

Mme Maggiolo-Laughlin,

**Language Arts**

CURRICULUM HIGHLIGHTS	TEACHING STRATEGIES
<p><b>Listening</b>  <u>Listening to understand:</u> Follow basic instructions and directions in French  <u>Listening to interact:</u> Listen to peer presentations and informal class discussions  <u>Intercultural Understanding:</u> listen to stories, songs and comptines</p> <p><b>Speaking</b>                      Develop familiar and thematic vocabulary and language structures to communicate with peers and teachers                      Communicate basic needs using familiar structures</p>	<p>Model, guide and provide time for independent repetition of sounds, poems, chants, and songs                      Facilitate elbow-partner, big and small group discussions</p> <p>Model, guide, share and provide time for independent repetition                      Facilitate elbow-partner, big and small group discussions                      Emphasis on story retells and presentations                      Role play                      Use of puppets for practicing co-created dialogues (related to CTI focus)</p>
<p><b>Reading</b>                      Read a variety of simple texts                      Choose books and read independently                      Read pattern stories of increasing difficulty                      Use basic reading strategies, such as: picture cues, phonics, sight vocabulary, decoding by letter/syllable</p>	<p>Choral reading of chart stories and “Hibou” poems (created using high-frequency words)                      Model, guide, share and allow for independent review and repetition                      Independent quiet reading time</p>

<p>Read high frequency words, such as “c’est, voici, il y a”</p>	<p>Home reading program (starting in September with Class Songbook and then moving in October to pattern books and reading logs)</p> <p>Creation of class songbook</p> <p>Reading buddies</p> <p>Daily 5 (working with words, basic creative writing, partner and independent reading, listening to reading, watching french videos/listening centre, other language activities)</p>
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<p><b>Writing</b></p> <p>Use left to right and top to bottom progression</p> <p>Anchoring letters on the line</p> <p>Use words and pictures to create a message</p> <p>Leave spaces between words</p> <p>Use capitals and periods</p> <p>Write simple sentences</p> <p>Use classroom resources to spell high frequency words</p> <p><b>Media Literacy</b></p> <p>Develop an awareness of a variety of media texts</p>	<p>Model, guide, share and allow time for independent writing, work with words and creative writing</p> <p>Cloze activities</p> <p>Sentence scramble activities</p> <p>Explicit teaching of writing conventions</p> <p>Journal writing</p> <p>Use of agenda for recording the sentence of the day as well as High Frequency Words (les mots “hibou”)</p> <p>Present, discuss and integrate media literacy into language strands</p>
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## Mathematics

CURRICULUM HIGHLIGHTS	TEACHING STRATEGIES
<p><b>Number Sense and Numeration</b></p> <p>Identify numbers to 50 (out of order)</p> <p>Use 5 and 10 as anchors</p> <p>skip counting by 5 and 10</p> <p>Count backwards from 20</p> <p>Count forward starting at a number between 1 and 10</p> <p>Master the concept of conservation of numbers</p> <p>Sort and classify objects using 1 attribute (colour, shape)</p>	<p>Math Talks</p> <p>Number lines</p> <p>Use of manipulatives</p> <p>Model the problem-solving approach</p> <p>Build math vocabulary</p> <p>Classroom and Outdoor learning activities</p> <p>Co-create success criteria</p>
<p><b>Data Management and Probability</b></p> <p>Contribute to and create class graphs and pictographs with titles and labels</p>	<p>Math Talks</p> <p>Contribute to class graphs</p> <p>Move from concrete to abstract graphs</p> <p>Co-create success criteria</p>
<p><b>Measurement</b></p> <p>Estimate, measure and describe objects using non-standard units (linear)</p> <p>Name and order the months of the year and the days of the week and read the date</p>	<p>Math Talks</p> <p>Sing songs, recite poems that reinforce the vocabulary and concepts</p> <p>Calendar activities</p>

