The 2/3 Classroom
A STARTING POINT FOR PEEL TEACHERS
Long Range Plans for Combined Grades
Last updated April 2014
Acknowledgements

The following people made significant contributions to this resource and are gratefully acknowledged:

PETL Executive
PETL New Teacher Committee
Executive Liaison/Editor
Kurt Uriarte

WRITING TEAMS
Annette Ackermann
Pam Evoy
Lisa Graham
Maureen Murphy
Karen Ott
Deborah Solomon

ADVISORY SUPPORT
Janet Miller Grant
Joanne Meyers
Tim Cunningham
Heather Thompson

Feedback

We would love to know what you think!

If you would like to offer feedback/suggestions or share units you have created for this resource please contact Kurt Uriarte at kurtu@etfopeel.com

Copies are available at www.etfopeel.com
Introduction

ONE OF THE LARGEST CHALLENGES for a teacher of a combined grade is how to best balance two sets of curriculum expectations in a wide variety of program areas. Simply trying to get an understanding of the two curricula, looking for possible points of integration and determining what to teach can be overwhelming for even the most experienced teacher.

Over the last few years there has been a marked increase in the creation of combined grades resulting in a greater need for additional support for those teachers who are in these classrooms.

This document was created by Peel teachers for Peel teachers in order to assist combined grade teachers with planning support, by providing a basic framework of what Long Range Plans might look like for combined grades classrooms.

In addition to the Long Range Plans, ideas for unit integration and a variety of tasks to aid in planning have been included. Our hope is that this resource will serve as a starting point for teachers as they begin to flesh out the various assessment/instructional tasks and other program planning requirements specific to their school and classroom situation.

It is important to stress that this document is only intended to be a basic framework designed to assist teachers with support in mapping out the curriculum needs for the year, and is in no way intended to be adhered to strictly. While using these documents teachers will need to use best judgment and possibly adjust the order of units, time lines, material and change/ incorporate additional information as needed to best meet the specific needs of the learners in their classroom.

These Long Range Plans were created using the Overall Expectations (OE) in the Ontario curriculum documents available as of April 2014. Please be advised that a teacher must incorporate any new Ontario curriculum documents after this date of publication.

Your Union will continue to monitor and review the implications of combined grades and work with teachers who have concerns with increased expectations on their workload in the area of planning, instruction and reporting. The PETL continues to encourage members to work with us through any work load concerns. For further information on ETFO’s position on combined grades visit www.etfo.ca (http://www.etfo.ca/AboutETFO/ Governance/PolicyStatements/Pages/default.aspx)

For further assistance with combined class planning the PETL local has purchased the ETFO resource “Learning Together: A Teacher’s Guide to Combined Grades” for all Peel school libraries.
A STARTING POINT FOR PEEL TEACHERS: Long Range Plans for Combined Grades

Format

Each grade pairing is chunked into four units of time, to loosely align with the school year calendar, reflecting reporting periods.

- Start-of-Year (Sept/Oct)
- Term One (Nov–Jan)
- Term Two (Feb–April)
- Year End (May/June)

Each unit includes Big Ideas, Culminating Tasks, Performance Tasks, Subtasks, Guiding Questions and clusters of curriculum overall expectations from the Science and Tech, Social Studies, Language, Mathematics and Arts strands. (Teachers who teach their own Health and Physical Education or Music will need to incorporate this curriculum area.)

Definitions

BIG IDEA
The Big Idea is the concept which unifies the curriculum being taught during a specific block of time and is the idea students should remember long after the unit is over and details forgotten.

CULMINATING TASKS
The Culminating Task is the final assessment of learning for the cross curricular unit and allows students to authentically demonstrate all the formative learning from the unit.

In creating the Culminating Tasks the authors were careful to develop tasks that were engaging and connected to real world experiences.

While creating a unit with this long range plan teachers need to refer back to the Big Idea and ensure all learning experiences lead to the Culminating Task through a backward design model of planning.

SUBTASKS
The Subtasks help ensure that the skills required to move students forward to complete the culminating task are taught.

PERFORMANCE TASK
Within each subject area specific Performance Tasks are suggested. These tasks are separate from the Culminating Task and are not integrated with other curriculum areas but rather help ensure an overall expectation is covered. These tasks may be modified to suit a teacher/class need, and are used as assessments of learning. Teachers will need to consider skills students require to have been taught prior to or subsequent to the Performance Task in each subject area. How best to teach the skills needed to complete the Performance Task is up to the professional judgment of the teacher.

GUIDING QUESTIONS
Used to encourage critical thinking and guide rich conversations that reinforce the Big Idea.
### Overview of the Subject

#### September/October

**BIG IDEA:** Interactions and Interdependence

#### CULMINATING TASK:
Using your research, create and present a text (such as a brochure, poster, power point) including the features of a rural/urban community or a province/territory of Canada to promote tourism. Explain the features of the urban/rural community and the physical regions of the province/territory looking at the natural resources/population, agriculture, businesses (soil, rocks, minerals, living things) of that community and highlight the positive features of that community/province/territory.

