

Illustrative Examples
for
English Language Arts

Kindergarten to Grade 9

January 2000

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Illustrative Examples
for
English Language Arts

Grade 1

January 2000

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 1 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 1

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none">• share personal experiences that are clearly related to oral, print and other media texts• talk with others about something recently learned• make observations about activities, experiences and oral, print and other media texts	<ul style="list-style-type: none">• After listening to the story <i>Bread and Jam for Frances</i>, a student tells about visiting grandma’s house and not liking some of the food being served.• After reading the story <i>Corduroy</i>, students paint a picture of or bring in their favourite stuffed animal or other toy.• After listening to <i>Just Shopping with Mom</i>, students record what they would choose if they were in charge of shopping. Student 1 draws a shopping cart filled with fruit and cookies. Student 2 writes, “I’ll get a big steak and some salad.”• From a container, students pull objects related to a recently studied theme or topic, such as a seed, a leaf, a pine-cone. Students then tell what they know about the object.• One student tells the class that her father is a nurse, then another student adds that his mother is a nurse, too.• When mixing primary colours, students record results and discuss their findings. One student says, “Mixing yellow and blue makes green.”• Students visit a neighbourhood park and collect items, such as leaves, twigs and grass, to make a collage. Students then present their collages and share thoughts and feelings about their experience.

GRADE 1

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
<p>Experiment with language and forms</p> <ul style="list-style-type: none"> experiment with different ways of exploring and developing stories, ideas and experiences <p>Express preferences</p> <ul style="list-style-type: none"> express preferences for a variety of oral, print and other media texts <p>Set goals</p> <ul style="list-style-type: none"> choose to read and write for and with others 	<ul style="list-style-type: none"> A student writes a poem about the colour red, using a model for colour poems from <i>For the Love of Language: Poetry for Every Learner</i>: Red is like my kot Red is like an apl Red is like a fir Red is like a cr And red is like a flwr After reading <i>I Love My Mom</i>, each student creates a page for a class book, by drawing or painting a picture and completing the sentence stem, “I love my Mom because” A group of students talk about a play performed by the Grade 6 class. Student 1: The best part was when the animals found the little girl in the forest. Student 2: I liked the rabbit doing a funny dance to make the girl happy. As students add the titles of books read or viewed to the story tree, they rate them with one, two or three stars. After reading <i>Little Blue and Little Yellow</i>, a student draws a picture and says, “I like it when little blue and little yellow become green.” At a letter writing centre, students choose from a variety of stationery when writing to friends, family members or others. During class reading time, two students go to the poem chart and, together, read the poem <i>The Moon’s a Banana</i>, in the anthology <i>Toes in My Nose</i>. A student reads to the class the birthday cards sent or made by friends. Students work in pairs to write a story for a classmate who has moved away. They then draw an illustration to be included with their story.

GRADE 1

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
<p>Consider others' ideas</p> <ul style="list-style-type: none"> listen and respond appropriately to experiences and feelings shared by others <p>Combine ideas</p> <ul style="list-style-type: none"> group ideas and information into categories determined by an adult <p>Extend understanding</p> <ul style="list-style-type: none"> ask questions to get additional ideas and information on topics of interest 	<ul style="list-style-type: none"> Students participate in a class meeting to solve a problem that has arisen, such as not cleaning up materials after use or having to wait too long for a turn at the computer. Students share their feelings about the problem and help to brainstorm possible solutions. One student tells about a new family dog. Other students tell about pets they have or would like to have. After viewing the videocassette <i>The Rainbow Fish</i>, students tell about a time they gave something to somebody and how they felt about it. <ul style="list-style-type: none"> Students work in small groups to sort transportation pictures into categories chosen by the teacher, such as wheels/no wheels, land/air/water or motor/no motor. After viewing a videocassette about bears, students provide facts about bears and place them in categories chosen by the teacher, such as what bears look like, what bears eat, what bears do. <p>Student 1: I saw the bear eating berries. Teacher: Where will we put that? Student 1: In the eating part. Student 2: I saw the bear had white fur. Teacher: Where would that go? Student 2: What bears look like.</p> <ul style="list-style-type: none"> After listening to the Special Student of the Week tell about such things as family, favourite activities, pets, food preferences and friends, students ask questions to find out more; e.g.: <ul style="list-style-type: none"> What do you want to be when you grow up? What is your favourite food? Why is soccer your favourite game? After listening to the story <i>Stellaluna</i>, students ask such questions as: <ul style="list-style-type: none"> Do all bats hang upside down? Don't bats eat bugs, too? Do bats have nests like birds do?

