

GRAY ACADEMY OF JEWISH EDUCATION CURRICULUM OVERVIEW

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GRADE TWO LANGUAGE ARTS

INTRODUCTION

Our goal is to give each child the opportunity to share ideas, take risks, plan, organize and work collaboratively and co-operatively.

Throughout the grade two Language Arts curriculum, the children will

- explore their thoughts, ideas, feelings and experiences through
 - sharing circle
 - journal writing
 - group discussions

COURSE OUTLINE

Comprehend and respond personally and critically to literary and media texts

- novel studies (The Giving Tree, Freckle Juice and Little House In The Big Woods)
- poetry (theme-based)
- story time (various authors and genres, both picture books and chapter books)
- shared reading
- choral reading
- silent reading
- home reading

Manage ideas and information

- group animal research project (science)
- individual animal research project (science)
- dinosaur research project (science)
- star of the week writing (interviewing and writing)
- theme-based writing

Enhance the clarity and artistry of communication

- thematic writing
- draft writing
- weekly spelling tests and activities
- cooperative learning groups
- star of the week interviewing, writing and presenting
- teacher of the day (sharing information/presenting)
- language activities (homonyms, synonyms, compound words, contractions, etc.)
- TWAS (this week at school - parent/child communication)
- journal writing (teacher/child communication)

Celebrate and build community

- stages of life (social studies)
- cooperative group work
- star of the week
- sharing circle
- teacher of the day

ASSESSMENT

Assessment is on-going and includes

- observations
- discussions/conferences with the child
- paper-pencil tasks
- spelling tests
- writing rubrics (checklist)

RESOURCES

- A thematic approach integrating math, science, social studies and health is used; therefore resources will be drawn from the various subject areas.
- Spelling lists are derived from our themes as well as the McCracken and Ves Thomas spelling programs.

GRADE TWO MATH

INTRODUCTION

Our goal is to prepare the children to use mathematics confidently to solve problems. The children are encouraged to take risks in performing mathematical tasks, persevere in solving mathematical problems and to communicate and reason using mathematical terms. The math curriculum involves the children in “Problem Solving” activities through four strands.

COURSE OUTLINE

STATISTICS AND PROBABILITY (data management)

- sorting, collecting and graphing data
- creating different types of graphs (Venn diagrams, bar graphs, and pictographs)
- illustrates chance through dice activities

SHAPE AND SPACE (geometry and measurement)

- estimate, measure and compare using standard and non-standard units
describe and construct a variety of 3D objects and 2D
- shapes
- recognize units of time (minutes, hours, months)
- identify coins and bills to 10 dollars
- make set amounts to 1 dollar

NUMBER (concept and operations)

- recognize and apply whole numbers to 1000
- explore fractions (halves, thirds and fourths)
- apply a variety of addition and subtraction strategies on whole numbers to 100
- use appropriate calculation strategies to solve problems

ASSESSMENT

- Observations
- Checklists
- paper-pencil tasks
- authentic tasks
- quizzes and test

RESOURCES

- Addison-Wesley Quest 2000 (activity masters, student book, and problem of the week)
- weekly estimation challenge
- manipulatives (unifix blocks, counters, base-ten blocks, etc.)

GRADE TWO SOCIAL STUDIES

INTRODUCTION

Our goal is to have the children examine change as it affects them and their environment. They will look at the causes and effects of change through examples from the past, present and possible future changes.

COURSE OUTLINE

- When I Was Little-When I Grow Up
- The Giving Tree by Shel Silverstein (literature study)
- “Guess Who” (baby photo contest)
- Stages Of Life research and writing

FAMILIES LONG AGO, FAMILIES NOW

- fieldtrip – *Dalnavert* (historical house)
- guest speaker – *Dugald* Costume Museum
- pioneer research and activities
- “Pioneer Day” presentation
- novel study (Little House in the Big Woods by Laura Ingalls Wilder)

FAMILIES IN THE FUTURE

- Changes in the Future (Rip Van Winkle by Washington Irving)
- Evolution of Space Travel (future possibilities)

ASSESSMENT

Assessment is on-going and includes:

- observation
- group work
- paper-pencil tasks

RESOURCES

Various texts, novels and picture books are used throughout the year as Social Studies is integrated with Language Arts.

