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| **UNITS:** | |
| **Multi-genre Thematic (minimum 3 units per year)**  **Multi-genre Inquiry and/or Interdisciplinary (minimum 1 unit per year)**  **Author or Genre Study (maximum 1 unit per year)** | |
| **UNIT ONE** | **UNIT TWO** |
| **Personal and Philosophical**  **Possible Units and Themes:**   * Getting to Know You * My Family and Friends * Just Watch Me! | **Social, Cultural, and Historical**  **Possible Units and Themes:**   * Getting There * My Country, My World * People! Places! * All Join In * Let the Feast Begin * The Spirit of Helping and Giving * My Community/My Neighborhood * Traditions and Celebrations |
| **Questions for Deeper Understanding**   * What type of friend shall we be? * How do we feel when we do something for the first time? * How are others’ feelings the same or different from mine? * How do I know if an experience or situation is right for me? | **Questions for Deeper Understanding**   * What makes a community? * What places, people, events and languages do we find in our community? * How are other communities the same/different from our community? * Why do all the different types of people make a community interesting? * How can we contribute to our community in a positive way? * How can we build a strong community that incudes everyone? |
| **UNIT THREE** | **UNIT FOUR** |
| **Imaginative and Literary**  **Possible Units and Themes:**   * Animal Tales * Celebrating Reading * Tales Near and Far * Round and Round * Just Watch Me! * If I Were… * Fables | **Communicative**  **Possible Units and Themes**   * Keep in Touch * Playing with Words * Advertisements for Children * TV Ads for Children |
| **Questions for Deeper Understanding**   * What tales have repeated patterns and why? * What can we learn from traditional tales? * How is a “true” tale different from a folk tale? * What is your idea of a good story? | **Questions for Deeper Understanding**   * In what ways and why do people keep in touch with one another? * What do we see and hear in mass media? * What commercials do you like/dislike? Why? * How do common features work in commercials? * What is your technological footprint? |
| **UNIT FIVE** | **Language Cues and Conventions** |
| **Environmental and Technological**  **Possible Units and Themes:**   * Wind and Water * Feel the Power * Amazing Animals * Animal Growth and Changes * Air and Water * Liquids and Solids * Position and Motion | **Pragmatic** Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices.  **Textual** Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text.  **Syntactic** Syntax is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subjects).  **Semantic/Lexical/Morphological** The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups. Words can also be studied for their meaningful parts or morphemes.  **Phonological/Graphophonic** Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns.  **Other Cues and Conventions** Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting. |
| **Questions for Deeper Understanding**   * From where does the wind come from? * Why is water important to people, animals and plants? * What do we know/want/need to know about animals? * What impact do we have on animals’ habitat? * How can we describe and represent where things are? |

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| MUST DO READING/WRITING | CAN DO READING | CAN DO WRITING/REPRESENTING | POPULAR READING CHOICES |
| * Respond to visual, oral written, and multimedia grade-level texts (CR2.1) * Explain key ideas, important details, and how text features can enhance meaning (CR2.2) * Listen and retell the key literal and inferential ideas and important details and follow oral directions (CR2.3) * Read and demonstrate comprehension of grade-appropriate literary and informational texts (CR2.4) * Compose and create a range of visual, multimedia, oral and written texts (CC2.1) * Use a variety of ways to represent understand and to communicate ideas (CC2.2) * Speak clearly and audibly in an appropriate sequence for a familiar audience (CC2.3) * Write stories and paragraphs of at least six sentences (CC2.4) | * Discuss, connect, and compare texts (CR2.1) * Demonstrate comprehension of: multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters. (CR2.2) * Apply reading strategies and appropriate cues and conventions (phonological awareness, phonemic awareness, phonics, spelling) (CR2.2) (CR2.3) (CR2.4) * View multimedia clips, websites, video clips, magazine photographs (CR2.2) * Television ads and programs (CR2.2) * Demonstrate comprehension by retelling key points (CR2.3) * Listen to and follow oral and written directions (CR2.3) * Paraphrase information that has been shared by others (CR2.3) * Ask for clarification and explanation and recall several ideas (CR2.3) * Follow and retell the important steps in demonstrations (CR2.3) (CC2.2) * Read silently and orally (CR2.4) * Relate and retell key events and ideas in sequence (CR2.4) * Read and understand narrative and informational texts, including legends, traditional stories and folktales, poetry, environmental print and predictable books (CR2.4) * Read with fluency, expression and comprehension (CR2.4) * Read familiar poem aloud (CR2.4) * Read most texts silently (CR2.4) | * Use words, symbols, and technology to express understanding of topics, themes and issues to make connections (CC2.1) * Create spoken, written and other representations (CC2.1) * Use appropriate language and conventions including conventional print (CC2.1) (CC2.2) (CC2.3) (CC2.4) * Use personal knowledge and experiences (CC2.1) * Share stories with peers and respond to questions or comments (CC2.1) * Tell, draw, write and dramatize stories (CC2.1) * Use inquiry to explore a question or topic (CC2.1) * Design a visual representation: a picture, puppetry, a chart, model, physical movement, concrete graph, pictographic, demonstration or advertisement (CC2.2) * Combine illustrations and written text (CC2.2) * Use sound or movement to demonstrate understanding (CC2.2) * Construct 3D objects or dramatizations (CC2.2) * Recount stories, give directions, offer an opinion and provide reasons, explain information (CC2.3) * Use oral language to initiate and sustain a conversation (CC2.3) * Report on a topic with facts and details (CC2.3) * Deliver brief recitations, dramatizations, participate in choral readings, and give oral presentations (CC2.3) * Give directions (CC2.3) * Make relevant contributions to class discussions (CC2.3) * Employ a writing process (CC2.4) * Write friendly letters, reports, poems, songs, and observations using appropriate and relevant details (CC2.4) * Write a brief narrative based on own experiences (CC2.4) * Polish at least 8 pieces through the year (CC2.4) | * First Nations and Metis resources and texts   **Popular picture books:**   * Ruler of the Courtyard * Enemy Pie * The Terrible Thing That Happened at Our House * You’re Mean Lily Jean * Pete the Sheep Sheep * The Book With No Pictures * The Recess Queen * King of the Playground * Simon’s Hook * Oliver Button is a Sissy Tomie Depaola * Elf the Eagle * Bad Case of the Stripes * Stella Luna * Gummytoes * Chester’s Way Kevin Heinkes * Horace and Morris but Mostly Delores * Lily’s Purple Plastic Purse Kevin Heinkes * Julius, Baby of the World Kevin Heinkes * A Weekend with Wendell Kevin Heinkes * Crysanthemum Kevin Heinkes * Sometimes I Feel Like A Storm Cloud Lezlie Evans * I Will Never Not Ever Eat a Tomato * All About Canadian Animals Series   **Chapter Books for Read alouds**   * Charlie and the Chocolate Factory * James and the Giant Peach * Matilda * Charlotte’s Web * Magical Animal Adoption Agency series |

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| ASSESS & REFLECT |
| Assess & Reflect (AR) Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement. |
| OUTCOME |
| AR 2.1  Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., "What did I learn?"). |
| AR 2.2  Set personal goals as a result of group discussions (e.g., "What did I do well?", "How could I be a better viewer, listener, reader, representer, speaker, and writer?"). |