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none"> • use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning • use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts • use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning • use knowledge of print, pictures, book covers and title pages to construct and confirm meaning 	<ul style="list-style-type: none"> • Students listen carefully as the teacher gives instructions on how to complete a reading response activity. • After a student’s story about a favourite place has been entered in the software program <i>Kid Works Deluxe</i>, the student chooses a voice and sound effects to bring the story to life. • When reading a book about zoo animals, a student predicts the unfamiliar word <i>giraffe</i> and says, “I think that must be <i>giraffe</i> because I looked at the picture.” • A student chooses a book about farm animals and says, “I’m sure there will be horses and cows in here, because I saw them at a farm.” • Students read <i>Each Peach Pear Plum</i>, and then use rhyming words to predict unfamiliar text, such as: Each peach, pear, plum I spy Tom _____ Tom Thumb in the cupboard I spy Mother_____. • A student uses a loud voice when reading BOOM printed in upper case letters in <i>Chicka Chicka Boom Boom</i>. • A student uses the pictures in <i>Big Duck’s Walk</i> to predict where the duck is walking. • Children look through the story <i>The Grouchy Ladybug</i> and make predictions about the story, using the pictures, the print size and the clocks. Student 1: The pages and the letters are getting bigger. The Ladybug keeps meeting bigger animals. Student 2: I knew the story would take a whole day because the Sun came up and went back down. • A student looks at the pictures in a book and tells a story about the pictures in her first language, Spanish. • During library book exchange, a student looks at the cover of a book, opens it to random pages, and decides to take it home to read, saying: “This book looks interesting. I think I can read the words.”

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>Use comprehension strategies</p> <ul style="list-style-type: none"> • use language prediction skills to identify unknown words within the context of a sentence • use a variety of strategies, such as making predictions, rereading and reading on • talk about print or other media texts previously read or viewed • identify the main idea or topic of simple narrative and expository texts • identify by sight some familiar words from favourite print texts <p>(continued)</p>	<ul style="list-style-type: none"> • Students use meaning, grammatical and phonics cues to read the unfamiliar word <i>kitten</i> in the sentence, “I see a cat and her baby kitten.” • A student reads, “I saw the dog <i>big</i> up the bone,” stops, pauses and rereads, “I saw the dog <i>dig</i> up the bone.” • When reading, a student pauses at an unfamiliar word, skips it and says a placeholder word like <i>blank</i>, and reads on to make sense of the sentence: “The <i>blank</i> has a long grey trunk, big feet and large ears.” The student then rereads the sentence, inserting the word <i>elephant</i>. • A student chooses a videocassette recently viewed and talks about some of the following to a small group: title, where the story takes place, favourite character and part, and reasons for these choices. • Students discuss the book <i>Franklin’s New Friend</i>, which was read in class. They take turns telling about the story. Student 1: Moose had a really big bed. Student 2: Franklin was scared to meet Moose. Student 3: I liked Moose, because he got the soccer ball out of the tree. • After viewing the videocassette <i>Dazzle the Dinosaur</i>, a student says that although the dinosaur was scared, he was brave enough to save his best friend. • Students view a wordless picture book and tell, in their own words, what the story is about. • By using such visual cues as location of the text, capital letters, word shape and length, beginning letters and double consonants, together with context cues, students recognize the names of characters in favourite stories or words associated with personal interests, such as <i>hockey</i>, <i>pizza</i> and <i>dinosaurs</i>. • Students collect words that they know from magazines, newspapers and old story books. The words are copied and displayed on a word wall. Several students recognize <i>Stop</i> in a story they are reading and go to the word wall, saying: “Here’s that word. It’s <i>Stop</i>.”