GRADE TWO SCIENCE

INTRODUCTION

Our goal is to introduce the children to scientific inquiry through observing and measuring. Students will acquire key attitudes, an initial awareness of the nature of science and other skills related to research, communication, the use of information technology, and cooperative learning. In grade two the children will focus on:

COURSE OUTLINE

Growth and Change in Animals

- a study of “Canada’s Food Guide to Healthy Eating” and its applications to daily life
- a comparative study of growth and change in humans and other animals (life cycle, offspring/parents, food webs)
- a class research project on a specific animal
- individual research projects on a specific animal of their choice (appearance, habitat, food, babies, and interesting facts)

Properties of Solids, Liquids, and Gases

- an investigation and comparison of the properties of solids, liquids, and gases
- experiments of the properties of solids, liquids, and gases and their interaction with one another
- experiments of the states of matter and the processes by which the change from one state to another

Position and Motion

- an investigation of the position and motion of objects and the effect of pushes and pulls upon those objects
- an investigation of simple machines, how they work and how they are used in daily life

Air and Water in the Environment

- investigations of the characteristics of air and the various forms of water in the environment
- a study of the water cycle
- a study of air movement (indoors and outdoors)
- a study of the many ways in which air and water contribute to the health and survival of living things

ASSESSMENT

Assessment is on going and includes observation, group work, and paper-pencil tasks.

RESOURCES

Various texts, novels and picture books are used throughout the year as Science is integrated with Language Arts.

GRADE TWO HEBREW LANGUAGE ARTS

INTRODUCTION

The focus of our Hebrew Language Arts program is to encourage and expand the students' Hebrew language skills in the areas of comprehension, speaking, reading, writing.

COURSE OUTLINE

Oral Comprehension

It is our objective to create a Hebrew speaking environment utilizing:

- conversation
- commands
- oral instructions
- language games
- drama
- music
- cooperative learning strategies
- learning centres

Speaking

Students are encouraged to speak Hebrew whenever possible. Class discussions and simple dialogue are used to incorporate vocabulary used in daily speech and from the various themes taught throughout the year.

Reading

In our reading program we strive to:

- maintain and increase sight word vocabulary
- further develop decoding skills (fluency/accuracy)
- enable students to read grade appropriate materials with confidence
- demonstrate comprehension by illustrating stories
- writing sentences and formulating oral and written responses to questions.

An at-home reading program supports the students' learning in the classroom. Stories are sent home on a daily basis to help increase reading fluency and confidence. This experience greatly enhances students' reading and comprehension of the Hebrew language.

Writing

- compose simple Hebrew sentences incorporating vocabulary studied in the classroom.
- create both individual and class books as a part of our writing program
- acquire new vocabulary through the study of classroom themes

Gray Academy of Jewish Education
Curriculum Overview

Classroom themes include:

Our Classroom and Our School
Synagogue
Colours and Numbers

All About Me
Holidays
Torah Stories

ASSESSMENT

Throughout the year there is ongoing assessment of the knowledge and performance of the students in grade two. The methods used are:

- observation
- informal testing
- checklists
- tests / quizzes
- participation
- cooperation
- cooperative work
- independent work
- oral questioning.

RESOURCES

- Photocopied materials from various sources including:
 - Sefateinu
 - Yesodot Halashon
 - Hamikraah Sheli
- Teacher created booklets
- Yesh Lanu Llama (reader and workbook)

GRADE TWO T'FILLAH

INTRODUCTION

The focus of our T'fillah program is to create a learning environment in which students feel comfortable developing their own personal relationship with G-d. Using a Siddur on a daily basis in the classroom will help students to attain a level of comfort when entering and praying in other spiritual religious settings.

COURSE OUTLINE

- The students will build on their previous knowledge of T'fillot. New T'fillot will include:
 - Yigdal
 - Birchot Hashachar
 - Veshamru
 - prayer for the State of Israel
 - an introduction to the Kiddush for Shabbat.
- Daily T'fillot are recited using "Siddur Meforash". Students are exposed to the purpose and meaning of several new prayers throughout the year.
- Rosh Chodesh (Hallel) prayers are included on the appropriate days.
- S'firat HaOmer is chanted during the seven weeks of the Omer.
- Brachot appropriate for all holidays are taught and used accordingly.
- Kabbalat Shabbat is celebrated every Friday with Shabbat songs, stories, prayers, and challah.

ASSESSMENT

Throughout the year there is ongoing assessment of the knowledge and performance of the students in grade two. The methods used are:

- observation
- participation

GRADE TWO TORAH

INTRODUCTION

The focus of our Torah program is to foster a love of Torah, as well as develop an understanding of the text and the moral and ethical implications of the stories. Various approaches are used to capture the students' interest including discussions, drama, music, and art.

COURSE OUTLINE

The Synagogue

The students will learn to identify the religious components of the synagogue, ritual objects, and the Torah and its components. They will learn about the process of creating a Torah Scroll. This unit will be enhanced by field trips to various synagogues and a class visit by a Torah Scribe.

