GRADE 1 OCTOBER



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ELAL MATH SCIENCE SOCIAL PE&W **TECHNOLOGY** O.I.: TEXT FORMS & STRUCTURES Topic A: Creating Coloui OI- Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating. **FOUNDATIONS** LO: Students investigate the benefits of physical activity 1.SCI.A.1 Identify and evaluate methods for creating color and for applying colors to GO: How can quantity be communicated? L.O.: Students apply accuracy, appropriate rate, and expression in the L.O.: Students examine ways the messages can be organized and **F1**: Students will demonstrate an understanding of the nature of 1.1.3 examine how they belong and are connected to their different materials **S&P:** Experience changes in the body as a result of participating in physical acti LO: Students interpret and explain quantity to 100. *Will focus on quantities to 25 in Octob presented for different purposes development of fluency. technology Understandings: world by exploring and reflecting on the following questions for KNOWLEDGE Identify messages in a variety of environmental print. (TF) Identify all 26 letters of the alphabet guickly and accurately. (F) 1.SCI.A.1.2. Compare and contrast colours, using terms such as lighter than, darker than, mo 1.2 Apply terminology appropriate to the technologies being used in A numeral is a symbol or group of symbols used to represent a number. **S&P:** Participate in physical activity in a variety of contexts to improve well being blue, brighter than. Read print from left to right with a return sweep. (TF) kindergarten The absence of quantity is represented by 0. 1.SCI.A.1.3. Order a group of coloured objects, based on a given colour criterion Read print with accurate one-to-one word matching. (TF) Knowledge: **F2**: Students will understand the role of technology as it applies to self, L.O.: Learning Outcome: Students investigate meaning communicated in texts. <u>UNDERSTANDING</u> 1.SCI.A.1.4. Predict and describe changes in colour that result from the mixing of primary OI: Movement Skill Development O.I. ORAL LANGUAGE work and society. Understand words and phrases from texts that have been read aloud. (Cm) Quantity is expressed in words and numerals based on patterns. -What helps us to recognize different groups or communities(e.g., colours and from mixing a primary colour with white or with black. LO: Students demonstrate fair play and support engagement in a variety of L.O.: Students develop listening and speaking skills through sharing 1.2 describe particular technologies being used for specific purposes Respond to texts that have been read aloud. (Cm) Quantity in the world is represented in multiple ways. 1.SCI.A.1.5. Create a colour that matches a given sample, by mixing the appropriate amount landmarks, symbols, colours, logos, clothing)? physical activities **F3** Students will demonstrate a moral and ethical approach to the use of SKILLS & PROCEDURES stories and information Answer questions requiring literal recall and understanding of examples, details, **S&P:** Demonstrate how fair play encourages participation Represent quantities using words, numerals, objects, or pictures. Knowledge technology Share experiences, ideas, and information with appropriate volume, Topic B: Seasonal Change Identify a quantity of 0 in familiar situations. -In what ways do we belong to more than one group or 1.1 demonstrate courtesy and follow classroom procedures when making tone, and pace, (OL) Make predictions prior to and while reading, viewing, or listening to a text. (Cm) 1.SCI.B.1 Describe seasonal changes and interpret the effects of seasonal changes on living OI: Character Development appropriate use of computer technologies Adjust speaking volume, tone, and pace for a variety of situations. (OL) Compare actual outcomes to predictions made. (Cm) community at the same time? KNOWLEDGE LO: Students examine personal characteristics, feelings, and emotions and explo 1.SCI.B.1.2 Identify and describe examples of plant and animal changes that occur on a **F6**: Students will demonstrate a basic understanding of the operating O.I.: VOCABULARY Counting can begin at any number. Knowledge seasonal basis: nderstanding of self skills required in a variety of technologies L.O.: Students analyze word formation and meaning. L.O.: Students create messages through the application of writing processes. <u>UNDERSTANDING</u> What are some familiar landmarks and places in my community? changes in form and appearance **S&P:** Recognize how individual and group characteristics are unique and valued Perform basic computer operations, powering on, interacting with device, Recognize that words can be replaced with synonyms. (V) Each number counted includes all previous numbers (counting principle: hierarchical inclusion). Add images or features to written messages. (W) · changes in location of living things clicking on an icon, using pull-down menus, log in A quantity can be determined by counting more than one object in a set at a time. changes in activity; e.g., students should O.I.: PHONOLOGICAL AWARENESS Consistently grasp writing tools correctly. (W) 1.SST.SP - Applies the skills of cooperation, conflict resolution recognize that many living things go into a dormant period during winter and survive under **COMMUNICATION SKILLS & PROCEDURES** L.O.: Students manipulate sounds in words in oral language. Count within 100, forward by 1s, starting at any number, according to the counting principles. blanket of snow as a seed, egg or hibernating animal LO: Students explain how boundaries connect to safety C3: Students will critically assess information accessed through the use of and