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use comprehension strategies</p> <ul style="list-style-type: none"> identify high frequency words by sight read aloud with some fluency and accuracy, after rehearsal self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge <p>Use textual cues</p> <ul style="list-style-type: none"> preview book cover, pictures and location of text to assist with constructing and confirming meaning <p>(continued)</p>	<ul style="list-style-type: none"> In their reading materials, students read by sight such frequently used words as <i>and</i>, <i>away</i>, <i>said</i>, <i>look</i>, <i>see</i>. Students write frequently used sight words in a personal word list or book. A student sees a word in a new book and finds it in a personal list. Students play vocabulary games in pairs or small groups. Note: Some sources for lists of frequently used words are included under Teacher References at the end of this grade level. Using a readers' theatre text or a familiar story with a variety of characters, individual students take on characters, practise their lines and present the text as readers' theatre. Students practise reading a favourite poem from a selection, such as <i>Read-Aloud Rhymes for the Very Young</i> or <i>Where the Sidewalk Ends: The Poems & Drawings of Shel Silverstein</i>, so that they can read the poem to their family and friends. A student reads, "The dog was a bone," realizes it does not make sense, self-corrects and reads, "The dog saw a bone." When reading the poem <i>My Little Sister</i>, a student reads, "she takes my cap and ball," realizes that the word is more than <i>ball</i>, looks at the picture and rereads the word as <i>baseball</i>. A group of students is looking at a labelled map of the school. Student 1: This must be <i>office</i> because it's by the front door. Student 2: And the word starts with "o." After previewing the book cover, students draw pictures to show what they think the book will be about. They check their predictions as the teacher reads the story.

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use textual cues</p> <ul style="list-style-type: none"> • use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> • segment and blend sounds in words spoken or heard • use phonic knowledge and skills to read unfamiliar words in context <p>(continued)</p>	<p>Illustrative Examples</p> <ul style="list-style-type: none"> • Students use capital letters and periods to locate the beginning and ending of sentences displayed in a pocket chart. • Students match print to speech in big books, by pointing to the words as they read them. • Students read today’s news or a class story, and identify the beginning of each sentence by tracing over the upper case letter with a green marker (Go) and circling the end punctuation with a red marker (Stop). • While writing a story about a pet, a student breaks down words from a personal word list into sounds; e.g., the words <i>cat</i>, <i>drop</i> and <i>map</i> are broken down into <i>c-a-t</i>, <i>dr-o-p</i> and <i>m-a-p</i>. • Students repeat such words as classmate’s names, and clap out the syllables: <i>Nan-cy</i>, <i>Mo-ham-med</i>, <i>Al-ex-an-der</i>. • Given word endings such as <i>-oat</i> or <i>-un</i>, students add initial sounds to form words such as <i>goat</i> and <i>boat</i> or <i>run</i>, <i>fun</i>, <i>sun</i>. • When reading the morning message, the student correctly associates the sound /s/ with the initial consonant “s” to identify the word <i>sister</i> in context. • When reading and writing, students demonstrate consistent sound–symbol associations with: <ul style="list-style-type: none"> – consonants b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z – consonant blends bl, pl, br, tr, st, gr, dr, fr, fl – consonant digraphs ch, sh, wh, th (voiced) – short vowels a, e, i, o, u. • When reading the sentence, “The car was driving down the road.” a student first reads the word <i>road</i> as <i>street</i>. The student pauses and self-corrects after recognizing the initial consonant “r.”

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> • use analogy to generate and read phonically regular word families • associate sounds with letters and some letter clusters <p>Use references</p> <ul style="list-style-type: none"> • use a displayed alphabet as an aid when writing • use personal word books, print texts and environmental print to assist with writing • name and match the upper and lower case forms of letters 	<ul style="list-style-type: none"> • When given the word <i>day</i>, students generate a list of rhyming words, such as <i>play</i>, <i>say</i>, <i>may</i>. • When reading, students identify such words as <i>frog</i> and <i>jog</i> because they already know the word <i>dog</i>. • When students sing the last line of “Are You Sleeping” (Ding, dang, dong), they repeat the last line changing the initial consonant according to consonant cards being displayed by the teacher or students, such as M–ming, mang, mong, F–fing, fang, fong, Z–zing, zang, zong. • When looking at the word <i>grin</i> a student says, “I see the word <i>in</i> in <i>grin</i>.” • When given the word <i>brown</i>, students are able to generate a list of words that begin with the same blend; e.g., <i>brown</i>, <i>bread</i>, <i>break</i>, <i>bright</i>, <i>broke</i>, <i>bring</i>. • The student locates the letter “k” on a wall alphabet to verify letter formation when printing the word <i>kite</i>. • A student wrote a story about grandmother and asked the teacher to print <i>Grandma</i> in a personal word book. The student finds the word in the word book when writing another story about a family. • Students refer to a word wall for commonly used words when writing in their journals. • A group of students use such classroom labels as <i>door</i>, <i>table</i> and <i>chalkboard</i>, when making a map of the classroom. • A student uses <i>My First Word Book</i> for assistance with words, when writing about the jungle. • Students use a stamping kit at the printing centre, or computer software, to name and match upper and lower case letters. • The children play “Go Fish,” using cards with upper and lower case letters. • Referring to a chart story, the teacher says, “This word is <i>Mother</i>. It begins with a capital ‘M.’ Can anyone point to a word beginning with a small ‘m’?” One of the children points to the word <i>morning</i>.