Creation

Students will learn about the seven days of Creation. The focus will be on vocabulary for each day. Students create an art project based on their learning.

Garden of Eden

The following themes are explored:

- responsibility for the environment
- respecting yourself others and G-d
- awareness of right vs. wrong

Cain and Abel

- sibling rivalry is explored and made relevant to each student's life.

Noah's Ark

The theme of caring for animals, as commanded in the Torah, is a focus for this unit. Discussions will be held on the following topics:

- listening to others
- listening to G-d / following G-d's commandments
- honouring your father and mother
- righteousness

Avraham

An introduction to Avraham as the father of the Jewish people. The following themes are explored:

- believing / trusting G-d
- caring for your family
- righteousness
- Our Covenant with G-d

ASSESSMENT

Throughout the year there is ongoing assessment of the knowledge and performance of the students in grade two. The methods used are:

- observation
- informal testing
- checklists
- tests / quizzes
- participation
- cooperation
- cooperative work
- independent work
- oral questioning

RESOURCES

- teacher developed, age appropriate Torah stories
- Torah and You
- Teaching Torah
- library books
- Midrashim

GRADE TWO HOLIDAYS – LAWS AND CUSTOMS

INTRODUCTION

Our objective is to enhance the students' understanding of Shabbat and the Jewish year. We study the blessing, rituals, symbols, customs, songs, and history related to each holiday. We explore through discussions and hands – on experiences

COURSE OUTLINE

Chagai Tishrei

- forgiveness

Chanukah

- miracles
- right over might
- religious freedom

Tu B'Shvat

- seven species found in the Torah
- caring for the environment

Purim

- charity
- sharing with others

Pesach

- freedom
- believing in G-d

Yom HaAtzmaut

- introduction to Israel
- love of Israel

Shavuot

- celebrating our Torah
- Ten Commandments

ASSESSMENT

Throughout the year there is ongoing assessment of the knowledge and performance of the students in grade two. The methods used are:

- observation
- informal testing
- checklists
- tests / quizzes
- participation
- cooperation
- cooperative work
- independent work
- oral questioning

RESOURCES

Xeroxed materials from various sources include:

- Hameekrah Sheli
- Sefateinu
- Dinim Oominhagin
- teacher created booklets
- library books

GRADE THREE LANGUAGE ARTS

INTRODUCTION

The focus in the Language Arts program is on acquiring language and literacy skills through listening, speaking, viewing, and representing, as well as reading and writing. This is accomplished through a thematic approach with a variety of materials.

COURSE OUTLINE

Reading

- at home reading (15 minutes daily)
- literature circles - where children work in cooperative groups sharing and discussing chapter books as well as a variety of “before, during and after activities.”
- poetry
- book reports
- reading responses
- novel studies
- D.E.A.R.
- research information
- selections from Nelson Language Arts

Writing

- journal entries
- T.W.A.S.
- poetry
- paragraph/story writing
- letters
- research
- responses and reflections

Spelling

- phonetic/word families
- theme words
- most commonly misspelled words
- transfer of spelling skills to meaningful writing experiences

Dictionary Skills

- alphabetizing up to 3 letters
- guide words
- pronunciation key
- meanings

ASSESSMENT

- day to day observations
- formal and informal measures
- discussions and conferences
- cooperative groups
- self-evaluations
- paper and pencil tasks
- homework assignments
- projects
- presentations
- letters

RESOURCES

- novels
- library
- teacher assembled material
- audio/visual
- worksheets
- Internet

GRADE THREE MATHEMATICS

INTRODUCTION

Our goal is to encourage students to rely on their own thinking and devise their own ways of solving computational problems. They invent strategies and procedures that make sense and work for them. Computation, estimation and mental math skills will be encouraged and practiced throughout the year. The math curriculum is divided into four basic strands: Patterns and Relations, Statistics and Probability, Shape and Space, and Number.