#### Overall Expectation and Performance Tasks

<table>
<thead>
<tr>
<th>Gr. 2 Growth and Change in Animals</th>
<th>Gr. 3 Growth and Changes in Plants</th>
</tr>
</thead>
<tbody>
<tr>
<td>OE1. assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live.</td>
<td>OE1. assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats.</td>
</tr>
<tr>
<td>OE2. investigate similarities and differences in the characteristics of various animals.</td>
<td>OE2. investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow.</td>
</tr>
<tr>
<td>OE3. demonstrate an understanding that animals grow and change and have distinct characteristics.</td>
<td>OE3. demonstrate an understanding that plants grow and change and have distinct characteristics.</td>
</tr>
</tbody>
</table>

#### Guiding Question for Grades 2 and 3

How do our actions affect the quality of our environment and our quality of life? (relationships between humans and their environment)

#### SUBTASKS

<table>
<thead>
<tr>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>In preparation for the task below, show samples of</td>
<td>Class work on aspects of human impact on the environment and our quality of life.</td>
</tr>
</tbody>
</table>

#### SCIENCE AND TECHNOLOGY

**Gr. 2 Growth and Change in Animals**

<table>
<thead>
<tr>
<th><strong>People and Environments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 2: Global Communities</strong></td>
</tr>
<tr>
<td>B1. Applications: describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to their location, climate, and physical features of their regions (FOCUS ON Cause and Consequence).</td>
</tr>
<tr>
<td>B2. Inquiry: use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate of selected communities and the ways in which people in these communities live (FOCUS ON Interrelationships, Patterns and Trends).</td>
</tr>
</tbody>
</table>

**Gr. 3: Living and Working in Ontario**

| **Understanding Content:** describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs (FOCUS ON Significance). |
| **Understanding Content:** describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs (FOCUS ON Significance). |

**OE1. estimate, measure, and record length, perimeter, area, mass, capacity, time and temperature using non-standard units and standard units.**

**OE2. compare, describe, and order objects using attributes measured in non-standard units and standard units.**

**Measurement**

**Data Management and Probability**

**Guiding Question for Grades 2 and 3**

How do our actions affect the quality of our environment and our quality of life? (relationships between humans and their environment)

#### MATH CONNECTIONS

**Measurement**

**Data Management and Probability**

#### LANGUANGE CONNECTIONS

**Oral and Visual Communication**

**Grade 2 and 3**

**OE1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.**

**OE2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.**

**Reading**

**Grade 2 and 3**

**OE1. read and demonstrate an understanding of a variety of literary, graphic and informational texts using a range of strategies to construct meaning.**

**OE2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.**

**Writing**

**Grade 2 and 3**

**OE1. generate, gather, and organize ideas and information to write for an intended purpose and audience.**

**OE2. draft, revise and refine their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience.**

#### ARTS

**Visual Arts**

**Dance**

**Grade 2 and 3**

**Music**

**Grade 2 and 3**

**Culminating Task:** Using your research, create and present a text (such as a brochure, poster, power point) including the features of a rural/urban community or a province/territory of Canada to promote tourism. Explain the features of the urban/rural community and the physical regions of the province/territory looking at the natural resources/population, agriculture, businesses (soil, rocks, minerals, living things) of that community and highlight the positive features of that community/province/territory.
**SCIENCE AND TECHNOLOGY**

**Guiding Question for Grade 2 and 3:** How does the environment influence our communities?

**PERFORMANCE TASK**

Grade 2

- Students create a brochure (electronically or by hand) to describe the characteristics of a community in another region (e.g., food, clothing, shelter, climate, games, etc.).

Grade 3

- Students create a brochure (electronically or by hand) about a rural or an urban community in Ontario. Ask the students to convince people to visit their community.

**SUBTASK**

Grade 2 and 3 (this subtask is integrated with the math unit)

Have the class plant bean seeds. Divide the class up into groups. Give each group cups of plants with different conditions.

- For Cup A, give students a plant with all the same conditions (water, ideal soil and sunlight).
- For Cup B, give students a plant with very little soil conditions and keep the plant in sunlight.
- For Cup C, give students a plant with very little water, ideal soil and sunlight.
- For Cup D, give students a plant with all the same conditions but with no sunlight. Have students observe the plants and measure the plants every other day.

- Students create two different graphs to display the growth of the plants. Have a whole class discussion about the variables that caused the plants to grow well or not.

**SOCIAL STUDIES**

**LANGUAGE CONNECTIONS**

**OE1:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

**OE2:** demonstrate an understanding of a variety of media texts.

**OE3:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

**Writing**

**SUBTASK**

Grade 2 and 3

- Ask students to create a log of their observations of the plants including their graphs, pictures, and words.

**SUBTASK**

Grade 2 and 3

- Read informational texts about animals (Gr. 2) and plants (Gr. 3). Use graphic organizers (e.g., mind map, fishbone, etc.) to record information.

**Media Literacy and Oral and Visual Communication**

**SUBTASK**

Grade 2 and 3

- Show students many samples of travel brochures. Have a discussion with students about the features of text (e.g., font colour) for the brochures. Have a discussion about how advertisers purposely select enticing colours and print to capture the attention of potential customers. Students plan which features they will use in their own brochures.

**MATH CONNECTIONS**

**Data Management and Probability**

Grade 3

OE1: collect and organize categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs, with labels ordered appropriately along horizontal axes, as needed.

OE2: read, describe, and interpret primary data presented in charts and graphs including vertical and horizontal bar graphs.

**Number Sense and Numeration**

Grade 2

OE3: solve problems involving the addition and subtraction of one- and two-digit whole numbers, using a variety of strategies, and investigate multiplication and division.

**Number Sense and Numeration**

Grade 3

OE3: solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division.

**Data Management**

**SUBTASK**

Grades 2 and 3

- Ask students to choose an appropriate graph to display the data of their plant observations. Have students discuss or write about what information their graph tells them. Ask students to discuss and explain which graph best displays the data.

**Dance and Music**

**PERFORMANCE TASK**

Grade 2 and 3

- As a class body storm (Arts Curriculum pg. 160) with students various movements from different cultures and communities (e.g., What action might you see on a farm? What actions might you see in a rural community versus a urban community?)

