

**M. Black - 1B Grade 1 Term 1 2019/20**

French	Teaching Strategies	Assessment
<p><b>Grade 1 Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>-listening to understand: use listening comprehension strategies effectively (ask questions, focus on the speaker, look at the speaker, focus on key vocabulary)</li> <li>-listening to interact: respond with understanding to what others say</li> <li>-speaking to communicate: use familiar words and expressions to produce clear messages in French about themselves, family, friends, experiences and immediate environment</li> <li>-speaking to interact: participate in structured and guided social interactions</li> <li>-make connections between your own personal experiences those of other French-speaking people, building a recognition of the place of French in our local community.</li> <li>-listen to and follow instructions in class</li> <li>-communicate with teacher in French</li> <li>-use French in discussions with classmates</li> </ul>	<ul style="list-style-type: none"> <li>-open and/or directed discussion</li> <li>-accountable talk</li> <li>-turn and talks</li> <li>-modeling</li> <li>-effective questioning</li> <li>-goal setting</li> </ul>	<ul style="list-style-type: none"> <li>-descriptive feedback</li> <li>-observations</li> <li>-anecdotes</li> <li>-conferences</li> <li>-monitoring of goals and progress</li> <li>-peer and self-assessment</li> <li>-weekly reflection (ma semaine)</li> </ul>
<p><b>Grade 1 Reading</b></p> <ul style="list-style-type: none"> <li>-Reading Comprehension: identify a few reading comprehension strategies and use them appropriately with teacher support (e.g., predictions, cues from pictures and illustrations, initial letter sound cues, etc.).</li> <li>-Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts containing familiar words and expressions</li> <li>-Purpose, Form, and Style: identify the purpose(s) of some familiar text forms with support and guidance from the teacher (e.g., personal recounts, journal entries, narratives, dramatic scripts, etc.)</li> <li>-reading and following written instructions with support from the teacher</li> </ul>	<ul style="list-style-type: none"> <li>-read aloud</li> <li>-shared reading</li> <li>-paired reading</li> <li>-one on one reading</li> <li>-independent reading and practice</li> <li>-conferencing</li> <li>-strategic guided reading groups</li> <li>-effective questioning</li> <li>-word work</li> <li>-grammar and spelling practice</li> <li>-goal setting</li> <li>-home reading program (bibliobus, Livres Video, weekly homework, web based resources such as La Souris)</li> </ul>	<ul style="list-style-type: none"> <li>-descriptive feedback</li> <li>-diagnostic (AlphaJeunes)</li> <li>-observations</li> <li>-anecdotes</li> <li>-conferences</li> <li>-monitoring of goals and progress</li> <li>-peer and self-assessment</li> <li>-weekly reflection (Ma Semaine)</li> <li>-reading comprehension texts and questions</li> </ul>

<p><b>Grade 1 Writing</b></p> <ul style="list-style-type: none"> <li>-variety of forms: write a variety of texts in French, conveying information, ideas, and opinions about yourself, friends, family and your immediate environment (e.g., personal recounts, journal entries)</li> <li>-develop vocabulary: confirm word meanings and review, refine, and vary word choices</li> <li>-write sentences using models and ensure use of capitals and punctuation</li> <li>-grammar and conventions: present verb tenses</li> <li>-use examples and models to verify correct spelling and use of grammar, especially for common words</li> <li>-identify masculin and feminin nouns, plural and singular nouns</li> </ul>	<ul style="list-style-type: none"> <li>-graphic organizers and templates</li> <li>-modelled texts</li> <li>-gradual release of responsibility (modeling, shared, paired, independent)</li> <li>-effective questioning</li> <li>-independent practice</li> <li>-word work</li> <li>-goal setting</li> <li>-weekly homework</li> </ul>	<ul style="list-style-type: none"> <li>-descriptive feedback</li> <li>-observations</li> <li>-anecdotes</li> <li>-conferences</li> <li>-monitoring of goals and progress</li> <li>-peer and self-assessment</li> <li>-weekly reflection (Ma Semaine)</li> <li>-grammar and spelling exercises</li> </ul>
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<b>Mathematics</b>	Teaching Strategies	Assessment
<p><b>Grade 1</b></p> <p><b>Number Sense and Numeration</b></p> <ul style="list-style-type: none"> <li>-read, compare and order whole numbers to 50</li> <li>-read and represent money amounts to \$0.20 and identify coins</li> <li>-count forward by 1's, 2's, 5's and 10's to 100</li> <li>-anchors of 5 and 10</li>   <li>-addition and subtraction of whole numbers to 20</li> </ul> <p><b>Patterning and Algebra</b></p> <ul style="list-style-type: none"> <li>-identify, describe and extend geometric repeating patterns involving one attribute and numeric repeating patterns</li> <li>-represent a repeating pattern in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>-effective questioning</li> <li>-problem-solving</li> <li>-collaborative work</li> <li>-independent practice</li> <li>-spiralling (introducing, reviewing and consolidating concepts over intervals of days, weeks and months)</li> <li>-hands-on learning (manipulatives)</li> <li>-direct instruction</li> <li>-conferencing</li> <li>-gallery walk and peer discussions</li> <li>-accountable talk</li> <li>-group discussion</li> <li>-goal setting</li> <li>-weekly homework</li> </ul>	<ul style="list-style-type: none"> <li>-descriptive feedback</li> <li>-observations</li> <li>-anecdotes</li> <li>-conferences</li> <li>-track use of math vocabulary</li> <li>-problem solving</li> <li>-weekly reflection (ma semaine)</li> </ul>