COURSE OUTLINE

PATTERNS and RELATIONS

- sorts, concretely and pictorially, using two or more attributes
- uses objects and concrete models to explain the rule for a pattern, such as those found on addition and multiplication charts
- makes predictions based on addition and multiplication patterns

STATISTICS and PROBABILITY

- collects data, using measuring devices and print/technology resources
- uses rank ordering to organize data, and obtains new information by performing arithmetic operations on the data
- displays data, using more than one way to display the same data
- makes predictions and inferences when solving similar problems
- describes the likelihood of an outcome, using terms such as more likely, unlikely, equal chance

SHAPE and SPACE

- constructs a variety of shapes given a specific area in non-standard units
- selects an appropriate non-standard unit for measurement
- selects the most appropriate standard unit for measurement
- estimates, measures, records, compares, and orders objects
- estimates and measures the passage of time
- reads and writes the days of the week and the months of the year
- recognizes the value of coins and bills
- makes purchases and change up to \$10
- creates and recognizes that a given value of money can be represented in many different ways
- estimates, reads, and records temperature to the nearest degree centigrade
- identifies and recognizes properties of geometric shapes
- uses appropriate language for geometry
- uses numbers and direction words to describe the relative position of objects in one dimension, using everyday contexts
- communicates and applies terms of direction i.e. north, south
- traces a path, using oral or written instructions

NUMBER

- counts by 2s, 5s, 10s, 25s, and 100s to 1000
- reads and writes numerals to 1000 and number words to 100
- recognizes, builds, compares, and represents sets that contain 0 to 1000 elements
- recognizes and explains if a number is divisible by 2, 5, and 10
- illustrates and explains fifths and tenths as part of a region or set
- uses manipulatives, diagrams, and symbols, in problem-solving contexts
- uses manipulatives, diagrams, and symbols to demonstrate and describe the processes of multiplication and division in problem-solving contexts
- justifies the method used to calculate sums and differences choosing from estimation strategies, mental mathematics strategies, manipulatives, and calculators

ASSESSMENT

- observations
- participations
- cooperative groups
- discussions, conferences, and structured interviews
- practice sheets
- assignments
- homework
- self-assessments
- journal/learning log
- paper-pencil tasks, quizzes and tests

RESOURCES

- series: Quest 2000
- worksheets
- manipulatives
- calculators
- computer software

GRADE THREE SOCIAL STUDIES

INTRODUCTION

Students explore ways of life in selected communities of the world, past and present. They are introduced to world geography and enrich their appreciation of global diversity as they explore communities and cultures.

COURSE OUTLINE

- connecting with Canadians
- rights and responsibilities
- connections with other Canadians
- community leadership
- decision making (conflict, bullying)
- Canadian citizenship (national anthem)
- Remembrance Day
- exploring the world
- mapping
- common concerns and connections between world communities
- community services
- human rights (housing, education, security, food, water...)
- international support organizations (CJA...)
- exploring an Ancient Society
- customs, stories, traditions
- cultural expressions (art, architecture, music, dance, writing, stories, religious practices)
- enduring contributions (ideas, inventions, art, architecture, stories)

ASSESSMENT

- day to day observations
- formal and informal measures
- discussions
- cooperative groups
- self-evaluations
- paper and pencil tasks
- projects
- presentations

RESOURCES

- library
- teacher assembled material
- audio/visual
- worksheets
- Internet
- speakers
- fieldtrips

GRADE THREE SCIENCE

INTRODUCTION

Students acquire an increased awareness of the nature of science through research, communication, the use of information technology, and cooperative learning.

COURSE OUTLINE

GROWTH AND CHANGES IN PLANTS

- characteristics and needs of plants and their growth patterns
- observe and investigate local plants
- planting, nurturing, and observing individual plants over time
- importance of plants to the environment as well as the significance of food, shelter, medicine, and other plant products to humans
- Soils in the Environment
- awareness that soil provides a base for gardens, forests, fields, and farms, supporting plant and animal life, and human activities
- examining soils, students discover that soil composition and characteristics vary
- experiment to determine the impact of different soils on plant growth
- learn the importance of animals and nutrient recycling to soil quality.

FORCES THAT ATTRACT OR REPEL

- awareness of forces as pushes or pulls and motion
- show that objects and living things on or near Earth are affected by gravity
- determine that magnets have two poles and are surrounded by a magnetic field
- describe interactions of like and unlike poles, and compare earth to a giant magnet
- identify ways of producing electrostatic charges using everyday materials.
- show how the strength of magnetic and electrostatic forces varies under different conditions

ASSESSMENTS

- observations
- discussions
- participation
- cooperative groups
- paper-pencil tasks
- presentations
- assignments
- self-evaluations

RESOURCES

- texts
- library
- computer software
- fieldtrips
- Internet
- teacher assembled material

GRADE THREE HEBREW LANGUAGE ARTS

INTRODUCTION

The focus of our Hebrew Language Arts Program is to encourage and expand the students' Hebrew language skills in the area of comprehension, speaking, reading, writing, and comprehending. We strive to foster a love of Judaism and Hebrew and a strong connection to Israel and to our community.