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none">• participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons• illustrate and enact stories, rhymes and songs• remember and retell familiar stories and rhymes <p>Construct meaning from texts</p> <ul style="list-style-type: none">• relate aspects of stories and characters to personal feelings and experiences <p>(continued)</p>	<ul style="list-style-type: none">• Students listen to and join in reciting repetitive text or predictable words from such books as <i>The Funny Little Woman</i>, <i>The Elephant's Child</i>, <i>Peter's Moccasins</i>, <i>Raven: A Trickster Tale from the Pacific Northwest</i>, <i>Winter White</i> and <i>Big Boy</i>.• Students look at the artwork of Ted Harrison, in such books as <i>O Canada</i> or <i>Children of the Yukon</i>. They observe and discuss his style and technique, then use it in their own pictures made with paints, oil pastels, crayons or markers.• Students illustrate their favourite part of a story.• Students role play stories and nursery rhymes as someone reads or retells them.• Students make storyboards or stick puppets to help in retelling familiar stories and rhymes.• Students read a story. They then draw pictures of the story on an overhead transparency and use the pictures to share the story with others.• Students listen to <i>Chester Bear, Where Are You?</i> and respond to such questions as:<ul style="list-style-type: none">– Have you ever lost a favourite toy?– How did you feel?– Where did you look?– Who helped you?• After reading <i>The Doorbell Rang</i>, students share about a time when friends came over to visit. They talk about what they would do if there were too many people at their house and not enough cookies.

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Construct meaning from texts</p> <ul style="list-style-type: none"> retell interesting or important aspects of oral, print and other media texts tell or represent the beginning, middle and end of stories tell, represent or write about experiences similar or related to those in oral, print and other media texts <p>(continued)</p>	<ul style="list-style-type: none"> Students listen to <i>Annie & Co.</i>, and then list in order the things that Annie fixes. A group of students chooses to draw a circular map, labelling the events along the road and back home again. <div data-bbox="711 842 1372 1176" data-label="Diagram"> </div> <ul style="list-style-type: none"> Students listen to or read <i>Sing a Song of Mother Goose</i> and one student comments, “The play dough illustrations make the people and animals look so real.” Using a software presentation program, a student retells <i>Noisy Nora</i> in three frames and uses the mouse to move from frame to frame while telling a partner about the story. Following a discussion of events in the story <i>Bibi and the Bull</i>, students do a tableau of the beginning of the story. They continue with tableaux for events from the middle and end of the story. Students use an appropriate shape, such as a castle or forest, divided into three sections, to represent the beginning, middle and end of fairy tales. Students write journal entries about events in their lives that they are reminded of when they listen to <i>You’ll Soon Grow into Them, Titch</i>. After listening to the story <i>The Little Mouse, the Red Ripe Strawberry, and the Big, Hungry Bear</i>, students illustrate and talk about a time when they had difficulty sharing.

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Construct meaning from texts</p> <ul style="list-style-type: none"> tell what was liked or disliked about oral, print and other media texts <p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> identify how words can imitate sounds and create special effects <ul style="list-style-type: none"> experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts 	<ul style="list-style-type: none"> A student talks about the book <i>The Dream Weaver</i> and says, “I like this story because the letters look like real printing and the pictures are fun to look at.” Students, in pairs, look at some art reproductions and talk about them. Student 1: I like the bright colours. Student 2: That person looks sad. It makes me sad, too. <ul style="list-style-type: none"> Students retell <i>The Tailypo, A Ghost Story</i>, using different voices for the characters and the wind sounds. Students listen to a story about sounds in a software reading program and identify the words used to represent sounds. They write and record their own stories, using similar words. Students listen to <i>Mortimer</i> and recognize that <div style="text-align: center; margin: 10px 0;"> <pre> thump thump thump thump thump thump thump thump </pre> </div> <p>are the sounds of the people going up and down the stairs. They find other words, such as <i>clang</i>, <i>rattle-bing-bang</i>, that are the sounds that Mortimer is making.</p> Students read <i>Brown Bear, Brown Bear, What Do You See?</i> and then use the pattern to create a class book with individual names and photographs.

