Mrs. Jasmin Oblena

Grade 2/3 Year Overview Plan -

Year:

2026-2027

TERM 1	SOCIAL STUDIES / SCIENCE	SAMPLE LESSON / HANDS ON	HEALTH
SEPTEMBER	Science: What is science? Observe, wonder, ask questions, use tools. SS: Classroom, school and neighbourhood communities; roles and responsibilities; connections to place. STEAM: Build Our Ideal Classroom/ Community using blocks, recycled materials and craft supplies.	Lesson: Nature/community walk. Hands-on: Build classroom model; create classroom map; observe and sketch living/non-living things. THEME: Our Classroom, Our Community Big Question: How do we belong and contribute to a community?	Belonging, identity, classroom safety, feelings, relationships, cooperation.
OCTOBER	Science: Properties and uses of materials; observing seasonal changes. SS: Rural, urban and northern communities; natural/human-made features. STEAM: Strongest Material Challenge: Test paper, cardboard, craft sticks, foil, etc. to determine which can support the most weight.	Lesson: "What material should we use?" Hands-on: Test, record, graph and redesign a structure. Fall leaf classification. THEME: Fall, Materials & Canadian Communities Big Question: How does our environment affect how people live?	Nutrition, physical activity, personal safety, healthy choice
NOVEMBER	Science: G2 motion/position; G3 forces, pushes/pulls, attraction/repulsion. SS: Communities, cooperation, conflict resolution, remembrance and peace. STEAM: Magnetic Maze Challenge: Create a maze and move an object using magnetic force.	Lesson: Push/pull investigation. Hands-on: Ramps, magnets, toy cars, surface testing. Discuss how communities solve conflicts. THEME: Forces, Peace & Community Big Question: How do forces make things move, and how do people work together?	onflict resolution, empathy, communication, peaceful problem solving
DECEMBER	Science: G2 solids/liquids/gases; materials and changes. SS: Family/community traditions and celebrations; diversity and respect. STEAM: Winter Shelter Challenge: Build a shelter that protects a small toy from wind/cold conditions using limited materials.	Lesson: Observe ice/water. Hands-on: Matter sorting; melting/freezing observation; shelter building and testing. THEME: Celebrations, Matter & Giving Big Question: How do people celebrate, share traditions and care for others?	Gratitude, kindness, empathy, healthy choices during celebrations.

TERM 1	ELA / LITERACY SUPPORT
SEPTEMBER	Reading: Establish reading routines, retelling, connections, questioning. Writing: All About Me/personal narrative. Phonics: Phonemic awareness, short vowels, CVC/CCVC words, blending and segmenting. Writing Trait: IDEAS Activate: What makes a community? Acquire: Community vocabulary. Apply: Design community. Technology: Digital classroom map; photographs; digital drawing; voice recording.
OCTOBER	**Reading**: Fiction/non-fiction, main idea/details, predicting. **Writing**: Descriptive and personal narrative. **Phonics**: Digraphs, blends, long vowels/silent-e. **Writing Trait**: WORD CHOICE Activate: Observe materials. Acquire: Learn properties. Apply: Engineer/test. Technology: Digital data table; graphing; photographs of
NOVEMBER	**Reading**: Non-fiction, asking questions, identifying important information. **Writing**: Opinion writing and peace/community paragraphs. **Phonics**: Long vowels, vowel teams, syllables. **Writing Trait**: VOICE Activate: Predict movement. Acquire: Learn force. Apply: Design maze. Technology: Slow-motion video; digital recording of results.
DECEMBER	**Reading:** Fiction, character/setting, comparing stories. **Writing:** Friendly letters, how-to writing. **Phonics:** Vowel teams, syllables, word building. **Writing Trait**: ORGANIZATION Activate: What do we know about matter? Acquire: Explore changes. Apply: Shelter. Technology: Digital science journal; photographs; simple presentation.

Month	Reading Focus	Writing Focus	Phonics/Word Study	Primary Writing Trait
September	Connections, retelling, questioning	Personal narrative	Phonemic awareness, short vowels, CVC	Ideas
October	Main idea/details, fiction/non-fiction	Descriptive writing	Descriptive writing	Word Choice
November	Non-fiction, asking questions	Opinion writing	Long vowels, vowel teams	Voice
December	Character, setting, theme	Letters/how-to writing	Vowel teams, syllables	Organization
January	Informational text	Explanatory writing	Multisyllabic words	Sentence Fluency
February	Research/Indigenous-authored texts	Research/opinion writing	Morphology, prefixes/suffixes	Ideas
March	Cause/effect, life-cycle texts	Animal research	Advanced vowel patterns	Word Choice
April	Environmental texts	Persuasive writing	Morphology/fluency	Voice
May	Science texts/poetry	Science texts/poetry	Morphology/fluency	Organization
June	Independent reading/reflection	Portfolio/reflection	Review/application	Conventions