COURSE OUTLINE

Oral Comprehension

It is our objective to create a Hebrew speaking environment utilizing

- conversation
- commands
- oral instructions
- language games
- drama
- music
- cooperative learning strategies
- learning centres

Speaking

- Students are encouraged to speak Hebrew whenever possible. Students are encouraged to answer questions in complete sentences and to use daily expressions in Hebrew.
- Class discussions and dialogue are used to incorporate vocabulary used in daily speech and from the various themes taught throughout the year.

Reading

In our reading program we strive to

- maintain and increase sight word vocabulary
- further develop decoding skills (fluency / accuracy)
- enable students to read grade appropriate materials with confidence
- demonstrate comprehension by formulating oral and written responses to questions

A home-reading program compliments the students' learning in the classroom. Course-related material is sent home on a daily basis to help increase reading fluency and confidence. This experience greatly enhances students' reading and comprehension of the Hebrew language. Parents are expected to listen to their child read on a nightly basis.

Writing

Children are expected to write meaningful Hebrew sentences. These sentences must include a noun, a verb and adjectives. They must be grammatically correct both noun and verb gender agreement. When answering questions, students are expected to respond complete sentences. We will be writing poetry, simple stories, and individual and class books. Classroom themes include:

Fall

Clothes

Winter

Holidays

Israel

Torah stories

Summer

Grammar

A basic review of the present tense verbs covered in grade two will take place at the beginning of the year. We will build on these verbs in masculine and feminine form as well as singular and plural form. We focus on the present tense verbs, however students are also exposed to “past tense” verbs through our Torah studies.

ASSESSMENT

Throughout the year there is ongoing assessment of knowledge and performance of the students in grade three. The methods used are

- observation
- informal testing
- checklists
- tests / quizzes
- participation
- cooperation
- cooperative work
- independent work
- oral questioning

RESOURCES

Xeroxed materials from various sources including:

- Sefateinu
- Yesodot Halashon
- Hamikraah Sheli
- Madregot series.

GRADE THREE TORAH

INTRODUCTION

Our objective is to foster a love and respect for Torah learning and an understanding of the text. We endeavour to explore the moral and ethical teaching of our ancestors . We will continue in the book of Genesis. In grade three the following Parshiot will be studied:

- Lech Lecha
- Vayera
- Chayei Sarah
- Toldot

COURSE OUTLINE

In our Torah program we study the life of Avraham .Through the examination of Avraham's journey students develop an understanding of all that the Torah has to offer us as Jews .Students will learn that the Torah is "our" guide and we will make connections on a daily basis. Some of the themes covered in our Torah studies include:

- Belief In G-d
- Righteousness
- Honouring Your Father And Mother
- Chesed (Kindness)
- Hospitality
- Covenant With G-d

Through our study of Toldot the following themes are explored

- Sibling Rivalry
- Honouring Your Father And Mother
- Chesed / Kindness
- Awareness Of Right vs. Wrong

ASSESSMENT

Throughout the year there is ongoing assessment of knowledge and performance of the students in grade three. The methods used are:

- observation
- informal testing
- checklists
- tests / quizzes
- participation
- cooperation
- cooperative work
- independent work
- oral questioning

RESOURCES

- teacher developed, age appropriate Torah stories
- Torah and You
- Teaching Torah
- library books
- Midrashim

GRADE THREE T'FILLAH

INTRODUCTION

The focus of our T'fillah Program is to create a positive learning atmosphere in which students feel comfortable expanding their own personal relationship with G-d. Using a Siddur on a daily basis in the classroom will help students to attain a level of comfort when entering and praying in other spiritual religious settings.

COURSE OUTLINE

The students will build on their previous knowledge of the T'fillot. Some of the new Shacharit prayers being introduced include

- Ashrei
- Amida
- Baruch SheAmar

Some of the new Shabbat prayers being introduced include:

- Lecha Dodi (increased verses)
- Full Kiddush
- Mi Kamocho

Some of the new Rosh Chodesh prayers being introduced include:

- Yivarech
- Od-cha

ASSESSMENT

Throughout the year there is ongoing assessment of knowledge and performance of the students in grade three. The methods used are:

- observation
- participation

GRADE THREE HOLIDAYS – LAWS AND CUSTOMS

INTRODUCTION

Our objective is to promote a positive Jewish identity and a sense of pride in our students. This is achieved through the exploration of the Jewish holidays. We study the blessing, rituals, symbols, customs, songs, and history as related to each holiday.

