



Enriched Grade 2 Programme

This document provides you with an overview of our *Enriched Grade 2 Programme*, based on the *Ontario Ministry of Education Curriculum Expectations*.

Language Arts

The Language Arts programme is organized to develop and enhance basic skills in the four following strands:

Reading

- Read a variety of texts at an adequate rate and with sufficient expression.
- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts (e.g. stories, poetry, novels, diagrams, graphs etc.)
- Identify the main idea and other elements of texts (e.g. characters, setting, problem and solution)
- Answer questions from comprehension, in full sentences and with details from the text.
- Express personal thoughts and feelings about what had been read.
- Understand the vocabulary appropriate for this grade level.
- Apply the above strategies and skills to weekly novel study.

Writing

- Generate, gather and organize ideas to write for a specific audience and purpose.
- Write complete sentences using correct punctuation and capitalization.
- Present writing in correct paragraph format.
- Gather information to support ideas for writing in a variety of ways and/or from a variety of sources.
- Use a dictionary to confirm spelling and grammar in writing tasks.
- *Novel Study* – provide details from text to support answers in weekly written comprehension assignments and chapter summaries.
- Use critical thinking skills to communicate knowledge and understanding in writing tasks.

Oral Visual Communication

- Articulately express ideas and feelings for a specific purpose in a clear and coherent manner.
- Listen in order to understand.



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- Respond appropriately for this grade level.
- Use speaking skills and appropriate body language to communicate with different audiences.
- Develop and strengthen public speaking skills through events such as *Concerts* and *Speech Night*.
- Ask questions and offer opinions in an appropriate manner.

Media Literacy

- Demonstrate an understanding of a variety of media texts (commercials, grocery flyers, advertisements etc.)
- Create a variety of simple media works such as posters, advertisements, electronic slide presentations.
- Identify the topic, purpose and audience for media texts they plan to create.

Mathematics

The Grade 2 students are exposed to an accelerated Math program, following the Grade Three Curriculum. The Math curriculum is divided into the following five strands:

Number Sense and Numeration

- Read, represent, order and compare whole numbers to 1000, use concrete materials to represent fractions and money amounts to \$10.
- Solve problems involving the addition and subtraction of single and multi-digit whole number, using a variety of strategies.
- Demonstrate an understanding of multiplication and division.
- Use critical thinking skills to problem solve.

Measurement

- Estimate, measure, and record length, area, perimeter, mass, capacity, volume and elapsed time and temperature using standard units.
- Compare, describe, and order objects, using attributes measured in standard units.

Geometry and Spatial Sense

- Compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties.
- Describe relationships between two-dimensional shapes, and between two-dimensional shapes and three-dimensional figures.
- Identify and describe the locations and movements of shapes and objects.



Patterning and Algebra

- Describe, extend, and create a variety of numeric and geometric patterns.
- Demonstrate an understanding of equality between pairs of expressions, using addition and subtraction of one and two-digit numbers.

Data Management and Probability

- 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.
- Read, describe and interpret primary data presented in charts and graphs, including vertical and horizontal bar graphs.
- Predict and investigate the frequency of a specific outcome in a simple probability experiment.

Science

Students are provided the opportunity to explore Science using the STEM (Science, Technology, Engineering, Math) process. Students are encouraged to demonstrate their knowledge and understanding through various *Inquiry Based Learning* activities.

Understanding Life Systems: Growth and Changes in Animals

- 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.
- Demonstrate an understanding that animals grow and change and have distinct characteristics.
- Investigate similarities and differences in the characteristics of various animals.

Understanding Structures and Mechanisms: Movement

- Assess the impact on society and the environment of simple machines and mechanisms.
- Investigate mechanisms that include simple machines and enable movement.
- Demonstrate an understanding of movement and ways in which simple machines help to move objects.

Understanding Matter and Energy: Properties of Liquids and Solids

- Assess ways in which the uses of liquids and solids can have an impact on society and the environment.
- Investigate the properties of and interactions among liquids and solids.
- Demonstrate an understanding of the properties of liquids and solids.



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Understanding Earth and Space Systems: Air and Water in the Environment

- 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.
- Investigate the characteristics of air and water and the visible/invisible effects of and changes to air and/or water in the environment.
- Demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs.

Social Studies

Students are encouraged to adapt the Inquiry process and use a variety of media and technology to explore the units in Social Studies. Students present their findings in both written and oral forms.

Heritage and Identity: Changing Family and Community Traditions

- Compare some significant traditions and celebrations among diverse groups, both in present day and the past.
- Identify some of the reasons for changes in traditions/celebrations.
- Use the inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong.
- 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.

People and Environments: Global Communities

- 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 the location, climate and physical features of their region.
- Use the 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.
- Identify and locate various physical features of selected communities around the world, and describe some aspects of people's ways of life in those communities.



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French Programme

The French department is committed to helping students develop an understanding and appreciation of French. “While the knowledge of any language has value, French is not only a global language but the mother tongue of many Canadians and an integral part of the Canadian identity,” (The Ontario Curriculum, French as a second language).

