

Grade 1 Curriculum Framework						Months: March/April 2021
Core Competencies						
Students will be...						
Communicating <ul style="list-style-type: none"> I can share my ideas I can listen to others. I can ask questions. 	Collaborating <ul style="list-style-type: none"> I can work in a group I can cooperate I am respectful 	Creative Thinking <ul style="list-style-type: none"> I get ideas when I play I can solve problems I can think of a new idea 	Critical & Reflective Thinking <ul style="list-style-type: none"> I can show if I like something or not I can explore my world I can reflect on my learning 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can share my feelings I can celebrate my efforts I can make choices that keep me happy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can tell you about myself I know some of my strengths I can share things important to me 	Social Awareness & Responsibility <ul style="list-style-type: none"> I am kind and respectful to others I can solve some problems and ask for help I know other people can be different than me
Big Ideas						
Students will understand...						
English Language Arts	Français - immersion	Math	Socials	Science		
Reading, Listening and Viewing <ul style="list-style-type: none"> Stories and other texts can be shared through pictures and words (concept of print) Through listening, we connect with others and share our world. Curiosity and wonder lead us to new discoveries about ourselves and the world around us Writing, Speaking and Representing <ul style="list-style-type: none"> Playing with language helps us discover how language works (letter formation, sentence structure and conventions) Through speaking, we connect with others and share our world. 	<ul style="list-style-type: none"> Lire consiste non seulement à décoder les mots mais aussi à comprendre le sens d'un texte. Les textes suivent des structures particulières selon leur type. Communiquer en français contribue à développer un sens d'appartenance à la communauté francophone. 	Computational Fluency: Addition and subtraction with numbers to 10 can be modelled concretely, pictorially and symbolically to develop computational fluency. Geometry & Measurement: Objects have attributes that can be described, measured, and compared. Data & Probability: Concrete graphs help us to compare and interpret data and show one-to-one correspondence.	<ul style="list-style-type: none"> We shape the local environment, and the local environment shapes who we are and how we live Our rights, roles, and responsibilities are important for building strong communities 	<ul style="list-style-type: none"> Matter is useful because of its properties. Light and sound can be produced and their properties can be changed. 		
Learning Standards						
Students will do / know...						
English Language Arts	Français - immersion	Math	Socials	Science		
COMPREHEND AND CONNECT Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the structure of story (setting, characters and events) Use developmentally appropriate strategies to make meaning (phonological awareness) Identify use personal experience and knowledge to connect to stories and other texts to make meaning CREATE AND COMMUNICATE Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use language to identify, create, and share ideas, feelings, & opinions Plan and create a variety of communication forms 	Explorer et réfléchir: <ul style="list-style-type: none"> Comprendre le sens global d'un texte afin de pouvoir le raconter avec ses propres mots Faire la différence entre le texte informatif et le texte narratif Créer et communiquer: <ul style="list-style-type: none"> Interagir de manière respectueuse en adaptant son comportement à son interlocuteur Rédiger des phrases simples avec des mots correspondant aux patrons orthographiques et aux conventions syntaxiques 	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> change in quantity to 20, concretely and verbally meaning of equality and inequality using = and ≠ comparison of 2D shapes and 3D objects 	<ul style="list-style-type: none"> Explore different perspectives on people, places, issues, or events in their lives (key events and developments in the local community, and in local First Peoples communities) Use inquiry processes and skills to ask questions, gather, interpret, and analyze ideas 	Question & Predict: demonstrate curiosity, observe, ask questions, make simple predictions Analyze: experience & interpret the local environment, recognize First Peoples stories, sort and classify data, compare observations, identify patterns and connections Evaluate: compare observations, consider environmental consequences Apply and Innovate: take part in caring for self, family, classroom and school, transfer learning to new situations, generate ideas when problem solving Communicate: communicate observations, express and reflect on personal experiences of place		

