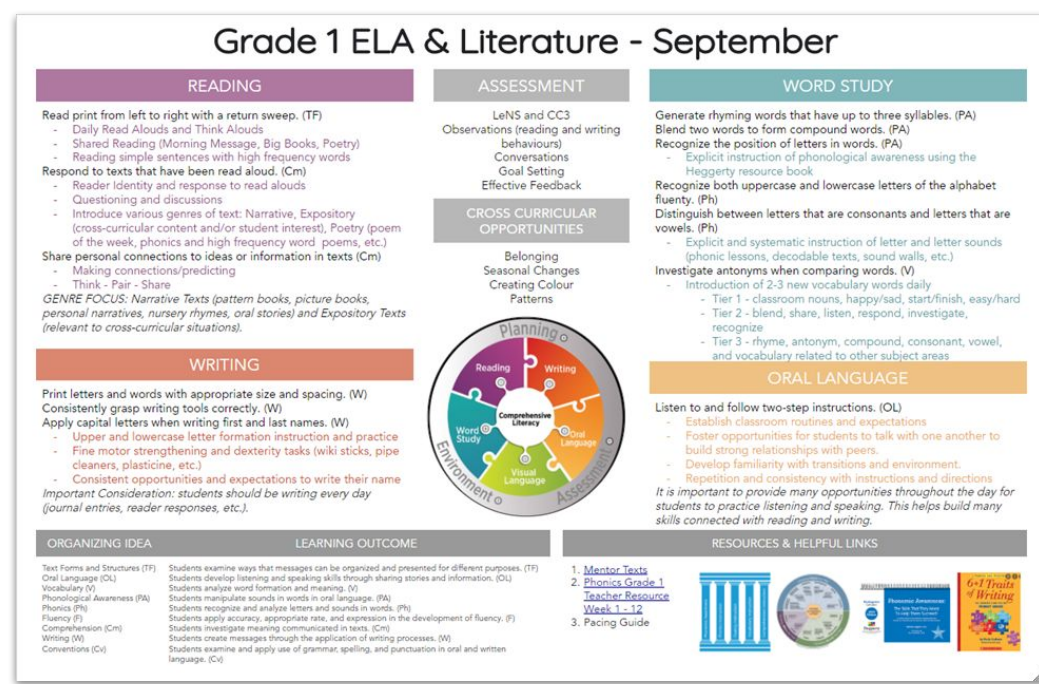


 EDMONTON CATHOLIC SCHOOLS LEARNING SERVICES bit.ly/ecsdnew GRADE 1 SEPTEMBER    @ecsdlearning #ecsdlearning							
LEARNER OUTCOMES & KEY KUSPS	ELAL	MATH	SCIENCE	SOCIAL	PE&W	TECHNOLOGY	
	O.I.: TEXT FORMS & STRUCTURES L.O.: Students examine ways the messages can be organized and presented for different purposes. Discuss reasons for messages to be shared. (TF) Identify messages that provide enjoyment. (TF) Determine if a poem rhymes or if it does not. (TF) Share connections between personal experiences and messages represented through poetry and song. (TF) O.I.: ORAL LANGUAGE L.O.: Students develop listening and speaking skills through sharing stories and information. Listen to and follow two-step instructions. (OL) Contribute to discussions as a listener and speaker. (OL) Recognize kinship in a variety of oral stories. (OL) O.I.: VOCABULARY L.O.: Students analyze word formation and meaning. Investigate antonyms when comparing words. (V) O.I.: PHONOLOGICAL AWARENESS L.O.: Students manipulate sounds in words in oral language. Blend two words to form compound words. (PA) Recognize the position of letters in words. (PA)	O.I.: PHONICS L.O.: Students recognize and analyze letters and sounds in words. Recognize both upper case and lower case letters of the alphabet fluently. (Ph) Distinguish between letters that are consonants and letters that are vowels. (Ph) O.I.: COMPREHENSION L.O.: Students investigate meaning communicated in texts. Listen to a variety of fictional and informational texts that are read aloud. (Cm) Share personal connections to ideas or information in texts. (Cm) O.I.: WRITING L.O.: Students create messages through the application of writing processes. Generate ideas that can be expressed through messages. (W) Share messages with others. (W) O.I.: CONVENTIONS L.O.: Students examine and apply use of grammar, spelling, and punctuation in oral and written language. Apply capital letters when writing first and last names. (Cv)	This is to be revisited each month in connection to the Science POS. OI: Time: Duration is described and quantified by time. GQ: How can time characterize change? LO: Students explain time in relation to cycles. KNOWLEDGE Time can be perceived through observable change. First Nations, Métis, and Inuit experience time through sequences and cycles in nature, including cycles of seasons. Cycles from a calendar include days of the week and months of the year. UNDERSTANDING Time is an experience of change. Time can be perceived as a cycle. SKILLS & PROCEDURES Describe cycles of time encountered in daily routines and nature. A cycle is a repeating pattern that repeats in the same way over time. Relate cycles of seasons to First Nations, Métis, or Inuit practices. Identify cycles from a calendar. This is to be revisited each month in connection to the Science POS. OI: Patterns: Awareness of patterns supports problem solving in various situations. GQ: What can patterns communicate? LO: Students examine patterns in cycles. KNOWLEDGE A cycle can express repetition of events or experiences. Cycles include - seasons - day/night - life cycles - calendars The same pattern can be represented with different elements. A pattern core is a sequence of one or more elements that repeats as a unit. UNDERSTANDING A pattern that appears to repeat may not repeat in the same way forever. A cycle is a repeating pattern that repeats in the same way forever. SKILLS & PROCEDURES Recognize cycles encountered in daily routines and nature. Investigate cycles found in nature that inform First Nations, Métis, or Inuit practices. Identify the pattern core, up to four elements, in a cycle. Identify a missing element in a repeating pattern or cycle. Describe change and constancy in repeating patterns and cycles. Create different representations of the same repeating pattern or cycle, limited to a pattern core of up to four elements. Extend a sequence of elements in various ways to create repeating patterns.	