisreadingmama.com/wp-content/uploads/2012/11/Fiction-Text-Structure-Retelling-Organizer.pdf>

Discuss and use the traits of quality writing (e.g., content/idea, organization, word choice and voice,) in drafting

Review the prewriting stage and then use the **Transition-Action-Detail (TAD)** Strategy to write their drafts (*sentences*) for paragraph building.

<b>Transition</b> <i>(Introduce What Happened)</i>	<b>Action</b> <i>(Describe What Happened)</i>	<b>Details</b> <i>(Answer Audience Questions)</i>
On Saturday,	My friends and I went to the park.	We always go to the park to play.
When we got there,	I went on the slide with my friends.	We enjoy going on the slide to see who gets to the bottom first.

- Compose sentences

Sentences written correspond with the topic sentence

	<b>NB. Encourage pupils to skip lines to have enough space to edit.</b>										
Discuss and use the traits of quality writing (e.g. sentence fluency, conventions and presentation) in the revising and editing	<p>Review the drafting stage and then use the <b>Add, Remove, Move, Substitute (A.R.M.S )</b> Revision Strategy to revise the sentences.</p> <table border="1"> <tr> <td><b>Add</b> What else does the reader need to know</td> <td><b>Add</b> words and details to make writing more descriptive</td> </tr> <tr> <td><b>Remove</b> Are there any extra details</td> <td><b>Remove</b> words or sentences that don't support the main idea</td> </tr> <tr> <td><b>Move</b> Is the writing put together in the best way</td> <td><b>Move</b> support sentences in the best order. (Sequencing)</td> </tr> <tr> <td><b>Substitute</b> Which words can be replaced by stronger words</td> <td><b>Substitute stronger words for</b> ordinary and over used words</td> </tr> </table> <p>Review the revision stage and then use the <b>Capitalization, Usage, Punctuation and Spelling (C.U.P.S )</b> Editing Strategy to edit the writing task.</p>	<b>Add</b> What else does the reader need to know	<b>Add</b> words and details to make writing more descriptive	<b>Remove</b> Are there any extra details	<b>Remove</b> words or sentences that don't support the main idea	<b>Move</b> Is the writing put together in the best way	<b>Move</b> support sentences in the best order. (Sequencing)	<b>Substitute</b> Which words can be replaced by stronger words	<b>Substitute stronger words for</b> ordinary and over used words	<ul style="list-style-type: none"> <li>Revise sentences</li> </ul>	Revised and edited writing reflect the input of others
<b>Add</b> What else does the reader need to know	<b>Add</b> words and details to make writing more descriptive										
<b>Remove</b> Are there any extra details	<b>Remove</b> words or sentences that don't support the main idea										
<b>Move</b> Is the writing put together in the best way	<b>Move</b> support sentences in the best order. (Sequencing)										
<b>Substitute</b> Which words can be replaced by stronger words	<b>Substitute stronger words for</b> ordinary and over used words										

	<table border="1"> <tr> <td><b>Capitalization</b></td> <td>Capitalize the first word of a sentence, name of place, month, title and the pronoun "I"</td> </tr> <tr> <td><b>Usage</b></td> <td>Match nouns to verbs Use correct tense</td> </tr> <tr> <td><b>Punctuation</b></td> <td>Use end marks, put in commas</td> </tr> <tr> <td><b>Spelling</b></td> <td>Say the word, check spelling using the dictionary or ask a group member</td> </tr> </table>	<b>Capitalization</b>	Capitalize the first word of a sentence, name of place, month, title and the pronoun "I"	<b>Usage</b>	Match nouns to verbs Use correct tense	<b>Punctuation</b>	Use end marks, put in commas	<b>Spelling</b>	Say the word, check spelling using the dictionary or ask a group member		
<b>Capitalization</b>	Capitalize the first word of a sentence, name of place, month, title and the pronoun "I"										
<b>Usage</b>	Match nouns to verbs Use correct tense										
<b>Punctuation</b>	Use end marks, put in commas										
<b>Spelling</b>	Say the word, check spelling using the dictionary or ask a group member										
Prepare and publish a finished product for a range audience	<p>Rewrite and illustrate writing sample for display and for sharing with different audiences:</p> <ul style="list-style-type: none"> <li>• In the classroom</li> <li>• Beyond the classroom e.g. "The Children's Own" Writing Competition</li> </ul>	<ul style="list-style-type: none"> <li>• Display writing pieces</li> </ul>	Final pieces displayed reflect evidence of process writing								

**RESOURCES:**

- Dolch Sight Word List for Grade 2 (basic sight words)
- Fry's Word List- High frequency words – The second hundred
- Words from Literacy 1-2-3 Big/Little books (Readers)
- Words from concepts being learnt in Integrated Studies
- Words related to general Language Arts content for Term 3 units.
- Relevant learning websites – videos, Power Point presentations and interactive activities, including games
- Word cards
- Pictures
- Supplementary Readers
- Laptop
- Multi-media Projector
- Internet
- Grade level texts
- Strategy posters – comprehension strategies and skills, writing strategies
- Samples of students' writing
- Graphic organizers
- Board games
- Dictionaries





NATIONAL STANDARDS CURRICULUM GUIDE  
**MATHEMATICS**  
**GRADE 2**



## Ministry of Education, Youth & Information

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### Out of many, one people..... Jamaica

#### Maths Prayers

Lorna P. Thompson(PhD), 2010

Lord, teach me to number my days  
And graph them according to your ways  
Trusting you to base me in my plan  
To complement your perfect diagram  
Subtract the points you do not want from me  
But add the values you have set for me  
Divide the dividends I possess accordingly  
So I can multiply them systematically.  
Draw the lines I have to follow  
Guide me properly with your arrow  
Because sometimes I tend to be irrational  
Yet all the while you want me to be rational.  
Well, I learn that life is like a slope  
With it ascends and descends that I must cope  
Going through such a wonderful formula  
Is just like solving problems in algebra  
Life is indeed an infinite equation  
Perfected by your eternal computation  
And only a minuscule yet projection  
Give thanks and praise your Almighty creation.



## Ministry of Education, Youth & Information

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### Dear Father in Heaven,

Enlighten my mind so that I may recognize Your good works for what they are and neither add to nor subtract any fraction from all that You have commanded of me.

(Deuteronomy 12:32)

Supply and multiply the seed of Your righteousness in and through me, so that I may rightly divide the word of truth and present myself to You as a worker who does not need to be ashamed.

(2Corinthians 9:10-11; 2 Timothy 2:15)

For You are worthy of all praise and deserve nothing less than my best, as there is no other God who is equal to or greater than You.

How precious also are Your thoughts to me, O God! How great is the sum of them!

(Psalms 139:17)

May my thoughts also be a sweet savor to You as I count Your blessings to infinity, in Jesus name,  
Amen!



## Ministry of Education, Youth & Information

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**It is your life, live it right.**

Bickersteth Infant and Primary

### Introduction

The Jamaican Standards for Mathematics are statements about what students should know and be able to do in order to meet the Attainment Targets of The Primary Curriculum. The standards are articulated by grade level and describe a connected body of mathematical understandings and competencies that provide a foundation for all students in Grades 1 to 3.

The curriculum and the Standards for Mathematics complement each other. The standards provide support for teachers to monitor student progress and the success of teaching and learning programmes. They provide administrators and other stakeholders with a comprehensive overview of what students should be achieving in Grades 1 – 3. Most importantly, they provide a means by which student performance can be assessed in relation to the curriculum attainment targets and objectives, hence providing teachers with the necessary information to decide upon next steps for learning with students and to target students who need extra assistance.

These Standards are not intended to encompass the entire curriculum for a given grade, nor does it prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and to select instructional strategies and assessment methods appropriate for their students

Together, the Curriculum and the Standards will play an important role in the successful development of students' mathematical ability by assisting teachers to improve the quality of teaching and learning in all Jamaican classrooms.



### The Structure and Development of the Standards

The Standards for Mathematics are statements about what students should know and be able to do in order to meet the requirements of The National Standards Curriculum. These standards are structured according to the content and process strands identified in the Curriculum. For each content and process strand, a standard has been developed which is aligned with the Curriculum Attainment Targets. The Curriculum has outlined the expectations for progress through each grade level. It, therefore, serves as a guide for monitoring the progress of each student based on the standards for each grade as students will be performing at varying levels throughout the year, and will be working at a different pace. In light of this, these Standards therefore, provide support for the development of assessment programmes to assess students' achievement in relation to the targets set by the Curriculum.

Each content strand (number, measurement, algebra, geometry, statistics and probability) has a related standard outlining what students should know and be able to do in order to meet the requirements of the Curriculum. Aligned to each standard is the Curriculum Attainment Targets which specifically breaks down the content strand to several measurable goals aimed at achieving the standard. (See Figure 1). Further, Benchmarks which are the descriptions of the knowledge and skills students should acquire to achieve the Attainment Targets are presented with the related Curriculum Objectives aligned to them.

NATIONAL STANDARDS CURRICULUM GUIDE

# GRADE 2 MATHEMATICS

## SCOPE AND SEQUENCE

## Mathematics Scope and Sequence with Strategies and Techniques

<b>SCOPE AND SEQUENCE FOR GRADE 2 TERM 1 (14 Teaching Weeks)</b>				
<b>STRANDS</b>	<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>
<b>1. NUMBER</b>	<ul style="list-style-type: none"> <li>a. Compare the size of a set of objects (larger, smaller, largest, smallest).</li> <li>b. Identify equivalent sets.</li> <li>c. Identify the position of each digit in 3 digit numerals 100- 999</li> <li>d. Identify and write number names 1 through 999.</li> <li>e. Represent numbers up to 999.</li> <li>f. Compare 3 digit numbers (greatest/least).</li> <li>g. Rename numbers identifying hundreds, tens and ones.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use expanded notation to name 2 and 3 digit numbers.</li> <li>b. Interpret 3 digit numerals using hundreds, tens and ones.</li> <li>c. Place the numbers 0- 999 in serial order.</li> <li>d. Count by 2s, 3s, 4s, 5s and 10s.</li> <li>e. Use ordinals up to twentieth.</li> </ul>	<ul style="list-style-type: none"> <li>a. Add multiples of ten to numbers less than ten.</li> <li>b. Use subtraction to compare sets of objects.</li> <li>c. Use subtraction to find the parts remaining or removed from a set.</li> <li>d. Subtract 1-digit numbers from numbers less than 100.</li> </ul>	<ul style="list-style-type: none"> <li>a. Identify situations involving addition and subtraction (including worded problems).</li> <li>b. Investigate with concrete materials two number expressions that are equal for example, <math>3 + 5 = 2 + 6</math></li> <li>c. Use the zero concept (add to and subtract from any number).</li> <li>d. Model subtraction.</li> </ul>
<b>2. MEASUREMENT</b>	<ul style="list-style-type: none"> <li>a. Tell time using a calendar.</li> <li>b. Compare objects in terms of:               <ul style="list-style-type: none"> <li>- Length/height,</li> <li>- Thin/thick,</li> <li>- Tall/long/short,</li> <li>- Near/far.</li> </ul> </li> <li>c. Compare, estimate and measure length of various objects using non-standard units.</li> <li>d. Distinguish between a non-standard and</li> </ul>	<ul style="list-style-type: none"> <li>a. Identify instruments used for measuring length.</li> <li>b. Use the metre stick as a point of reference to measuring length</li> <li>c. Identify one centimetre on a ruler</li> <li>d. Identify objects best measured in centimetres/metres.</li> </ul>	<ul style="list-style-type: none"> <li>e. Estimate length to nearest <math>\frac{1}{2}</math> of a metre</li> <li>f. Estimate and measure objects of various lengths in whole numbers of centimetre and metre.</li> <li>g. Select the most appropriate unit of measure to be used in a given situation.</li> </ul>	

<b>SCOPE AND SEQUENCE FOR GRADE 2 TERM 1 (14 Teaching Weeks)</b>				
<b>STRANDS</b>	<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>
	standard units of length.(Understand the need for standard international (SI) units of measure)			
<b>3. GEOMETRY</b>	<ul style="list-style-type: none"> <li>a. Identify the circle, triangle and square as simple closed paths.</li> <li>b. Identify closed paths bounded by only straight lines.</li> </ul>	-		<ul style="list-style-type: none"> <li>a. Draw and create solids (prism (boxes), cones, circular prism (cylinder))</li> <li>b. Explore the nets of the cuboid</li> </ul>
<b>4. ALGEBRA</b>			<ul style="list-style-type: none"> <li>a. Identify, describe and complete patterns (repeating, decreasing and increasing) according to all three attributes: shape, size, colour, number, letter)</li> <li>b. Investigate patterns involving addition and subtraction.</li> <li>c. Identify, describe and create patterns seen in real life contexts. Eg. patterns in flowers, rhythms</li> <li>d. Identify the rule by examining the results</li> </ul>	<ul style="list-style-type: none"> <li>a. Determine the missing number in equations in addition and subtraction up to 18</li> <li>b. Write number sentences corresponding to problem situations.</li> </ul>



**SCOPE AND SEQUENCE FOR GRADE 2 TERM 1 (14 Teaching Weeks)**

**SCOPE AND SEQUENCE FOR GRADE 2 TERM 2 (11 Teaching Weeks)**

STRANDS	JANUARY	FEBRUARY	MARCH	
STRANDS	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
			from repeated (operations and attributes) pattern	
<b>5. STATISTICS AND PROBABILITY</b>			a. Collect, sort and group data. b. Use attributes closely related to students to classify data (e.g. number of boys/girls, etc.). c. Construct tally charts.	

<p><b>1. NUMBER</b></p>	<p>a. Solve problems involving addition and subtraction of whole numbers.</p> <p>b. Identify addend and sum given when solving problems.</p> <p>c. Recall addition facts up to 100.</p> <p>d. Add and subtract 2 &amp; 3 digit numbers with/without renaming.</p> <p>e. Add zero to any number.</p> <p>f. Add multiples of ten.</p> <p>g. Model addition and subtraction to solve problems.</p>	<p>a. Identify and give examples of even, odd, whole and counting numbers.</p> <p>b. Identify objects/set of objects showing halves, thirds or fourths, using the numerals to describe.</p> <p>c. Write whole numbers as fractional numbers.</p> <p>d. Associate fractional numerals to appropriate fraction of object or set of objects; describe object(s).</p> <p>e. Identify different names for a fraction (equivalent fraction).</p>	<p>a. Join sets and tell how many members (repeated addition).</p> <p>b. Write multiplication sentences in different ways: two 3's are 6; <math>2 \times 3 = 6</math>.</p> <p>c. Develop array to show multiplication facts.</p> <p>d. Model multiplication.</p>
<p><b>2. MEASUREMENT</b></p>	<p>a. Tell time using a calendar.</p> <p>b. Read and show time to the quarter hour on a digital and analog clock.</p> <p>c. Know the relationships between units of time.</p> <ul style="list-style-type: none"> <li>- Minutes/hour</li> <li>- Hours/day</li> <li>- Day/week</li> <li>- Week/months</li> <li>- Months/year</li> <li>- Days/year</li> </ul> <p>d. Associate time and month with events.</p> <p>e. Solve simple calendar related problems on time.</p> <p>f. Compare events that occur in 5 and 15 minutes intervals.</p>	<p>a. Recognize the litre as the unit for capacity.</p> <p>b. Use the symbols/word for litre.</p> <p>c. Identify quantities that are measured in litres.</p> <p>d. Estimate, measure and record the capacity of containers using a litre.</p>	<p>a. Compare the weight of different objects with weight of given object.</p> <p>b. Know the lighter or heavier of two objects on a balance.</p> <p>c. Identify a balance and know they are used to measure the weight of an object.</p> <p>d. Recognize the kilogram as the unit of mass</p> <p>e. Identify objects which are measured in kilograms or grams.</p> <p>f. Read scales in measuring situations requiring kilograms.</p> <p>g. Record measure using units: grams and kilograms or symbols 'g' and 'Kg'.</p>

<b>3. GEOMETRY</b>			<ul style="list-style-type: none"><li>a. Explore circles, squares, rectangles and triangles and note their properties.</li><li>b. Describe and sort plane shapes by the number of sides, number of corners or type of corners (square).</li></ul>
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## SCOPE AND SEQUENCE FOR GRADE 2 TERM 3 (11 Teaching Weeks)

STRANDS	APRIL	MAY	JUNE
<b>1. NUMBER</b>	<ul style="list-style-type: none"> <li>a. Share objects in a set into equal parts with or without remainders.</li> <li>b. Write division sentences using symbols "<math>\div</math>" and "<math>=</math>".</li> <li>c. Use <math>+</math>, <math>-</math>, <math>=</math>, <math>\neq</math>, <math>&lt;</math>, <math>&gt;</math> correctly to complete mathematical sentences.</li> </ul>	<ul style="list-style-type: none"> <li>a. Add and subtract fractions with the same denominator.</li> </ul>	<ul style="list-style-type: none"> <li>a. Investigate how many halves or quarters are contained in whole and fractional numbers (mixed numbers)</li> </ul>
<b>2. MEASUREMENT</b>		<ul style="list-style-type: none"> <li>a. Use thermometer to read the temperature at different times of the day/year and record these readings.</li> <li>b. Select the unit (metre, centimetre, litre, kilogram, gram) best used in a given measurement situation.</li> </ul>	
<b>3. GEOMETRY</b>	<ul style="list-style-type: none"> <li>a. Create models of prisms</li> <li>b. Explore the nets of prisms</li> </ul>	<ul style="list-style-type: none"> <li>c. Verify or determine the line of symmetry by folding.</li> <li>d. Identify/check patterns, objects, shapes that seem to have line symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>a. Explore the nets of pyramids</li> </ul>
<b>4. ALGEBRA</b>	<ul style="list-style-type: none"> <li>a. Identify and complete patterns according to two or more of the following attributes: shape, size, colour and orientation.</li> </ul>	<ul style="list-style-type: none"> <li>a. Find the missing addend or sum in an addition or subtraction sentence.</li> <li>b. Use simple algebra in problem solving involving addition and subtraction.</li> </ul>	
<b>b. STATISTICS AND PROBABILITY</b>	<ul style="list-style-type: none"> <li>a. Construct pictographs with a key of 1: 1 and 1: 2</li> </ul>		<ul style="list-style-type: none"> <li>a. Discuss everyday occurrences as being one of: certain, impossible or maybe</li> </ul>

### SCOPE AND SEQUENCE FOR GRADE 2 TERM 3 (11 Teaching Weeks)

STRANDS	APRIL	MAY	JUNE
	b. Interpret simple bar graphs c. Make general statements and draw conclusions based on information collected.		(use examples relating to their own experiences).