Ideas for In-class Instruction				
English Language Arts	Français - immersion	Math	Socials	Science
<p>STORY/TEXT</p> <p><u>Elements of Story:</u> - setting, character, events (few details)</p> <p><u>Literary Elements and Devices:</u> - poetic language</p> <p><u>Vocabulary to Talk About Texts:</u> - continue title, picture, author, illustrator, search box</p> <p>STRATEGIES AND PROCESSES</p> <p><u>Reading Strategies:</u> - using knowledge of language patterns and phonics to decode words - identifying familiar and "sight" words; monitoring (asking: Does it look right? Sound right? Make sense?);</p> <p><u>Oral Language Strategies:</u> - making relevant contributions to discussions</p> <p><u>Metacognitive Strategies:</u> - talking and thinking about learning through goal setting to develop awareness of self as a reader and as a writer</p> <p><u>Writing Processes:</u> - see <i>Concepts of Print</i> below - may include editing</p> <p>LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS</p> <p><u>Concepts of Print:</u> - the use of space to mark word boundaries</p> <p><u>Print Awareness:</u> - awareness of the difference between letters, words, and sentences</p> <p><u>Phonemic & Phonological Awareness:</u> - <i>Select Program E.g., Heggerty, Jolly Phonics, Handwriting Without Tears.</i></p> <p><u>Letter Formation:</u> - legible printing and spacing between letters and words.</p> <p><u>Sentence Structure:</u> - the structure of simple sentences</p> <p><u>Conventions:</u> - common practices in capitalization (pronoun I & first word in a sentence) - common practices in punctuation (use of a period)</p> <p>Inquiry: April is also known as Poetry Month. Create simple poems together as a group. This is a good opportunity to practice and apply</p>	<p>Regarde l'histoire La reine des sorcières en version simplifiée, puis en version complète. Utiliser les activités de Mysticlolly (pdf ou modifiable) pour travailler la chronologie de l'histoire et s'amuser à la raconter dans ses propres mots.</p> <p>Comparer des livres documentaires et des albums sur un sujet commun (un animal par exemple) et examiner les ressemblances et les différences (structure et éléments textuels comme les illustrations et la mise en page). Écrire un court texte informatif en petits groupes où chaque élève peut contribuer une phrase pour décrire un aspect du sujet.</p> <p>Ressources</p> <p>La collection Les petits dégoutants d'Élise Gravel</p>	<p>Routine: Daily Math investigations with Carole Fullerton.</p> <p>These are fun to add into your math routines. Estimate with these Esti-Mysteries. Use these to visualize and communicate mathematical thinking and reasoning.</p> <p>Ideas for practicing Change in Quantity to 20</p> <ul style="list-style-type: none"> Partner Activity: two students share the same ten/double ten frame. The teacher chooses a target number. Using two different coloured counters, one partner puts out a number of counters on the ten frame (it must be a number less than the target number!). The other partner adds counters to make the target number. Both partners verbalize the combination ("I can build 4 and make it 7 by adding 3"). Partners repeat this process to explore different combinations of the target number. To individualize this game, give each learner their own ten frames and two sets of coloured counters. Provide number cards from 0-10 or 0-20. Players start by turning over one card and making the number with Loose Parts or counters. As they turn over additional cards, they change their number to the new number. Model how to verbalize the change in number. For example, <i>if we had 10 and changed the number to 8, would we add or subtract</i>. As students gain confidence with this process, question them on how many they added or took away. <p>Inequality and Equality</p> <p>Read Counting Chickens by Flensted (available on Getepic.com)</p> <ul style="list-style-type: none"> Use unifix cubes and a pan balance to model equal/not equal. Encourage students to