consensus building Recall simple songs or poems that contain words that rhyme. (PA) L.O.: Students examine and apply use of grammar, spelling, and punctuation production of young on a seasonal basis Count backward from 20 to 0 by 1s. **S&P:** Discuss needs and wants that connect to feelings of safety and security. a variety of technologies Identify individual words in compound words. (PA) -Demonstrate a willingness to share space and resources in oral and written language compare and contrast information from similar types of electronic O.I.: PHONICS Recognizes sentences in oral or written language that include a complete Interact with others in a socially appropriate manner OI: Healthy Eating sources 1.SCI.SK.1.2.4 Describes what was observed, using pictures and oral language L.O.: Learning Outcome: Students recognize and analyze letters and thought or idea. (Cv) Familiar arrangements of small quantities facilitate subitizing. 1.SCI.SK.1.1.2 Predicts what they think will happen or what they might find. -Respond appropriately, verbally and in written forms, using LO: Students examine and connect a variety of foods to growth and PRODUCTIVITY **UNDERSTANDING** sounds in words Apply capital letters when writing the first word of a sentence. (Cv) L.SCI.SK.1.2.2 Identifies materials used and how they were used P1: Students will compose, revise and edit text. language respectful of human diversity development. A quantity can be perceived as the composition of smaller numbers. 1.SCI.SK.1.2.3 Recognises and describes steps followed, based on independent activity, on Make connections between letters and sounds in words. (Ph) create original text, using word processing software, to communicate and **S&P:** Examine decision making in food selection. **SKILLS & PROCEDURE** directed activity and on observing the activity of others -Listen to others in order to understand their point of view demonstrate understanding of forms and techniques Recognize quantities to 10 **S&P:** Identify foods that contribute to the growth and development of the body. plant boundaries Physical Literac fair play lighter than Interactive whiteboard Subject area vocabulary integration TIER 1: These words include everyday language during discussions and environmental print around the changes animal hysical activity motivation landmark graphic organizer iPad, App blue darker than activity cultural numeral classroom. Basic, familiar words that are commonly used by students in everyday conversation. participation digital stories Camera tree symbol people zero 0 feel good brighter yellow traditional valued Drag, Select purpose numbers 1-25 winter school ncreased thirst use of technology more green browser Chromebook club faster heart rate TIER 2: Academic vocabulary words - words students encounter across content areas and topics. From hibernate jersey forwards YouTube Other classroom device names primary orange team faster breathing variety backwards video Power on October KUSPs: apply, generate, recognize, blend, investigate, contribute, and distinguish. migrate identity choice Mental Health secondary purple unique language digital clock Power off adapt well-being country positive relations self-worth predict Safe handling black logo growth happiness self-understanding change province **TIER 3:** Content words: rhyme, antonym, synonym, compound, consonant, vowel, connection, prediction. Password Responsible User white food preferences calmness self-confidence Google Docs Online snow city food selection mproved sleep Microsoft Flip -Read I belong - use the key words from the story to help students *To access the links in MathUP, you must be logged into MathUP before clicking on the image below or visit Click the image below or visit https://bit.ly/3RfylcP for instructional ideas. - During movement activity highlight noticeable body changes -Colour scavenger hunt: have students find and collect different objects determine what it means to belone https://bit.ly/octgrade1MATH nstructional Strategies i.e. increased heart rate, heavy breathing, perspiration, thirst, -Use those same attributes for students to determine other places that around the classroom, then sort according to colour and/or primary and **F1** - Continue to practice and build basic computer operation skills while building Grade 1 ELA & Literature - Instructional Ideas October and fatigue they belong secondary colour - Observe the impact physical activity has on sleep -Provide children with appropriate interactive media experiences on digital devices Grade 1 Mathematics- October - Sort food into groups e.g., packaged vs fresh (with the Allow them to freely explore touch screens and feel comfortable using mouse pad -Whole group or small group share: Collect paint swatches or samples. -Brainstorm different groups that the students belong to Jamboard to click apps, links etc. language of processed vs natural to come later) Have students use oral language to describe the colours-lighter than, -Ask students to bring in photos of them engaging in the different groups **F3** -Discuss how your classroom norms and expectations align with the use of they belong to such as:hockey team, cultural dance, volunteering etc. darker than, more bright, more blue Collect data based on the number/colour of foods brought for devices in the classroom. Create a class set of norms -Look at the photos as a whole group discuss elements and make -Colour Shades Exploration: Encourage students to explore when drops **F6** - Continue using classroom devices to learn the basics (working with small connections of white or black paint is added, then mixed with a primary colour. Games and activities that