Topic 8: Seasonal Change (taught throughout the year) Describe seasonal changes and interpret the effects of seasonal changes on living things First day of fall: Friday September 23, 2022 Understandings: 1.SCI.B.1.1.Describe the regular and predictable cycle of seasonal changes: - changes in sunlight - changes in weather. 1.SCI.B.1.3.Identify human preparations for seasonal change and identify activities that are done on a seasonal basis. *Teachers can begin to incorporate Topic A: Creating Colour to support student understanding and knowledge of seasonal change in fall: Understandings: 1.SCI.A.1.1.Identify colours in a variety of natural and manufactured objects. Skills: 1.SCI.SK.1.1.1.Asks questions that lead to exploration and investigation 1.SCI.SK.1.1.2.Predicts what they think will happen or what they might find 1.SCI.SK.1.2.4.Describes what was observed, using pictures and oral language	1.1.3 examine how they belong and are connected to their world by exploring and reflecting on the following questions for inquiry: Knowledge: What different types of communities or groups do you belong to? Knowledge: Where is my community on a map? Skill: 1.SST.SP - Applies the skills of cooperation, conflict resolution and consensus building Demonstrates a willingness to work and play in harmony with others to create a safe and caring environment. 1.SST.CL- Demonstrates skills of oral, written, visual and media literacy through various modes of communication Interacts and respond appropriately verbally and in written forms, using language respectful of human diversity. 1.SST.DT- Acquires and develops thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts Recognize that some activities or events occur on a seasonal basis. Understand that globes and maps are visual representations of the world. Locate Canada on a globe or map. Use a simple map to locate specific areas within the school and community. Asks geographic questions, such as asking for directions.	OI: Active Living LO: Students investigate the benefits of physical activity. S&P: Experience changes in the body as a result of participating in physical activity. OI: Active Living LO: Students investigate the benefits of physical activity. S&P: Participate in physical activity in a variety of contexts to improve well being. OI: Movement Skill Development LO: Students demonstrate fair play and support engagement in a variety of physical activities. S&P: Demonstrate practices that support fair play. OI: Safety LO Students explain how boundaries connect to safety. S&P: Identify how boundaries might protect a person or a group of individuals. OI: Healthy Eating LO: Students examine and connect a variety of foods to growth and development. S&P: Students examine and connect a variety of foods to growth and development.	F1: Students will demonstrate an understanding of the nature of technology: 1.1 Identify techniques and tools for communicating, storing, retrieving and selecting information 1.2 Apply terminology appropriate to the technologies being used in grade one. F3: Students will demonstrate a moral and ethical approach to the use of technology. 1.1 Demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies. F6: Students will demonstrate a basic understanding of the operating skills required in a variety of technologies 1.1 Perform basic computer operations, powering on, interacting with devices