come up with different combinations for a given number as well as those in which there are 3 or more addends. Allow students opportunities to balance their own equations with a variety of numbers. Likewise, explore the idea of inequality by building and testing the following: $6 + 3 \neq 5$ Lesson and extensions available from Carole Fullerton's Free Download: Read A Story Explore the Math (pg 23-24). <p>Data and Probability: Graphing</p> <p>Key Questions:</p>	<p>Inquiry: What is the most significant event in your local community's history? How is your community different now from what it was like before settlers arrived?</p> <p>Inquiry: What roles do we play within our family, school, and community? What are our rights? What responsibilities do we have to ourselves, each other, our community, and the world?</p> <p>See Resource: Tc2 Critical Challenges See BC Curriculum Core Competencies samples</p> <p>Ideas for investigating our Roles: Explore: What are the roles of important people in our lives such as community workers, family members, and local first peoples? Consider inviting members of the community to do an online/ in person discussion with your class to talk about their roles.</p> <p>What are my roles as a student, family, community member? Who gets to make decisions and why?</p> <p>What are my roles as a friend? Read: With a Friend by Your Side: By Barbara Kerley-</p> <p>Ideas for investigating our Rights: What are my rights as a child? Read: I Have the Right to Be a Child By Alan Serres See these resources for further exploration of rights: Children's Rights Activity Guide Rights, Wants, and Needs Unicef Resource</p> <p>Ideas for investigating our Responsibilities: What are my responsibilities to Earth?</p> <p>Inquiry: How does your community depend on the local environment? What effects do the activities in your community have on the environment?</p> <p>Read: Thank-you, Earth By: April Pulley Sayre. This book is a thank-you letter to the earth for giving us such a beautiful planet filled with colourful sunsets, peaceful forests, lively creatures and remarkable deserts. Encourage students to think about ways they can take care of earth.</p> <p>More read Alouds:</p> <ul style="list-style-type: none"> 10 Things I Can Do to Help My World by Melanie Walsh 	<p>Inquiry: How can you explore the properties of light and sound? * See <i>elaborations in curriculum for specific content skills such as brightness, colour, pitch and tone</i>. What discoveries did you make?</p> <p>Play invitation for sound: set up a variety of instruments for students to explore. Or even try Loose Parts such as buckets, tubes, metal plates, and spoons. Ask: What do you think? What do you see/hear? What do you wonder about sound? *Connects to the Arts curriculum here. Is there an opportunity to collaborate with the music teacher? This could also be done outdoors.</p> <p><u>Exploration of Sound:</u></p> <ul style="list-style-type: none"> Chart students ideas to the question: What is Sound? Read <i>The Listening Walk</i> by Paul Showers. Go on a sound walk in the school yard and draw or record what students hear. <p>Read: Sounds All Around by Wendy Pfeffer.</p> <ul style="list-style-type: none"> How can we describe sounds (pitch, tone, and volume)? To introduce pitch, use a metal spoon to 'play' glasses with different amounts of water. Take turns playing the glasses and making songs. Students share their observations. Which glasses sounded higher? Which sounded lower? Why do you think it is? See the link for easy sound experiments Science World Experiment Resources <p>Inquiry: Can you create an instrument? How does your instrument create sound?</p> <p>Check out this blog for ideas</p> <p>Books to support learning about sound:</p> <ul style="list-style-type: none"> Rookie Read-About Science: All About Sound by Lisa Trumbauer Sound: Loud, Soft, High and Low by Natalie Rosinsky Sounds All Around by Wendy Pfeffer Oscar and the Bat: A Book About Sound by Geoff Waring