TERM 2	SOCIAL STUDIES / SCIENCE	SAMPLE LESSON / HANDS ON	HEALTH
JANUARY	Science: Structures, materials, strength/stability. SS: How communities adapt to winter climate; housing and transportation. STEAM: Strongest Structure Challenge: Build a structure that supports weight using limited materials.	Lesson: Explore shapes that make structures strong. Hands-on: Build, test, measure, redesign. THEME: Winter Problem Solving & Strong Structures Big Question: How can we use science and math to solve problems?	• Mental wellness, coping • strategies, winter safety, • goal setting.
FEBRUARY	Science: Forces/structures and learning from the natural world. SS: Manitoba geography, First Nations, Métis and Inuit perspectives, Métis history and Louis Riel. STEAM: Winter Transportation Challenge: Design a model sled/winter vehicle and test movement across surfaces.	Lesson: Investigate friction. Hands-on: Test different surfaces; design and revise a vehicle. Map Manitoba communities. THEME:Our Manitoba, Heritage & Community Big Question: What makes Manitoba unique?	Identity, respect, inclusion, healthy relationships.
MARCH	Science: G2 growth and changes in animals; G3 living things, life cycles and classification. SS: How people and communities interact with living things/environment? STEAM: Design an Animal Habitat: Build a habitat containing food, water, shelter and appropriate environmental features.	Lesson: Compare animal habitats. Hands-on: Build habitat models; classify animals; create life-cycle wheels. THEME: Living Things & Growth Big Question: What do living things need to survive and grow?	Nutrition, growth, healthy habits, physical activity.

TERM 2	ELA / LITERACY SUPPORT
JANUARY	Reading: Informational texts, main idea/details, vocabulary. Writing: Explanatory writing. Phonics: Multisyllabic words, vowel patterns, morphology. Writing Trait: SENTENCE FLUENCY Activate: Examine buildings. Acquire: Learn stability. Apply: Build/test. Technology: Digital design plan; photos; video explanation.
FEBRUARY	Reading: Informational and Indigenous-authored texts; comparing perspectives. Writing: Research paragraphs/opinion writing. Phonics: Prefixes, suffixes, morphology, advanced vowel patterns. Writing Trait:IDEAS Activate: What do we know about Manitoba? Acquire: Research. Apply: Transportation design. Technology: Digital Manitoba map; presentation slides; video testing.
MARCH	eading: Animal/life-cycle texts, cause/effect, summarizing. Writing: Animal research and informational reports. Phonics: Advanced vowel patterns, morphology, multisyllabic words. Writing Trait: WORD CHOICE Activate: What do animals need? Acquire: Research. Apply: Habitat. Technology: Digital animal research; digital habitat drawing; simple animatio

TERM 3	SOCIAL STUDIES / SCIENCE	SAMPLE LESSON / HANDS ON	HEALTH
APRIL	Science: G2 air/water G3 environment/soil connections. SS: Environmental stewardship and community responsibility. STEAM: Water Filtration Challenge: Design and improve a model filter. Do not drink filtered water.	Lesson: What makes water clean? Hands-on: Build filters; observe; measure; record; redesign. THEME: Earth, Air, Water & Sustainability Big Question: How can we care for our land and water? esson: What do plants need?	Environmental health, active living, personal responsibility.
MAY	G2 living things G3 plants, growth and soils. SS: Agriculture, local food, land use and community. STEAM: Classroom Community Garden: Plan, measure, plant and monitor a small garden.	Hands-on: Plant seeds, measure growth, investigate soil, design garden. THEME:Plants, Soil, Food & Community Big Question: How do plants, soil and people depend on one another?	Nutrition, healthy food choices, outdoor safety.
JUNE	Science: Inquiry, design, communication and review. SS: Communities in Canada/world, citizenship and sustainability. STEAM: Future Community STEAM Challenge: Design a sustainable community with homes, school, green space, transportation, food, water and recreation.	esson: What makes a community successful? Hands-on: Build model, calculate measurements, write descriptions, present and revise. THEME: Our Learning Journey & Future Communities Big Question: How can we use what we learned to create a better community?	Summer safety, healthy transitions, reflection, goal setting.

TERM 3	ELA / LITERACY SUPPORT
APRIL	**Reading:** Environmental/informational texts. **Writing:** Persuasive/environmental writing. **Phonics:** Consolidation, morphology, fluency. **Writing Trait**: VOICE Activate: Water experiences. Acquire: Filtration concepts. Apply: Design/test. Technology: Digital data table; photographs; graph results.
MAY	**Reading:** Plant/science texts, poetry. **Writing:** Plant journals, procedural and informational writing. **Phonics:** Morphology, fluency, word study. **Writing Trait**: ORGANIZATION Activate: Predict plant needs. Acquire: Investigate. Apply: Garden design. Technology: Time-lapse photos; digital growth graph; garden plan.
JUNE	**Reading:** Student-choice texts, literature circles, reflection. **Writing:** Portfolio reflection, opinion/explanatory writing. **Phonics:** Review, fluency, morphology and independent application. **Writing Trait**: All SIX TRAITS, especially CONVENTIONS Activate: Reflect on learning. Acquire: Review. Apply: Future community. Technology: Digital portfolio; slideshow; recorded presentation.

TIME TABLE

Jasmin	Day 1	Day 2	Day 3	Day 4	Day 5
9:00 - 9:10	coverage		coverage		coverage
9:10 - 9:40	Lit Support		Lit Support		Lit Suppor
9:40 - 10:10	Lit Support		Lit Support		Lit Suppor
10:10 - 10:40	212		PLC		212
10:40 - 10:55	212		PLC		212
10:55 - 11:25	prep		prep		prep
11:25 - 11:55	Lit Support		Lit Support		Lit Suppor
11:55 - 12:25	Lit Support		Lit Support		Lit Suppor
12:25 - 12:55	212		212		212
1:00 - 1:55	lunch		lunch		lunch
2:00 - 2:30	prep		212		resource
2:30 - 3:00	212 - joint		212		212 - joint
3:00 - 3:30	212 - joint		212		212 - joint