	ESSENTIAL VOCABULARY	TIER 1: These words include everyday language during discussions and environmental print around the classroom that may include daily schedule, signs, symbols and words. TIER 2: Words that are used in this month's suggested KUSPs: apply, share, listen, generate, recognize, blend, investigate, contribute, and distinguish. TIER 3: Content words: rhyme, antonym, compound, consonant, and vowel.	Time days of the week months of the year seasons change cycles daily routines calendar Patterns cycles seasons day/night life cycles calendars patterns pattern core repeat elements sequence unit routines change constant extend	fall (autumn) seasons temperature change weather leaves cycle notice color red yellow green orange purple brown	community cooperation belong group family world identity globe Canada up down beside locate left right map	faster breathing faster heart rate feeling good thirst calmness positive relationships respecting rules taking turns success rules signs symbols cooked canned frozen dried fruit vegetables legumes nuts grains	Subject area vocabulary integration graphic organizer digital stories App browser YouTube video digital clock login Password Google Docs Flippgrid Interactive whiteboard iPad, App Camera Drag, Select Chromebook Low tech, High tech Other classroom device names Power on Power off Safe handling Responsible User
	INSTRUCTIONAL STRATEGIES & CLASSROOM ACTIVITIES/IDEAS	Click the image below or visit https://bit.ly/3x0l7D8 for instructional ideas. 	*To access the links in MathUP, you must be logged into MathUP before clicking on the image below or visit https://bit.ly/sepgrade1MATHS 	-See, Think, Wonder: photo of a fall scene or photo of the school community in the fall. "What do you wonder about the season of fall?" -Outdoor Fall Walk (See, Think, Wonder) -Scavenger Hunt: Finding the Signs of Fall -Observational and Journal Drawings of: -activities and celebrations during the season of fall -seasonal groups and activities during the fall e.g. sports teams (cross curricular tie in with Social Studies) -observational changes e.g. Colour change in leaves, daylight hours -human preparations for fall e.g. change in clothing -Exploring the season through our 5 senses: Fall: What do you see, smell, taste, hear, feel?	-Photo/item walk: Use See, Think, Wonder :Whole Group - Read Aloud (mentor text)- Think, Pair, Share strategy -Brainstorm: Groups I Belong to Jamboard -Sort: Groups within broader categories such as: my community, my school, my family, me -My identity poster: Highlight groups I belong to -I belong to my group mini book - Categorize groups that I belong to seasonally -Directional kinesthetic movement activates- such as Simon says -I spy games using maps -Scavenger hunt using school map -Google Earth: Whole class exploration - Use lines and shapes to map out path to school - Tree Map of our community -Cooperative learning strategies- Stand up, Hands up, Pair up, Square up -Circle of Friends: Practice listening and responding skills	-Classroom and active space expectations -Safety and personal space in variety of settings outdoor/classroom/gymnasium -Transitions and hazards associated with each space i.e. running too close to the wall in the gymnasium -Playground activities and recess behaviors -During movement activity highlight noticeable body changes -Walk around the community identifying signs and symbols that protect us and their importance -Discuss how the foods we eat contribute to how our bodies function during the day -Paths Unit 1: Establishing a Positive Classroom Environment -Elementary School Injury Prevention Toolkit - Concussion & Helmets - Poison Prevention - Traffic Safety	ICT Outcome Specific Activities F1 (1.1 & 1.2) F2 (1.1 & 1.2) Activity: Create a scavenger hunt in your classroom of the types of technology available. Have a whole group discussion about how each technology is used. Access further details on September SharePoint and a sample Scavenger Hunt here. F6 (1.1) Activity: Introduce classroom devices including basic uses, while building routines. -power on/off devices. -Log-in with password to access activities, links digital classrooms -Safe handling -Taking a Picture using device camera -Using audio/video for digital resources See resources to support: How to Log on to a Chromebook How to Handle EdTech Devices respectfully F3. (1.1) Digital Citizenship Activities: Establish classroom expectations and procedures for using technology, including sharing devices, in grade one (Based on ECSD Student Responsible Use Agreement) -As a class discuss ways to provide positive peer feedback on student work See September SharePoint for Additional Ideas and Curriculum Crates to supplement instructional strategies and classroom activities.