COURSE OUTLINE

Chagai Tishrei

- Repentance (Tishuva)
- New Beginnings

Chanukah

- Miracles
- Few Versus Many
- Religious Freedom

Tu B'Shvat

- Introduction To The Jewish National Fund (JNF)

Purim

- Bravery

Pesach

- Knowledge of the Haggadah

Yom Ha'Atzmaut

- Love of Israel
- Introduction to Geography of Israel
- Introduction to History of Israel

Shavuot

- Harvest
- Introduction to Shalosh Regalim

ASSESSMENT

Throughout the year there is ongoing assessment of knowledge and performance of the students in grade three. The methods used are

- observation
- informal testing
- checklists
- tests / quizzes
- participation
- cooperation
- cooperative work
- independent work
- oral questioning

RESOURCES

Xeroxed materials from various sources include:

- Hameekrah Sheli
- Sefateinu
- Dinim Oominhagin
- teacher created booklets
- library books

GRADE THREE ISRAEL STUDIES

INTRODUCTION

We continue to strengthen our bond with the State of Israel. We foster a love for its language, culture, (music and dance) and physical and diverse beauty of the countryside.

COURSE OUTLINE

The main topics covered in Israel Studies include

- Israel's Major Cities (Tel-Aviv, Jerusalem, Haifa)
- landmarks
- travel
- flag, symbol products
- introduction to the map of Israel

ASSESSMENT

Throughout the year there is ongoing assessment of the knowledge of the students in grade three. The methods used are:

- observation
- informal testing
- participation
- cooperation
- cooperative work

RESOURCES

Xeroxed materials from various sources include:

- [Understanding Israel](#)
- [Passport to Israel](#)
- library books
- library videos
- travel brochures

GRADE TWO TO GRADE THREE MUSIC

INTRODUCTION

Students in the primary years discover the joy of music making through the use of Orff instruments (xylophones, glockenspiels and metallophones). These instruments allow students to play as a group learning beat, rhythm, melody, tone colour and form. Students sing and play in ensembles, developing music literacy, pitch matching and listening skills. As well time is spent on vocal technique, movement, and dance. Music is also used to augment the Judaic program.

COURSE OUTLINE

ORFF INSTRUMENTS:

Students use body percussion (snapping, clapping, patsching and stamping) to learn instrumental parts by rote. These body percussion parts are transferred to instruments. Playing music happens very quickly and the rewards are great!

SINGING/CHANTING

Students chant and sing in different time signatures. They learn pitch matching beginning with few notes and simple songs, progressing to more complex music.

MOVEMENT/ISRAELI DANCE

Students do simple circle, line and instructional dances. Movement helps students feel beat, rhythm and tempo variation. Students learn about the various percussion instruments by moving to their sounds in creative ways.

JUDAIC PROGRAM

Singing and developing repertoire for all Jewish festivals and holidays is a priority.

ASSESSMENT

Assessment and evaluation is ongoing. Students are evaluated through each activity in terms of their ability to participate effectively, demonstrate a positive attitude and continue to improve in each area.

GRADE TWO TO GRADE THREE ART

INTRODUCTION

The three components of the art program are:

- Visual Awareness – learning how to see
- Art Appreciation – looking at other artists' work
- Art Production – making your own art

COURSE OUTLINE

The program is presented through themes and is integrated with the other subjects including *Judaic Topics*, *Torah*, *Jewish Holidays* and *The Study of Israel*.

Students will develop:

- skills in manipulating art media
 - painting: tempera, acrylic, watercolours, ink, watercolour pencils and crayons
 - drawing: pencil, pen, charcoal, conté, ink and oil pastels
 - sculpture: clay, paper mâché and 3 dimensional construction
 - printmaking: monoprints, lino prints
 - fabric and fibre: weaving, fabric and yarn
- the potential to reproduce and respond to art
- an improved self-concept through self awareness
- an understanding of the components of visual communication
- knowledge of art forms in our own and other cultures
- technical knowledge about artists' materials and techniques
- an awareness of individual and group similarities and differences

ASSESSMENT

The emphasis is on the process rather than the final product. Students will be evaluated on participation, exploration of medium and creativity.

RESOURCES

- videos
- reproductions
- slides
- reference books
- art gallery
- guest artists

GRADES TWP TO THREE LIBRARY

INTRODUCTION

The library curriculum is meant to create a love of reading and love of books. We want children to look forward with enthusiasm to the time they spend in the library. Students listen to stories that are read to them, act out stories, and hear stories, poems and plays that are read with the use of props, costumes and sound effects. Book care is discussed and children borrow books from the library every week with the use of a shelf card. Genres are discussed, particularly fiction and fairy tales.