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
<p>Understand forms and genres</p> <ul style="list-style-type: none">distinguish differences in the ways various oral, print and other media texts are organizedidentify various forms of media texts	<ul style="list-style-type: none">A group of students looks through two or three types of texts, such as magazines, story books, telephone directories or web sites, and identifies ways in which they are organized differently.Some students are finding out about sharks. Student 1: This magazine has some good pictures of sharks. Student 2: This book has information about what sharks eat and where they live. Student 3: Why don't we ask the teacher to help us find sharks on the Internet. Sometimes there are videos.Students generate a list of sources, such as television, videocassettes, newspapers, magazines, CDROMs, web sites and audiocassettes, to find information and ideas on the theme Life Under the Sea.
<p>Understand techniques and elements</p> <ul style="list-style-type: none">know that stories have beginnings, middles and endingstell what characters do or what happens to them in a variety of oral, print and other media texts	<ul style="list-style-type: none">Students listen to the story <i>Mom, The School Flooded</i>. They then write and share their own endings to the story.A student reads <i>Clifford, The Small Red Puppy</i> and says, "When the story starts, Clifford is just a little puppy. He gets bigger and bigger, and at the end he's huge."After reading <i>What's in Fox's Sack?: An Old English Tale</i>, students choose a character and role play the story together. Student 1: I'm the fox, so I need to pretend I'm carrying the little boy. Student 2: I'm the big watchdog, so I get to chase the fox away.

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
<p>Experiment with language</p> <ul style="list-style-type: none">demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play	<ul style="list-style-type: none">Students take such patterns as: <u>Yellow, yellow</u> What is <u>yellow</u>? A <u>Sun</u> is <u>yellow</u> As <u>hot</u> as can be and change the underlined words to make a personal verse, such as: <u>Blue, blue</u> What is <u>blue</u>? An <u>ocean</u> is <u>blue</u> As <u>wet</u> as can be.Students present a choral reading of <i>One Grey Mouse</i> to the Kindergarten class.After singing “Six Little Ducks,” students make up actions to go along with the song.

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Illustrative Examples
<p>Generate ideas</p> <ul style="list-style-type: none"> generate and contribute ideas for individual or group oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts 	<ul style="list-style-type: none"> Students base their own stories on familiar story characters or include familiar story characters in their own adventures. Students brainstorm a list of possible writing topics. These are recorded and posted in the classroom and/or kept in student journals. Students use a computer software program to rewrite a familiar story; e.g.: <ul style="list-style-type: none"> I put my name in the story. I added my sister to the story. In a pattern substitution activity using the song “The Bear Went Over the Mountain,” students generate a list of prepositions to use instead of over and finish the phrase with an appropriate noun. <p>Student 1: The bear went around the tree.</p> <p>Student 2: The bear went in the cave.</p> Students change key words in a song to create original songs: <p>One little, two little, three little <u>snowflakes</u></p> <p>Four little, five little, six little <u>snowflakes</u></p> <p>Seven little, eight little, nine little <u>snowflakes</u></p> <p>Ten little <u>snowflakes falling from the sky.</u></p> Students add new ideas to extend pattern stories, such as <i>All By Myself</i>. <ul style="list-style-type: none"> I wanted to _____ all by myself, but _____. I wanted to <u>zip up my coat</u> all by myself, but <u>the zipper got caught on my shirt.</u> Students listen to <i>Mabel Murple</i> and then generate a verse for other colours, such as: <p>Yolanda Yellow’s house was yellow</p> <p>So was Yolanda’s <u>bed</u></p> <p>Yolanda Yellow’s cat was yellow</p> <p>So was her <u>sled.</u></p> Students choose rhyming words from a word wall to create a new verse for “Down By the Bay.” One student draws a fat snake sitting on a birthday cake and writes, “Did you ever see a snake eating a cake?”

GRADE 1

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text (continued)

Specific Outcomes	Illustrative Examples
<p>Structure texts</p> <ul style="list-style-type: none">• write, represent and tell brief narratives about own ideas and experiences• recall and retell or represent favourite stories	<ul style="list-style-type: none">• Students write several short sentences that are related to one topic, such as <i>My Neighbourhood</i> or <i>A Visit to a Friend's House</i>. They illustrate their writing and share it with the class.• Before reading <i>Just Like Daddy</i>, students talk about special times or activities shared with a favourite adult.• After reading <i>The Three Little Pigs</i>, some students build houses out of building blocks, straw and wooden sticks. One student brings in a hair dryer to test which house is the strongest.• Students make puppets and create a setting to tell a familiar story, such as <i>Goldilocks and the Three Bears</i> or <i>Little Red Riding Hood</i>.