	TRIANGULATION OF ASSESSMENTS	Conversations: Facilitate conversations and discussions before, during and after - read alouds, mini lessons, guided reading and reading conferences. Focus conversations on the purpose and structure of texts, in addition to making connections to personal feelings, experiences and background knowledge. Support students with their own reader and writer identity – with a growth mindset. Observations: Using the Reading Continuum, what reading behaviours are you noticing as students read? Record anecdotal notes. Are students using expressive language to share thoughts, ideas, understandings and connections? Product/Performance: Reading behaviours Oral language – Sharing thoughts, understandings, ideas for writing Letter formation and spacing in written work Reader response and journal entries containing drawings to represent ideas, labeled drawings, inventive spellings, pattern sentences. Focus writing on making connections – personal feelings, experiences and background knowledge *Consider cross-curricular connections	*To access the links in MathUP, you must be logged into MathUP before clicking on the link. Conversations: - Catch and Pass- Discussion prompts - Facilitate conversations and discussions regarding patterns observed throughout the day, through the seasons, core identification, pattern rules. - While students are sharing their work and discussing the MathUP Consolidate Questions, observe whether they have internalized the idea that there are seven days in a week and what those days are. Observations: - Single Point Rubrics for pattern extension, identification, reproduction - Adjust the observational checklist to reflect the new curriculum as needed G2: Time Observational Checklist - While sharing their work and discussion of the MathUP Consolidate Questions, observe whether students use what they know about the sequence and numbers of days in a week and months in a year to determine when an event might take place. Observe, too, whether they use efficient counting strategies when the number of days is more than 7 or the number of months is more than 12. Product/Performance: - See, Think, Wonder (whole group) - Observable changes/cycles drawings and observations (time through the day, cycles in the year) - Creation of a pattern (of up to four elements), and a translation of the pattern in various ways - Jump Math 1 – Time Pattern in Nature (Worksheet Assessment) & Answer Key - MathUP Assessment of Learning – correlation: Gr. 2/Shape & Space: Time/Assessment of Learning	Conversations: -Catch and Pass- Discussion prompts -Facilitate conversations and discussion after read alouds (see resources) Observations: -Fall walk and exploration-checklist and scavenger hunt -Single point rubric for seasonal change-fall Product: -See, Think, Wonder (whole group) -Observational drawings (and labels, if possible): -signs of seasonal change -how humans prepare for fall -activities and holidays celebrated in the fall	Conversations: -Leverage the read aloud to facilitate conversations and discussions. Use: Catch and Pass- Discussion prompts -Encourage students to orally respond using language respectful of human diversity. Observations: -Map skills- Observation Checklist -Listening and Responding –observation checklist -Circle of Friends- observation checklist Products: -See, Think, Wonder (whole group) -My identity poster	Conversations: Discussion enroute to and from the gym/ recess – did you notice anything happen to your body as you moved? Use: Catch and Pass- Discussion prompts Observations: Checklist in relation