## PROCESS STRAND CHECKLIST

### Mathematical Processes

<b>Problem – Solving Skills</b>	<b>Pre - K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
Using a problem-solving plan					*
Use data from a picture, graph, table		*	*	*	*
Choose an operation		*	*	*	*
Multiple-step problems			*	*	*
Extra or missing information			*	*	*
Exact answer or estimate			*	*	*
Interpreting remainders					*
Translating words to expressions				*	*
Writing to explain					*
Writing to describe					*
Writing to compare					*
Using a calculator or computer			*	*	*

<b>Problem – Solving Strategies</b>	<b>Pre - K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
Act it out, use objects, do simulations	*	*	*	*	*
Draw a picture		*	*	*	*
Use logical reasoning		*	*	*	*
Try, check, and revise		*	*	*	*
Look for a pattern	*	*	*	*	*
Make an organized list		*	*	*	*
Make a table		*	*	*	*
Make a graph		*	*	*	*
Solve a simpler problem					*

Work backward					*
Write a number sentence/equation/proportion		*	*	*	*
Choose a strategy					*
Using multiple strategies					*

<b>Reasoning and Proof</b>	<b>Pre - K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
Logical reasoning					
Comparing/contrasting	*	*	*	*	*
Classifying/sorting/Venn diagrams	*	*	*	*	*
Finding/extending/using patterns	*	*	*	*	*
Making connections	*	*	*	*	*
Making generalizations			*	*	*
Drawing conclusions and evaluating arguments		*	*	*	*
Making/testing conjectures			*	*	*
Explaining/justifying answer/checking for reasonables			*	*	*
Visual and creative thinking					
Visual patterns/spatial reasoning	*	*	*	*	*
Solving non-routine problems		*	*	*	*
Generating problems			*	*	*

<b>Connections</b>	<b>Pre - K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
Curriculum connections to other subjects		*	*	*	*
Connections among mathematical ideas	*	*	*	*	*
Real-world connections					
Students' daily lives	*	*	*	*	*
Consumer					*
Career					*
Multicultural connections		*	*	*	*
Connections using technology			*	*	*

<b>Communication</b>	<b>Pre - K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
Writing to explain					*
Writing to compare					*
Writing to describe					*
Reading for math success/reading assists/math language		*	*	*	*
Write about it/journal					*
Talk about it/share	*	*	*	*	*
Working in cooperative groups	*	*	*	*	*
Writing convincing arguments using mathematical ideas			*	*	*



<b>Representation</b>	<b>Pre - K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
Concrete/pictorial and number-line models for whole numbers	*	*	*	*	*
Integers on a number line					
Whole-number addition/subtractions using concrete/pictorial models	*	*	*	*	*
Whole-number multiplication/division using concrete/pictorial models				*	*
Integer computation using pictorial or number-line models					
Concrete/pictorial models for part of a whole/set		*	*	*	*
Fractions on a number line					*
Fraction operations using pictorial models					*
Dividing whole numbers by fractions using pictorial models					
Pictorial model for decimals					*
Decimals on a number line					
Decimal operations using pictorial models					*
Integer operations using pictorial or number-line models					
Ratio, proportion, percent models					
Proportions related to maps and scale drawings					
Counting units to find length, area, volume		*	*	*	*
Geometric models for real-world situations		*	*	*	*
Making graphs/charts/tables/diagrams	*	*	*	*	*
Models for equations (algebra tiles, two-color counters)					
Solving problems by drawing a picture/diagram		*	*	*	*
Number sentences and equations to model real situations		*	*	*	*

NATIONAL STANDARDS CURRICULUM GUIDE

# ILLUSTRATIVE ACTIVITIES




## Ministry of Education, Youth & Information

GRADE 2	MATHEMATICS CONTENT STANDARD – NUMBER	
<b>STANDARD 1</b>	<b>Students will demonstrate an understanding of numbers, types of numbers, numeration systems; the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.</b>	
<b>Benchmarks and Illustrative Examples</b>		<b>NSC Attainment Targets (AT) and Objectives</b>
<p><b>Benchmark 2.1.1</b></p> <p>Demonstrate understanding of groups or sets using actual objects or pictures of objects.</p> <p><b>Illustrative Examples</b></p> <p>1. Look at these two sets:</p> <div data-bbox="371 899 862 1003"></div> <p>Which set has more children?</p> <p>2. Which group has the same number of members?</p> <div data-bbox="274 1177 895 1345"></div> <p>3. Kimani has 18 toy cars, as shown:</p> <div data-bbox="274 1414 756 1449"></div>		<p><b>AT-1</b> Demonstrate an understanding of the ideas of sets.</p> <p><b>Objectives</b></p> <p>2.1.1 Compare the relative sizes of two or more sets of objects to tell “more”, “less”, “same as”.</p> <p>2.1.2 Identify sets with the same number of members (equivalents sets).</p> <p>1.1.4 <i>Extended:</i> Tell which set has “more”, “less” or the “same” number of members by matching.</p> <p>1.1.8 Partition a set with many members into two or more groups and put the groups back together.</p>




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Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives
 <p>a. Take out or cross out 6 cars. b. Circle groups of three cars.</p>		See previous page for attainment targets and objectives



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Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<p><b>Benchmark 2.1.2</b></p> <p>Associate number with the members in a set of objects, representations of objects, or symbols.</p> <p><b>Illustrative Examples</b></p> <p>1. How many mangoes? _____</p>  <p>2. Peter sells mangoes from his farm. He has boxes of mangoes. Each box holds 100 mangoes. He also has bags that hold 10 mangoes. (oral presentation and response)</p> <p>a. How many bags of mangoes will fill one box?</p>	<p><b>AT-1</b> Demonstrate an understanding of the ideas of sets.</p> <p><b>Objectives</b></p> <p>1.1.5 <i>Extended:</i> Identify the number of members in a set of up to 999 members.</p> <p><b>NEW</b> Group up to 999 objects into groups of tens, and/or hundreds (tens of tens) as a preliminary to writing numerals.</p>	



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b. How many mangoes are in three boxes and 5 bags?		See previous page for attainment targets and objectives



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<b>Benchmarks and Illustrative Examples</b>	<b>NSC Attainment Targets (AT) and Objectives</b>	
<p><b>Benchmark 2.1.3</b></p> <p>Read and write number words and numerals using the Hindu-Arabic place value system, and associate both with number of objects up to 999.</p> <p><b>Illustrative Examples</b></p> <ol style="list-style-type: none"> <li>1. How many groups of hundreds are shown in the numeral 798?</li> <li>2. Which are the same as 354               <ol style="list-style-type: none"> <li>a) 3 hundreds 5 tens 4 ones</li> <li>b) 3 hundreds 4 tens 5 ones</li> <li>c) 35 tens 4 ones</li> </ol> </li> </ol> <p style="text-align: center;"><b>1   9   7</b></p> <ol style="list-style-type: none"> <li>3. Use the digits above to create               <ol style="list-style-type: none"> <li>a) the highest three digit number</li> <li>b) the lowest three digit number</li> </ol>               Find the difference between the two numbers.             </li> </ol>	<p><b>AT-2</b> Know the value of numerals and associate them with their names, numbers and ordinals.</p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1.2.2 <i>Ext</i> Name numbers up to 999 using (standard) numerals, e.g., 125</li> <li>1.2.3 <i>Ext</i>: Combine number words from grade 1 (zero through nine, twenty, thirty etc. with “hundred” to read and write up to <i>nine hundred and ninety nine</i></li> <li>2.2.1 Interpret two digit numerals as showing tens and ones, e.g., 23 shows 2 groups of ten and 3 (single) ones, or twenty three ones.</li> <li>2.2.4 Interpret numbers eleven through ninety-nine as tens and ones</li> </ol>	



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Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
4. Write the expanded notation for the following : a) 547 b) 845 c) 902 d) 193	2.2.7 Interpret a numeral for a 3-digit whole number using hundreds, tens and ones.	2.2.5 Use expanded notation to name 2 and 3-digit numbers
5. Write the number name for the following: a) 713 b) 690 c) 477 d) 896	2.2.2 Identify different names for a number.	2.2.6 Rename a number showing more than ten ones, e.g., 56 renamed as 40+16
6. How many tens and ones are in the following: a) 376 b) 962 c) 854 d) 325	<b>NEW</b> Rename a 3- digit number showing more than nine tens e.g. 798 as 79 tens 8 ones	



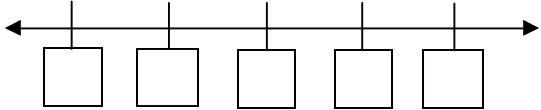


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<p><b>Benchmark 2.1.4</b></p> <p>Demonstrate an understanding of the magnitude (size) of (cardinal) numbers, and use this to compare and to place whole numbers in serial order including the number line.</p> <p><b>Illustrative Examples</b></p> <ol style="list-style-type: none"> <li>Which shows more? 567      789</li> <li>Place these numbers in order beginning with the smallest: 376, 290, 760, 237</li> <li>Which numbers come next? 126, 127, 128, _____, _____</li> <li>Place these numbers along the number line shown: 250, 300, 200, 350, and 400.</li> </ol>		<p><b>AT-2</b> Know the value of numerals and associate them with their names, numbers and ordinals.</p> <p><b>Objectives</b></p> <p>2.2.3 Tell the greatest and least of a set of 2- digit numbers.</p> <p><b>AT3</b> Use the basic operations with numbers and number patterns</p> <p>2.3.5 Identify the greatest or lesser number up to 3-digits.</p> <p>2.3.1 Place in serial order any set of numeral zero through nine hundred and ninety-nine.</p> <p>2.3.2 Count by 2s, 3s, 4s, 5s, and 10s, (up to 20, 30, 50, 100 respectively, at least).</p>



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<b>Benchmarks and Illustrative Examples</b>		<b>NSC Attainment Targets (AT) and Objectives</b>
		<p>2.3.3 Place in serial order any set of numbers between 100 and 999.</p> <p>2.3.4 Name the next three or four numbers in a sequence of 3-digit whole numbers.</p> <p><b>NEW</b> Order and compare 3 – digit whole numbers using a number line.</p>
<p><b>Benchmark 2.1.5</b></p> <p>Demonstrate an understanding of the use of number to tell positions (ordinal), and other properties and types of number.</p> <p><b>Illustrative Examples</b></p>		<p><b>AT-2</b> Know the value of numerals and associate them with their names, numbers and ordinals.</p> <p><b>Objectives</b></p>

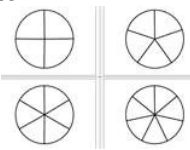




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<b>Benchmarks and Illustrative Examples</b>	<b>NSC Attainment Targets (AT) and Objectives</b>	
1. Examine the numbers zero to ten noting what type of number it is, e.g., 3 (three) it is a counting number, whole number, and an odd number 2. What is the fifth letter in the word: <b>TELEPHONE</b>	1.2.1 <i>Extended:</i> Use the ordinal numbers first, second, to tenth to identify objects, symbols, persons in a position.  <b>NEW</b> Identify and give examples of even, odd, whole, counting numbers	
<b>GRADE 2</b>	<b>MATHEMATICS CONTENT STANDARD – NUMBER</b>	
<b>STANDARD 1</b>	<b>Students will demonstrate an understanding of numbers, types of numbers, numeration systems; the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.</b>	
<b>Benchmarks and Illustrative Examples</b>	<b>NSC Attainment Targets (AT) and Objectives</b>	
<b>Benchmark 2.1.6</b>	<b>AT-2</b> Use the basic operations with numbers and number patterns.	



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<b>Benchmarks and Illustrative Examples</b>	<b>NSC Attainment Targets (AT) and Objectives</b>	
<p>Use fractional numbers to name equal parts of an object or a set of objects</p> <p><b>Illustrative Examples</b></p> <p>1. Tell the number of equal parts each circle is divided into.</p>  <p>2. What fraction of the birds are ducks?</p>  <p>3. (a) Circle a third of the set of fish</p> 	<p><b>Objectives</b></p> <p>1.3.6 Describe a fraction as one or more parts of several equal parts</p> <p><b>NEW</b> Tell the number of equal parts into which an object or a set has been divided.</p> <p><b>NEW</b> Know words: half, thirds, fourths, improper fraction, mixed fraction</p> <p>2.3.26 Identify an object/ set of objects that show fourths</p> <p>2.3.27 Use numerals to describe halves or fourths (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>) of an object/set of objects.</p> <p>2.3.28 Identify halves, thirds, fourths of a single object</p> <p>2.3.29 Write the numerals, <math>\frac{1}{2}</math>, <math>\frac{2}{2}</math>, <math>\frac{1}{3}</math> and <math>\frac{2}{3}</math>, <math>\frac{3}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{4}{4}</math>, <math>\frac{2}{4}</math> associate them with the appropriate fraction of an object or set of objects</p>	




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Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<p>(b) What is half of the set of fish?</p> <p>4. Informally using fraction pieces or shaded grids explore the answer to these:</p> <p>a) <math>2/4 + 1/4 =</math></p> <p>b) <math>1/3 + 1/3 + 1/3 =</math></p> <p>c) <math>3/4 + 1/4 =</math></p> <p>5. Change these fractions into mixed numbers.</p> <p>a) <math>4/3 =</math></p> <p>b) <math>5/4 =</math></p>	<p><b>NEW</b></p> <p>2.3.33</p> <p>2.3.34</p> <p><b>Optional</b></p> <p>2.3.30</p> <p>2.3.31</p> <p>2.2.32</p>	<p>Represent a whole number (1, or 2) as a fraction with denominator 2, 3, 4.</p> <p>Recognize an improper fraction.</p> <p>Change improper fractions to mixed numbers and vice-versa.</p> <p>Identify different names for a fraction (equivalent fractions).</p> <p>Establish the idea of fraction families</p> <p>(ii) <math>1/2, 1/4, 1/8</math> (ii) <math>1/3, 1/6, 1/9</math></p> <p>Add and subtract fractions with the same denominator.</p>




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<p><b>Benchmark 2.1.7</b></p> <p>Identify the value of notes and coins in the Jamaican currency and apply these values to the use of money to everyday situations such as purchases.</p> <p><b>Illustrative Examples</b></p> <ol style="list-style-type: none"> <li>Dawn bought the following items from the canteen: 1 orange juice for \$70.00; 1 patty for \$110. 00.               <ol style="list-style-type: none"> <li>How much did she spend?</li> <li>What change did she get if she gave the cashier \$200.00?</li> </ol> </li> <li>What is the total value of the notes and coins shown?</li> </ol> 	<p><b>AT-5</b> Demonstrate an understanding of the use and value of money.</p> <p><b>Objectives</b></p> <p><i>1.5.1 Extended</i></p> <p>Identify various Jamaican coins - \$1, \$5, \$10, \$20) and notes - \$50, \$100, \$500.</p> <p><i>1.5.2 Extended</i></p> <p>Show equal value of different combinations of notes and coins, e.g., show \$500 as combinations of \$100</p> <p><b>2.5.1</b> Tell the worth of any set of coins and notes when shown actual or pictures of them.</p>	



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<b>Benchmarks and Illustrative Examples</b>		<b>NSC Attainment Targets (AT) and Objectives</b>
		
<b>GRADE 2</b>	<b>MATHEMATICS CONTENT STANDARD – NUMBER</b>	
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<b>Benchmarks and Illustrative Examples</b>		<b>NSC Attainment Targets (AT) and Objectives</b>
<b>Benchmark 2.1.8</b>		<b>AT-4</b> Use mathematical symbols for comparison and decision making.