- Ask students to create a flocking routine (Arts Curriculum pg. 160) where they demonstrate movements from different countries (gr. 2s) and communities (urban and rural) (gr. 3s) Teacher will play music with different tempos. Ask students how their movements will change in relation to the tempo of the music.
### September/October  BIG IDEA: Interactions and Interdependence continued

**Overall Expectation and Performance Tasks**

<table>
<thead>
<tr>
<th>SCIENCE AND TECHNOLOGY</th>
<th>SOCIAL STUDIES</th>
<th>LANGUAGE CONNECTIONS</th>
<th>MATH CONNECTIONS</th>
<th>ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Measurement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>SUBTASK</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Have students observe the plant and measure the plants every other day</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 2 measure using standard and non standard units (e.g. how long is your plant?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 3 use standard units to measure their plant (e.g. using centimeters and millimeters). Students create two different graphs to display the growth of the two plants</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>As a class order the heights of the plants from shortest to tallest.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Number Sense and Numeration</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>PERFORMANCE TASK</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grades 2 and 3 A company is going to chop down trees in a section of the rain forest for cattle farming. The law says they need to leave more trees than they cut down. If there are (The teacher can also select a total or students can choose their own) trees, how many trees could the company cut down? How many trees could be left over? What were some strategies you used to explain your thinking?</td>
<td></td>
</tr>
</tbody>
</table>
November/December/January

BIG IDEA: Making and Understanding Our Choices

CULMINATING TASK: Grade 3 students plan and build a strong and stable structure that would be suitable for a playground. Grade 2 students plan and use a simple machine to create a play structure. Students combine their models. In groups, students create podcasts with visuals to convince schools and parks to use their playground. Students write their procedure of how they built their structures or their simple machine for the playground.

Overall Expectation and Performance Tasks

<table>
<thead>
<tr>
<th>SCIENCE AND TECHNOLOGY</th>
<th>SOCIAL STUDIES</th>
<th>LANGUAGE CONNECTIONS</th>
<th>MATH CONNECTIONS</th>
<th>ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Structures and Mechanisms</td>
<td>People and Environments</td>
<td>Oral and Visual Communication</td>
<td>Number Sense and Numeration</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Movement</td>
<td>Grade 2</td>
<td>Grade 2 and 3</td>
<td>Grade 2</td>
<td>Grade 2 and 3</td>
</tr>
<tr>
<td>OE1. assess the impact on society and the environment of simple machines and mechanisms</td>
<td>B1. Application: describe similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their region (FOCUS ON: Cause and Consequence)</td>
<td>OE1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</td>
<td>OE1. read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢</td>
<td></td>
</tr>
<tr>
<td>OE2. investigate mechanisms that include simple machines and enable movement</td>
<td>B2. Inquiry: use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate of selected communities and the ways in which people in those communities live (FOCUS ON: Interrelationships, Patterns and Trends)</td>
<td>OE3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations</td>
<td>Grade 3</td>
<td></td>
</tr>
<tr>
<td>OE3. demonstrate an understanding of movement and ways in which simple machines help to move objects</td>
<td>Strong and Stable Structures</td>
<td>Reading</td>
<td>Grade 2 and 3</td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>OE1. assess the importance of form, function, strength, and stability in structures through time</td>
<td>OE2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</td>
<td>OE2. read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to $10</td>
<td></td>
</tr>
<tr>
<td>OE2. investigate strong and stable structures to determine how their design and materials enable them to perform their load-bearing function</td>
<td>OE3. Understanding Context: identify and locate various physical features and selected communities around the world, and describe some aspects of people’s ways of life in those communities (FOCUS ON: Significance)</td>
<td>Writing</td>
<td>Grade 2 and 3</td>
<td></td>
</tr>
<tr>
<td>OE3. demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them</td>
<td>Grade 3: Living and Working in Ontario</td>
<td>Grade 2 and 3</td>
<td>OE2. 1 Identify two-dimensional shapes and three-dimensional figures and sort and classify them by their geometric properties</td>
<td></td>
</tr>
<tr>
<td>Guiding Questions for Grade 2 and 3</td>
<td>B1. Application: demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario (FOCUS ON: Interrelationships, Patterns and Trends)</td>
<td>OE3. generate, gather, and organize ideas and information to write for an intended purpose and audience</td>
<td>OE3. describe and represent the relative locations of objects, and represent objects on a map</td>
<td></td>
</tr>
<tr>
<td>How can form and function of structures or simple machines assist us or make our play easier?</td>
<td>B2. Inquiry: use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in two</td>
<td>OE2. compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties</td>
<td>Grade 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strong and Stable Structures</td>
<td>Media Literacy</td>
<td>OE3. identify and describe the locations and movements of shapes and objects</td>
<td>Pattern and Algebra</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Grade 2 and 3</td>
<td>Grade 2 and 3</td>
<td>Grade 2</td>
<td>Grade 2 and 3</td>
</tr>
<tr>
<td>OE1. demonstrate an understanding of a variety of media texts</td>
<td>OE1. demonstrate an understanding of concept of equality between pairs of expressions, using</td>
<td>OE2. compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties</td>
<td>Grade 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OE2. demonstrate an understanding of concept of equality between pairs of expressions, using visuals to convince schools and parks to consider their new play structure for playgrounds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**November/December/January continued**

**BIG IDEA:** Making and Understanding Our Choices

### Overall Expectation and Performance Tasks

#### SCIENCE AND TECHNOLOGY

**SUBTASK**
- Students examine playgrounds to brainstorm features and needs (e.g. safety, accessibility, durability).
  - **Grade 2:** Identify simple machines in the playground (e.g., teeter totter, swings, etc.). Students build their own play structures using a simple machine.
  - **Grade 3:** Look at the strong and stable structures in the playground (bridge, bench, monkey bars, etc.). Ask students to consider what shapes are used in strong and stable structures. The Grade 3s build a strong and stable play structure for the playground.