COURSE OUTLINE

BOOK CARE

Students discuss elements of books, authors, illustrators, cover page, hard cover, soft cover, spine label, title page and get comfortable with the library routine of borrowing books and bringing them back to the library.

STORYTELLING/ACTIVE LISTENING

Students are read to in a very cozy reading room in the library. They are asked to analyze the stories that they hear and predict what might happen. The task of the illustrator and illustrations are discussed. Characters are discussed and the five W's (who, what, when, where, why) are identified. Students will act out scenes of a folk tale and use poetry to improvise movement. Students will work on and present readers theatre for each other.

RESEARCH

Students will learn dictionary skills in the library. They will also spend time on the strategy of note taking while researching topics on the internet and in an encyclopaedia.

CIRCULATION

Students take books out of the library from shelves in designated areas with the use of a shelf card that helps them locate and peruse books. As they get older they are encouraged to take books from different areas of the library, such as fairy tales, junior fiction, Jewish holidays, animal study and so on.

ASSESSMENT

The teacher and librarian are watching to see that students are borrowing books that are appropriate and challenging. Assessment of dictionary, note taking, and encyclopaedia skills is ongoing. We want students to love coming to the library!

GRADES TWO TO THREE PHYSICAL EDUCATION

INTRODUCTION

The goal of the Physical Education Program is to develop:

- the physical well being of students
- basic motor skills
- their ability to use their own creative activities
- cooperation, sportsmanship and safety
- an independence to pursue physical activity outside of school and throughout life

Most skills and activities are continually repeated throughout the year and throughout the grades. However, the complexity and level of difficulty increases as the grades get higher. Many of the skills listed may also be combined in different activities.

BASIC MOTOR SKILLS

- catching
- throwing
- kicking
- bouncing
- rolling
- running
- hopping
- balancing
- tumbling
- dribbling (hand & foot)
- skipping

MOVEMENT EDUCATION

- running
- hopping
- skipping
- jumping
- dancing
- rolling

GAMES

- tag games
- relay games
- individual, pair, small group, large group games
- catching & throwing
- kicking
- parachute games
- complex game

SMALL EQUIPMENT

- balls
- bean bags
- hoops
- ropes
- scoops
- Frisbees
- scooter boards

LARGE EQUIPMENT

- mats
- trestles
- balance beams
- ladders
- hoppers
- parachute

ASSESSMENT

Students will be graded through out the year. Assessment will be based on their:

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- skill development
- participation
- fair play and attitude

GRADES TWO TO THREE FRENCH

INTRODUCTION

The primary exposure package, *Au Manitoba, on s’amuse en français*, is intended for English-speaking children who receive French as a second language from kindergarten to grade 3 in a non-immersion context. It is meant to be a pleasurable exposure to the French language. The program is designed to develop an awareness of French culture and to foster a positive attitude toward French. The children receive twenty minutes of French every day.

COURSE OUTLINE

The children are exposed to the sound system of the language through interesting and pleasurable activities. The children are encouraged to imitate the sounds they hear in their activities, songs and poems. The following themes are covered and as the children progress from grade to grade, the vocabulary is expanded.

- September: Greetings, Weather, Calendar, Numbers, Colours
- October: Classroom, Fruit, Vegetables, Autumn
- November: Family, Pets, Parts Of The Body, Clothing, Remembrance Day
- December: Chanukah, Winter, Prepositions
- January: Winter, Clothing
- February: House, Festival Du Voyageur
- March: Professions, Spring, Transportation
- April: Farm Animals
- May: Circus, Zoo
- June: Summer, overall review

Example of activities for the theme of ***Les fruits***:

Vocabulary for Gr. 2-3

une poire
un ananas
un kiwi

une prune
un citron
une pêche

des cerises
un pamplemousse

In grade 2, the students draw and label their own fruit pictures, searching French books and posters for new vocabulary. These booklets are then shared with the class. In grade 3 the children walk around the room looking for the fruit picture that matches theirs and asking “Est-ce que tu as une banane?” (Do you have a banana?) They can name the fruit in their juices, yogourts, pies and cakes! They can name fruit according to their colour and which ones they like best. (Nommez deux fruits jaunes. Quels fruits est-ce que tu préfères?) They also work on word searches and crossword puzzles. At all levels, there are many games related to the theme such as 7-Up, Concentration, Kim’s Game and Bingo.