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<b>Benchmarks and Illustrative Examples</b>		<b>NSC Attainment Targets (AT) and Objectives</b>
<p>Identify simple mathematical symbols and use these symbols to show comparisons and number operations.</p> <p><b>Illustrative Examples</b></p> <ol style="list-style-type: none"> <li>Fill in the missing symbols               <ol style="list-style-type: none"> <li><math>65 \underline{\quad} 25 = 90</math></li> <li><math>170 \underline{\quad} 10 = 160</math></li> <li><math>224 \underline{\quad} 4 = 220</math></li> </ol> </li> <li>I have two hundred and fifty mangoes how many groups of ten can I make. Write a number sentence to show the information given.</li> <li>Ask students to put in some missing operation signs to make the following sum true: <math>1\ 2\ 3\ 4\ 5\ 6\ 7\ 8\ 9 = 100</math></li> <li>Examine the numbers below, how many different connections can you make between two or more of the numbers shown? 125;16;7;4;3;5</li> </ol>		<p><b>Objectives</b></p> <p>1.4.1 an <i>Extended</i> Use ‘+’ and ‘=’ to write addition facts and examples suggested by the joining of sets.</p> <p>1.4.1 b <i>Extended</i> Use ‘-’ and ‘=’ to write subtraction facts and examples suggested by the partitioning of sets.</p> <p>1.4.2 Use the = and <math>\neq</math> symbols to identify correct or incorrect addition and subtraction facts.</p> <p>1.4.3 Use &lt; and &gt; in making comparisons</p> <p>1.4.4 Write number sentences corresponding to (oral) problem situations stated in diagrams or in words.</p>





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Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives
<p><b>Benchmark 2.1.9</b></p> <p>Compute with whole numbers quickly and accurately; use these skills to find answers in realistic (problem) situations.</p> <p><i>a) Model the number operation: <b>Addition</b>, and add whole numbers up to sum 999.</i></p> <p><b>Illustrative Examples</b></p>		<p><b>AT-3</b> Use the basic operations with numbers and number patterns.</p> <p><b>Objectives</b></p> <p>2.3.11 Relate the ideas of doing and undoing to the operations of addition and subtraction.</p> <p>2.3.15b Recall addition facts for sums as great as 18, and relate these to subtraction facts</p>



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1.

a)  $7 + 3 =$

b)  $3 + 7 =$

2. Add these

12	6	8	23	245	503
<u>+ 6</u>	<u>+ 0</u>	<u>+10</u>	<u>+ 11</u>	<u>+73</u>	<u>+140</u>

2.3.18 Read an addition chart which summarizes the 100 addition facts.

2.3.9 Recall the addition of a multiple of ten to a number less than ten e.g.  $30+8=?$

2.3.12 Add zero to any number.

2.3.19a Add two digit multiples of ten. 2.3.21a Add two 2-digit numbers

without renaming.

2.3.22 Add to a 2-digit number a 1 or 2-digit number with or without renaming.

2.3.24 Add three 2-digit numbers with or without renaming.

2.3.14a Add 3-digit numbers arranged in horizontal or vertical form.

2.3.25a *Extended*

Add to a 3-digit numbers a 1, 2, or 3 digit number with or without renaming.

2.3.17 Identify the parts given whether addend or sum when solving problems.

2.3.16a Use addition to find answers to problems stated verbally.

2.3.8 a Solve problems which involve the use of addition:

i. Find how many in all when two or more groups are joined.



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3.

- a)  $5+2+5 =$
- b)  $9 +1+0 =$
- c)  $30+5 =$
- d)  $235 +243=$
- e)  $912+56=$

4. Pat has 43 oranges and her friend Paul gave her 26 more for the fair. How many apples Pat has now?

5. Bob has a bag of plums. He ate 12 of them, and has 24 plums left. How many plums did he have in the bag?

6. Pam went to the market with a number of mangoes for sale. She sold 180 of them and had 27 left. How many mangoes did she take to the market?

ii. Find how many at first, given the number taken out and the number left.

**NEW**

1.4.5a Use a number line to model addition and to solve problems.



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Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives
<p><b>Benchmark 2.1.9</b></p> <p>Compute with whole numbers quickly and accurately; use these skills to find answers in realistic (problem) situations.</p> <p><i>b) Model the number operation: <b>Subtraction</b>, and subtract from up to 3-digit whole numbers.</i></p>		<p><b>AT-3</b> Use the basic operations with numbers and number patterns.</p> <p><b>Objectives</b></p> <p>2.3.6 Use subtraction to find the number for the part remaining or removed from a set.</p>



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### Illustrative Examples

1. Students are able to correctly answer any 10 basic subtraction facts (sum up to 18) in 5 minutes or less.

2. Subtract these: a)  $721 - 192 =$     b)  $400 - 25 =$

c) $670$	d) $322$	e) $563$
$- 168$	$- 19$	$-172$

3. John has 87 marbles and his friend has 97 marbles. How many more marbles does his friend have?

4. Paula has 769 dollar coins she donates 500 of them to a children's home. How many does she have left?

5. Henry is saving to go on a field trip. He has \$436. If he needs to have \$850 how much more he needs to save?

6. I am thinking of 3-digit number less than 300. The tens digit is less than the hundreds digit and the ones digit is less than the tens digit. Which number am I?

2.3.7 Use subtraction to compare sets of objects (how many more in the set).

2.3.11 Relate the ideas of doing and undoing to the operations: addition and subtraction.

2.3.15a Recall subtraction facts for sums as great as 18, relating these to the addition facts

2.3.10 Subtract a 1-digit number from a number less than a hundred so that the answer is a multiple of ten. E.g.  $26-6 = 20$ .

2.3.14b Subtract from a 3-digit number, another 3, 2, or 1 digit number when arranged in horizontal or vertical form.

2.3.13 Subtract zero from any number.

2.3.21b Subtract from a 2- or 3 digit number without renaming.

2.3.19b Subtract from a 2- digit multiple of ten, another 2-digit multiple of ten, e.g.,  $50 - 20 =$

2.3.25b Subtract from a 2- or 3-digit number with regrouping of a) tens, b) hundreds, or c) both tens and hundreds.

2.3.20 Use subtraction in problems which involve finding the number for one subset (How many more are needed? How many are left? How many were taken out? ).

2.3.16b Use subtraction to find answers to problems stated verbally.



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7. On a video game, Marlon scored 650 points and Shari scored 250 points. In the next game, Shari scored 540 points more than her previous game. Is that enough to pass Marlon's score?

2.3.17 Identify the parts given, whether addend or sum, when solving problems.

**NEW** 1.4.5b Use a number line to model subtraction and to solve problems.

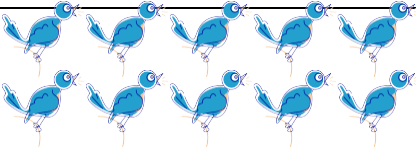



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<b>STANDARD 1</b>	<b>Students will demonstrate an understanding of numbers, types of numbers, numeration systems; the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.</b>	
<b>Benchmarks and Illustrative Examples</b>		<b>NSC Attainment Targets (AT) and Objectives</b>
<p><b>Benchmark 2.1.9</b></p> <p>Compute with whole numbers quickly and accurately; use these skills to find answers in realistic (problem) situations.</p> <p>c) <i>Model the number operation: <b>Multiplication</b>.</i></p> <p><b>Illustrative Examples</b></p> <ol style="list-style-type: none"> <li>1. Are these the same?               <ol style="list-style-type: none"> <li>a) <math>3+3+3+3</math> and <math>4 \times 3</math></li> <li>b) <math>2+2+2</math> and <math>2 \times 3</math></li> </ol> </li> <li>2. Write a multiplication sentence for the following array:</li> </ol>		<p><b>AT-3</b> Use the basic operations with numbers and number patterns.</p> <p><b>Objectives</b></p> <p>2.3.35 Join sets of the same size (same number of members) and tell how many members in all (repeated addition).</p> <p><b>NEW</b> 3.3.20 Use multiplication to state the repeated addition of the same number twice or thrice e.g. <math>9+9</math> is the same as <math>2 \times 9</math></p> <p><b>NEW</b> 3.3.24 Write multiplication sentences in different ways: two 3's are 6; <math>2 \times 3 = 6</math></p>



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GRADE 2	MATHEMATICS CONTENT STANDARD – NUMBER	
<b>STANDARD 1</b>	<b>Students will demonstrate an understanding of numbers, types of numbers, numeration systems; the relationship among numbers, and apply number theory concepts to; compute fluently and solve problems.</b>	
<b>Benchmarks and Illustrative Examples</b>	<b>NSC Attainment Targets (AT) and Objectives</b>	
 <p>3. Draw arrays to show the following multiplication phrases: <math>3 \times 2</math>; and <math>2 \times 3</math>. What is the same, what is different about these two arrays?</p>	<p>2.3.36 Arrange objects in an array to show multiplication facts for 2's and 3's</p> <p><b>NEW</b> Multiply to tell the answer to “how many in all” when equal groups have been joined.</p> <p>1.4.5 c Use a number line to model multiplication.</p>	
<p><b>Benchmark 2.1.9</b></p> <p>Compute with whole numbers quickly and accurately; use these skills to find answers in realistic (problem) situations.</p> <p>d) <i>Model the number operation: <b>Division</b>.</i></p> <p><b>Illustrative Examples</b></p> <p>1. Here are six cats. Circle groups of three.</p>  <p>How many groups did you circle? Write a division sentence to show how many groups of three are in six: <math>6 \div 3 = \square</math></p>	<p><b>AT-3</b> Use the basic operations with numbers and number patterns</p> <p><b>Objectives</b></p> <p>2.3.37 Separate a set of objects into parts of the same size (same number of members) identify the number of parts and the number of single objects left over.</p> <p><b>NEW</b> Separate a group of objects into groups of 2 or 3 objects, tell how many groups of 2's or 3's and associate this with division.</p> <p><b>NEW</b> 3.3 44 Write division sentences using symbols “<math>\div</math>” and “<math>=</math>”.</p>	





## Ministry of Education, Youth & Information

GRADE 2	MATHEMATICS CONTENT STANDARD – NUMBER	
STANDARD 1	Students will demonstrate an understanding of numbers, types of numbers, numeration systems; the relationship among numbers, and apply number theory concepts to; compute fluently and solve problems.	
Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives
2. Jean has 12 pencils. Show how she can share them equally for three persons: herself, Dora, and Paul. How many pencils will each person get?		<b>NEW</b> Associate sharing a set of objects into equal parts to tell how many each part will have with division.



## Ministry of Education, Youth & Information

GRADE 2	MATHEMATICS CONTENT STANDARD – NUMBER	
<b>STANDARD 1</b>	<b>Students will demonstrate an understanding of numbers, types of numbers, numeration systems; the relationship among numbers, and apply number theory concepts to compute fluently and solve problems.</b>	
<b>Benchmarks and Illustrative Examples</b>		<b>NSC Attainment Targets (AT) and Objectives</b>
<p><b>Benchmark 2.1.9</b></p> <p>Compute with whole numbers quickly and accurately; use these skills to find answers in realistic (problem) situations.</p> <p><i>e) Add and subtract amounts of money and measures.</i></p> <p><b>Illustrative Examples</b></p> <ol style="list-style-type: none"> <li>1. Dave has 25cents and his mom gave him 65 cents. How much money he has now?</li> <li>2. Ann spent 15 minutes of the 45 minutes given for break playing word bingo. How many minutes she has left to have her snack?</li> </ol>		<p><b>AT-3</b> Use the basic operations with numbers and number patterns</p> <p><b>Objectives</b></p> <p>2.3.23 Add money and measurements</p> <p>2.3.23a Solve problems which require the use of addition of money and measures.</p> <p>2.3.23 Subtract money and measurements 2.3.23b Solve problems which require the use of subtraction of money and measurements.</p> <p>2.5.2 Solve problems which require the addition and subtraction of money related to a purchasing situation</p>



## Ministry of Education, Youth & Information

### Grade 2 Mathematics Content Standard - Measurement

GRADE 2	MATHEMATICS CONTENT STANDARD – MEASUREMENT	
<b>STANDARD 2</b>	<b>Students will use non-standard and/or standard metric (SI) units, instruments, and procedures to estimate and measure quantities of different attributes, and to compute and solve problems.</b>	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<p><b>Benchmark 2.2.1</b></p> <p>Estimate and measure <b>distance</b> , and use these to solve related problems</p> <p><b>Illustrative Examples</b></p> <ol style="list-style-type: none"> <li>1. Show these distances:               <ol style="list-style-type: none"> <li>a) From the top of the child’s head to his/her feet.</li> <li>b) Around your waist</li> <li>c) From one edge of a desk or table to the other edge.</li> <li>d) Form one end of the pencil or pen to the other end or point.</li> </ol> </li> <li>2. Given two different length straws, children note which straw is longer?</li> <li>3. Show a metre stick, tape measure or a ruler one at a time and ask...what is the name of this object? What do we use it to do? Which worker uses this tool? (dressmaker, tailor, carpenter).</li> </ol>	<p><b>AT-6</b> Estimate, compare and use various types of measurements.</p> <p><b>Objectives</b></p> <p><b>NEW</b> 1.6.1 Describe distances (lengths, heights, etc.) using words: thin, tall, long, short, near far.</p> <p><b>NEW</b> 1.6.2/3 Tell the a) longer /shorter, b) taller/shorter, or the same length as of two objects when placed side to side.</p> <p><b>NEW</b> 1.6.3 Compare, estimate and measure distances using non-standard units such as hand spans, or steps.</p> <p><b>NEW</b> 1.6.5 Recognize a metre stick, tape measure, ruler and associate each with measuring distances.</p>	



## Ministry of Education, Youth & Information

<b>GRADE 2</b>	<b>MATHEMATICS CONTENT STANDARD – MEASUREMENT</b>	
<b>STANDARD 2</b>	<b>Students will use non-standard and/or standard metric (SI) units, instruments, and procedures to estimate and measure quantities of different attributes, and to compute and solve problems.</b>	
<b>Benchmarks and Illustrative Examples</b>		<b>NSC Attainment Targets (AT) and Objectives</b>
<p>4. Give students a metre stick, or strips of paper one metre long and ask them to find objects in the classroom that are longer than, shorter than or same size as a metre. Are these longer than, shorter than or same length as one metre?</p> <p>a) Across the teachers' desk  b) Top to bottom of the door or doorway.  c) From one wall to another along the floor.</p> <p>5. Without using a ruler, have students estimate and draw line segments of varied lengths. Then measure the line segments with a ruler to the nearest centimeter.</p> <p>6. Measure the lengths of these objects to the nearest centimeter.  a) your pencil b) your shoe c) one of your textbook</p>		<p>2.6.11 Show an understanding of the terms: - a unit length, an international standard unit of length.</p> <p>2.6.12 Recognize standard unit lengths of one metre or one centimetre and describe them using appropriate words.</p> <p>2.6.13 Identify objects best measured in metres.</p> <p>2.6.14 Identify objects best measured in centimetres.</p> <p>2.6.15 Select the most appropriate unit (metre or centimetres) to be used in a given measurement situation.</p> <p>2.6.16 Estimate and measure the lengths and other distances of various objects in whole numbers of centimeters using a ruler or a tape measure.</p> <p>2.6.18 Measure the length of objects using decimetre length (10cm) strips / length.</p> <p>2.6.17 Record measurements using the word centimetre or metre or the symbol cm or m.</p>



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<b>GRADE 2</b>	<b>MATHEMATICS CONTENT STANDARD – MEASUREMENT</b>	
<b>STANDARD 2</b>	Students will use non-standard and/or standard metric (SI) units, instruments, and procedures to estimate and measure quantities of different attributes, and to compute and solve problems.	
<b>Benchmarks and Illustrative Examples</b>		<b>NSC Attainment Targets (AT) and Objectives</b>
<b>GRADE 2</b>	<b>MATHEMATICS CONTENT STANDARD – MEASUREMENT</b>	
<b>STANDARD 2</b>	Students will use non-standard and/or standard metric (SI) units, instruments, and procedures to estimate and measure quantities of different attributes, and to compute and solve problems.	
<b>Benchmarks and Illustrative Examples</b>		<b>NSC Attainment Targets (AT) and Objectives</b>
<b>Benchmark 2.2.2</b>  Estimate and measure <b>time</b> , and use these to solve related problems  <b>Illustrative Examples</b>		<b>AT-6</b> Estimate, compare and use various types of measurements.  <b>Objectives</b>  1.6.10 <i>Extended</i>