	<p>Thematic non-standard linear measurement</p> <p>Co-create success criteria</p>
<p><b>Geometry and Spatial Sense</b></p> <p>Identify and describe 2D figures</p> <p>Use positional language to describe the location of objects</p> <p><b>Patterning and Algebra</b></p> <p>Identify, describe, extend and create repeating patterns involving 1 attribute (colour, size, shape, sound)</p>	<p>Math Talks</p> <p>Manipulatives</p> <p>Stories</p> <p>Songs</p> <p>Movement</p> <p>Exploration in the environment</p> <p>Co-create success criteria</p> <p>Math Talks</p> <p>Create and extend patterns using manipulatives</p> <p>Observe patterns in the environment</p> <p>Co-create success criteria</p>

**The Arts**

CURRICULUM HIGHLIGHTS	TEACHING STRATEGIES
<p><b>Visual Arts</b></p> <p>Demonstrate an understanding of the principles and elements of design including: identifying primary colours and identifying different types of lines.</p> <p>Explore different art forms and techniques and styles from past and present artists</p> <p>Introduce principles and elements of design</p>	<p>Modelling art techniques, viewing art created by other artists, guided practise</p>

<p>Express feelings and ideas about art</p>	<p>Assessment descriptive feedback (teacher and peer)</p>
<p><b>Drama</b></p> <p>Demonstrate an understanding of the elements of character by adopting thoughts, feelings and gestures relevant to the role being played (e.g. use facial expressions, body movement, and words).</p>	<p>Retell favourite stories and re-enact the stories in a mini-skit format Puppet theatre Story retell bag (sac de souvenir)</p>
<p><b>Music</b></p> <p>Sing and play in unison Create simple musical compositions Read simple rhythmic notation Show rhythm and beat using manipulatives (hand, body, rhythm instruments) Demonstrate an awareness of the use of music and musical instruments in various traditions Listen to music from different cultures (Mme M.-L. Please see M. Moore's Curriculum Newsletter)</p>	<p>Creation of class songbook Rote teaching of songs Direct instruction of musical concepts Use of rhythm instruments Special performances</p>

## Physical Education

CURRICULUM HIGHLIGHTS	TEACHING STRATEGIES
<p><b>Active Living</b></p> <p>Continue to actively participate in a wide variety of activities            Identify physical signs of excursion (heart beats faster, body gets warmer)</p> <p><b>Movement Competence</b></p> <p>Perform static balances using various body parts, move in different directions using various body parts            Develop throwing and catching skills</p> <p><b>Healthy Living</b></p> <p>Personal Safety and Injury Prevention-- understand and practise personal safety measures in a variety of situations</p> <p>Healthy vs unhealthy foods and the 4 food groups</p>	<p>O.P.H.E.A.</p> <p>Participation, discussion, video clips (5 a Day, Cosmic Kids Yoga), Jump Rope for Heart, D.P.A. (Daily Physical Activity)</p> <p>individual, small and large group activities</p> <p>Discussion and follow-up activities</p> <p>Discussions and follow-up activities            Canada's food guide</p>

## Science

CURRICULUM HIGHLIGHTS	TEACHING STRATEGIES
<p><b>Earth and Space Systems</b></p> <p>Assess the impact of daily and seasonal changes on living things (including humans)</p> <p><b>Structures and Mechanisms</b></p> <p>Explore materials, objects and everyday structures Assess the materials used in structures and their impact on people and the environment</p>	<p>Stories to introduce key concepts</p> <p>Daily work and small presentations</p> <p>Outdoor exploration and observation</p> <p>Conference with students</p> <p>DVD/Video</p>

## Social Studies

CURRICULUM HIGHLIGHTS	TEACHING STRATEGIES
<p><b>Relationships, Rules and Responsibilities</b></p> <p>Demonstrate an understanding of the needs for rules and responsibilities</p>	<p>In-class discussions and follow-up activities</p> <p>Stories that incorporate key concepts</p>

<p>Identify and describe the rights and responsibilities of family members</p> <p>Identify and describe personal responsibilities at home and at school</p>	<p>Brainstorm and create class job chart to be run by students (Integrate with language, media and arts curriculum)</p> <p>Conference with students</p> <p>Videos</p>
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**Assessment Across the subject areas**

TEACHER	STUDENT
<p>Ongoing observations</p> <p>Checklists to note observable skills</p> <p>Anecdotal records</p> <p>One-to-one conferencing</p> <p>Photos and videos</p>	<p>Short oral presentations</p> <p>Individual student work</p> <p>Group work</p>