**Guiding Questions for Grade 2 and 3**
- How do our lifestyles influence our communities and how do our communities influence our lifestyles?
- What does a community need to have in order to meet our needs?

**PERFORMANCE TASK**
- **Grade 2 and 3:** In mixed groups, students combine their structures to create a playground model. Students write their procedure of how they built their structures or their simple machine for the playground.

#### SOCIAL STUDIES

**SUBTASK**
- Students compare their countries of origin (where their ancestors are from) and compare them to the community they live in from Ontario.
  - **Grade 3:** Draw a line graph to show how many students come from urban or rural communities.

**Guiding Questions for Grade 2 and 3**
- How do our lifestyles influence our communities and how do our communities influence our lifestyles?
- What does a community need to have in order to meet our needs?

**Performance TASK**
- **Grade 2 and 3:** Students create podcasts with visuals (commercials) to convince schools and parks to consider their new play structure for playgrounds. Ask students to give feedback to their peers' podcasts based on the criteria. Ask students to self-assess by identifying their strengths and areas of improvement in communication situations.

#### LANGUAGE CONNECTIONS

**SUBTASK**
- **Reading and Writing**
  - **Grade 2 and 3:** Students read informational texts about other communities. Using a graphic organizer, students will record the steps for building their structure, the materials they used, and the sequence. Students can take pictures while they are making the structure. Students write a procedural text or explain orally how they created their structure.

#### MATH CONNECTIONS

**SUBTASK**
- **Grade 2:** Students have a $1.00 and the Grade 3 students have $10.00. What materials could you buy? What coins and/or bills would you use? How much change would you have left over? As an open task, teachers can co-construct prices with students (e.g., Nails (_ cents), nuts and bolts (_ cents), wood (_ cents)).
- **Grade 3:** Demonstrate an understanding of equality between pairs of expressions, using addition and subtraction of one- and two-digit numbers.

#### ARTS

**SUBTASK**
- **Grade 2 and 3:** Students demonstrate knowledge of the two-dimensional and three-dimensional figures in their structures. Which shapes are best for strong and stable structures?

**Guiding Questions for Grade 2 and 3**
- How do our lifestyles influence our communities and how do our communities influence our lifestyles?
- What does a community need to have in order to meet our needs?

### Long Range Year Plans for Combined Grade 2/3

- **November/December/January continued**
- **BIG IDEA:** Making and Understanding Our Choices

**PERFORMANCE TASK**
- **Grade 2 and 3:** Students compare their countries of origin (where their ancestors are from) and compare them to the community they live in from Ontario.

**Guiding Questions for Grade 2 and 3**
- How do our lifestyles influence our communities and how do our communities influence our lifestyles?
- What does a community need to have in order to meet our needs?

**Number Sense and Numeration**
- **Grade 2 and 3:** Give students a list of materials they would need to build. Grade 2 students have a $10.00 and the Grade 3 students have $10.00. What materials could you buy? What coins and/or bills would you use? How much change would you have left over? As an open task, teachers can co-construct prices with students (e.g., Nails (_ cents), nuts and bolts (_ cents), wood (_ cents)).
### Overall Expectation and Performance Tasks

<table>
<thead>
<tr>
<th>SCIENCE AND TECHNOLOGY</th>
<th>SOCIAL STUDIES</th>
<th>LANGUAGE CONNECTIONS</th>
<th>MATH CONNECTIONS</th>
<th>ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>November/December/January continued</strong></td>
<td><strong>LONG RANGE YEAR PLANS FOR COMBINED GRADE 2/3</strong></td>
<td><strong>BIG IDEA: Making and Understanding Our Choices</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Langrange and Algebra

**PERFORMANCE TASK**

**Grade 2**

18 is the answer, what is the question? Ask students to use the following frame: 

\[ \_ \_ + \_ \_ = 18 \]

Show as many combinations as possible. Students can use concrete materials to help them answer the question.

**Grade 3**

Ask students to balance this equation:

\[ \_ \_ \_ - \_ \_ \_ \_ = \_ \_ \_ \_ \]

E.g. 25 - 4 = 15 + 6. Ask students to find as many possible solutions as they can with the same total.

To scaffold for students having difficulty, fill in some of the blanks:

E.g. 25 - 4 = 15 + __

Students can use concrete materials to guess and check their answers.
Grade 2 students create a comic to recount a day in the life of a child from one of the countries they have studied. Grade 3 create a comic to recount a day in the life of a child who is an early settler or a First Nations person from the mid to late 1800s.