to participation rates, identifying body changes Anecdotal notes around fair play or food identification Product/Performance: Journal entry noting how boundaries protect us Outdoor Assessment Student self assessment Path Unit One responses	Conversation: Discuss technologies and the processes of using the tools above. Appropriate vocabulary use when discussing technologies. Observation: Students are able to access the tools and use to complete curricular tasks. Performance: Interact with resources and create resources to share learning (Google Docs, MS Word, Flippgrid, digital classrooms) Assessment Tools (Possible tools to gather evidence of learning) Student Video Response Digital Portfolio Productivity Tools
RESOURCES & ENVIRONMENT	Primary Resources: Heggerty, Phonics lessons, decodable texts, mentor texts to support all skills in reading and writing. Supplementary Resources The Fountas and Pinnell Literacy Continuum Expanded Edition Sound Walls Elkonin Boxes Patterns of Power by Jeff Anderson Words Their Way 6+1 Writing Traits by Ruth Culham & The Trait Kit How Do I Get Them to Write by Karen Filewych Raz Kids Epic Literacy Shed Poems	Environment: •Sound walls: the phonemes that are covered in class can be posted for reference. •Reading areas that include many books	Primary Resource: MathUP, if the MathUP topics that align to the new POS have not yet been released, use the Grade 1 MathUP Correlation Guide to find lessons that are aligned. *To access the links, you must be logged into MathUP before clicking on the link. -Sum It Up (for parents or reteaching) Calendar & Days, Weeks, Months, and Years - MathUP Games, Puzzles & Supporting Activities Supplementary Resources: - Jump Math Gr 1-Unit 17 Measurement: Time, Gr 1-Unit 3: Introduction to patterns - Making Math Meaningful: Marian Small pp 541-548 - Mathematics Learning Progressions, Pearson - Building Foundations: Mathematics in Play-Based Contexts, Amy Swinkels & Stephanie Power, pp. 74 Linear Calendar -Mettis Trapper: Larry Big Charles: Walking Together, Students learn about various aspects of his seasonal life in this video Mentor Texts Byron Through the Seasons by the children of La Loche & Friends Bird Song by Julie Flett (focus on seasons and Cree seasons), companion guide When the Trees Crackle with Cold - A Cree Calendar by Bernice Johnson-Laxdal	Resources: -Curated mentor texts and picture book (read alouds) lists per topic here -Let's Talk Science: Collections of images and picture prompts for seasonal change click here -See, Think, Wonder and Visible Thinking Routines-more info here Environment: -Science Inquiry and Explore table/section of the classroom environment: -Wonder Wall: "I wonder..." Statements by students (and scribed by teacher, if needed) -variety of fall themed loose parts and natural items such as, leaves for students to explore	Resources: Community photos Globe Google Earth Map of school and community Tree Map of community Google Earth Read Alouds -The Big Umbrella -Our Classroom is a family -The Invisible Boy Environment: Set up a Community Affairs center Students can bring in articles, items etc. From the community Ongoing discussion about events within the community Map of community Map of school Globe	Environment: Gymnasium/Classroom/Playground/Hallways/Outdoor Spaces/Wider Community Spaces Resources: https://bit.ly/ecsdPEW Tarmac Activity Tarmac Stencils Youtube Games Playground Activities Kiddo - Improve Your Move Focus Cards Feed your Brains, Bones, Muscles and More Elementary School Injury Prevention Toolkit PATHS Unit 1: Establishing a positive classroom Environment & Alignment Document Dairy Farmers of Canada Nutrition Lessons Social Emotional Toolkit 	Resources Access to a variety of Education Tech tools can be found on SharePoint. bit.ly/ecsdemtech Environment Technology needs to be integrated and infused throughout the curriculum. Resources should be easily accessible in the classroom.