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GRADE 2	MATHEMATICS CONTENT STANDARD – MEASUREMENT	
<b>STANDARD 2</b>	<b>Students will use non-standard and/or standard metric (SI) units, instruments, and procedures to estimate and measure quantities of different attributes, and to compute and solve problems.</b>	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<ol style="list-style-type: none"> <li>1. Sandy began eating dinner at 5:30 pm. Draw a clock face showing this time.</li> <li>2. Draw clock faces to show times to match the following activities:               <ol style="list-style-type: none"> <li>a) Breakfast</li> <li>b) Mid -morning snack</li> <li>c) Lunch time</li> </ol> </li> <li>3. Use your clock to tell how many minutes in               <ol style="list-style-type: none"> <li>a) 1 hour</li> <li>b) <math>\frac{1}{2}</math> hour</li> <li>c) <math>\frac{2}{4}</math> hour</li> </ol> </li> <li>4. Name the month of the year the following activities take place:               <ol style="list-style-type: none"> <li>a) Independence Day</li> <li>b) New Year's Eve</li> <li>c) Boxing Day</li> <li>d) Labour Day</li> <li>e) Good Friday</li> <li>f) Valentine's Day</li> <li>g) Christmas Day</li> <li>h) Ash Wednesday</li> <li>i) Heroes Day</li> </ol> </li> </ol>	<p>1.6.12 Associate time with events during a day</p> <p><b>NEW</b> Know that 60 minutes = 1 hour</p> <p>2.6.1 <i>Extended</i> Read a calendar to tell a) the month, b) day of the week</p> <p>1.6.13 Associate month with events such as holidays, birthdays etc.</p> <p><b>NEW</b> Know that there are a) 12 months in a year, b) seven days in a week, c) 30 or 31 days in a month (except February)</p> <p>2.6.3 Solve simple calendar related problems such as: How many months until.....? How many weeks until .....?</p> <p>2.6.2 Compare events which could occur in 5 and 15 minute intervals of time.</p>	<p>Read the clock / and or show time on the clock in hours and minutes (not a digital clock)</p>



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<b>GRADE 2</b>	<b>MATHEMATICS CONTENT STANDARD – MEASUREMENT</b>	
<b>STANDARD 2</b>	<b>Students will use non-standard and/or standard metric (SI) units, instruments, and procedures to estimate and measure quantities of different attributes, and to compute and solve problems.</b>	
<b>Benchmarks and Illustrative Examples</b>	<b>NSC Attainment Targets (AT) and Objectives</b>	
j) Child's Month k) Mothers' Day 5. List some activities that you can do that take at least 5 minutes. 6. Choose the most sensible time to finish eating your lunch. <b>5 minutes, 15 minutes or 30 minutes</b>	1.6.17	Estimate amounts of time spent on various activities in 5, 15 minute intervals.
<b>Benchmark 2.2.3</b>  Estimate and measure <b>liquid capacity or volume</b> , and use these to solve related problems  <b>Illustrative Examples</b> 1. Write litre or millilitre to tell which you would use to measure how much each holds. a) medicine cup b) washtub c) oil bottle d) teaspoon e) gas tank f) drinking glass g) kettle h) fish tank	<b>AT-6</b>	Estimate, compare and use various types of measurements.  <b>Objectives</b>  1.6.19 Tell which container holds a) more, b) less, c) same amount as one litre. 2.6.19 Recognize a unit capacity of one litre and describe this using the word litre or the symbol L. 2.6.20 Identify quantities in everyday life which are measured in litres.




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GRADE 2	MATHEMATICS CONTENT STANDARD – MEASUREMENT	
<b>STANDARD 2</b>	<b>Students will use non-standard and/or standard metric (SI) units, instruments, and procedures to estimate and measure quantities of different attributes, and to compute and solve problems.</b>	
<b>Benchmarks and Illustrative Examples</b>	<b>NSC Attainment Targets (AT) and Objectives</b>	
2. Estimate, then measure the number of cups full to fill a drinking glass. 3. Write these liquid measurements in order from the least to the greatest. 5 L    50 m L 5mL 50 L	<b>NEW</b> 1.6.18 Recognize a a) teaspoon, b) measuring cup and knows that it measures amounts of liquid.  2.6.21    Estimate then measure the capacity of containers /or amounts of liquid using a standard litre container, e.g. measuring cup, graduated litre box.  2.6.22    Record measures using the word litre.	
<b>Benchmark 2.2.4</b>  Estimate and measure <b>mass</b> , and use these to solve related problems  <b>Illustrative Examples</b> 1. The label on a can of beans shows 252 grams. How many cans could make 1 kilogram. Show how you got your answer. 2. Which objects should be measured in kilograms?	<b>AT-6</b> Estimate, compare and use various types of measurements.   <b>Objectives</b> 2.6.4    Compare the mass of different objects with the mass of a given object. <b>NEW</b> Know the lighter or heavier of two objects on a balance (actual or pictures)	





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GRADE 2	MATHEMATICS CONTENT STANDARD – MEASUREMENT	
STANDARD 2	Students will use non-standard and/or standard metric (SI) units, instruments, and procedures to estimate and measure quantities of different attributes, and to compute and solve problems.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
 <p>3. Choose the most sensible metric measure for each.</p> <p>a) a paper mate pen (2g 2kg)</p> <p>b) a piano (400g 400kg)</p> <p>c) a bag of dog food (4g 4kg)</p>	<p>2.6.6 Identify a balance or scale and know that this instrument measures the mass of an object.</p> <p>2.6.5 Identify objects which have a mass of <u>about</u> one kilogram or one gram.</p> <p><b>NEW</b> Identify objects in everyday life that are measured in kilograms / or using a scale/balance.</p> <p>2.6.7 Read scales in measuring situations requiring kilograms</p> <p>2.6.8 Record measurements using word grams or kilograms or the symbols kg or g e.g., 17 kilograms or 17 kg.</p>	
<p><b>Benchmark 2.2.5</b></p> <p>Understand the concept, estimate and measure <b>temperature</b>, and use these to solve related everyday problems</p>	<p><b>AT-6</b> Estimate, compare and use various types of measurements.</p>	



## Ministry of Education, Youth & Information

<b>GRADE 2</b>	<b>MATHEMATICS CONTENT STANDARD – MEASUREMENT</b>	
<b>STANDARD 2</b>	<b>Students will use non-standard and/or standard metric (SI) units, instruments, and procedures to estimate and measure quantities of different attributes, and to compute and solve problems.</b>	
<b>Benchmarks and Illustrative Examples</b>		<b>NSC Attainment Targets (AT) and Objectives</b>
<p><b>Illustrative Examples</b></p> <ol style="list-style-type: none"> <li>1. Choose the more sensible measure             <ol style="list-style-type: none"> <li>a) a person with a fever (99 °C , 40 °C)</li> <li>b) a cool day ( 20 °C , 30 °C)</li> </ol> </li> <li>2. Measure and record the temperature for a week. Graph the findings.</li> </ol>		<p><b>Objectives</b></p> <p>2.6.9 Identify the thermometer and associate it with experiences of hot, cold, warm and cool.</p> <p>2.6.10 Use the thermometer to read temperature at different times of day/year and record these readings.(degrees are mentioned in Grade 3)</p>
<p><b>Benchmark 2.2.6</b></p> <p>Given a situation to measure a quantity (length, mass or capacity) know which units and instruments are best to use.</p> <p><b>Illustrative Examples</b></p> <p>Write the unit of measure to measure the following:</p> <ol style="list-style-type: none"> <li>a) the length of a cricket bat</li> <li>b) distance along a highway</li> </ol>		<p><b>AT-6</b> Estimate, compare and use various types of measurements.</p> <p><b>Objectives</b></p> <p>2.6.23 Select the unit (metre, centimeter, litre, kilogram) best used in a given measurement situation</p>



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<b>GRADE 2</b>	<b>MATHEMATICS CONTENT STANDARD – MEASUREMENT</b>	
<b>STANDARD 2</b>	<b>Students will use non-standard and/or standard metric (SI) units, instruments, and procedures to estimate and measure quantities of different attributes, and to compute and solve problems.</b>	
<b>Benchmarks and Illustrative Examples</b>	<b>NSC Attainment Targets (AT) and Objectives</b>	
c) the weight of a goat d) the length of your exercise book e) glass of orange juice f) a bucket of water	2.6.24	Tell the measurement situation(s) in which a given unit (metre, centimetre, litre and kilogram) is best used.




## Ministry of Education, Youth & Information

### Grade 2 Mathematics Content Standard - Geometry

GRADE 2	MATHEMATICS CONTENT STANDARD – GEOMETRY
<b>STANDARD 3</b>	<b>Students will apply geometric concepts (points, paths, lines, shapes) to reason about objects and space in the environment.</b>
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives
<p><b>Benchmark 2.3.1</b></p> <p>Explore ideas of points, paths, lines, and shapes and relate these to objects in the environment.</p> <p><b>Illustrative Examples</b></p> <ol style="list-style-type: none"> <li>Explore the capital /uppercase letters of the English alphabet and identify those paths that are straight; curved; cross or do not cross.</li> </ol> <div data-bbox="311 1069 787 1213" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>A B C D E F G H I J K L</b>  <b>M N O P Q R S T U V W</b>  <b>X Y Z</b></p> </div> <ol style="list-style-type: none"> <li>Identify basic geometric shapes as paths. Note those that are made up of straight lines; curved lines; those that are simple those that are complex.</li> </ol>	<p><b>AT-7</b> Explore paths and/or shapes in the environment and relate basic mathematical shapes to everyday life.</p> <p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>Identify straight and curved path and associate them with longer and shorter paths.</li> <li>Draw and show: 1) paths which cross; 2) paths which do not cross; 3) the most direct path; 4) a closed path; 5) a simple closed path.</li> <li>Identify and show points on, outside or inside a simple closed path.</li> <li>Identify a path as a set of points with two end points.</li> <li>Identify the circle, square and triangle as simple closed paths.</li> </ol>







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GRADE 2	MATHEMATICS CONTENT STANDARD – GEOMETRY
STANDARD 3	Students will apply geometric concepts (points, paths, lines, shapes) to reason about objects and space in the environment.
<b>Benchmarks and Illustrative Examples</b>	<b>NSC Attainment Targets (AT) and Objectives</b>
3. Use objects like a tyre, hoola - hoop place other objects say a toy inside or outside and have students noting where the toy is.	2.7.7 Identify closed paths bounded by only straight lines.
<b>Benchmark 2.3.2</b> Identify, describe and name shapes seen in the environment. <b>Illustrative Examples</b> 1. Draw in the square corners in following plane shapes.  	<b>AT-7</b> Explore paths and/or shapes in the environment and relate basic mathematical shapes to everyday life.  <b>Objectives</b> 2.7.6 Identify circles, squares, rectangles and triangles in the environment.



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GRADE 2	MATHEMATICS CONTENT STANDARD – GEOMETRY	
<b>STANDARD 3</b>	<b>Students will apply geometric concepts (points, paths, lines, shapes) to reason about objects and space in the environment.</b>	
<b>Benchmarks and Illustrative Examples</b>	<b>NSC Attainment Targets (AT) and Objectives</b>	
<p>2. Examine national flags. Draw and colour flags that use the following geometric shapes (triangle, rectangle, square)</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div>	<p>2.7.8 <i>Extended</i></p> <p>Describe and sort plane shapes by number of sides, types of sides, number of corners, type of corners (square)</p> <p><b>NEW</b> Know words (orally): triangle, square, rectangle, circle, and associate them with the appropriate shape.</p>	
<p><b>Benchmark 2.3.3</b></p> <p>Understand the idea of <b>line</b> symmetry</p> <p><b>Illustrative Examples</b></p> <ol style="list-style-type: none"> <li>How can you tell that a shape has a line of symmetry?</li> <li>Explore the English alphabet to find the letters that have lines of symmetry</li> </ol>	<p><b>AT-7</b> Explore paths and/or shapes in the environment and relate basic mathematical shapes to everyday life.</p> <p><b>Objectives</b></p> <p>2.7.9 <i>Extended</i></p> <p>Verify or determine the line of symmetry in a familiar shape or object by folding.</p> <p><b>NEW</b> Identify/check patterns, objects, shapes that seem to have line symmetry.</p>	



## Ministry of Education, Youth & Information

### Grade 2 Mathematics Content Standard - Algebra

GRADE 2	MATHEMATICS CONTENT STANDARD – ALGEBRA	
<b>STANDARD 4</b>	<b>Students will use symbols and variables to reason about number relationships, to solve problems and make decisions.</b>	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<p><b>Benchmark 2.4.1</b></p> <p>Write simple mathematical expressions and/or sentences with a box, (blank, and a letter of the English alphabet or any other symbol) to represent unknown amounts, in problem situations stated in diagrams or words.</p> <p><b>Illustrative Examples</b></p> <p>1. Have students explore the following:</p> <p>Suppose <math>\text{☕} + \text{☕} = 8</math>.            What number could each picture b?            Can there be more than one answer?            Could it be 4 and 4? Why not?</p> <p>2. Tell what number or symbol is under each picture.</p> <p>a) <math>11 \text{ ☀} 7 = 4</math></p> <p>b) <math>6 + 2 \text{ 🍋}</math></p> <p>c) <math>5 = 4 \quad 1</math></p>	<p><b>AT-8</b> Demonstrate the use of variables in mathematical sentences.</p> <p><b>Objective</b></p> <p>2.8.2 Develop the concept of a variable as any symbol (letter, made up symbol).</p> <p><b>AT-4</b> Use mathematical symbols for comparison and decision making</p> <p><b>Objective</b></p> <p>1.4.4 <i>Modified</i></p> <p>Write number sentences corresponding to problem situations described in words or a diagrams.</p>	



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<b>GRADE 2</b>	<b>MATHEMATICS CONTENT STANDARD – ALGEBRA</b>	
<b>STANDARD 4</b>	<b>Students will use symbols and variables to reason about number relationships, to solve problems and make decisions.</b>	
<b>Benchmarks and Illustrative Examples</b>	<b>NSC Attainment Targets (AT) and Objectives</b>	
3. Write a number sentence for the following problem. Gavin gave away 5 of his toy cars to his cousin Gary. He only has 3 left. How many toy cars he had at first?		





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GRADE 2	MATHEMATICS CONTENT STANDARD – ALGEBRA
STANDARD 4	Students will use symbols and variables to reason about number relationships, to solve problems and make decisions.
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives
<p><b>Benchmark 2.4.2</b></p> <p>Find the number the symbol (box, blank, and a letter of the English alphabet or any other symbol) represents in order to make a mathematical sentence true.</p> <p><b>Illustrative Examples</b></p> <ol style="list-style-type: none"><li>Write the family facts for the numbers in each set<ol style="list-style-type: none"><li>1, 7, 6</li><li>5, 5, 10</li><li>8, 0, 8</li><li>2, 4, 6</li></ol></li><li>Complete each number sentence.<ol style="list-style-type: none"><li><math>5 + 3 = n</math> ; <math>8 - 3 = n</math> ; <math>3 + 5 = n</math> ; <math>8 - n = 3</math></li><li><math>7 + 0 = y</math> ; <math>7 - 7 = y</math> ; <math>7 - 0 = y</math> ; <math>y + 7 = 7</math></li><li><math>4 + 6 \blacklozenge</math> ; <math>10 - 4 =</math> <math>10 - 6 = \blacklozenge</math> ; <math>\blacklozenge + 4 = 10</math></li></ol></li><li>There are 4 new footballs and 15 old ones. How many footballs are there in all? Write the number sentence and solve.</li><li>What number will you get if you subtract 5 from 14? Write the number sentence and solve.</li></ol>	<p><b>AT-3</b> Use the basic operations with numbers and number patterns</p> <p><b>Objective</b></p> <p>1.3.24 Use known addition/subtraction facts to complete number sentences with unknown numbers.</p> <p><b>AT-8</b> Demonstrate the use of variables in mathematical sentences.</p> <p><b>Objective</b></p> <p>1.8.2 Solve simple 'n-sentences' e.g. <math>6 + n = 10</math>, what is n?</p> <p>2.8.1 Supply (find) the missing number (addend or sum) in an addition or subtraction sentence or problem situation.</p> <p>2.8.3 Use simple algebra in problem solving involving addition and subtraction.</p>



## Ministry of Education, Youth & Information

GRADE 2	MATHEMATICS CONTENT STANDARD – ALGEBRA	
STANDARD 4	Students will use symbols and variables to reason about number relationships, to solve problems and make decisions.	
Benchmarks and Illustrative Examples		NSC Attainment Targets (AT) and Objectives
<p><b>Benchmark 2.4.3</b></p> <p>Evaluate a mathematical (number) sentence to tell whether or not it is true or false.</p> <p><b>Illustrative Examples</b></p> <ol style="list-style-type: none"> <li>1. True or False               <ol style="list-style-type: none"> <li>a) <math>4 - 6 = 10</math></li> <li>b) <math>7 = 7 - 5</math></li> <li>c) <math>6 + 3 + 4 = 13</math></li> <li>d) <math>24 &gt; 15</math></li> <li>e) <math>14 &lt; 12</math></li> </ol> </li> <li>2. Fill in the appropriate sign to make the sentence true               <ol style="list-style-type: none"> <li>a) <math>7 \triangle 12 = 19</math></li> <li>b) <math>\triangle - 10 = 6</math></li> <li>c) <math>17 + 3 \triangle 20</math></li> </ol> </li> <li>3. Write the mathematical sentences for the following problem.</li> </ol>		<p><b>AT-4</b> Use mathematical symbols for comparison and decision making</p> <p><b>Objectives</b></p> <p><b>NEW</b> Tell whether or not a mathematical sentence is appropriate. E.g., “Is <math>7 + 5 = 12</math> true?”</p> <p><b>NEW</b> Tells whether a mathematical sentence with symbols <math>&gt;</math>, <math>&lt;</math> is true or false.</p> <p><b>NEW</b> Compare number expressions and insert the appropriate symbol, <math>&gt;</math>, <math>&lt;</math> to make it true.</p>