GRADE 1

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
<p>Focus attention</p> <ul style="list-style-type: none"> explore and share own ideas on topics of discussion and study <ul style="list-style-type: none"> connect information from oral, print and other media texts to topics of study <p>Determine information needs</p> <ul style="list-style-type: none"> ask and answer questions to satisfy information needs on a specific topic 	<ul style="list-style-type: none"> Students brainstorm ideas about a topic and contribute to a group web: <div style="text-align: center; margin: 10px 0;"> <pre> graph TD Space((Space)) --- astronauts Space --- spaceships Space --- planets Space --- stars Space --- Moon Space --- Sun </pre> </div> Individual students share ideas about favourite sports. Student 1: I love to play baseball. Student 2: I like watching baseball on TV. Student 3: I play soccer. I'm on the red team. Students interview partners about what they want to be when they grow up and why. Students listen to a poem about penguins from <i>Antarctic Antics: A Book of Penguin Poems</i> and then add new information from the poem to a classroom web or chart. After reading books and looking at pictures of families, students talk about their own families. Students survey the class to find out which fruits the class prefers, in order to make fruit kabobs. They ask questions like, "Do you like bananas, apples or grapes?" The class graphs the responses and determines how much of each fruit is needed to make enough kabobs for everyone in the class. When discussing family traditions, students ask their parents what games and activities they liked when they were children. They then share this information with the class. In small groups, students brainstorm questions to ask staff members about their responsibilities in the school.

GRADE 1

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus (continued)

Specific Outcomes	Illustrative Examples
<p>Plan to gather information</p> <ul style="list-style-type: none">• follow spoken directions for gathering ideas and information	<ul style="list-style-type: none">• After reading <i>Charlie the Caterpillar</i>, some students want to learn more about caterpillars. During library time the teacher tells them where the nature books are located, and they find some books about caterpillars.• Planning for the class picnic, two students are asked to question their classmates if they would rather have mustard, ketchup or relish on their hot dogs and to record the answers. As one student asks for preferences, the other records M for mustard, K for ketchup and R for relish on the tally paper.

GRADE 1

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Illustrative Examples
<p>Use a variety of sources</p> <ul style="list-style-type: none">• find information on a topic using a variety of sources, such as picture books, concept books, people and field trips	<ul style="list-style-type: none">• After a neighbourhood walk, students record what they saw, heard and smelled, and then discuss these with classmates.• During Fire Safety Week, students listen to a firefighter talk about fire safety. They record ideas in pictures and print, and ask their parents about their own fire escape route at home.• After reading <i>My Weather Diary</i>, students make a class weather diary for a week.
<p>Access information</p> <ul style="list-style-type: none">• use text features, such as illustrations, titles and opening shots in video programs, to access information• use questions to find specific information in oral, print and other media texts• understand that library materials are organized systematically	<ul style="list-style-type: none">• A group of students views a painting of a fall scene and makes observations about fall.• From the title and illustrations, students predict the content of the story <i>The Balloon Tree</i>.• Students brainstorm specific questions they have about bears: How many kinds of bears are there? Do all bears hibernate? Can bears swim? The students look for the answers in such sources as nonfiction books, pictures and videocassettes.• Students understand that picture books are in one area of the library and information books are located in another part of the library: Student 1: I want to find a book with pictures of families. Student 2: You need to look on the other side of the shelf. These books are stories.
<p>Evaluate sources</p> <ul style="list-style-type: none">• match information to research needs	<ul style="list-style-type: none">• Students look at the covers and titles of books to see if they contain information on a topic of interest.