At Rowntree, French is taught at all levels, from kindergarten to grade 8. The children are exposed to varied activities that explore the value of learning French and master the skills in each of the four interconnected strands: Listening, Speaking, Reading, and Writing.

Contrary to common misconceptions, learning French is just as important as learning math or language arts. Sometimes people think that just because a student won't need French in the future, it's useless to acquire it now. But even though it might not seem like it's affecting them that much, it brings a lot of benefits. French stretches a student's thinking and helps them to do better in all other subjects. Just like math expands logic in the mind, a new language opens up activity in the brain, trains your memory, and magnifies skills.

Listening	Speaking	Reading	Writing
<p>Saying the date and describing the weather on a daily basis.</p> <p>Reading and identification of names of the days of the week, months of the year, seasons, numbers up to 50, classroom objects, and family members.</p>	<p>French phonics: reading words with accents, using accents in French words, typing accents, identifying double vowel sounds in words.</p>	<p>Asking permission in French to do something in class.</p> <p>Family tree presentation and project.</p>	<p>Introduction to personal pronouns in French. Verbs “Avoir” and “Etre” conjugations and uses in short, simple sentences.</p> <p>Masculine and Feminine forms of some nouns.</p>



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KM - GRADE 1

Music Programme

The Music department is committed to helping students develop an understanding and appreciation of music. Emphasis is placed on encouraging students to become active participants in creating and performing through music. All students will regularly reflect on their feelings about music as they study a wide range of music.

Grade	Concepts Covered	Instruments and Vocals	Implementation	Reflection
KM	<p>Introduction to basic musical elements (fast/slow, soft/loud, high/low).</p> <p>Singing well-known nursery rhymes and songs.</p> <p>Foster a love for music through activities and games.</p>	<p>Playing percussion instruments such as rhythm sticks and boomwhackers.</p> <p>Use percussion instruments to follow syllables in short words.</p>	<p>Create simple music by playing instruments and singing.</p>	<p>Reflect on music using movement and dance.</p>
PO	<p>Introduction to basic musical elements (fast/slow, soft/loud, high/low).</p> <p>Sing well-known songs.</p>	<p>Playing percussion instruments such as rhythm sticks, boomwhackers and glockenspiel.</p> <p>Use percussion instruments to follow syllables in short words and read simple rhythmic notation.</p> <p>Introduction to basic music notation (treble clef).</p>	<p>Create music by playing instruments and singing.</p>	<p>Reflect on music using movement and dance as well as verbally expressing preferences and comparing musical elements.</p>
1	<p>Introduction of the musical elements.</p> <p>Development of vocal tone.</p> <p>Identifying and distinguishing beat and rhythm.</p>	<p>Playing percussion instruments such as rhythm sticks, boomwhackers and glockenspiel.</p> <p>Introduction to the recorder.</p> <p>The introduction of basic music notation (treble clef), terms and symbols.</p>	<p>Create music by manipulating musical elements and justifying decisions.</p>	<p>The introduction of the families of instruments through listening examples and class activities.</p>



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GRADE 2-3

Physical Education

Here at Rowntree Montessori Schools, our aim is to ensure each student lives a healthy and active lifestyle, now and in the future. Multiple components of our Physical Education program come together to ensure each student develops the skills and knowledge to make positive decisions throughout their lives. Focused health classes, game and fitness-oriented physical education classes, extracurricular sports, and morning and after-school clubs are just some of the components of our Physical Education program.

Grade	Activities/Sports	Healthy Living	Movement Competence
2	<ul style="list-style-type: none"> ▪ Low Organizational Games (i.e. Tag Octopus, etc.) ▪ Hand/Eye Coordination Games (ie. throwing, catching) ▪ Basketball, Soccer (basic skill games) ▪ Gymnastics/Stretching ▪ Dance 	<ul style="list-style-type: none"> ▪ Personal injury prevention ▪ Food as energy in our bodies ▪ Medication and healthy alternatives ▪ 5 senses and their functions 	<ul style="list-style-type: none"> ▪ RMS Phys Ed. ABC (Awareness and Body Control) ▪ Dynamic warmups and stretches to encourage muscle growth ▪ Developing spatial awareness through movement ▪ Development of balance skills ▪ Manipulation of limbs through sport ▪ Development of throwing and passing
3	<ul style="list-style-type: none"> ▪ Low Organizational Games (i.e. Tag octopus, etc.) ▪ Hand/Eye Coordination Games (i.e. throwing, catching) ▪ Introduction to sports (Basketball, Soccer, Track and Field, Handball) 	<ul style="list-style-type: none"> ▪ Understanding of emotions ▪ Making decisions about when to get help ▪ Relating Canada's Food Guide to the rest of the world ▪ Decision-making about substances (Caffeine, Nicotine) ▪ Healthy relationships 	<ul style="list-style-type: none"> ▪ RMS Phys Ed. ABC (Awareness and Body Control) ▪ Dynamic warmups and stretches to encourage muscle growth ▪ Developing spatial awareness through movement ▪ Development of balance skills ▪ Manipulation of limbs through sport ▪ Development of throwing and passing



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GRADES 1 - 4

Visual Arts

The Visual Arts department is committed to developing students to be artists all around. In addition to building skills and techniques in drawing and painting, students will be exposed to a variety of artists and artistic movements. All students will regularly reflect on their work as both creators and viewers of art to foster creative growth.