## Ministry of Education, Youth & Information

<b>GRADE 2</b>	<b>MATHEMATICS CONTENT STANDARD – ALGEBRA</b>	
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<b>Benchmarks and Illustrative Examples</b>	<b>NSC Attainment Targets (AT) and Objectives</b>	
<p>Peter has 25 cards in his collection. His friend Mark has 7 more than he.</p> <p>a) How many cards Mark has? b) What is the total number of cards both boys have?</p>	<p><b>NEW</b> Insert symbols +, -, = to make a mathematical sentence true.</p>	




## Ministry of Education, Youth & Information

### Grade 2 Mathematics Content Standard – Statistics and Probability

GRADE 2	MATHEMATICS CONTENT STANDARD – STATISTICS AND PROBABILITY	
STANDARD 5	The student will collect, organize, display and interpret data to find solutions and/or make decisions in practical situations, and understand and apply basic concepts of probability.	
Benchmarks and Illustrative Examples	NSC Attainment Targets (AT) and Objectives	
<p><b>Benchmark 2.5.1</b></p> <p>Collect, organize, represent and present data.</p> <p><b>Illustrative Example</b></p> <ol style="list-style-type: none"> <li>Divide class in two groups.</li> <li>Let each group decide if they will collect data about their favourite colour or sports.</li> <li>Decide what question to ask to get the data they need. Each member of the groups asks the question of 2 people outside his/her group.</li> <li>Make a tally chart to show the information collected then decide on the appropriate way to display the data.</li> </ol>	<p><b>AT-9</b> Collect, organize and interpret information in practical situations and use simple probability language.</p> <p><b>Objectives</b></p> <p>1.9.1 Collect, sort and group data.</p> <p>1.9.2 Use attributes closely related to the students to classify data (e.g. Number of boys / girls, clothing, number of pencils, birthdays, heights in terms of tall or short).</p> <p>1.9.4 <i>Extended</i></p> <p>Construct simple tables, pictographs, and bar graphs using strokes, numbers, and pictures of objects to represented items.</p>	



## Ministry of Education, Youth & Information

<b>GRADE 2</b>	<b>MATHEMATICS CONTENT STANDARD – STATISTICS AND PROBABILITY</b>	
<b>STANDARD 5</b>	<b>The student will collect, organize, display and interpret data to find solutions and/or make decisions in practical situations, and understand and apply basic concepts of probability.</b>	
<b>Benchmarks and Illustrative Examples</b>	<b>NSC Attainment Targets (AT) and Objectives</b>	
<p><b>Benchmark 2.5.2</b></p> <p>Interpret data presented in simple tables, bar graphs, and pictographs</p> <p><b>Illustrative Example</b></p> <p>Record data about the animals on the farm shown below.</p>  <p>a) Types of animals b) Those with wings c) Those with four feet</p>	<p><b>AT-9</b> Collect, organize and interpret information in practical situations and use simple probability language.</p> <p><b>Objectives</b></p> <p>1.9.5 Interpret simple graphs with/without a key of 1:1, 1:2, 1:3</p> <p><b>NEW</b> Identify details on a graph or chart e.g. how many objects are in each category</p> <p><b>NEW</b> Make comparisons of categories on a graph with/without a key: Tell which category has most, least.</p> <p>1.9.3 Make general statements and draw conclusions based on information collected.</p>	



## Ministry of Education, Youth & Information

<b>GRADE 2</b>	<b>MATHEMATICS CONTENT STANDARD – STATISTICS AND PROBABILITY</b>								
<b>STANDARD 5</b>	<b>The student will collect, organize, display and interpret data to find solutions and/or make decisions in practical situations, and understand and apply basic concepts of probability.</b>								
<b>Benchmarks and Illustrative Examples</b>	<b>NSC Attainment Targets (AT) and Objectives</b>								
<p><b>Benchmark 2.5.3</b></p> <p>Understand and apply basic concepts of probability</p> <p><b>Illustrative Example</b></p> <p>Put cards with following numbers <b>1 2 3 4 5 6 7 8</b> (one of each) in a bag:</p> <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr></table> <p>Pick one card from the bag without looking. Record the number.</p> <p>Return the card to the bag.</p> <p>a) Is it possible to get an 8? b) Is it possible to get a 9? c) Is it possible to pick an even number? d) Are you likely to get a 4 than a 7? e) How many times do you think you would get a 6 in 8 picks?</p>	1	2	3	4	5	6	7	8	<p><b>AT-9</b> Collect, organize and interpret information in practical situations and use simple probability language.</p> <p><b>Objective</b></p> <p>1.9.6 Discuss everyday occurrences as being one of certain, impossible or maybe (use examples relating to their own experiences).</p>
1	2	3	4	5	6	7	8		



## Ministry of Education, Youth & Information

<b>GRADE 2</b>	<b>MATHEMATICS CONTENT STANDARD – STATISTICS AND PROBABILITY</b>	
<b>STANDARD 5</b>	<b>The student will collect, organize, display and interpret data to find solutions and/or make decisions in practical situations, and understand and apply basic concepts of probability.</b>	
<b>Benchmarks and Illustrative Examples</b>	<b>NSC Attainment Targets (AT) and Objectives</b>	
f) Do you have an equal chance to get an even number or an odd number?		

NATIONAL STANDARDS CURRICULUM GUIDE

# NSC APPENDICES



NATIONAL STANDARDS CURRICULUM GUIDE

# STEM & THE NSC

## PERSPECTIVES OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS & THE AESTHETICS

### (STEM/STEAM) IN RELATION TO THE NATIONAL STANDARD CURRICULUM (NSC)

#### INTRODUCTION & BACKGROUND

The integration of theoretical principles that relate to STEM/STEAM Education in the NSC began in June 2014. This move was influenced by recommendations of the STEM Steering Committee that emphasized the need to develop learners who are not just productive, but who would also be innovative Jamaicans. STEM integration was also regarded as one of the strategic long term means of addressing the economic challenges being faced by Jamaica using education as a primary vehicle for the implied transformational change to happen, beginning from short term efforts.

Initial discussions and deliberations promoted an emphasis on STEM rather than STEAM Education. However, critical analysis of the conversations conveyed the perspective of STEM as a collection of related disciplines that all learners should have the opportunity of pursuing, to develop the competencies they offer and as a consequence be able to gain employment or become employers in STEM related areas. As stakeholders from different backgrounds processed their understanding of STEM, new meanings of the concept emerged from the discussions. One was the perspective of STEM as a methodology. There was, however, concern about the exclusion of “A” in STEM. This “A” component however, brought to the discussion, multiple meanings. In some instances, “A” was taken to mean a focus on affective development or affectivity. In other cases, it was used in reference to the Aesthetics as a field and was considered an important component to be included if educators are serious about issues of discrimination, holistic learning and current research on the iterative function of the brain that warrants attention to brain based learning and the role of the Arts in promoting knowledge integration to cater to multiple domains of learning. There was also discontent about neglecting the Performing Arts when related creative industries contribute significantly to economic development. The concern was that the role of the Arts to economic development was being trivialized.

The call for the integration of the Aesthetics or Art forms became more pronounced as STEM took on more national significance. This was supported by research that indicates the importance of the Aesthetics in developing values and attitudes, in promoting holistic learning and in serving as drivers of innovations. By integrating principles from STEM with those from the Arts/Aesthetics, the approach to problem solving would encourage greater appreciation for and reliance on the interdependent nature of knowledge when science and arts intersect. Additionally, STEAM as a methodology encourages the harmonizing of the cognitive and the emotional domains in the problem-solving process.

The concept of STEAM was adopted in 2015, as an integrative approach to education and a methodology that pays attention to the benefits to be derived from the inclusion of the Arts or Aesthetics with STEM related principles. These collective benefits are supported by Jolly (2014), Sousa and Pilecki (2013) and include divergent thinking; differentiated learning; Arts integration; focus on intrinsic motivation and informed decision-making.

#### **PERSPECTIVES OF STEM/STEAM IN THE CONTEXT OF THE NSC**

In the context of the NSC, STEM/STEAM is used in a number of ways. These include:

**STEM/STEAM as an integrative learning approach and methodology** in facilitating learning. This perspective places emphasis on STEM/STEAM as a means of helping learners become creative or innovative problem solvers and lifelong learners who rely on scientific principles (laws and theories) to address issues/concerns or to deal with observed phenomenon that are puzzling for them or that inspire interest. As an approach, the focus is on solving problems based on principles. As methodology, the focus is on the system of practical procedures to be used to translate principles into the problem -solving processes or to choose from available problem- solving models.

**STEM/STEAM as an Experiential-Vocational Learning Framework** that is based on problem solving through the project-based approach. Emphasis is placed on solving real life problems in a context that requires learners and their facilitators to observe work-based principles. The primary purpose for this focus is for learners to: (i) become employable (ii) prepare for further education and/or for occupational or work readiness.

**STEM as types of institutions** in which learning is organized as a **meta-discipline** as described by Morrison and Bartlet (2009). Based on this perspective, STEM facilitates the demonstration of knowledge in a manner that removes the boundaries of each discipline for application to problem as would be practised in the real world.

#### IMPLICATIONS OF PERSPECTIVES OF STEM/STEAM IN LIGHT OF THE NSC

*Since the NSC is based on Constructivist principles, STEM/STEAM as an approach and methodology, has to be established on post-positivistic thinking.* From this position, STEM/STEAM influences the kind of practice that promotes collaboration, negotiation of meaning and openness to scrutiny.

The NSC developers selected a Constructivist approach that included the **deliberation, designing and development** stages of the curriculum process. Evidence of the influence of Constructivism can be seen the NSC Framework Document that conveys the following emphasis:

- (i) **The element of objectives** is presented in two forms; firstly as **Learning Objectives** to focus attention on process and experience rather than product. Secondly as **Learning Outcomes** that serve as some of the outputs of the process. They include the basic understandings, skills and dispositions anticipated from learners' engagement in the planned experiences.
- (ii) **The element of content** is treated as contexts for learners to think critically, solve problems creatively while developing their identity as Jamaicans. Content is not expected to be treated as disciplines to be mastered but as areas that contribute knowledge, skill sets and attitudes that form the composite of competencies to be acquired from their integration in the learning situations.
- (iii) **The element of learning experiences (method)** is presented as a set of learning activities that serves as a source of problems to be addressed as a part of the learning process. These real-life activities provide the scope of knowledge, skills and required dispositions or character traits for learners to make sense of that aspect of life or the world that they represent. They are the threads that connect all the other elements of the curriculum and allow for the integration of STEM/STEAM in the following ways:
  - Identification of activities that are presented as problems to be solved using the STEM/STEAM approach based on contextual

- Integrating activities to form a real problem to be solved as a short, medium or long term project to which the project based learning would be applied.
- The examination of learning activities by learners and teachers as co-learners through multiple lenses using content of science, technology, mathematics and the humanities that they have already explored to engage in the problem identification and definition processes.
- Extending learning in the formal setting to the informal by connecting co-curricular initiatives that are STEM/STEAM based that learners are undertaking at the institutional level through clubs and societies, as whole school projects or in partnership with external stakeholders.
- Using the learning activities to review STEM/STEAM initiatives that form a part of the informal curriculum to and for reflection on action.
- Using activities as springboards for reflecting on career or occupational interest in STEM/STEAM related areas.

(iv) **The element of evaluation** is communicated in two major ways; firstly as prior learning which serves diagnostic purpose and secondly as an on-going developmental process. This formative focus is indicated by the inclusion of explicitly stated assessment criteria that are to be used alongside the learning activities. The use of assessment criteria as counterparts of the learning activities also indicates that assessment is learner centred since it is serving developmental rather than promotional purpose and as a consequence, allows learners to self-correct as they use feedback to develop feed-forward capabilities. Evidence of learning, based on the learning outcomes, can be collected from various types of assessment methods that emphasize the learner centred constructivist orientation. This brings to the fore the need for serious consideration to be given to **differentiation in assessment** for fairness and credibility of claims about learners' capabilities and to inform decisions that will impact their educational journey.

In general, this integrated approach, which is the context of STEAM, is aimed at improving the quality of the educational experience for learners while influencing the achievement of the aims of education that relate to productivity and creativity as part of the profile of the Jamaican learner.

#### REFERENCES

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4. Trochim, Williams, M.K., (2006). Positivism & post-positivism. Web Centre for Social Research Methods. Retrieved from: <http://www.socialresearchmethos.net/kb/positivism.php>

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# NSC THE 5Es

## The 5Es Overview: “The 5E Learning Cycle”

### What is a 5E Learning Cycle?

*This model describes an approach for facilitating learning that can be used for entire programmes, specific units and individual lessons. The NSC supports the 5E constructivist learning cycle, as it places emphasis on the processes that may be used to help students to be personally involved in the learning situation as they are guided to build their own understandings from experiences and new ideas.*

### 5E Instructional Model





*Figure 1. Illustrating one version of the 5E model that conveys the role of evaluation as an interconnecting process that is at the core of the learning experience.*



Figure 2, illustrating a cyclical perspective of the model with each process being given similar emphasis in contributing to the learning experience on a whole

## EXPLANATION OF THE INSTRUCTIONAL MODEL

### What are the 5Es?

The 5Es represent five key interrelated processes that provide the kind of learning experiences for learners to experience the curriculum or planned learning episodes: **Engage, Explore, Explain, Extend (or Elaborate), and Evaluate.**

**ENGAGE:** The purpose of the **ENGAGEMENT** dimension is to help students to be ready intellectually, socially, emotionally etc. for the session. Attention is given to the students' interests and to getting them personally involved in the lesson, while pre-

**assessing prior understandings, attitudes and/or skills.** During the experience, students first encounter and identify the instructional task and their roles and responsibilities. During the **ENGAGEMENT activity**, students make connections between past and present learning experiences, setting the organizational groundwork for upcoming activities. The engagement activity may be used to (a) help student unearth prior knowledge (b) arouse their curiosity (c) encourage students to ask questions as a sign that they have wonderments or are puzzled.

**EXPLORE:** The purpose of the **EXPLORATION dimension** is to get students involved in solving a real problem that is based on a selected context. **EXPLORATION** provides them with a chance to build their own understanding of the phenomenon being investigated and the attitude and skills involved for arriving at a workable solution. In **exploring** the students have the opportunity to get directly involved with the phenomenon and materials. As they work together in learning teams or independently, the need to share and communicate becomes necessary from the experiences. The teacher functions as a facilitator, providing materials, guarding against obstacles to learning and guiding the students to operate based on agreements. The students become inquirers and co-owners of the learning process. In exploring, they also ask questions, formulate hypothesis, search for answers or information/data, reflect with others, test their own predictions and draw conclusions.

**EXPLAIN:** The purpose of the **EXPLANATORY dimension** is to provide students with an opportunity to assess their thinking and to use intellectual standards as critical thinkers to communicate their perspectives and/or the meaning of the experiences. They rely on communication tools and their skills as Language users to: (a) organize their thoughts so that they are clear, relevant, significant, fair, accurate etc. (b) validate or affirm others (c) self-motivate. Reflection also occurs during the process and may cause students to adjust

their perspective or justify their claims and summarise the lessons being learned. Providing explanations contributes to vocabulary building and self-corrective actions to deal with misconceptions that they become aware of from feedback of their peers and/or their facilitator.

**EXTEND: The purpose of this dimension is to allow students to use their new knowledge and continue to explore its significance and implications.** Students work independently or with others to expand on the concepts and principles they have learned, make connections to other related concepts and principles within and/or across disciplines, and apply their understandings in new ways to unfamiliar situations.

**EVALUATE: The purpose of the EVALUATION dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives.** EVALUATION is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions, portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

### **Who developed the 5E model?**

The Biological Science Curriculum Study (BSCS), a team led by Principal Investigator Roger Bybee, developed the instructional model for constructivism, called the "Five Es".

### **The Link between the 5E model and Types of Learning Activities**

The five (5) types of Learning Activities purported by Yelon (1996) can be integrated with the 5E's so as to enrich the teaching and learning process. He noted that every instructional plan should include the following learning activities

1. **Motivation Activities:** Intended to help learners to be ready for the session
2. **Orientation Activities:** Inform students of their roles and responsibilities based the purpose or objectives of a learning episode.
3. **Information Activities:** Allow students to manipulate current knowledge, access/retrieve and generate new ideas
4. **Application Activities:** Allow for the use of knowledge and skills in novel situations
5. **Evaluation Activities:** Allow for reflection, corrective actions and sourcing of evidence to confirm/refute claims about learning.