concepts of print, phonemic awareness, and letter formation (see below). Kids Poems: *Teaching Kindergarteners to Love Poetry* by [Reggie Routman](#) includes samples of poems written by children. It is a way to 'demonstrate the poetry-writing process to your students by thinking aloud and drafting poems, collaborating on a poem together, and then having children write on their own'. Poems can also be connected with other curricular areas by making connections to their understandings about at Spring, Plants, Animals, Shapes, Family, Friends, Earth Day.

-[The Reading Strategies Book](#), by Jennifer Serravallo, is filled with emerging reader strategies. - In a collaborative read-aloud lesson, the teacher is responsible for reading the text while guiding the students to think about the text through the lens of various comprehension strategies like those found in [The Daily Cafe](#). Loan a copy [here](#). The teacher does this by asking rich questions that are scripted in the lessons.

Word Work Ideas:

Onset Rime Scramble: Distribute an onset or rime tile to each student. Students circulate around the room finding onset or rime to complement their card then combine to make a word. Repeat till teacher calls scramble then trade with someone and continue. See this [link](#) for printable tile letters.

Name Game: With partners, print names on the side of a venn diagram. Compare the letters and print each where it belongs. Together generate a list of words that can be made using only letters from both names.

Word Surgeon: Select a word to start. Take turns performing surgery on the word:

- Take a sound away
- Add a sound
- Move a sound around

The idea is to manipulate the sounds in words. Nonsense words are perfectly acceptable.

- Play Word Wall "I SPY" See here for [more word wall ideas](#)
- [Word Wall Mind Reader game](#)
- [Search a Word Game](#)

- What stories can data tell us?
- When might we use words like never, sometimes, always, more likely, and less likely?
- How does organizing concrete data help us understand the data?

Check out this website for a variety of sorting and graphing activities for young children: [Early Years Math- Data Management](#)

Resource [Meet Small Number](#): This resource provides math and science lessons through the use of First Nations imagery and storytelling. You can experience [Small Number's](#) adventures by watching animated films in the Blackfoot, Cree, English, Halq'em'eylem, Heiltsuk, Hul'q'umi'num', Huu-ay- aht, Nisga'a, Sliammon, and Squamish languages.

- Where Does the Garbage Go? by Paul Showers.
- The Curious Garden by Peter Brown

Try using recycled materials to make a new toy.

Earth Day Music:

- Music with Nancy's "It's Raining Outside"[It's Raining Outside -- By Nancy Kopman](#)
- Jack Johnson's "3 R's Song ~ Reduce, Reuse, Recycle"[Jack Johnson: Reduce, Reuse, Recycle - 3 R Song | Explore Films](#)

Inquiry: How do we connect to and show respect to our earth? This inquiry is ELA based. These stories can be an invitation for reflection and discussion.

Read: If You Come To Earth by Sophie Blackall. See Adrienne Gear's OLLI Lesson [here](#). Students are asked to imagine an alien arrives on earth. As a class, help introduce our plant to them. What would we want them to know about earth? Chart student ideas. Topics for exploration could be: people, animals, land, water, tips, blessings, and problems. Make a class book to teach newcomers about planet earth.

Read: "Lessons from Mother Earth" by Elaine McCleod. Review the term "elder" and discuss why elders are important to Indigenous communities – to share oral stories, family and clan history, knowledge, wisdom, songs, dances.

Questions for discussion:

1. What does Tess' grandmother really mean by her 'garden'?
2. What does Tess learn from her grandmother?
3. How can we better OUR garden together?

Read: Solomon's Tree by Andrea Spalding. See this [link](#) for a variety of lesson ideas.

Earth Day Activities

- [Orange Juice](#) In this animated video from LOOP SCOOPS, a boy named Ben is asked whether fresh squeezed orange juice or bottled juice is better for the environment.
- [Sid the Science Kid-The Dirt on Dirt](#) possible activity to go with video can be found [here](#).
- Dive into this list of [fun cartoons, books and activities](#) about plastic pollution.
- Experiment ~ Can You Undo Water Pollution?
 - You will need a bucket of clean water, some household trash, vegetable oil (to represent the oil spill), tongs, and a

Website: [Peep and The Big Wide World](#): Explore Sound lesson

Play Invitation for Light:

Explore different sources of light: flash lights, battery tea lights, light bright, light table. Add materials such as mirrors and transparents coloured or not materials such as gems, colour paddles, plastic bottles, film. In a science wonder journal record "I see ____." Share these observations as a group. Next add to their journal, "I wonder ____."

Play Invitation for Light:

On a sunny day go outdoors and play with shadows. Try playing shadow tag, or tracing each other's shadows with chalk. Look at your shadows outdoors early in the morning and then again at the end of the day. Make observations of their shadows, Repeat this over a few days. What connections do they make to the sun and patterns? Any connections to measurement in math?

Art & ELA Connection- Make and explore Shadow Puppets. Create stories with your characters. This could extend into writing a short script for the puppeteers.

			<p>strainer. Then let students try to remove the pollution.</p> <ul style="list-style-type: none">• Noise Pollution: Listen Up! Play it safe with your ears. Play it safe with your health	
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Assessment and Reporting

Early Learning Framework [Destiny Professional Resource Collection](#) or [Free PD Download.](#)