Grade	Mediums	Techniques
1	<ul style="list-style-type: none"> ▪ Colour pencils ▪ Wax crayons ▪ Markers ▪ Oil pastels ▪ Tempera paint ▪ Mixed media 	<ul style="list-style-type: none"> ▪ Art inspired by personal experiences ▪ Line drawing ▪ Wax crayon resist painting ▪ Collage ▪ Primary colours, warm & cool colour ▪ Light & dark values
2	<ul style="list-style-type: none"> ▪ Colour pencils ▪ Wax crayons ▪ Markers ▪ Oil pastels ▪ Tempera paint ▪ Mixed media 	<ul style="list-style-type: none"> ▪ Art inspired by the community ▪ Secondary colours, warm & cool colour ▪ Mixing tints & shades ▪ Line drawing ▪ Wax crayon resist painting ▪ Collage
3	<ul style="list-style-type: none"> ▪ Colour pencils ▪ Wax crayons ▪ Markers ▪ Oil pastels ▪ Tempera paint ▪ Watercolours ▪ Mixed media 	<ul style="list-style-type: none"> ▪ Wax crayon resist painting ▪ Collage ▪ Art inspired by community ▪ Warm and cool colours ▪ Line drawing ▪ Light and dark values
4	<ul style="list-style-type: none"> ▪ Oil pastels ▪ Charcoal ▪ Tempera paint ▪ Watercolours ▪ Mixed media ▪ Collage ▪ Printmaking ▪ Acrylic paint 	<ul style="list-style-type: none"> ▪ Art inspired by personal interests and experiences ▪ Portraiture ▪ Positive and negative space ▪ Still-life ▪ Collage ▪ Sketching and shading



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GRADES 1-3

SAMPLE SCHEUDLE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 - 9:00	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM
9:00 - 10:00	CORE	CORE	CORE	CORE	CORE
10:00 - 10:20	SNACK	SNACK	SNACK	SNACK	SNACK
10:20 - 10:40	CORE	CORE	PHE	CORE	CORE
10:40 - 11:30	FRENCH	CORE	CORE	CORE	CORE
11:30 - 12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00 - 12:30	RECESS	RECESS	RECESS	RECESS	RECESS
12:30 - 12:50	CORE	CORE	COMPUTERS	FRENCH	PHE
12:50 - 1:40	MUSIC	CORE	ART	CORE	MUSIC
1:40 - 2:00	RECESS & SNACK	RECESS & SNACK	RECESS & SNACK	RECESS & SNACK	RECESS & SNACK
2:00 - 2:30	CORE	COMPUTERS	CORE	COMPUTERS	STEAM
2:30 - 3:00	CORE	FRENCH	CORE	CORE	CORE
3:00 - 3:20	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM

Subject to Change



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ALL GRADES

Application & Registration Checklist

Thank you for considering Rowntree Montessori Schools for your child!

Below are the steps to complete your child's application and secure your spot at Rowntree Montessori.

1. **APPLICATION FORM:** Please log in and complete one application per child. Upon completion, you will be prompted to pay a one time application fee via credit card.
2. **CONTRACT AND 10% NON-REFUNDABLE DEPOSIT:** Please read, fill out, sign and date the contract for each child. Both parents must login and electronically sign the contract. At the completion of your contract, you will be prompted to pay your 10% non-refundable deposit by credit card. The cost of this deposit counts toward your total tuition cost.

Once your child's spot is secure, you will be asked to complete the following steps to complete your registration.

1. **ELECTRONIC CALCULATION FORM (ECF):** Please e-sign your ECF, it will be emailed to your personal email. If you will be paying monthly, you will be prompted to attach a void cheque for pre-authorized debit payments September through June. If you are paying annually, after you sign and submit your ECF, please drop off a personal cheque post dated for July 15th to any Rowntree campus.
2. **DOCUMENTS:** In our Parent Portal, please complete the following documents:
 - a. Upload your child's picture for their profile.
 - b. Upload your child's health card.
 - c. Upload your child's birth certificate/passport.
 - d. Upload your child's immunization records.
 - e. Upload your child's last 1-3 years of report cards.
 - f. Open and complete the emergency contact form.
3. **ASSESSMENT:** Finally, we contact you to bring your child in for a short assessment. No preparation is needed. This is just used for us to understand the various levels of our incoming students and better plan our curriculum.

If you have any questions, please contact the Admissions Office at 905-790-3838 or at admission@rowntreemontessori.com. Thank you again for considering Rowntree Montessori School for your child.