These activities can be planned to serve one of the purposes of each dimension of the 5E model. For example, ENGAGEMENT may be comprised a Motivation Activity and an Orientation Activity. EXPLORATION and EXPLANATION require an Information Activity, while EXTEND requires an Application Activity. EVALUATION requires the kind of activity that will contribute to the collection of data for assessing and arriving at a conclusion about performance based on stated or expected purpose for which learning is being facilitated.

## References

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# ATTAINMENT TARGETS

## ATTAINMENT TARGETS

### GRADE 2

SUBJECTS	ATTAINMENT TARGETS
<b>LANGUAGE ARTS</b>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>❖ <i>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</i></li> <li>❖ <i>Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit</i></li> <li>❖ <i>Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies</i></li> <li>❖ <i>Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features</i></li> </ul> <p><b>Reading with Fluency and Recognition</b></p> <ul style="list-style-type: none"> <li>❖ <i>Read fluently and with appreciation</i></li> <li>❖ <i>Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices</i></li> <li>❖ <i>Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words</i></li> <li>❖ <i>Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words</i></li> </ul> <p><b>Reading for Meaning and Enjoyment</b></p> <ul style="list-style-type: none"> <li>❖ <i>Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</i></li> <li>❖ <i>Use deduction and inference to interpret information and ideas and to predict outcomes</i></li> <li>❖ <i>Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact</i></li> <li>❖ <i>Reflect on and critically respond to literature and other texts, on paper and on screen</i></li> </ul> <p><b>Reading for Information</b></p> <ul style="list-style-type: none"> <li>❖ <i>Research activities on issues and interests by generating ideas and exploring texts using a range of strategies</i></li> </ul>

	<ul style="list-style-type: none"> <li>❖ <i>Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources</i></li> </ul> <p><b>Writing: Communication</b></p> <ul style="list-style-type: none"> <li>❖ <i>Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including, layout, sections and paragraphs</i></li> <li>❖ <i>Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing</i></li> <li>❖ <i>Use language and text forms appropriately and with imagination to create vibrant and engaging texts</i></li> <li>❖ <i>Write well-constructed paragraphs which have linking sentences within and between them</i></li> </ul> <p><b>Writing: Language Structure</b></p> <ul style="list-style-type: none"> <li>❖ <i>Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC</i></li> <li>❖ <i>Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</i></li> <li>❖ <i>Use a range of punctuation correctly</i></li> </ul>
<b>MATHEMATICS</b>	<p><b>AT1a.</b> Know the value of numerals, associate them with their names, numbers, ordinals and use concrete objects to model patterns, expression and numbers</p> <p><b>AT1b.</b> Use the basic operations, number relationships, patterns, number facts, calculators and appropriate software to compute and estimate in order to solve real world problems involving fractions, percentages and decimals.</p> <p><b>AT2.</b> Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy.</p> <p><b>AT3</b> Explore paths, geometric shapes and space and make generalization about geometric relationships within the environment</p> <p><b>AT4.</b> Employ algebraic reasoning through the use of expressions, equations and formulae to interpret, model and solve problems involving unknown quantities</p> <p><b>AT5.</b> Collect, organise, interpret and represent data and make inferences by applying knowledge of statistics and probability.</p>



<p><b>SCIENCE</b></p>	<ul style="list-style-type: none"> <li>❖ Begin to explore the environment in order to relate everyday experiences to simple scientific concepts and processes.</li> <li>❖ Begin to understand and apply aspects of the scientific method.</li> <li>❖ Begin to explore selected life processes in humans, the interdependence between living things in the environment, and how lifestyles determine health and well-being in humans.</li> <li>❖ Begin to appreciate the impact of selected human activity and natural phenomena on the environment.</li> <li>❖ Begin to explore the properties of various materials, substances, selected forces and forms of energy through the use of the senses.</li> <li>❖ Begin to demonstrate stewardship for living things and the environment.</li> <li>❖ Begin to demonstrate a positive attitude towards the use of scientific language.</li> <li>❖ Begin to demonstrate positive interpersonal skills in order to foster good working relationships.</li> </ul>
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# LESSON PLANS

NATIONAL STANDARDS CURRICULUM GUIDE

# INTEGRATED STUDIES

**Class: Grade Two**

**Integrated Studies**

**Time:** 3 hours

**Sub Theme:** Living Together as a Family

**Focus Question 2:** How do family members relate to one another?

**Objectives:** Students will be able to:

1. Explain how family members relate to each other in their different roles
2. Identify different ways in which families and family groups live, work and worship together
3. Appreciate the different ways in which families and family groups live and work together
4. Use oral and written responses to show how family members relate to each other
5. Use graphic organizer to record negative and positive family relationships
6. Use drama modes to understand the relationship among characters
7. Use ICT tools to complete a range of given tasks relating to living together as a family
8. Design charts showing shared responsibility among family members

**Materials/Resources:** computer, video, chart paper, markers, classroom instruments, story of Esau and Jacob, graphic organizer, available ICT tools, teacher created rubric

**Content:** Families relate to each other in many different ways. They share, work, respect, worship and play together. Each family member has roles and responsibilities. Special chores are also assigned to family members.

**Skills:** Discuss roles and responsibilities, cooperate in groups, dramatize scenes, solve conflicts, create instruments, listen for information, demonstrate tolerance, communicate ideas, share ideas, design chart, examine stories, identify values.

## **Procedures**

### **Engage**

Students watch a video clip about a boy living in a large family. <https://www.youtube.com/watch?v=rjnxA2QvWbI>  
After watching the video students will name the different roles the characters played in the family. They will discuss how the family members related to each other as parents, grandfather and children. Students will share some other situations in which their family members displayed similar relationships.

### **Explore**

Students will discuss the roles and responsibilities of family members and how they relate to each other. The class will use ICT tools (where possible) to design a chart that shows some chores that are carried out among family members.

In groups, students will be given different situations to create a dramatic scenario in which they have to show how to solve a conflict among family members. Students will be reminded to incorporate the steps for conflict resolution skills learnt in HFLE in their presentations.

Example: Your younger brother always cries for your toys when you are playing with it, your bigger sister says you should give it to him so that he stops crying. Prepare and present a dramatic presentation to depict how the problem can be solved.

### **Explain**

Students will reflect on the presentations and will suggest other ways the conflicts could be resolved.

### **Extend**

Pupils will use available materials to create musical instruments. Then use them to accompany the singing of family-related songs (e.g. I love you, you love me, A family is a family) in order to demonstrate the importance of tolerance and treating family members with respect.

Pupils will listen to the story of Jacob and Esau. In small groups, students will use graphic organizer to record things that were wrong and things that were right as these family members interacted with each other.

## **Evaluate**

Students will work in groups to create a poem/poster/song that promotes good family relationships. Students will share their work and make comments on peers' poems/posters/songs. Students (where possible), use ICT tools to assist in creating poem/poster/song. Students review peers' work using a teacher created rubric.

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# LANGUAGE ARTS

Grade Two

Subject: Language Arts

Time: One hour

Strand: Speaking

Topic: Making Oral Presentations

Objectives: Pupils should be able to:

1. Communicate information, feelings and opinions on familiar topics
2. Communicate in different contexts by experimenting with new words to build vocabulary

Materials: video presentation, speaking checklists,

Procedure

### **Engage**

Whole Group Activity

Pupils will view and sing along to a video about trees. <https://www.youtube.com/watch?v=D7dKRBZVLvI>.

Pupils will create a word web with teacher using some of the vocabulary they heard in the song. Pupils may add other related words about trees.

### **Explore and Explain**

In groups, pupils will view and group a set of pictures depicting different ways of caring/ not caring for plants. They will justify why they put a picture in a particular group. After discussions pupils will make adjustments to their groupings if necessary.





### **Elaborate**

Students will be given speaking checklists to prepare and present short speeches related to caring for plants.







Presentation Rubric  
(for grades K-2)

**I plan a beginning, middle, and end.**

 1. still learning  2. sometimes  3. almost always 

**I use pictures, drawings, and props.**

 1. still learning  2. sometimes  3. almost always 





**I look at my audience.**

 1. still learning  2. sometimes  3. almost always 

**I speak loudly and clearly.**

 1. still learning  2. sometimes  3. almost always 

**I answer questions from the audience.**

 1. still learning  2. sometimes  3. almost always 

For more FreeBIEs visit [bie.org](http://bie.org)

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<https://www.pinterest.com/pin/233272455673060296/>

Students will be encouraged to use charts, pictures and other visuals in their presentation. They will also be encouraged to use some of the vocabulary from the word web in their presentation. Groups will be given different topics to present.

Group 1	Group 2	Group 3
Explain 2 ways they can care for plants in the environment.	Explain 2 different ways you can inform others to care for the environment.	Explain 2 reasons Why it is important to care for plants.

**Evaluate**

Groups make presentation and peer review is done using the speaking checklists.

NATIONAL STANDARDS CURRICULUM GUIDE

# MATHEMATICS




## Ministry of Education, Youth & Information

### Number Lesson Plan

**Topic:** Multiplication (repeated addition)

**Duration:** 60 minutes

<b>Objectives</b> <b>Ministry of Education, Youth &amp; Information</b> Students should be able to:		
<ul style="list-style-type: none"><li>• State, using multiplication ideas, in a sentence the idea of repeated addition of the same number (e.g. moving from <math>3+3+3+3</math> to <math>4\times 3</math>)</li><li>• Differentiate between the use of multiplication and addition to find “How many in all”</li><li>• Show the correct multiplication facts for a repeat addition, example, by use of an array.</li></ul>		
<b>Key concepts / Vocabulary:</b> Repeated addition ; multiplication; times; array; facts	<b>Resources/Equipment:</b> plain paper, dice , pencil	<b>Skills:</b> <ul style="list-style-type: none"><li>• Drawing sets</li><li>• Writing multiplication facts</li><li>• Making an array</li></ul>
<b>Starter:</b> <ul style="list-style-type: none"><li>• Let’s find out how many oranges in total are in the 4 heaps.</li></ul>  <ul style="list-style-type: none"><li>• How did you get your answer? What method did you use?</li></ul>		
<b>Teaching/Learning /Main/Exploring Activities:</b>		
<p><i>Let’s investigate the calculation we use to find the total when there are the same number of items in several groups.</i></p>		



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1. Pupils play the game CIRCLES AND STARS
  - ❖ Pupils, in pairs, take turn and throw the die twice. On the first throw the pupils draw the circles and on the second throw draw the stars in the circle. For example if the first number is 3 and the second one is 4 then the pupil would draw 3 circles with 4 stars in each circle. Then write the multiplication facts beneath each game.
2. After each pair plays 6 times, the teacher asks what products were obtained and how. Pupils write the results on the chalkboard.

1	1×1			
2	1×2	2×1		
3	1×3	3×1		
4	1×4	2×2	4×1	
5	1×5	5×1		
6	1×6	6×1	2×3	3×2

3. Students create their own array, show it to their elbow partner.
4. The answer is 10. What is the question?

### Extension

- Solve:  
“Come into my parlour”  
  
Said the spider to the fly.  
  
“Answer now my question  
  
Unless you want to die.



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To give me twenty-eight fly legs

The number I desire

How many flies

Am I going to require?

### **Evaluation / Reflection**

Which mathematical skills were developed (Problem solving, communication, reasoning, connections, and representatio□□

How the activities did help the students understand the concepts of multiplication as repeated addition?

Did the lesson give children opportunities to activate prior knowledge, acquire knowledge, understand knowledge, use knowledge and reflect on knowledge?

### **Technology Integration possibility:**

*Numeric Interactive Software*



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**Topic:** Fractions (of a set of objects)

**Duration:** 60 minutes

**Objective:**

- Use numerals  $\frac{1}{2}$  and  $\frac{1}{4}$  to describe halves and fourths of an object or a set of objects.

**Key concepts / Vocabulary:**

quarter, one fourth, half.

**Resources/Equipment:**

Counters, students worksheet

**Skills:**

- Dividing in 2 or 4 equal parts

**Starter:**

Sing 'fractions' song. Distribute to pairs of students 8 candies (skittles). Have students recognize that the 8 candies make one whole. Have them divide their whole in two equal parts, then further divide each halves into two again (to get quarters). Students will explain what they have done and describe how many they have in each group. They will be allowed to eat the candies at the end of the class.

**Teaching/Learning /Exploring Activities:**

1. Give 24 counters/pebbles to each group of students (maximum six students).
2. Have students make two equal groups from the set counters/pebbles.
3. Discuss with class the number of counters in each group and say what fraction of the whole each group represents.
4. Have students share the counters in four equal groups. How many would be in each group? What fraction of the counter is each group?
5. Place students in groups of 8. At the start of selected music they will quickly move to form groups representing given fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$ .
6. Students to consider: Each parish capital in Jamaica has a Mayor in the Parish Council. A half of this number represents men. Draw pictures showing all the mayors and indicate those that are men.



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**Plenary:** A fraction can be part of a whole object or a set of objects.

**Assessment:**

1. Given a work sheet, students divide the various sets of objects as directed.
2. Also have students colour each required fraction using a different colour for each.

**Evaluation / Reflection**

**Were students able to:**

- Fold a given square into quarters?
- Identify the quarters in given shapes?
- Divide other shapes in quarters (fourths)?
- Tell how many quarters in a half
- Tell how many quarters in a whole.

NATIONAL STANDARDS CURRICULUM GUIDE

# TEACHING MATHEMATICS: IDEAS & ACTIVITIES





# MULTIPLICATION CHART

1	2	3	4	5	6	7	8	9	10	11	12	13	14
2	4	6	8	10	12	14	16	18	20	22	24	26	28
3	6	9	12	15	18	21	24	27	30	33	36	39	42
4	8	12	16	20	24	28	32	36	40	44	48	52	56
5	10	15	20	25	30	35	40	45	50	55	60	65	70
6	12	18	24	30	36	42	48	54	60	66	72	78	84
7	14	21	28	35	42	49	56	63	70	77	84	91	98
8	16	24	32	40	48	56	64	72	80	88	96	104	112
9	18	27	36	45	54	63	72	81	90	99	108	117	126
10	20	30	40	50	60	70	80	90	100	110	120	130	140
11	22	33	44	55	66	77	88	99	110	121	132	143	154
12	24	36	48	60	72	84	96	108	120	132	144	156	168
13	26	39	52	65	78	91	104	117	130	143	156	169	182
14	28	42	56	70	84	98	112	126	140	154	168	182	196



## Teaching Mathematics through Games

### Fraction Activity

Instruction: Insert the following fractions so that each row and column adds to give one (1).

$$\frac{1}{2} \quad \frac{1}{32} \quad \frac{3}{8} \quad \frac{7}{16} \quad \frac{5}{32} \quad \frac{1}{16} \quad \frac{1}{4} \quad \frac{5}{8} \quad \frac{3}{16} \quad \frac{17}{32} \quad \frac{1}{8} \quad \frac{9}{32}$$




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100 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

<http://meit.gov.jm>



## 150 Teaching Methods

1. Lecture by teacher (and what else can you do!)
2. Class discussion conducted by teacher (and what else!)
3. Recitation oral questions by teacher answered orally by students (then what!)
4. Discussion groups conducted by selected student chairpersons (yes, and what else!)
5. Lecture-demonstration by teacher (and then what 145 other techniques!)
6. Lecture-demonstration by another instructor(s) from a special field (guest speaker)
7. Presentation by a panel of instructors or students
8. Presentations by student panels from the class: class invited to participate
9. Student reports by individuals
10. Student-group reports by committees from the class
11. Debate (informal) on current issues by students from class
12. Class discussions conducted by a student or student committee
13. Forums
14. Bulletin boards
15. Small groups such as task oriented, discussion, Socratic
16. Choral speaking
17. Collecting
18. Textbook assignments
19. Reading assignments in journals, monographs, etc.
20. Reading assignments in supplementary books
21. Assignment to outline portions of the textbook
22. Assignment to outline certain supplementary readings



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23. Debates (formal)
24. Crossword puzzles
25. Construction of vocabulary lists
26. Vocabulary drills
27. Diaries
28. Dances of places or periods studied
29. Construction of summaries by students
30. Dressing dolls
31. Required term paper
32. Panel discussion
33. Biographical reports given by students
34. Reports on published research studies and experiments by students
35. Library research on topics or problems
36. Written book reports by students
37. Flags
38. Jigsaw puzzle maps
39. Hall of Fame by topic or era (military or political leaders, heroes)
40. Flannel boards
41. Use of pretest
42. Gaming and simulation
43. Flash cards
44. Flowcharts
45. Interviews
46. Maps, transparencies, globes
47. Mobiles
48. Audio-tutorial lessons (individualized instruction)
49. Models
50. Music