<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>-read digital and analogue clocks to the hour and half-hour and use them to identify benchmark times (recess, nutrition break, breakfast, bedtime, etc.)</li> <li>-months of the year and date on the calendar</li> <li>-relate temperature to experiences of the seasons</li> <li>-estimate, measure and record measurements of lengths and heights using non-standard units of the same size</li> </ul> <p><b>Geometry and Spatial Sense</b></p> <ul style="list-style-type: none"> <li>-identify, describe, sort and classify common two dimensional shapes (circles, rectangles, triangles, etc.).</li> <li>-compose patterns, pictures and designs using common 2-D shapes and identify and describe shapes within larger designs and patterns</li> </ul>		
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<b>Science</b>	Teaching Strategies	Assessment
<p><b>Grade 1 Needs and Characteristics of Living Things</b></p> <ul style="list-style-type: none"> <li>-investigate the basic needs and characteristics of plants and animals, including humans and the role of humans in maintaining a healthy environment</li> </ul> <p><b>Grade 1 Daily and Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>-investigate the nature of daily and seasonal changes and the ways in which they affect living things, including humans</li> </ul>	<ul style="list-style-type: none"> <li>-effective questioning</li> <li>-direct instruction</li> <li>-investigation and observations, (especially opportunities as applied to the natural setting around the school).</li> <li>-Inquiry and project based learning</li> <li>-investigation and observation</li> <li>-visual materials (maps, diagrams, charts)</li> <li>-accountable talk</li> <li>-integration with other curriculum areas (Language, Math, The Arts)</li> <li>-goal setting</li> </ul>	<ul style="list-style-type: none"> <li>-descriptive feedback</li> <li>-observations</li> <li>-anecdotes</li> <li>-conferences</li> <li>-monitor use of social studies vocabulary</li> <li>-visual communication and drawings</li> <li>-diagrams</li> <li>-self-assessment</li> <li>-weekly reflection (ma semaine)</li> </ul>

The Arts	Teaching Strategies	Assessment
<p><b>Grade 1 Music</b></p> <ul style="list-style-type: none"> <li>-creating and performing: sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods</li> <li>-apply the elements of music when singing, playing, and moving</li> <li>-reflecting, responding, analyzing: identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members</li> <li>-cultural contexts: identify a variety of musical pieces from different cultures through performing and/or listening to them</li> </ul>	<ul style="list-style-type: none"> <li>-modelling</li> <li>-discussion</li> <li>-choral singing</li> <li>-videos of songs and musical pieces (including instrumental)</li> <li>-self-reflection</li> <li>-practice</li> <li>-reflection on and analysis of live performances (River Run, school performances)</li> <li>-integration with other curriculum areas (Math, Language)</li> </ul>	<ul style="list-style-type: none"> <li>-assessment performances</li> <li>-descriptive feedback</li> <li>-observation in class</li> <li>-success criteria</li> <li>-conferences</li> <li>-anecdotal</li> <li>-self-reflection (Ma Semaine)</li> </ul>

Health and Physical Education	Teaching Strategies	Assessment
<p><b>Grade 1 Physical Education</b></p> <ul style="list-style-type: none"> <li>-actively participate in a wide variety of program activities and demonstrate readiness to take part</li> <li>-demonstrate personal and interpersonal skills, including teamwork, sportsmanship and co-operation</li> <li>-safety skills</li> <li>-apply a variety of tactics to increase chances of success during physical activities</li> <li>-perform movement skills while engaging in a variety of physical activities (passing, throwing and kicking balls, running, walking, hopping, jumping, balancing, stretching, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>-cooperative games</li> <li>-sports</li> <li>-discussion</li> <li>-tactical talk</li> <li>-demonstration</li> <li>-drills and practice</li> <li>-direct instruction and modelling of rules and goals in sports activities</li> <li>-daily physical activity</li> <li>-various activities (soccer, running, soccer-baseball, fitness, games)</li> </ul>	<ul style="list-style-type: none"> <li>-readiness and participation</li> <li>-monitor safe use of equipment and personal space</li> <li>-monitor risk taking and trying new skills</li> <li>-anecdotal</li> <li>-observation</li> <li>-descriptive feedback</li> <li>-self-evaluation</li> <li>-self-reflection</li> <li>-weekly reflection (Ma Semaine)</li> </ul>