**Overall Expectation and Performance Tasks**

<table>
<thead>
<tr>
<th>SCIENCE AND TECHNOLOGY</th>
<th>SOCIAL STUDIES</th>
<th>LANGUAGE CONNECTIONS</th>
<th>MATH CONNECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding Matter and Energy</strong> Grade 2</td>
<td><strong>Heritage and Identity</strong> Grade 2: Changing Family and Community Traditions</td>
<td><strong>Oral and Visual Communication</strong> Grade 2 and 3</td>
<td><strong>Number Sense and Numeration</strong> Grade 2</td>
</tr>
<tr>
<td><strong>Air Water and the Environment</strong> OE1. assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things.</td>
<td><strong>A1.</strong> Applications: compare some significant traditions and celebrations among diverse groups and identify some of the reasons for changes in these traditions/celebrations (FOCUS ON: Perspective, Cause and Consequences).</td>
<td><strong>OE1.</strong> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</td>
<td><strong>OE1.</strong> read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to $100.</td>
</tr>
<tr>
<td><strong>OE2.</strong> investigate the characteristics of air and water and the visible/invisible effects of changes to air and/or water in the environment.</td>
<td><strong>A2.</strong> Inquiry: use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong (FOCUS ON: Continuity and Change).</td>
<td><strong>OE2.</strong> reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</td>
<td><strong>OE2.</strong> read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to $10.</td>
</tr>
<tr>
<td><strong>OE3.</strong> demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs.</td>
<td><strong>A3.</strong> Understanding Content: describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups (FOCUS ON: Interrelationships, Significance).</td>
<td><strong>OE3.</strong> demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</td>
<td><strong>OE3.</strong> read, represent, compare, and order whole numbers to 10000, and use concrete materials to represent fractions and money amounts to $100.</td>
</tr>
<tr>
<td><strong>Soil and the Environment</strong> OE1. assess the impact of soils on society and the environment, and of society and the environment on soils.</td>
<td><strong>Grade 3: Communities in Canada, 1780-1850</strong></td>
<td><strong>Reading</strong> Grade 2 and 3</td>
<td><strong>PERFORMANCE TASK</strong> Imagine we are going to sell our quilt... Grade 2</td>
</tr>
<tr>
<td><strong>OE2.</strong> investigate the composition and characteristics of different soils.</td>
<td><strong>A2.</strong> Grade 3: Communities in Canada, 1780-1850</td>
<td><strong>Grade 2 and 3</strong></td>
<td>If the quilt squares will cost about $0.00. What coin combinations could we accept? Grade 3</td>
</tr>
<tr>
<td><strong>OE3.</strong> demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things.</td>
<td><strong>A3.</strong> Understanding Content: describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups (FOCUS ON: Interrelationships, Significance). Grade 3: Communities in Canada, 1780-1850</td>
<td><strong>OE3.</strong> use knowledge of words and cuesing strategies to read fluently.</td>
<td>The quilt sells for about $1000. What coins and bills could we accept? Grade 3</td>
</tr>
<tr>
<td><strong>Guiding Question</strong> Grade 2 and 3: How can we conserve our natural resources while meeting our needs and wants?</td>
<td><strong>Writing</strong> Grade 2 and 3</td>
<td><strong>Patterning and Algebra</strong> Grade 2</td>
<td><strong>Dance</strong> Grade 2 and 3</td>
</tr>
<tr>
<td></td>
<td><strong>OE1.</strong> Applications: compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day (FOCUS ON: Continuity and Change, Perspective).</td>
<td><strong>OE1.</strong> understand, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.</td>
<td><strong>Creating and Presenting:</strong> Create a simple dance piece, using the elements of dance to communicate feelings and ideas.</td>
</tr>
<tr>
<td></td>
<td><strong>A1.</strong> Application: compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day (FOCUS ON: Continuity and Change, Perspective).</td>
<td><strong>OE2.</strong> reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.</td>
<td><strong>PERFORMANCE TASK</strong> Grade 2 and 3</td>
</tr>
<tr>
<td></td>
<td><strong>A2.</strong> Inquiry: use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges (FOCUS ON: Significance, Cause and Consequence).</td>
<td><strong>OE3.</strong> reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.</td>
<td>Gr. 2 students create a series of dance movements for the water cycle. Gr. 3s imagine that they are wiggly worms moving through different layers of soil. Group students in mixed groups. Key put the movements together to create a dance piece. Ask students to keep in mind the fundamental concepts and elements of dance.</td>
</tr>
<tr>
<td></td>
<td><strong>A3.</strong> Understanding Content: identify some of the communities in Canada around the beginning of the nineteenth century, and describe their</td>
<td><strong>SUBTASK</strong> Grade 2 and 3</td>
<td><strong>D1.</strong> Exploring forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and cultural contexts.</td>
</tr>
<tr>
<td></td>
<td><strong>Heritage and Identity</strong> Grade 2: Changing Family and Community Traditions</td>
<td><strong>Class Unity Quilt:</strong> Students create growing, and shrinking patterns.</td>
<td><strong>PERFORMANCE TASK</strong> Grade 2 and 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OE1.</strong> Grade 2 and 3</td>
<td>Look at art from countries (Gr. 2) or time periods (Gr. 3) to learn more about how they use the elements of design (colour, texture, line, space, shape and form, value). Students can refer back to this information when creating their own quilt square.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OE2.</strong> Grade 2 and 3</td>
<td><strong>Dance</strong> Grade 2 and 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OE3.</strong> Grade 2 and 3</td>
<td><strong>Creating and Presenting:</strong> Apply the creative process (see pages 19–22) to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OE1.</strong> Grade 2 and 3</td>
<td><strong>PERFORMANCE TASK</strong> Grade 2 and 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OE2.</strong> Grade 2 and 3</td>
<td>Gr. 2 students create a series of dance movements for the water cycle. Gr. 3s imagine that they are wiggly worms moving through different layers of soil. Group students in mixed groups. Key put the movements together to create a dance piece. Ask students to keep in mind the fundamental concepts and elements of dance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OE3.</strong> Grade 2 and 3</td>
<td><strong>D1.</strong> Exploring forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and cultural contexts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OE1.</strong> Grade 2 and 3</td>
<td><strong>PERFORMANCE TASK</strong> Grade 2 and 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OE2.</strong> Grade 2 and 3</td>
<td>Gr. 2 students create a series of dance movements for the water cycle. Gr. 3s imagine that they are wiggly worms moving through different layers of soil. Group students in mixed groups. Key put the movements together to create a dance piece. Ask students to keep in mind the fundamental concepts and elements of dance.</td>
</tr>
</tbody>
</table>
Overall Expectation and Performance Tasks