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51. Field trips
52. Drama, role playing
53. Open textbook study
54. Committee projects--small groups
55. Notebook
56. Murals and montages
57. Class projects
58. Individual projects
59. Quiz down gaming
60. Modeling in various media
61. Pen pals
62. Photographs
63. Laboratory experiments performed by more than two students working together
64. Use of dramatization, skits, plays
65. Student construction of diagrams, charts, or graphs
66. Making of posters by students
67. Students drawing pictures or cartoons vividly portray principles or facts
68. Problem solving or case studies
69. Puppets
70. Use of chalkboard by instructor as aid in teaching
71. Use of diagrams, tables, graphs, and charts by instructor in teaching
72. Use of exhibits and displays by instructor
73. Reproductions
74. Construction of exhibits and displays by students
75. Use of slides
76. Use of filmstrips
77. Use of motion pictures, educational films, videotapes
78. Use of theater motion pictures



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79. Use of recordings
80. Use of radio programs
81. Use of television
82. Role playing
83. Sand tables
84. School affiliations
85. Verbal illustrations: use of anecdotes and parables to illustrate
86. Service projects
87. Stamps, coins, and other hobbies
88. Use of community or local resources
89. Story telling
90. Surveys
91. Tutorial: students assigned to other students for assistance, peer teaching
92. Coaching: special assistance provided for students having difficulty in the course
93. Oral reports
94. Word association activity
95. Workbooks
96. Using case studies reported in literature to illustrate psychological principles and facts
97. Construction of scrapbooks
98. Applying simple statistical techniques to class data
99. Time lines
100. "Group dynamics" techniques
101. Units of instruction organized by topics
102. Non directive techniques applied to the classroom
103. Supervised study during class period
104. Use of sociometric text to make sociometric analysis of class
105. Use of technology and instructional resources
106. Open textbook tests, take home tests



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107. Put idea into picture
108. Write a caption for chart, picture, or cartoon
109. Reading aloud
110. Differentiated assignment and homework
111. Telling about a trip
112. Mock convention
113. Filling out forms (income tax, checks)
114. Prepare editorial for school paper
115. Attend council meeting, school board meeting
116. Exchanging "things"
117. Making announcements
118. Taking part (community elections)
119. Playing music from other countries or times
120. Studying local history
121. Compile list of older citizens as resource people
122. Students from abroad (exchange students)
123. Obtain free and low cost materials
124. Collect old magazines
125. Collect colored slides
126. Visit an "ethnic" restaurant
127. Specialize in one country
128. Follow a world leader (in the media)
129. Visit an employment agency
130. Start a campaign
131. Conduct a series
132. Investigate a life
133. Assist an immigrant
134. Volunteer (tutoring, hospital)





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135. Prepare an exhibit
136. Detect propaganda
137. Join an organization
138. Collect money for a cause
139. Elect a "Hall of Fame" for males
140. Elect a "Hall of Fame" for females
141. Construct a salt map
142. Construct a drama
143. Prepare presentation for senior citizen group
144. Invite senior citizen(s) to present local history to class including displaying artifacts (clothing, tools, objects, etc.)
145. Prepare mock newspaper on specific topic or era
146. Draw a giant map on floor of classroom
147. Research local archaeological site
148. Exchange program with schools from different parts of the state
149. In brainstorming small group, students identify a list of techniques and strategies that best fit their class.

<http://teaching.uncc.edu/learning-resources/articles-books/best-practice/instructional-methods/150-teaching-methods#sthash.yM7PA7xP.dpuf>



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### THE LAWS OF TEACHING - by John Milton Gregory

### THE SEVEN FACTORS

1. Teaching has its natural laws as fixed as the laws of the planets or of growing organisms. It is a process in which definite forces are employed to produce definite results, and these results follow as regularly and certainly as the day follows the sun. What the teacher does, he does through natural agencies working out their natural effects. Causation is as certain -- if not always so obvious nor so easily understood -- in the movements of mind as in those of matter.

The laws of mind are as fixed as material laws.

2. To discover the laws of any process, whether of mind or of matter, makes it possible to bring that process under the control of one who knows the laws and can command the conditions. Knowledge of the laws of electric currents has made it possible to send messages through the oceans; and he who masters the laws of teaching may convey to the minds of others the experience of the race. He who would gain harvests must obey nature's laws for the growing of corn, and he who would teach a child successfully must [16] follow the laws of



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teaching. Nowhere, in the world of mind or in the world of matter, can man produce any effects except as he employs the means upon which those effects depend.

3. Teaching, in its simplest sense, is the communication of experience. This experience may consist of facts, truths, doctrines, ideas, or ideals, or it may consist of the processes or skills of an art. It may be taught by the use of words, by signs, by objects, by actions, or by examples; but whatever the substance, the mode, or the aim of the teaching, the act itself, fundamentally considered, is always substantially the same: it is a communication of experience. It is painting in the mind of another the picture in one's own -- the shaping of the thought and understanding to the comprehension of some truth which the teacher knows and wishes to communicate. Further on we shall see that the word "communication" is used here, not in the sense of the transmission of a mental something from one person to another, but rather in the sense of helping another to reproduce the



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same experience and thus to make it common to the two.

4. To discover the law of any phenomenon, we must subject that phenomenon to a scientific analysis and study its separate parts. If any complete act of teaching be so analyzed, it will be found to contain seven distinct elements or [17] factors: (1) two personal factors -- a teacher and a learner; (2) two mental factors -- a common language or medium of communication, and a lesson or truth or art to be communicated; and (3) three functional acts or processes -- that of the teacher, that of the learner, and a final or finishing process to test and fix the result.

5. These are essential elements in every full and complete act of teaching. Whether the lesson be a single fact told in three minutes, or a lecture occupying as many hours, the seven factors are all present, if the work is effective. None of them can be omitted, and



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no others need be added. If there is a true science of teaching, it must be found in the laws and relations of these seven factors.

6. To discover their laws, let us pass the seven factors again in careful review: (1) a teacher; (2) a learner; (3) a common language or medium of communication; (4) a lesson or truth; (5) the teacher's work; (6) the learner's work; (7) the review work, which organizes, applies, perfects, and fastens the work which has been done. Each of these seven factors are distinguished from the rest by some essential characteristics; each is a distinct entity or fact of nature. Since every fact of nature is the product and proof of some law of nature, each element here described has its own [18] great law of function, and these taken together constitute The Seven Laws of Teaching.

7. It may seem trivial so, to insist upon all this. Some will say: "Of course there can be no teaching without a teacher and a pupil, without a language and a lesson, and unless the teacher teaches and



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the learner learns; or, finally, without a proper review, if any assurance is to be gained that the work has been successful. All this is too obvious to need assertion." So also is it obvious that when seeds, soil, heat, light, and moisture come together in proper measure, plants are produced and grow to the harvest; but the obviousness of these common facts does not prevent their hiding among them some of the most profound and mysterious laws of nature. So, too, a simple act of teaching may hide within it some of the most potent and significant laws of mental life.



## Teaching Mathematics through Games

### Fraction Activity - Solution

### Fraction Activity - Solution

$\frac{1}{16}$	$\frac{9}{32}$	$\frac{5}{8}$	$\frac{1}{32}$
$\frac{1}{4}$			$\frac{3}{8}$
$\frac{1}{2}$			$\frac{7}{16}$
$\frac{3}{16}$	$\frac{17}{32}$	$\frac{1}{8}$	$\frac{5}{32}$



## Teaching Mathematics through Games

### Investigations & Their Responses.

1. Identify the numbers that cannot be formed from the sum of consecutive whole numbers.

1	0 + 1	17	8 + 9
2		18	5 + 6 + 7; 3 + 4 + 5 + 6
3	1 + 2	19	9 + 10
4		20	2 + 3 + 4 + 5 + 6
5	2 + 3	21	10 + 11; 6 + 7 + 8
6	1 + 2 + 3	22	4 + 5 + 6 + 7
7	3 + 4	23	11 + 12
8		24	7 + 8 + 9
9	4 + 5; 2 + 3 + 4	25	12 + 13; 3 + 4 + 5 + 6 + 7
10	1 + 2 + 3 + 4	26	5 + 6 + 7 + 8
11	5 + 6	27	13 + 14; 8 + 9 + 10
12	3 + 4 + 5	28	1 + 2 + 3 + 4 + 5 + 6 + 7
13	6 + 7	29	14 + 15
14	2 + 3 + 4 + 5	30	9 + 10 + 11; 6 + 7 + 8 + 9
15	7 + 8; 4 + 5 + 6; 1 + 2 + 3 + 4 + 5	31	15 + 16
16		32	

The numbers 2, 4, 8, 16, 32 are identified as not being able to be formed from the sum of consecutive whole numbers. The next in the series should be 32. But note that these are all powers of 2. So *powers of 2* cannot be formed from the sum of consecutive whole numbers.





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2. Integer triangles are triangles with sides being whole numbers. Identify the length of sides for integer triangles whose perimeter is 9. Then find those for 10, 11, 12, and 13. Note that the sum of any two sides must be greater than the third side.

Peri	Possible Combinations									
7	1 + 3 + 3	2 + 2 + 3								
8	2 + 3 + 3									
9	3 + 3 + 3	2 + 3 + 4	4 + 4 + 1							
10	2 + 4 + 4	3 + 3 + 4								
11	3 + 4 + 4	3 + 3 + 5	2 + 4 + 5	1 + 5 + 5						
12	2 + 5 + 5	3 + 4 + 5	4 + 4 + 4							
13	5 + 4 + 4	3 + 5 + 5	3 + 4 + 6	1 + 6 + 6	2 + 5 + 6					
14	2 + 6 + 6	4 + 5 + 5	6 + 4 + 4	3 + 5 + 6						
15	5 + 5 + 5	4 + 5 + 6	3 + 5 + 7	2 + 6 + 7	1 + 7 + 7	3 + 6 + 6				
16	4 + 5 + 7	5 + 5 + 6	4 + 6 + 6	3 + 6 + 7	2 + 7 + 7					
17	1 + 8 + 8	2 + 7 + 8	3 + 6 + 8	5 + 5 + 7	4 + 6 + 7	4 + 5 + 8	3 + 7 + 7			
18	6 + 6 + 6	5 + 6 + 7	4 + 6 + 8	2 + 8 + 8	3 + 7 + 8	5 + 5 + 8				
19	4 + 9 + 6	3 + 9 + 7	2 + 9 + 8	5 + 5 + 9	3 + 8 + 8	4 + 8 + 7	5 + 8 + 6	6 + 7 + 6	5 + 7 + 7	
20	2 + 9 + 9	4 + 8 + 8	6 + 7 + 7	8 + 6 + 6	3 + 9 + 8	4 + 9 + 7	5 + 9 + 6			

3. What happens when you add any two, three, four etc consecutive whole numbers? Investigate.

Action	Response	Example	Generalization
Add two consecutive whole numbers	Always an <b>odd</b> number or one more than twice the first number	$13 + 14 = 27$	$2n + 1$
Add three consecutive whole numbers	<b>Three</b> times the <b>middle</b> number	$20 + 21 + 22 = 63$	$3(n + 1)$



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Add four consecutive whole numbers	<b>Even</b> number that is six more than four times the first number	$11 + 12 + 13 + 14 = 50$	$4n + 6$
Add five consecutive whole numbers	<b>Five</b> times the <b>middle</b> number	$7 + 8 + 9 + 10 + 11 = 45$	$5(n + 2)$
Add six consecutive whole numbers	<b>Odd</b> number that is fifteen more than six times the first number	$10 + 11 + 12 + 13 + 14 + 15 = 75$	$6n + 15$
Add seven consecutive whole numbers	<b>Seven</b> times the <b>middle</b> number	$22 + 23 + 24 + 25 + 26 + 27 + 28 = 175$	$7(n + 3)$
Add eight consecutive whole numbers	<b>Even</b> number which is 28 more than 8 times the first number	$40 + 41 + 42 + 43 + 44 + 45 + 46 + 47 = 348$	$8n + 28$

4. Write the factors of numbers and determine the number of odd and even factors of each. Any patterns?

Number	Factors	# of odd factors	# of even factors
2	2	0	1
3	3	1	0
4	2, 4	0	2
5	5	1	0
6	2, 3, 6	1	2
7	7	1	0
8	2, 4, 8	0	3
9	3, 9	2	0
10	2, 5, 10	1	2
11	11	1	0
12	2, 3, 4, 6, 12	1	4
13	13	1	0



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<b>14</b>	2, 7, 14	1	2
<b>15</b>	3, 5, 15	3	0
<b>16</b>	2, 4, 8, 16	0	4
<b>17</b>	17	1	0
<b>18</b>	2, 3, 6, 9, 18	2	3
<b>19</b>	19	1	0
<b>20</b>	2, 4, 5, 10, 20	1	4
<b>21</b>	3, 7, 21	3	0
<b>22</b>	2, 11, 22	1	2
<b>23</b>	23	1	0
<b>24</b>	2, 3, 4, 6, 8, 12, 24	1	6
<b>25</b>	5, 25	2	0
<b>26</b>	2, 13, 26	1	2
<b>27</b>	3, 9, 27	3	0
<b>28</b>	2, 4, 7, 14, 28	1	4
<b>29</b>	29	1	0
<b>30</b>	2, 3, 5, 6, 15, 30	3	3
<b>31</b>	31	1	0
<b>32</b>	2, 4, 8, 16, 32	0	5
<b>33</b>	3, 11, 33	3	0
<b>34</b>	2, 17, 34	1	2
<b>35</b>	5, 7, 35	3	0
<b>36</b>	2, 3, 4, 6, 9, 12, 18, 36	2	6
<b>37</b>	37	1	0
<b>38</b>	2, 29, 38	1	2
<b>39</b>	3, 13, 39	3	0
<b>40</b>	2, 4, 5, 8, 10, 20, 40	1	6

- Two raised to any power has only **even** factors.
- All numbers with **one odd and no even factor** are primes.



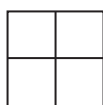
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5. When the sum of factors of a given number (excluding the number itself) equals the number itself, the original number is said to be a perfect number.

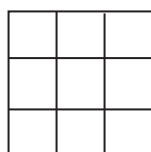
Number	Factors	Sum of factors
6	$3 + 2 + 1$	6
28	$14 + 7 + 4 + 2 + 1$	28

What are the next two perfect numbers?

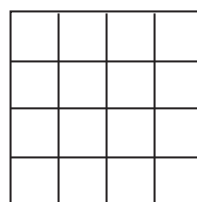
6. Given that each cell  is a square, find out how many squares are in the particular grids below. Use the table that follows to fill the responses.



2 x 2



3 x 3



4 x 4

Grid size	# of 1 x 1	# of 2 x 2	# of 3 x 3	# of 4 x 4	# of 5 x 5	Total
1 x 1	1	-	-	-	-	1



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2 x 2	4	1	-	-	-	5
3 x 3	9	4	1	-	-	14
4 x 4	16	9	4	1	-	30
5 x 5	25	16	9	4	1	55
6 x 6	36	25	16	9	4	91
n x n	$n^2$	$(n-1)^2$	$(n-2)^2$	$(n-3)^2$	$(n-4)^2$	

7. When two vertices of a polygon are joined, the resulting line segment is a diagonal. One condition is that the vertices do not already share a side. Determine the number of diagonals of polygons with sides 4, 5, 6, 7, 8, 9, 10... Investigate to establish any pattern.

Number of sides of polygon	Breakdown of diagonals (+ signs excluded)	Number of diagonals
4	11	2
5	221	5



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6	3321	9
7	44321	14
8	554321	20
9	6654321	27
10	77654321	35
11		
12		
n		

The number of diagonals, as indicated in the last column, is 2, 5, 9, 14, 20, 27, 35 ... You will notice that you add 3, 4, 5, 6, 7, 8 to the preceding numbers to obtain the next in the series. It is clear then, that you will need to add 9 to 35 to get the number of diagonals for a polygon with 11 sides. That is 44. To that you add 10 to get the number of diagonals for a polygon of 12 sides. The now becomes 54. For a polygon with n sides the result is.....

8. A palindrome is a number that is read the same backwards and forwards. Hence, the numbers 232, 171 and 10601 are palindromes. Indeed, the year 2002 is a palindrome. Can you identify the year before 2002 that was a palindrome?



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A number which is not a palindrome may be made into one using one or more steps. To make any number into a palindrome, the number is reversed and the sum of both is found. Hence  $43 + 34 = 77$ . Forty-three takes one step to become a palindrome.  $68 + 86 = 154$ ;  $154 + 451 = 605$ ;  $605 + 506 = 1111$ . The number 68 will take three steps to become a palindrome. Now try 86.

In the grid below identify all the numbers that will take one step to be made into a palindrome. Following that, identify those that will take two steps, then those that will take three steps and then those that will take four steps. Seek for patterns.