utilize alternative environments e.g. groups of students works effectively) -Use: See, Think, Wonder to help students think about what helps to Students will paint a sample on a page, each time a drop of white or 5 Minute Field Trips COMMUNICATION identify groups. black paint is added, then mixed. Students can describe by using nstructional Strategies -Use four corners to help students identify groups they belong to - PATHS: Unit 2 language such as lighter than, darker than, more blue, etc. **C3** - Embed assistive technologies to support diverse learners -Encourage oral sharing of information- Elbow partner discussion -Tell a friend something about you that makes you who you are Record student responses, stories, and other information that they share as photos Discuss ways to identify groups- slides here e.g. I love the water park so the summer is my favorite time of -Use your school map to map out identity of the school Eq: logo location, and videos to document their learning progress. Topic B Seasonal Change the year. Use graphic organizers in your morning routines to compare letter sounds Catholic representation, school colors, symbol/animal etc. -collect leaves and sort them according to colour, arrange them from Dairy Farmers of Canada Nutrition Lessons lightest to darkest and document by drawing and labelling in journals ise community map to nignlight landmarks in the communit -Create a GIF story retell together as a class using a digital device - Read Aloud: When we are alone to highlight the importance of these Food bingo -Activate student background knowledge by completing a whole group/small group KWL chart (google slides or jamboard) on animals Food picture sort -Curate current event articles or news stories around the community and nstructional Strategies: that hibernate, migrate or adapt to prepare for winter belonging to different groups- encourage oral discussion, connections, Elementary School Injury preventions toolkit P1 - Use the camera app on device to take pictures of block building, artwork and -after exposing students to mentor texts and media about how animals small group discussions, retellings Concussion & Helmets other creations and dramatic play that the children have created experience seasonal change (fall to winter), co create a graphic organizer - Model for students the skills of cooperation, conflict and consensus -Create and maintain a digital portfolio or collection of works related to one's Fall Prevention ornation, (OL) It of fluency. (P) all and written for students to categorize how animals experience seasonal change building then have them practice using Cooperative learning Strategies Descriptive writing/ drawing assignments: Me as a group member, <u>Catch and Pass- Discussion prompts</u> investigating how it feels (hibernate, adapt, migrate). Students can draw pictures of specific Using "Creation" apps and tools on devices to create opportunities for children to groups I belong to, groups I belong to in the fall communicate and demonstrate understanding of other curricular outcomes (see animals and understandings of each category to be left out of games or activities. Additional Resources Below) Conversations : **Conversation**: Discuss technologies and the processes of using the tools **Conversations:** Inclusion promotes feeling of belonging and community. -Discuss with students the quantity of different arrangements of objects. How would they determine how much there is? Facilitate <u>conversations</u> and discussions before, during and after - read alouds, mini lessons, guided reading and reading above. Appropriate vocabulary use when discussing technologies. <u>Catch and Pass- Discussion prompts</u> Notice and Wonder: Show students images of same quantities in different forms. Ask them to first share what they notice. Prompt students Physical activity supports mental health. **Observation**: Students are able to access the tools and use to complete -Facilitate conversations and discussion after read alouds (see to think about similarities and differences. Wonderings: allow students to think of questions they have and want to go explore. Personal characteristics can contribute to self-worth, self-confidence Focus conversations on the purpose and structure of texts, in addition to making connections to personal feelings, What patterns in the naming of quantities do they notice? (Going to 25 is intentional so students can see the change in pattern). Conversations: and self-understanding. **Performance**: Interact with resources and create resources to share -hierarchical inclusion: Look to see if students understand that embedded within a number, are all previous numbers. For example, ask a experiences and background knowledge -animal changes based on seasons: student graphic organizer Catch and Pass- Discussion prompts Physical activity promotes positive relationships amongst participants. learning (Google Docs, MS Word, Microsoft Flipd, digital classrooms, Pic child for a number that is "inside" 7. Support students with their own reader and writer identity – with a growth mindset. teacher can ask students to describe and explain their -Facilitate conversations and discussion after read alouds (see Being left out of games and/or activities leaves people feeling hurt, Collage, ChatterPix) Math up task: How many? Observations: drawings, then record their reflections and conversation vulnerable and unwanted. Using the <u>Reading Continuum</u>, what reading behaviours are you noticing as students read? Record <u>anecdotal notes</u> -Teacher slide beside during elbow partner discussions Assessment Tools (Possible tools to gather evidence of learning) Define