ASSESSMENT

Student assessment is based on

- observation

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- attention to instructions
- listening comprehension
- participation in the classroom
- enthusiasm for learning
- cooperation with the teacher and classmates

RESOURCES

The material is presented in a fun and playful manner. Resources include

- flashcards
- songs
- games
- books
- videos
- dances
- crafts
- poems
- puppets
- plays

GRADE TWO TO GRADE THREE COMPUTER PROGRAM

COURSE OUTLINE

Computer Awareness

- follow the basic lab expectations (e.g. no food, drinks or gum in lab, correct procedures for booting and closing of programs prior to shut down of computers, etc.)
- use basic technical vocabulary. (e.g. monitor, keyboard, mouse, CPU, disk drive, CD Rom, printer, speakers, headphones)
- identify basic software terminology and functions. (e.g. menu bar terminology including tool bar where applicable.)
- identify and use basic Windows operations. (e.g. using desktop, opening and closing, saving and retrieving, files, minimizing / maximizing, moving of windows, scrolling, opening icons, printing, etc.)

Keyboarding

- demonstrate keyboarding awareness. (e.g. terminology, placement of keys, appropriate pressure, left / right orientation, use of two hands for input, etc.)
- use basic keyboard operations. (e.g. enter key, space bar, home row familiarity and shift key.)
- use correct posture.
- use of formal keyboarding programs.

Windows Operations

- minimize and maximize windows
- move, open and close windows
- launch applications
- use buttons, tools and scroll bars
- use the mouse to single and double click, drag and drop, and stay on the mouse pad

INFORMATION LITERACY

Define the need for information

- What is the problem / question?
- What do I need to know?
- What do I need to find out?

Locate and access electronic resources within the school

- CD Roms
- Internet

Comprehend and evaluate information

Communicate the information

- orally or using a word processor
- introduction to multi-media use

COMMUNICATION

Presentation / Publishing

- present information using graphics and drawings.
- use age-appropriate software to enter / edit text, create graphics, save, print, etc.

Telecommunications

- introduction to the uses of the internet
- introduction to telecommunications terminology.
- communicate using telecommunications (e.g. chat, e-mail)

GOALS

The computer teacher's role is that of a facilitator, rather than an expert. My goals for the year are to:

- assist students as they navigate through the information made available to them
- direct students as they gather, organize, analyze, and present their findings
- help students develop, focus, refine, consolidate, and extend their abilities
- provide the students with the opportunity to work together, helping classmates work through problems and challenges
- direct the students to begin to take responsibility for their own learning and to strive to reach high expectations

ASSESSMENT

Students are assessed in class on a regular basis with emphasis on:

- participation
- ability to work independently
- listening skills
- behaviour
- following instructions
- practicing computer lab rules
- enthusiasm

RESOURCES

- Internet
- educational software
- *Teacher Created Materials, Inc.*
- Scholastic professional books
- various educational publications from *Manitoba Education and Training* documents

ELEMENTARY GUIDANCE PROGRAM

INTRODUCTION

The goal of the guidance program is to help teachers, students, and administration. There are several roles I play as a guidance counsellor.

- to work as a team with the other support staff in the school
- to provide resources for teacher, special education teacher, administration, teachers and parents
- to provide individual counselling to students
- to act as a liaison with child and family services, outside agencies and the school psychologist
- to provide programs in the classrooms on bullying, social skills, personal safety and family life education
- to run small groups for students on different issues

COURSE OUTLINE

THE SECOND STEP PROGRAM

This program is targeted to grade 3s .The goal of this program is to build student's problem solving and social skills.

Children who learn and use the skills presented in this program are more likely to get along with other people and do better in school. The Second Step lessons are divided into three areas and will take approximately 20 weeks to deliver.

EMPATHY TRAINING

Children learn to identify feelings, predict how other people feel by reading faces, body language etc. Show others they care.

IMPULSE CONTROL

Children learn to solve problems, practice social skills (making conversation, dealing with peer pressure, setting goals.)

ANGER MANAGEMENT

Children learn to calm down and redirect their feelings in more positive ways.

SOCIAL SKILLS GROUP

A social skills group is being run once a cycle with a group of grade three girls and another group of grade three boys. The skills that are being dealt with are: anger management, cooperative games, listening skills, and following directions.

ESL

An ESL group is being run once a cycle for a group of ESL students who are new to Canada. The purpose of this group is to give the students a chance to speak about issues and practice their English skills. ESL games and cooperative games are played to practice English.

ASSESSMENT

Files are kept of all the students that are seen. Any correspondence with the parents regarding their children is written down. Each student that comes for group sessions has a folder in which drawings and art work that they create during the sessions are kept. Records or any correspondence with parents or teachers regarding students are also kept.

REFERRALS

Referrals are received from:

- the student
- the administration
- the resource teacher
- the special education teacher
- classroom teachers
- educational assistants
- parents