On a 0 – 99 chart indicate clearly the numbers that

- are already palindromes
- need one step to become a palindrome
- need two steps to become a palindrome
- need three steps to become a palindrome



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0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99





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### Centre of Interest

The Centre of Interest should have basic supplies such as:

- ❖ Paper
- ❖ Crayons
- ❖ Sharpeners
- ❖ Plasticine
- ❖ Magazines
- ❖ Cuisenaire rods
- ❖ Toys
- ❖ Building blocks
- ❖ Boxes
- ❖ Cardboard
- ❖ Cartridge paper
- ❖ Counters
- ❖ Straws
- ❖ Used matches/  
Toothpicks
- ❖ Solids
- ❖ Worksheets
- ❖ Books
- ❖ Measuring tools
- ❖ Strings/Cords
- ❖ Brown paper
- ❖ Sand
- ❖ Calculator
- ❖ Geoboards
- ❖ Abacus
- ❖ Graph/Squared paper
- ❖ Puzzles
- ❖ Mirrors
- ❖ Water containers
- ❖ Glue
- ❖ Scale/Balance
- ❖ Egg cartons
- ❖ Primary scissors



## STUDENT PORTFOLIOS

### *Mathematics Portfolios*

Student portfolios are well-known in art and writing, but until now have rarely been used to keep a record of student progress in mathematics. Teachers have always kept folders of student work, but portfolios may now have more focus and be more important for assessment.

### *What is in a Portfolio?*

Teachers and their students should be allowed to choose most of the items to include in portfolios, since it gives a good indication of what is valued. Occasionally it may be desirable, for the sake of comparisons, for some outside agency to ask for inclusion of a certain type of item, but this should be the exception. If possible, teachers and students should be able to present and explain their own portfolios to outside observers.

Putting dates on all papers will become more important. First draft or revised writing should be acceptable, but with a note about which it is. The names of group members should probably be on papers done by a group, or at least an indication that it was group work.

A portfolio might include samples of student-produced:

- written descriptions of the results of practical or mathematical investigations
- pictures and dictated reports from younger students
- extended analyses of problem situations and investigations
- descriptions and diagrams of problem-solving processes
- statistical studies and graphic representations
- reports of investigations of major mathematical ideas such as the relationship between functions, coordinate graphs, arithmetic, algebra, and geometry
- responses to open-ended questions or homework problems
- group reports and photographs of student projects
- copies of awards or prizes
- video, audio, and computer-generated examples of student work
- other material based on project ideas developed with colleagues

### *Teachers and Portfolios*

The definition and evaluation of portfolios are opportunities for teachers to share and learn with peers. Groups of teachers who have reviewed the contents together have found it an exciting and rewarding experience. On page 10 are some examples of teacher comments made during pilot assessments in the spring of 1989. Also, sharing with parents, administrators, and school boards will help emphasize student accomplishments.

This is a page from *Assessment Alternatives in Mathematics*, a booklet from the California Mathematics Council and EQUALS.



### STUDENT PORTFOLIOS (continued)

#### *Advantages of Portfolios*

Student portfolios can provide:

- evidence of performance beyond factual knowledge gained
- assessment records that reflect the emphases of a good mathematics program
- a permanent and long-term record of a student's progress, reflecting the life-long nature of learning
- a clear and understandable picture, instead of a mysterious test score number
- opportunities for improved student self-image as a result of showing accomplishments rather than deficiencies
- recognition of different learning styles, making assessment less culture dependent and less biased
- an active role for students in assessing and selecting their work

#### *Student Attitudes*

A portfolio may also incorporate important information about student attitudes toward mathematics, such as:

- a mathematical biography, renewed each year
- student self-report of what has been learned and/or what is yet to be learned
- a description of how the student feels about mathematics
- work of the student's own choosing
- excerpts from a student's mathematics journal

#### *Assessment of Portfolios*

Educators should look at many portfolios before trying to establish a standard of assessment. Because portfolios should reflect the instructional goals of each situation, the "rubrics" (detailed descriptions of assessment standards) will vary.



This is a page from *Assessment Alternatives in Mathematics*, a booklet from the California Mathematics Council and EQUALS.



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### SAMPLE ACTIVITY

Rearrange the letters so that they spell mathematical words with which you are familiar.

e.g. x i s          i s      six

1. u n m r e b \_\_\_\_\_
2. g n i t e l a r \_\_\_\_\_
3. w y t t n e \_\_\_\_\_
4. q s r a e u \_\_\_\_\_
5. n t e \_\_\_\_\_
6. l l a o d r \_\_\_\_\_
7. e t m i \_\_\_\_\_
8. n m u s i \_\_\_\_\_
9. l k i o r g a i n \_\_\_\_\_
10. o n y e m \_\_\_\_\_
11. w o t \_\_\_\_\_
12. r o u f \_\_\_\_\_
13. v i d e d i \_\_\_\_\_
14. n e e t x i s \_\_\_\_\_
15. s i r f t \_\_\_\_\_
16. e r r u l \_\_\_\_\_
17. s c i t a m e h t a m \_\_\_\_\_
18. e i n n \_\_\_\_\_
19. i o n u n \_\_\_\_\_
20. y t m l p u i l \_\_\_\_\_

Prepared by  
Mathematics Section – Core Curriculum Unit

# 12 Most Important Things You Can Do To Be A Teacher of Mathematics

Primary Mathematics Teacher's Guide, 1999

Not too long ago, teachers saw the main goal of math instruction as helping children become proficient in paper and pencil computation. Today, mathematics instruction is less about teaching basic computation and more about helping students become creative thinkers who are comfortable with all areas of mathematics and are able to apply mathematical skills to a range of problem solving situations.

Making these goals a daily part of math instruction may require a shift in the way you think about mathematics and your role in teaching it. I also offer the following suggestions and examples from actual classroom lessons to help you rethink your teaching practices.

1. **Set the following expectation for your students: Do only what makes sense to you.**

Too often, students see math as a collection of steps and tricks that they must learn. This misconception leads to common recurring errors in arithmetic calculations – when subtracting, students will subtract the smaller from the larger rather than renaming ; when dividing, they’ll omit a zero and wind up with an answer that is ten times too small; when combining fractions, they’ll erroneously add both the numerators and the denominators. In all instances, students arrive at answers that make no sense.

2. **Have your students explain their reasoning in all instances.**

It is insufficient and shortsighted to rely on quick right answers as indications of mathematical power. During Math lessons, probe children’s thinking when they respond. Ask: Why do you think that? Why does that make sense? Convince us. Prove it. Does anyone have a different way to think about the problem? Does anyone have another explanation? When children are asked to explain their thinking they are forced to organize their ideas. They have the opportunity to develop, cement, and expand their understanding. Teachers are accustomed to asking students to explain their thinking when their responses are incorrect. It’s important, however, to ask children to explain their reasoning at all times, even when their answers are correct.

3. **Encourage children to talk with one another during math class.**

Communication is essential for learning. Having students work quietly – and by themselves – limits their opportunity for learning. Interaction maximizes children’s opportunities to talk about their ideas, get feedback for their thinking and hear other points of view. The challenge today is to have students engage in dialogue and work together to solve problems and bring meaning to mathematical ideas. Students can learn from one another, as well as from teachers.

**4. Make writing an integral part of math learning.**

Communication in math class should include writing as well as talking. In his book, *Writing to Learn*, William Zinsser states: “Writing is how we think our way into a subject and make it our own.” When children write in Math class, they have to revisit their thinking and reflect on their ideas. Students’ writing gives teachers a way to assess how their students are thinking and what they understand. Writing in math class best extends from children’s thinking. When small-group interaction or whole-group discussion precedes a writing assignment, students have a chance to formulate their ideas before they’re expected to write. It’s also helpful to write prompts on the board for the students to use to get started. For example: I think the answer is \_\_\_\_\_.

I think this because \_\_\_\_\_.

**5. Embed math activities in contexts.**

When connected to situations, mathematics comes alive. Contexts give students access to otherwise abstract ideas. They stimulate students' interest and provide a purpose for learning mathematics. Contexts can draw on real life examples or they can be created from imaginary situations. Many children's books, for example, offer starting points for classroom mathematics lessons.

**6. Use manipulative materials whenever possible.**

Mathematics materials provide a concrete context for thinking about mathematics. They give children hands-on experiences for grabbing onto mathematics ideas, turning them around and viewing them in different ways. Manipulative materials can serve in several ways – to introduce concepts, to pose problems, and to serve as tools to figure out solutions. It is important that manipulative are not relegated only to young children, but that they are made available to students in every grade.

**7. Bring the quality and richness often apparent in students' writing and art into their math work.**

Typically in elementary classrooms, children's rich, varied and creative art and writing fill the walls, while the math work that is posted commonly consists of arithmetic worksheets or progress charts that track students' learning of basic facts. In Language Arts and art lessons, children's imaginative ideas are invited and applauded: unique and unexpected results are common. While in math lessons, students often learn and practice specific prescribed methods; consistency among student papers is desired.



Find ways to make math lessons and assignments as intriguing, rich, and motivating as they are in other areas of the curriculum. Give students the chance to use their creativity when thinking about mathematics. Encourage them to be inventive and trust that they will be.

**8. Make Calculators available to children at all times.**

Calculators are valuable tools for doing laborious mathematical computations. Owning a calculator is practically a birthright and a basic tool few adults do without. As stated in the NCTM Curriculum and Evaluation Standards for School Mathematics (page 8): Contrary to the fears of many, the availability of calculators...has expanded students' capability of performing calculations".

Calculators are not a replacement for students' thinking. In any problem situation, a child needs to know which buttons to push, whether the answer displayed makes sense, and what decision to do with the results. Calculators eliminate the drudge of complex calculations. They also help children solve problems they may not otherwise be able to tackle.

**9. Let children push the curriculum rather than having the curriculum push the children.**

Choose depth and breadth. David Hawkins has said: "You don't want to cover a subject: you want to uncover it" (The Having of Wonderful Ideas by Eleanor Duckworth, Teachers' College Press, 1987) There are many pressures on teachers, and the school year passes by quickly. But students' understanding is key and doesn't always happen according to the schedule suggested in text materials. Just as students should do only what makes sense to them, the

same is true for teachers. There is value in staying with a topic in which children are interested, pushing more deeply and taking the time for a side investigation that can extend a lesson in a different direction.

10. **Keep an eye out for instructional activities that are accessible to students with different levels of interest and experience.**

A wonderful quality of good children’s books is that they delight adults as well. Of course, adults appreciate books for different reasons than children do, but enjoyment and learning can occur simultaneously at all levels. The same holds true for mathematical investigations. Teachers should search for activities that can engage children who have the least mathematical experience while challenging students with the most experience.

11. **Remember that confusion and partial understanding are natural to the learning process.**

Do not expect all students to learn everything at the same time, and do not expect all children to get the same message from every lesson. Although teachers want all their students to be successful, they rarely reach every student with any one lesson. Learning should be viewed as a long-range goal, not as a lesson objective. It’s important that children do not feel deficient, hopeless or excluded from learning mathematics. The classroom culture should reinforce the belief that errors are opportunities for learning and should support children taking risks without fear of failure or embarrassment.

**12. Take delight in students' thinking.**

There is no one way to think about any mathematical problem. Encourage students to think in different ways. After children respond to a question (and, of course, have explained their thinking), ask: Does anyone have a different idea? Keep asking until all children who volunteer has offered their ideas. By encouraging participation, you'll not only learn more about individual children's thinking, but you'll also send students the message that there is more than one way to look at any problem or situation.

# Sequencing of Teaching and Learning Activities in the Mathematics Classroom

Lorna P. Thompson, PhD (2012)

The following sequence of **five** activities has been described as the Japanese lesson pattern which we have adopted for the Jamaican classroom..

## 1. The Lesson Pattern

1. Reviewing the previous lesson
2. Presenting the problems for the day
3. Students working individually or in groups
4. Discussing solutions methods
5. Highlighting and summarizing the main point

## 2. Commonly used to describe u teachers' key roles

### a. “Hatsumon” ...at the presentation of the problem

“Hatsumon” means, asking a key question for provoking students’ thinking at a particular point in a lesson. At the beginning of the lesson, the teacher may ask a question for probing or promoting students’ understanding of the problem. In a whole-class discussion, on the other hand, he or she may ask, for example, about the connections among proposed approaches to the problem or the efficiency and applicability of each approach.

b. **“Kikan-shido” ...during problem solving by students**

“Kikan-shido” which means an “instruction at students’ desk”, includes a purposeful scanning by the teacher of students’ problem solving on their own. The teacher moves about the classroom, monitoring the students and students’ activities...mainly silently, doing these two important activities which are closely tied to the whole-class discussion that will follow. First, he or she assesses the progress of students’ problem solving. In some cases, **the teacher suggests a direction for students to follow or gives hints to the students for approaching the problem.** Second, he or she will make a mental note of several students who made **the expected approaches or other important approaches to the problem.**

Students will be asked to present their solutions later. Thus, in this period of the purposeful scanning, the teacher considers questions like “which solution methods should I have students present first?” or “How can I direct the discussion towards an integration of students’ ideas? Some of the answers to such questions are prepared in the planning phase but some are not.

c. **Q`1 “Neriage” or “Neriai” .... in a whole-class discussion**

There is a term for describing the dynamic and collaborative nature of a whole-class discussion during the lesson. The term “Neriage” or “Neriai” in Japanese refers to **“kneading up” or polishing up**”. In the context of teaching the term works as a metaphor for the process of “polishing up” students’ ideas and getting an integrated mathematical idea through a whole-class discussion.

Japanese teachers regard “Neriage or “Neriai” as critical for the success or failure of the entire lesson.

Based on his or her observations during “Kikan-shido”, the teacher carefully calls on students, asking them to represent their method or solving the problem on the chalkboard, selecting the students in a particular order. The order is quite important to the teacher for both encouraging those students who found naïve methods and for showing students’ ideas in relation to the mathematical connections that will be discussed later. In some case, even an incorrect method or error may be presented, if the teacher thinks it would be beneficial for the class. Students’ ideas are presented on the chalkboard, to be compared with each other with oral explanations. The teacher’s role is not to point out the best solution, but to guide discussion by students towards an integrated idea.

**d. “Matome” as summing up**









“Matome” means “summing up”. Japanese teachers think that this stage is indispensable to any successful lesson. It is identified as a critical difference between U.S. and Japanese classroom activities. According to the U. S. -Japan, comparative analysis, at the Matome stage, Japanese teachers tends to make a final and careful comment on students’ work in term of mathematical sophistication.

Generally speaking, in the Matome stage, what students have discussed in the whole-class discussion is reviewed briefly and what they have learned through the lesson is summarized by the teacher.

**e. “Banshee”: Effective Use of Chalkboard**

Another important technique used the teacher relates to the use of chalkboard, which is referred as “Bansho” by Japanese teachers. Teachers usually try to keep all that is written during the lesson on the chalkboard without erasing if possible. From the learner’s perspective, it is easier to compare multiple solution methods if they appear on the

chalkboard simultaneously. Also, the chalkboard can be a written record of the entire lesson, which gives both the students and teacher a **bird's-eye** view of what has happened in the class at the end of each lesson.

The Eight Mathematical Practices		
1	I can solve problems without giving up.	
2	I can think about numbers in many ways.	
3	I can explain my thinking and try to understand others.	
4	I can show my work in many ways.	
5	I can use mathematics tools and tell why I chose them.	
6	I can work carefully and check my work	
7	I can use what I know to solve new problems.	
8	I can solve problems by looking for rules and patterns	



<b><i>MATHEMATICAL THINKING</i></b>	
<b>PROBLEM SOLVING</b>	<ul style="list-style-type: none"><li>✓ Build new mathematical knowledge through problem solving.</li><li>✓ Solve problems that arise in mathematics and in other contexts.</li><li>✓ Apply and adapt a variety of appropriate strategies to solve problems.</li><li>✓ Monitor and reflect on the process of mathematical problem solving.</li></ul>
<b>REASONING AND PROOF</b>	<ul style="list-style-type: none"><li>✓ Recognize reasoning and proof as fundamental aspects of mathematics.</li><li>✓ Make and investigate mathematical conjectures.</li><li>✓ Develop and evaluate mathematical arguments and proofs.</li><li>✓ Select and use various types of reasoning and methods of proof.</li></ul>
<b>COMMUNICATION</b>	<ul style="list-style-type: none"><li>✓ Organize and consolidate mathematical thinking through communication.</li><li>✓ Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</li><li>✓ Analyze and evaluate the mathematical thinking and strategies of others.</li><li>✓ Use the language of mathematics to express mathematical ideas precisely.</li></ul>
<b>CONNECTONS</b>	<ul style="list-style-type: none"><li>✓ Recognize and use connections among mathematical ideas.</li><li>✓ Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</li><li>✓ Recognize and apply mathematics in contexts outside of mathematics.</li></ul>
<b>REPRESENTATION</b>	<ul style="list-style-type: none"><li>✓ Create and use representations to organize, record, and communicate mathematical ideas.</li><li>✓ Select, apply, and translate among mathematical representations to solve problems.</li><li>✓ Use representations to model and interpret physical, social, and mathematical phenomena.</li></ul>