<table>
<thead>
<tr>
<th>SCIENCE AND TECHNOLOGY</th>
<th>SOCIAL STUDIES</th>
<th>LANGUAGE CONNECTIONS</th>
<th>MATH CONNECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERFORMANCE TASK</strong></td>
<td><strong>Guiding Question</strong></td>
<td><strong>Guiding Question</strong></td>
<td><strong>WORDS</strong></td>
</tr>
<tr>
<td>Grade 2</td>
<td>How do other communities use water?</td>
<td>How did the First Nations and Early Settlers use natural resources?</td>
<td><strong>Big Idea:</strong> Sustainability and Conservation</td>
</tr>
<tr>
<td>Students investigate how they use water. Students track (e.g. use a tally chart, pictograph) their use of water for a day (e.g. how long is the water on when you brush your teeth, how often do you flush the toilet, how much water do you drink water in a day)? Students answer the following questions: Is your use of water responsible, or wasteful? How could you reduce your use of water? How might your use of water change if you had to carry it? Why do all living things need water?</td>
<td>How did the First Nations and Early Settlers use natural resources?</td>
<td><strong>Math Connections</strong></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>Students investigate examples of erosion in the community and propose ways to address it. E.g. In the community where are examples of erosion? What/Who caused the erosion? What can we do to prevent erosion from occurring? What will happen if the erosion isn’t taken care of? Create a poster to encourage the community to prevent erosion.</td>
<td><strong>Performance Task</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Guiding Questions</strong></td>
<td><strong>SUBTASK</strong></td>
<td><strong>SUBTASK</strong></td>
<td><strong>Drama</strong></td>
</tr>
<tr>
<td>Grade 2</td>
<td>Grade 2 and 3</td>
<td>Grade 2 and 3</td>
<td>Grade 2 and 3</td>
</tr>
<tr>
<td><strong>Class Unity Quilt</strong></td>
<td>Brainstorm as a class of questions that students would like to ask someone from another place. Keep the questions up as an anchor chart for students. Ask students about different cultural traditions, celebrations, the relationship a person may have/ had with the environment etc.</td>
<td>Brainstorm as a class of questions that students would like to ask someone from another place. Keep the questions up as an anchor chart for students. Ask students about different cultural traditions, celebrations, the relationship a person may have/ had with the environment etc.</td>
<td>Grade 2 and 3</td>
</tr>
<tr>
<td>Grade 3</td>
<td>The whole class comes together to do an inside outside circle. The grade 2s on the inside will be in role as a child from one of the countries that they have studied. The grade 3s in the inside circle will be in role as a child who is an early settler or from a First Nations tribe from the late 1800s. The grade 3s in the inside circle will ask the grade 2 students in the inside circle questions about their lives. The students will answer the questions based on the information they have learned. After the students have asked their questions, students on the outside circle rotate. After 4 or 5 rotations students on the outside circle will switch with students in the inside circle.</td>
<td>The whole class comes together to do an inside outside circle. The grade 2s on the inside will be in role as a child from one of the countries that they have studied. The grade 3s in the inside circle will be in role as a child who is an early settler or from a First Nations tribe from the late 1800s. The grade 3s in the inside circle will ask the grade 2 students in the inside circle questions about their lives. The students will answer the questions based on the information they have learned. After the students have asked their questions, students on the outside circle rotate. After 4 or 5 rotations students on the outside circle will switch with students in the inside circle.</td>
<td><strong>Guiding Question</strong></td>
</tr>
<tr>
<td>Grade 2</td>
<td>The grade 2s on the inside will be in role as a child from one of the countries that they have studied. The grade 3s in the inside circle will be in role as a child who is an early settler or from a First Nations tribe from the late 1800s. The grade 3s in the inside circle will ask the grade 2 students in the inside circle questions about their lives. The students will answer the questions based on the information they have learned. After the students have asked their questions, students on the outside circle rotate. After 4 or 5 rotations students on the outside circle will switch with students in the inside circle.</td>
<td>The grade 2s on the inside will be in role as a child from one of the countries that they have studied. The grade 3s in the inside circle will be in role as a child who is an early settler or from a First Nations tribe from the late 1800s. The grade 3s in the inside circle will ask the grade 2 students in the inside circle questions about their lives. The students will answer the questions based on the information they have learned. After the students have asked their questions, students on the outside circle rotate. After 4 or 5 rotations students on the outside circle will switch with students in the inside circle.</td>
<td><strong>Guiding Question</strong></td>
</tr>
<tr>
<td>Grade 3</td>
<td>The whole class comes together to do an inside outside circle. The grade 2s on the inside will be in role as a child from one of the countries that they have studied. The grade 3s in the inside circle will be in role as a child who is an early settler or from a First Nations tribe from the late 1800s. The grade 3s in the inside circle will ask the grade 2 students in the inside circle questions about their lives. The students will answer the questions based on the information they have learned. After the students have asked their questions, students on the outside circle rotate. After 4 or 5 rotations students on the outside circle will switch with students in the inside circle.</td>
<td>The whole class comes together to do an inside outside circle. The grade 2s on the inside will be in role as a child from one of the countries that they have studied. The grade 3s in the inside circle will be in role as a child who is an early settler or from a First Nations tribe from the late 1800s. The grade 3s in the inside circle will ask the grade 2 students in the inside circle questions about their lives. The students will answer the questions based on the information they have learned. After the students have asked their questions, students on the outside circle rotate. After 4 or 5 rotations students on the outside circle will switch with students in the inside circle.</td>
<td><strong>Guiding Question</strong></td>
</tr>
<tr>
<td>Grade 2</td>
<td>The grade 2s on the inside will be in role as a child from one of the countries that they have studied. The grade 3s in the inside circle will be in role as a child who is an early settler or from a First Nations tribe from the late 1800s. The grade 3s in the inside circle will ask the grade 2 students in the inside circle questions about their lives. The students will answer the questions based on the information they have learned. After the students have asked their questions, students on the outside circle rotate. After 4 or 5 rotations students on the outside circle will switch with students in the inside circle.</td>
<td>The grade 2s on the inside will be in role as a child from one of the countries that they have studied. The grade 3s in the inside circle will be in role as a child who is an early settler or from a First Nations tribe from the late 1800s. The grade 3s in the inside circle will ask the grade 2 students in the inside circle questions about their lives. The students will answer the questions based on the information they have learned. After the students have asked their questions, students on the outside circle rotate. After 4 or 5 rotations students on the outside circle will switch with students in the inside circle.</td>
<td><strong>Guiding Question</strong></td>
</tr>
<tr>
<td>Grade 3</td>
<td>The whole class comes together to do an inside outside circle. The grade 2s on the inside will be in role as a child from one of the countries that they have studied. The grade 3s in the inside circle will be in role as a child who is an early settler or from a First Nations tribe from the late 1800s. The grade 3s in the inside circle will ask the grade 2 students in the inside circle questions about their lives. The students will answer the questions based on the information they have learned. After the students have asked their questions, students on the outside circle rotate. After 4 or 5 rotations students on the outside circle will switch with students in the inside circle.</td>
<td>The whole class comes together to do an inside outside circle. The grade 2s on the inside will be in role as a child from one of the countries that they have studied. The grade 3s in the inside circle will be in role as a child who is an early settler or from a First Nations tribe from the late 1800s. The grade 3s in the inside circle will ask the grade 2 students in the inside circle questions about their lives. The students will answer the questions based on the information they have learned. After the students have asked their questions, students on the outside circle rotate. After 4 or 5 rotations students on the outside circle will switch with students in the inside circle.</td>
<td><strong>Guiding Question</strong></td>
</tr>
</tbody>
</table>
February/March/April  