variety in relation to food consumption. -As students count various object/ images, did they count by one? By two's, five's? Do they make groups of 5 or ten? -Do they tag when they -student sorting and categorizing of coloured objects and Student Video Response Are students using expressive language to share thoughts, ideas, understandings and connections? count, move items to the side, recount an object? Are they able to subitize? Do students demonstrate strategies for determining quantity Digital Portfolio **Product/Performance:** such as organizing the material? For example, will they arrange items into rows of 5 similar to a 10-frame to determine quantity. Productivity Tools -mixing 2 primary colours (paint, coloured water) to achieve -Can students tag the symbolic number to a representation to the quantity that number represents Checklist identifying body changes and foods that aid growth and the correct secondary colour Oral language – Sharing thoughts, understandings, ideas for writing -Use anecdotal notation when students are engaging in -adding white or black paint to an existing colour to achieve Letter formation and spacing in written work Students engage in gameplay with good teamwork and fair play. cooperative learning strategies darker, lighter shades Reader responses, journal entries, morning messages from students containing drawings to represent ideas and Ask students to represent quantity in various ways including with various manipulatives. Performance/Product -animal changes based on seasons: student graphic organized Drawing foods that helps the body grow. inventive spellings, pattern sentences. -Descriptive writing/drawing piece in visual journals or science journals. Students can draw Create a poster to illustrate being inclusive during Physical Education Focus writing on making connections – personal feelings, experiences and background knowledge examples under each category and attempt to label a few *Consider cross-curricular connections words with support. Outdoor Assessment – Student Self Assessment Primary Resource: Primary Resource: MathUP Check dashboard for correlation guide **Primary Resources: Supplementary Resources:** -Curated mentor texts and picture book (read alouds) lists per topic <u>here</u> Gr 1: Counting, Representing numbers to 20, Representing Two-Digit Number Gymnasium/Classroom/Playground/Hallways/Outdoor Visit the EmTech SharePoint for a more specific breakdown of ➤ The Fountas and Pinnell Literacy -The Colors Song by Scratch Garder Spaces/Wider Community Spaces strategies with knowledge, skills and processes. There is also a Phonics lessons The Advanced Colors Song by Scratch Garden Continuum (Expanded Edition) 6 wide variety of Example Resources & Templates to Support Primary Colors Song by OK GO! High Frequency Word List •Jump Math Unit 4: <u>Counting Strategies</u> Unit 7: <u>Counting to 100</u> mplementation across the Grade Three Curriculum for the month Elkonin Boxes Community photos- landmarks, symbols etc. Decodable texts and mentor texts (to support For hands on experiments, demonstrations and play: lanipulatives and representations that make math stick! Health and Safety Guideline: myspheres of October. How to identify groups slides Patterns of Power by Jeff Anderson -crayons, pencil crayons, markers and paints in primary and secondary all emergent skills in reading and writing) 5 Minute Field Ti Words Their Way • Number Talks: Whole Number Computations starting with dot images, rekenrek and 10 frame strings New Learn Alberta Subject Overview/Bridging Read Alouds Tarmac Activity Technology needs to be integrated and infused throughout the BLM for number strings with dots and 10-frames > 6+1 Writing Traits by Ruth Culham & The I Belong -water table or containers Tarmac Stencils curriculum. Resources should be easily accessible in the classroom. Making Math Meaningful, 3rd edition, Marian Small Pg 197-206 -pipettes -When we are alone Chalk walk Trait Kit -stir sticks •Teaching Student-Centered Mathematics Grades K-3, 2nd edition, John A. Van de Walle Pg100-118 OUTCOMES, KUSPS, RESOURCES Playground Activities ➤ How Do I Get Them to Write by Karen -food coloring **Environment:** INSTRUCTIONAL STRATEGIES, <u>Kiddo - Improve Your Move</u> -animal figurines Digital resources for manipulatives visit here Filewych Sound walls: the phonemes that are Set up a Community Affairs center Focus on Self-Regulation -loose parts Raz Kids Students can bring in articles, items, images from groups they Feed your Brains, Bones, Muscles and More covered in class can be posted for sees Students will demonstrate a moral and ethical coach to the use of technology demonstrate ocurtesy and follow classroom colores when making appropriate use of computer **Elementary School Injury Prevention Toolkit** ➤ Epic lannah's Collections by Marthe Jocelyn Ongoing discussion about events within the community PATHS Unit 2: Promoting Responsibility and Group Cohesion -Science Inquiry and Explore table/section of the classroom environment: Literacy Shed Baby Goes to Market by Atinuke Visuals, labels, accessible -Wonder Wall: "I wonder..." Statements by students (and Map of community- Highlight landmarks PATHs Alignment Document <u>ero</u> by Kathryn Otoshi scribed by teacher, if needed) Map of school- Highlight landmarks, logos, etc. Reading areas that include many books <u>Dairy Farmers of Canada Nutrition Lessons</u> <u>D Black Dots</u> by Donald Crews -artifacts and natural items to explore seasonal change (dried leaves) Social Emotional Toolkit Eggs and Legs Counting by Twos by Michael Dahl he Right Number of Elephants by Jeff Sheppard Elementary School Injury Preventions Toolkit