

Math ! Term 2 - feb, mar, apr, may, june

Week	Topic	Expectation - 3e	Expectation - 4e
Jan 31 - Feb 4	Polygons	<ul style="list-style-type: none"> – identify and compare various polygons (i.e., triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons) and sort them by their geometric properties - explain the relationships between different type of quadrilaterals 	<ul style="list-style-type: none"> – identify and compare different types of quadrilaterals and sort and classify them by their geometric properties
Feb 7 - Feb 11	Angles	<ul style="list-style-type: none"> – use tools to identify right angles and to describe angles as greater than, equal to, or less than a right angle – compare and describe angles as bigger than, smaller than, or about the same as other angles 	<ul style="list-style-type: none"> – identify benchmark angles (i.e., straight angle, right angle, half a right angle) – relate the names of the benchmark angles to their measures in degrees
Feb 14 - Feb 18	3D Solids	<ul style="list-style-type: none"> – describe and name prisms and pyramids by the shape of their base – compare and sort prisms and pyramids by geometric properties – construct rectangular prisms & pyramids and describe geometric properties 	<ul style="list-style-type: none"> – identify and describe prisms and pyramids, and classify them by their geometric properties – draw and describe nets of rectangular and triangular prisms – construct prisms and pyramids from given nets; **– construct a three-dimensional figure from a picture or model of the figure, using cubes **– construct skeletons of three-dimensional figures, using a variety of tools & sketch the skeletons; **– construct three-dimensional figures (e.g., cube, tetrahedron), using only congruent shapes.
Feb 21 - Feb 25	3D Solids		

Week	Topic	Expectation - 3e	Expectation - 4e
Feb 28 - Mar 4	Fractions	<ul style="list-style-type: none"> - divide whole objects and sets of objects into equal parts, and identify the parts using fractional names (e.g., one half; three thirds; two fourths or two quarters), without using numbers in standard fractional notation; 	<ul style="list-style-type: none"> - represent fractions using concrete materials, words, and standard fractional notation, and explain the meaning of the denominator as the number of the fractional parts of a whole or a set, and the numerator as the number of fractional parts being considered; - compare fractions to the benchmarks of 0, $\frac{1}{2}$, and 1 ** - compare/order fractions ** - demonstrate and explain the relationship between equivalent fractions ** - determine and explain, through investigation, the relationship between fractions and decimals to tenths, using a variety of tools
Mar 7 - Mar 11	Symmetry	<ul style="list-style-type: none"> - complete and describe designs and pictures of images that have a vertical, horizontal, or diagonal line of symmetry 	<ul style="list-style-type: none"> - draw the lines of symmetry of two- dimensional shapes - create/analyse symmetrical designs by reflecting a shape, or shapes, and identify the congruent shapes in the designs.
Mar 14 - Mar 18	March Break		
Mar 21 - Mar 25	Capacity	<ul style="list-style-type: none"> - estimate, measure, and record the capacity of containers, using the standard unit of the litre or parts of a litre - compare and order a collection of objects, using standard units of mass and/or capacity 	<ul style="list-style-type: none"> - measure, and record the capacity of containers using the standard units of the L and the mL - compare and order a collection of objects, using standard units of capacity ** - estimate, measure using concrete materials, and record volume, and relate volume to the space taken up by an object
Mar 28 - Apr 1	Mass	<ul style="list-style-type: none"> - choose benchmarks for a kilogram and a litre to help them perform measurement tasks; - estimate, measure, and record the mass of objects using the standard unit of the kilogram or parts of a kilogram 	<ul style="list-style-type: none"> - measure, compare, order the mass of objects using the standard units of the kg & g - determine, through investigation, the relationship between grams and kilograms

Week	Topic	Expectation - 3e	Expectation - 4e
Apr 4 - Apr 8	Area	<ul style="list-style-type: none"> – estimate, measure (i.e., using centimetre grid paper, arrays), and record area – compare and order various shapes by area, using congruent shapes and grid paper for measuring 	<ul style="list-style-type: none"> – estimate, measure and record the area of polygons; – determine, through investigation, the relationship between the side lengths of a rectangle and its perimeter and area
Apr 11 - Apr 15	Area	<ul style="list-style-type: none"> – describe, through investigation using grid paper, the relationship between the size of a unit of area and the number of units needed to cover a surface 	
Apr 18 - Apr 22	Multiplication	<ul style="list-style-type: none"> – multiply to 7×7 and divide to $49 \div 7$, using a variety of mental strategies 	<ul style="list-style-type: none"> – multiply to 9×9 and divide to $81 \div 9$, – multiply whole numbers by 10, 100, and 1000, and divide whole numbers by 10 and 100, mentally
Apr 25 - Apr 29		<ul style="list-style-type: none"> – relate multiplication of one-digit numbers and division by one-digit divisors to real-life situations, using a variety of tools and strategies 	<ul style="list-style-type: none"> – multiply two-digit whole numbers by one-digit whole numbers
May 2 - May 6	Division		<ul style="list-style-type: none"> – determine, through investigation, the inverse relationship between multiplication and division
May 9 - May 13			<ul style="list-style-type: none"> – determine the missing number in equations involving multiplication of one- and two-digit numbers, using a variety of tools and strategies
May 16 - May 20	EQAO practice	How to read the question carefully. Answer only the question. How to answer multiple choice answers.	**Cover expectations missed in term 2 : 3D Solids, Fractions, etc... (see double ** above)
May 23 - May 27	EQAO practice		
May 30 - Jun 3	Real-Life Problems	Relate math to real-world (research? projects? etc.)	
Jun 6 - Jun 10	Real-Life Problems		
Jun 13 - Jun 17	Projects	Last year we made instructional videos on the math topic of their choice - Feel free to get creative here!	
Jun 20 - Jun 24	Projects		
Jun 27 - Jun 29			

** Temperature! and Time! - Incorporate randomly throughout the day

Expectations used in weekly problem solving - Regular & ongoing

PROBLEM SOLVING	apply developing problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding;
REASONING AND PROVING	apply developing reasoning skills(e.g.,pattern recognition, classification) to make and investigate conjectures (e.g., through discussion with others);
REFLECTING	demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by explaining to others why they think their solution is correct);
SELECTING TOOLS AND COMPUTATIONAL STRATEGIES	select and use a variety of concrete, visual, and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems;
CONNECTING	make connections among simple mathematical concepts and procedures, and relate mathematical ideas to situations drawn from everyday contexts;
REPRESENTING	create basic representations of simple mathematical ideas(e.g.,using concrete materials; physical actions, such as hopping or clapping; pictures; numbers; diagrams; invented symbols), make connections among them, and apply them to solve problems;
COMMUNICATING	communicate mathematical thinking orally, visually, and in writing, using every day language, a developing mathematical vocabulary, and a variety of representations.