**BIG IDEA:** Sustainability and Conservation  

**continued**

### Overall Expectation and Performance Tasks

<table>
<thead>
<tr>
<th>SCIENCE AND TECHNOLOGY</th>
<th>SOCIAL STUDIES</th>
<th>LANGUAGE CONNECTIONS</th>
<th>MATH CONNECTIONS</th>
<th>ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERFORMANCE TASK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan and create a comic to recount a day in the life of a child who is from one of the countries that they have studied.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan and create a comic to recount a day in the life of a child who was an early settler or a First Nations person from the mid to late 1800s.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LONG RANGE YEAR PLANS FOR COMBINED GRADE 2/3**

Last updated April 2014
CULMINATING TASK: The grade 3 students will create a toy for a child from the 1800s that uses force (e.g. pin wheel a boat with paper clips and a magnet). The grade 2 students create a toy for a child from one of the cultures of the people in Ontario that involves the interaction between liquids and solids e.g. a toy that floats. Have students create a box for their toy. Have students decide if their box will be a cube or a rectangular prism and justify their choice. Have students decide the best area and perimeter for the faces of the box and justify their choice. The box should be attractive to the child for whom they have designed the toy. Co-construct with the students the criteria for what would make an attractive box for their toy. Have students consider the audience, text and production. Students need to include on the box reasons why a child would want their toy.

Overall Expectation and Performance Tasks

<table>
<thead>
<tr>
<th>SCIENCE AND TECHNOLOGY</th>
<th>SOCIAL STUDIES</th>
<th>LANGUAGE CONNECTIONS</th>
<th>MATH CONNECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 2</strong></td>
<td><strong>Heritage and Identity</strong></td>
<td><strong>Oral and Visual Communication</strong></td>
<td><strong>Number Sense and Numeration</strong></td>
</tr>
<tr>
<td>Properties of Liquids and Solids</td>
<td>Grade 2: Changing Family and Community Traditions</td>
<td>Grade 2 and 3</td>
<td>Grade 2</td>
</tr>
<tr>
<td>OE1. assess ways in which the uses of liquids and solids can have an impact on society and the environment</td>
<td>A1. Applications: compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions and celebrations (FOCUS ON: Continuity, Change, Context and Consequences)</td>
<td>OE1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</td>
<td>OE2. demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as starting points</td>
</tr>
<tr>
<td>OE2. investigate the properties of and interactions among liquids and solids</td>
<td>A2. Inquiry: use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong (FOCUS ON: Continuity and Change)</td>
<td>OE4. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</td>
<td>Grade 3</td>
</tr>
<tr>
<td>OE3. demonstrate an understanding of the properties of liquids and solids</td>
<td>A3. Understanding Context: describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups (FOCUS ON: Interrelationships, Significance)</td>
<td>Reading</td>
<td>Grade 2 and 3</td>
</tr>
<tr>
<td><strong>Grade 3</strong></td>
<td><strong>Forces Causing Movement</strong></td>
<td><strong>Grade 2</strong></td>
<td><strong>Geometry and Spatial Sense</strong></td>
</tr>
<tr>
<td>Forces Causing Movement</td>
<td>OE1. assess the impact of various forces on society and the environment</td>
<td>OE1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</td>
<td>Grade 2</td>
</tr>
<tr>
<td>OE2. investigate devices that use forces to create controlled movement</td>
<td>OE2. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading</td>
<td>OE2. compose and decompose two-dimensional shapes and three-dimensional figures</td>
<td>Grade 3</td>
</tr>
<tr>
<td>OE3. demonstrate an understanding of how forces cause movement and changes in movement</td>
<td>Writing</td>
<td>Grade 3</td>
<td>OE2. describe relationships between two-dimensional shapes, and between two-dimensional shapes and three-dimensional figures</td>
</tr>
<tr>
<td><strong>Guiding Question</strong></td>
<td><strong>In what ways do factors of change influence our lives?</strong></td>
<td><strong>Grade 2</strong></td>
<td>Measurement</td>
</tr>
<tr>
<td>Grade 2 and 3</td>
<td></td>
<td>OE1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</td>
<td>Grade 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OE4. reflect on and identify their strengths as readers, areas for improvement, and the strategies</td>
<td>OE1. estimate, measure, and record length, perimeter, and area, using non-standard units and standard units</td>
</tr>
</tbody>
</table>

