

Lauren MacDonald (LTO - Sarah Fletcher) Grade 1A

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

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

Mathematics Curriculum	Teaching Strategies	Assessment
<p><b>Number Sense and Numeration</b></p> <ul style="list-style-type: none"> <li>-addition and subtraction of whole numbers to 20</li> <li>-divide whole objects into parts and identify fractions</li> <li>-add and subtract money amounts to \$0.10</li> <li>-read, compare and order whole numbers to 50</li> <li>-count forwards by 1's, 2's, 5's and 10's to 100 and count backwards by 2's and 5's from 20</li> </ul> <p><b>Data Management and Probability</b></p> <ul style="list-style-type: none"> <li>-collect, organize, and display primary data using concrete graphs and pictographs</li> <li>-read and describe the data presented</li> <li>-describe the likelihood that everyday events will happen</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>-estimate, measure, and describe area, mass, and capacity using non-standard units of size</li> <li>-compare, describe and order objects</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>-1:1 conferencing and feedback</li> <li>-observation</li> <li>-homework math question</li> </ul>

<p>using measurable attributes</p> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>-identify and describe common three-dimensional figures</li> <li>-similarities and differences between everyday objects and three-dimensional figures</li> <li>-compose and decompose three-dimensional shapes</li> <li>-describing the relative location of objects</li> </ul>		
<b>Health and Physical Education Curriculum</b>	<b>Teaching Strategies</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>-actively participating in large and small group activities</li> <li>-demonstrating teamwork, sportsmanship and co-operation</li> <li>-understand and practice personal safety while engaging in 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>-OPHEA</li> <li>-large and small group games</li> <li>-demonstration</li> <li>-practice</li> <li>-encouraging participation</li> </ul>	<ul style="list-style-type: none"> <li>-feedback</li> <li>-observation</li> <li>-self-evaluation</li> <li>-peer evaluation</li> </ul>
<b>The Arts Curriculum</b>	<b>Teaching Strategies</b>	<b>Assessment</b>
<b>Drama</b>		

<ul style="list-style-type: none"> <li>-engaging in dramatic play and role play</li> <li>-understanding developing another characters thoughts and feelings</li> <li>-express feelings about a drama experience</li> <li>-aware of the variety of roles and themes</li> </ul>	<ul style="list-style-type: none"> <li>-role play</li> <li>-small and large group work</li> <li>-direct instruction</li> <li>-discussion</li> <li>-modelling</li> <li>-reflect on River Run performances</li> </ul>	<ul style="list-style-type: none"> <li>-self-reflection</li> <li>-peer assessment</li> <li>-observations</li> <li>-feedback</li> </ul>
<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-using movements that are part of their daily life in dance phrases</li> <li>-talk about the differences between movements for dance that are also part of everyday life</li> <li>-create dance phrases using a variety of techniques to connect movements</li> </ul>	<ul style="list-style-type: none"> <li>-direct instruction</li> <li>-modelling of techniques</li> <li>-guided practise</li> <li>-small and large group work</li> </ul>	<ul style="list-style-type: none"> <li>-self evaluation and reflection</li> <li>-descriptive feedback</li> <li>-observations</li> </ul>
<p>Science and Health are taught by Mme. Sonya Scheunemann</p>		
<p>Social Studies is taught by Mme. Josee Gratton</p>		