

Lauren MacDonald (LTO - Sarah Fletcher) Grade 1A

French Curriculum	Teaching Strategies	Assessment
<p>Listening</p> <ul style="list-style-type: none"> -following oral instruction given by the teacher -listening to peers in class -listening to stories, songs, and poems -listening to understand: using listening strategies to understand French (asking questions, focusing on the speaker, identifying key vocabulary) -listening to interact - respond with understanding to what others say 	<ul style="list-style-type: none"> -practicing listening strategies during stories and songs -group sharing -turn and talk -modelling -effective questioning 	<ul style="list-style-type: none"> -descriptive feedback -observations -anecdotes -conferences -monitoring of goals and progress -peer and self-assessment -diagnostic (AlphaJeunes) -reading comprehension texts and questions
<p>Speaking</p> <ul style="list-style-type: none"> -speaking to communicate: using speaking strategies to express themselves in French -speaking to interact: engaging in rehearsed and spontaneous spoken interactions 	<ul style="list-style-type: none"> -participation in community circles and group sharing -encouragement to ask questions and speak to their peers in French -reading texts together as a group 	
<p>Reading</p> <ul style="list-style-type: none"> -Reading Comprehension: identify a few reading comprehension strategies and 	<ul style="list-style-type: none"> -reading a variety of texts together as a class -guided reading 	

<p>use them appropriately with teacher support (e.g., predictions, cues from pictures and illustrations, initial letter sound cues, etc.) in order to determine meaning and build vocabulary</p> <ul style="list-style-type: none"> -Purpose, form and style: identifying the type of text with support from the teacher (eg. poem/song - to express ideas or convey a mood) -Intercultural Understanding: learning about and make connections with other cultures through texts 	<ul style="list-style-type: none"> -read to self, read with a partner -conferencing -games and activities that encourage reading -high frequency word and sound focused work -alpha jeune reading assessments -bibliobus and home reading program 	
<p>Writing</p> <ul style="list-style-type: none"> -Purpose, audience, and forms: with support from the teacher, determine the purpose of the text -engage in writing a variety of texts (ex. descriptive, how-to, list), while developing vocabulary and making appropriate word choices -The writing process: engage in the process of writing (developing and organizing ideas, drafting and revising, editing, proofreading and publishing finished work) with support from the teacher -focusing on proper use of capital and lowercase letters and punctuation -present verb tenses 	<ul style="list-style-type: none"> -word and letter work -1:1 writing conferencing -writers workshop -using writing organizers -modelling proper spelling, grammar, sentence structure etc. -template & sentence starters -brainstorming as a class -providing students with appropriate vocabulary to help them be successful in their writing -printing practice 	

-identifying masculine and feminine nouns		
Mathematics Curriculum	Teaching Strategies	Assessment
<p>Number Sense and Numeration</p> <ul style="list-style-type: none"> -relate numbers to anchors of 5 & 10 -1:1 correspondence between object and number when counting -read, compare and order whole numbers to 50 -composing and decomposing numbers to 20 in a variety of ways -estimate the number of objects in a set and check by counting -solving a variety of addition and subtraction problems using whole numbers to 20 -mental strategies for addition and subtraction involving single whole-digit numbers -counting forwards by 1, 2, 5, 10 to 100 -counting backwards from 20 by 1 <p>Patterning</p> <ul style="list-style-type: none"> -identifying, describing, and creating repeating patterns -understanding the concept of equality (using a balance model) 	<ul style="list-style-type: none"> -effective questioning -problem-solving -collaborative work -independent practice -spiralling (introducing, reviewing and consolidating concepts over intervals of days, weeks and months) -hands-on learning (manipulatives) -direct instruction -conferencing -gallery walk and peer discussions -accountable talk -group discussion -goal setting -weekly homework 	<ul style="list-style-type: none"> -descriptive feedback -1:1 conferencing and feedback -observation -homework math question

<p>Measurement</p> <ul style="list-style-type: none"> -estimate, measure, and describe length, using non-standard units of the same size -date on the calendar and months of the year -temperature related to experiences of seasons -read digital and analogue clocks to the hour and half-hour and use them to identify benchmark times (recess, nutrition break, breakfast, bedtime, etc.) -construct tools for measuring lengths -compare, describe and order objects using measurable attributes <p>Geometry</p> <ul style="list-style-type: none"> -identify and describe common two-dimensional shapes -sort and classify by attribute -identifying symmetry and creating symmetrical designs using concrete materials -compose and decompose common two-dimensional shapes 		
<p>Health and Physical Education Curriculum</p>	<p>Teaching Strategies</p>	<p>Assessment</p>
<p>-actively participating in large and small group activities</p>	<p>-OPHEA -large and small group games</p>	<p>-feedback -observation</p>

<ul style="list-style-type: none"> -demonstrating teamwork, sportsmanship and co-operation -understand and practice personal safety while engaging in activities -perform movement skills while engaging in a variety of physical activities (passing, throwing and kicking balls, running, walking, hopping, jumping, balancing, stretching, etc.) 	<ul style="list-style-type: none"> -demonstration -practice -encouraging participation 	<ul style="list-style-type: none"> -self-evaluation -peer evaluation
The Arts Curriculum	Teaching Strategies	Assessment
<p>Music</p> <ul style="list-style-type: none"> -creating and performing: sing songs in unison and play simple accompaniments for music from a wide variety of diverse cultures, styles, and historical periods -apply the elements of music when singing, playing, and moving -reflecting, responding, analyzing: identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members -cultural contexts: identify a variety of musical pieces from different cultures through performing and/or listening to them 	<ul style="list-style-type: none"> -using songs in our calendar routines to incorporate it into more parts of our day -modelling -encouraging participation -practice -self-reflection -discussion -participate and reflect on musical events (River Run, school performances etc.) 	<ul style="list-style-type: none"> -monitoring engagement and participation -observations -descriptive feedback

<p>Visual Art</p> <p>Demonstrate an understanding of the principles and elements of design including:</p> <ul style="list-style-type: none"> - identifying primary/secondary colours - identifying shape and form, texture and space - identifying different types of lines - identifying light and dark tints - express feelings and ideas about art - reflect on famous artists and self-creations 	<ul style="list-style-type: none"> -modelling techniques -guided practice -exploration and investigation of a variety of materials 	<ul style="list-style-type: none"> -self evaluation and reflection -descriptive feedback
<p>Science and Health are taught by Mme. Sonya Scheunemann</p>		
<p>Social Studies is taught by Mme. Josee Gratton</p>		