**ARTS**

| Visual Arts | Grades 2 and 3 |
| Dance | Grades 2 and 3 |
| Music | Grades 2 and 3 |

**LONG RANGE YEAR PLANS FOR COMBINED GRADE TWO/THREE**

Last updated April 2014
BIG IDEA: Change and Continuity continued

Overall Expectation and Performance Tasks

SCIENCE AND TECHNOLOGY

**PERFORMANCE TASK**

Grade 2 and 3

Examining natural disasters e.g., Tomarémi. Look at the area and environment in which these natural disasters occur. Create a comic or a poster to give keys about how to prepare for a natural disaster. What do we need for our survival? If you have pets what do they need for their survival?

**SUBTASK**

Grade 2 and 3

As the students explore these celebrations, give them an opportunity to explore the kinds of games and toys that are played within these celebration. Tell students that they are going to create their own toy for a celebration. Students will justify why their toy is a good celebration toy. Co-construct criteria for the elements of a good toy e.g., it should be fun, safe for children, etc.

Grade 2

Create a toy for a child from one of the cultures of the people in Ontario that involves the interaction between liquids and solids e.g., a toy that floats.

What question are you trying to answer about buoyancy? How does your toy use the properties of liquids and solids? What changes might you make based on the testing that you did on your toy?

Grade 3

Create a toy for a child from the 1800s that uses force e.g., pin wheel, boat with paper clips and a magnet.

What forces are being used on your toy? Is it a contact/direct interaction e.g., push or pull for non-contact? e.g., a magnet force? How does your toy move? How do the forces control the movement? How might your toy be improved?

SOCIAL STUDIES

**SUBTASK**

Grade 2

Have students discuss with students about the traditions, rules and culture of their families. Using informational texts, ask the grade 2s to explore the origins of the diverse population in Ontario. Ask the grade 3 students to explore the origins of the people who settled in Upper Canada. Students will explore the ways in which these groups pass on traditions from generation to generation e.g., through oral or written stories, pictures, celebrations etc. Ask the students to recreate celebrations. The grade 2s recreate one of the celebrations of the many cultures within Ontario. The grade 3s will recreate some of the celebrations of the First Nations and/or Early settlers.

LANGUAGE CONNECTIONS

**PERFORMANCE TASK**

Grade 2 and 3

They found most helpful before, during, and after reading.

Media Literacy

Grade 2 and 3

OEL: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

OE4: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Reading, Writing and Oral and Visual

**SUBTASK**

Grade 2 and 3

Using informational texts, ask the grade 2s to explore the origins of the diverse population in Ontario and the grade 3s to explore the origins of the people who settled in Upper Canada. Students will explore the traditions of each group, the kinds of games and toys used in these traditions. Students will also explore the ways in which these groups pass on traditions from generation to generation e.g., through oral or written stories, pictures, celebrations etc. Ask the students to recreate celebrations. The grade 2s recreate one of the celebrations of the many cultures within Ontario. The grade 3s will recreate some of the celebrations of the First Nations and/or Early settlers.

MATH CONNECTIONS

**PERFORMANCE TASK**

Grade 3

OEL: estimate, measure, and record length, perimeter, and area, using standard units.

Geometry and Measurement

**SUBTASK**

Grade 2 and 3

Have students decide if their box will be a cube or a rectangular prism and justify their choice. Have students decide the best area and perimeter for the faces of the box and justify their choice. The box should be attractive to the child for whom they have designed the toy.

**SUBTASK**

Grade 2 and 3

Using information texts, ask the grade 2s to explore the origins of the diverse population in Ontario and the grade 3s to explore the origins of the people who settled in Upper Canada. Students will explore the traditions of each group, the kinds of games and toys used in these traditions. Students will also explore the ways in which these groups pass on traditions from generation to generation e.g., through oral or written stories, pictures, celebrations etc. Ask the students to recreate celebrations. The grade 2s recreate one of the celebrations of the many cultures within Ontario. The grade 3s will recreate some of the celebrations of the First Nations and/or Early settlers.

**SUBTASK**

Grade 2 and 3

Have students create a box for their toy. The box should be attractive to the child for whom they have designed the toy. Co-construct with the students the criteria for what would make an attractive box for their toy. Have students consider the audience, text and production. Students need to include on the box reasons why a child would want their toy.

**SUBTASK**

Grade 2 and 3

Ask students to create the box for their toy. Students consider the colour they will use to design their box. Students consider the meaning of the colour for the tradition or culture of the child for whom they have created the toy.

Music and Dance

**PERFORMANCE TASK**

Grade 2 and 3

Have students watch various videos of dance from different First Nations cultures and celebrations. Ask students to consider the purpose of the dance. Students will also discuss the reasons why certain music is used to accompany the dance. In groups, have students use movements from one of the First Nations culture to create a dance. Ask students to choose music to accompany their movements. Ask students to discuss their reasons for the music and the movements.

**SUBTASK**

Grade 2 and 3

Have students create one of the celebrations of the many cultures within Ontario. The grade 2s will recreate some of the celebrations of the First Nations and/or Early settlers.

**SUBTASK**

Grade 2 and 3

Have students create music to accompany their dance. In groups, have students watch various videos of dance and use the music from these videos to create their own dance. Ask students to discuss their reasons for the music and the movements.

**SUBTASK**

Grade 2 and 3

Have students create a dance that represents a First Nations culture. Ask students to discuss their reasons for their choices. Have students create music for their dance. Ask students to discuss their reasons for the music and the movements.