GRADE 1

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples																
<p>Organize information</p> <ul style="list-style-type: none"> identify or categorize information according to sequence, or similarities and differences list related ideas and information on a topic, and make statements to accompany pictures 	<ul style="list-style-type: none"> Students arrange pictures in sequential order to show the growth of a plant. After listening to <i>The Paper Bag Princess</i> and watching the videocassette, students complete a class T chart showing similarities and differences between the book and the videocassette. <table border="1" data-bbox="703 856 1390 1052"> <thead> <tr> <th data-bbox="703 856 1049 890">same</th> <th data-bbox="1049 856 1390 890">different</th> </tr> </thead> <tbody> <tr> <td data-bbox="703 890 1049 989"> <ul style="list-style-type: none"> Elizabeth rescues Ronald. Elizabeth wears a paper bag. </td> <td data-bbox="1049 890 1390 1052"> <ul style="list-style-type: none"> The dragon goes through the kitchen. Elizabeth goes off with the dragon and forgets about Ronald. </td> </tr> </tbody> </table> Groups of students create floor charts when learning about a specific topic; e.g.: <table border="1" data-bbox="703 1167 1362 1493"> <thead> <tr> <th colspan="2" data-bbox="703 1167 1362 1201">BEARS</th> </tr> </thead> <tbody> <tr> <td data-bbox="703 1201 1049 1352"> <p>What Bears Do</p> <table border="1"> <tr><td>Black bears hibernate.</td></tr> <tr><td>Bears sleep in dens.</td></tr> </table> </td> <td data-bbox="1049 1201 1362 1352"> <p>What Bears Eat</p> <table border="1"> <tr><td>Bears eat berries.</td></tr> </table> </td> </tr> <tr> <td data-bbox="703 1352 1049 1493"> <p>Baby Bears</p> <table border="1"> <tr><td>Babies climb trees for safety.</td></tr> <tr><td>Baby bears are born with no fur.</td></tr> </table> </td> <td data-bbox="1049 1352 1362 1493"> <p>Enemies of Bears</p> <table border="1"> <tr><td>Humans hunt bears.</td></tr> </table> </td> </tr> </tbody> </table> Students create a picture about friendship, and write about what makes a good friend; e.g.: <ul style="list-style-type: none"> A good friend is ... A good friend always ... 	same	different	<ul style="list-style-type: none"> Elizabeth rescues Ronald. Elizabeth wears a paper bag. 	<ul style="list-style-type: none"> The dragon goes through the kitchen. Elizabeth goes off with the dragon and forgets about Ronald. 	BEARS		<p>What Bears Do</p> <table border="1"> <tr><td>Black bears hibernate.</td></tr> <tr><td>Bears sleep in dens.</td></tr> </table>	Black bears hibernate.	Bears sleep in dens.	<p>What Bears Eat</p> <table border="1"> <tr><td>Bears eat berries.</td></tr> </table>	Bears eat berries.	<p>Baby Bears</p> <table border="1"> <tr><td>Babies climb trees for safety.</td></tr> <tr><td>Baby bears are born with no fur.</td></tr> </table>	Babies climb trees for safety.	Baby bears are born with no fur.	<p>Enemies of Bears</p> <table border="1"> <tr><td>Humans hunt bears.</td></tr> </table>	Humans hunt bears.
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GRADE 1

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
<p>Record information</p> <ul style="list-style-type: none"> represent and explain key facts and ideas in own words <p>Evaluate information</p> <ul style="list-style-type: none"> recognize and use gathered information to communicate new learning 	<ul style="list-style-type: none"> Students gather information on a topic, such as frogs, from print, videocassettes and pictures. They display the information in a graphic format, using two paper or cardboard circles—one smaller with a pie shape cutout—attached with a fastener. Students choose categories of information, record them on the outside edge of the larger circle and add one or two appropriate facts under each category. Students then turn the inside wheel to reveal the different facts about frogs. <div data-bbox="836 934 1201 1281" style="text-align: center;"> </div> <ul style="list-style-type: none"> Students create patterns with a variety of manipulatives. They record their patterns in their mathematics journals and name their patterns. A student says, “When my Mom read <i>Butterfly & Moth</i> to me, I learned that a moth comes out of a cocoon and that a butterfly comes out of a chrysalis.” A student writes a note home about something done in school: Dear Daddy, Today we made a graph about eyes. I learned that lots of kids in our class have brown eyes and only three have blue eyes. Love, Kelly

GRADE 1

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none">share ideas and information from oral, print and other media texts with familiar audiencesanswer questions directly related to texts <p>Review research process</p> <ul style="list-style-type: none">talk about information gathering experiences by describing what was interesting, valuable or helpful	<ul style="list-style-type: none">A student tells a small group, or the class, about a favourite rock collection.A student brings a CDROM about mathematics from home and shows peers how to use it.Some students paint a mural and respond to questions about it from the class.After viewing a film about the senses, students answer such questions as: “What senses do you use when you eat an ice cream cone?” “When would your sense of touch be helpful?”After learning about snakes, students talk together. Student 1: I liked the video on the Internet, because it showed me how snakes eat. Student 2: The person who showed the snakes to our class sure knew a lot about them. Student 3: I thought snakes were slippery, until I touched one.

GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
<p>Appraise own and others' work</p> <ul style="list-style-type: none"> ask or respond to questions or comments related to the content of own or others' pictures, stories or talk <p>Revise and edit</p> <ul style="list-style-type: none"> rephrase by adding or deleting words, ideas or information to make sense check for obvious spelling errors and missing words <p>Enhance legibility</p> <ul style="list-style-type: none"> print letters legibly from left to right, using lines on a page as a guide <p>(continued)</p>	<ul style="list-style-type: none"> A student writes a story called "A Dragon" and reads it to the class. Students respond. Student 1: I like the way the dragon helped the prince and princess. Student 2: What are you going to call the dragon? Student 3: You could call it Fire Breather. One student reads to another a story written about a soccer game. Student 1: (reading) We played soccer and it started to rain. We left it in the field. Student 2: What did you leave? Student 1: The ball. I guess I should put that in. Students read their stories together in pairs. While reading, one student notices that <i>form</i> has been written instead of <i>from</i>, and corrects it. Students circle words they think are misspelled in their writing; discuss them during a conference with the teacher; and look for the correct spelling in a personal word book, on the class word wall or in a dictionary. Students look at some samples of writing on an overhead transparency and identify characteristics of legible printing to make a class checklist. As they write, students refer to a class checklist to ask such questions as: <ul style="list-style-type: none"> Do my letters sit on the lines? Are my letters spaced properly? Do my letters face the right way? Students trace over teacher-made letters or words on lined paper. Students use lined paper in daily writing, and use a sticker or mark in the top left-hand corner of the page as a guide to begin writing.


GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Enhance legibility</p> <ul style="list-style-type: none"> use appropriate spacing between letters in words and between words in sentences explore and use the keyboard to produce text <p>Expand knowledge of language</p> <ul style="list-style-type: none"> identify and use an increasing number of words and phrases related to personal interests and topics of study experiment with letters, sounds, words and word patterns to learn new words 	<ul style="list-style-type: none"> Students cut a sentence strip apart between words and leave spaces between the words when reconstructing the sentence on a pocket chart. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">I see a dog.</div> <div style="border: 1px solid black; padding: 2px 10px;">I</div> <div style="border: 1px solid black; padding: 2px 10px;">see</div> <div style="border: 1px solid black; padding: 2px 10px;">a</div> <div style="border: 1px solid black; padding: 2px 10px;">dog</div> <div style="border: 1px solid black; padding: 2px 10px;">.</div> </div> Students use their fingers to mark spaces between words. <div style="margin-top: 10px;">  </div> Students use a computer software program, such as <i>Kid Works Deluxe</i>, to create a story with words and pictures. When writing a journal entry about gymnastics class, a student asks for help with such words as <i>gymnastics</i>, <i>balance beam</i> and <i>coach</i>. Students brainstorm words that relate to winter, such as <i>frosty</i>, <i>chilly</i>, <i>white</i>, <i>cold as ice</i>, before writing a poem about winter. In pairs, students generate lists of words found in classroom materials and environmental print that have a particular letter pattern, such as initial consonants, vowel combinations and word endings. The students share and discuss the meaning of the words. Students generate word families, by listing words that relate to a word pattern, such as <i>sing</i>, <i>ring</i>, <i>thing</i>, and add the words to the class word wall. Using individual letter cards, students combine them to spell such colour words as <i>g-r-e-e-n</i> and <i>b-l-u-e</i>.

GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 *Enhance and Improve* (continued)

Specific Outcomes	Illustrative Examples
<p>Enhance artistry</p> <ul style="list-style-type: none">• use words and pictures to add sensory detail in oral, print and other media texts	<ul style="list-style-type: none">• When creating their own books, students choose an illustration style, such as pop-up pictures, holes in the pages, modelling clay pictures or materials of different textures. They explain why they chose that style.


GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> • speak in complete statements, as appropriate • write simple statements, demonstrating awareness of capital letters and periods 	<ul style="list-style-type: none"> • A student brings a mystery object to share. Student 1: Today I brought my favourite toy. Student 2: Is it soft and furry? Student 1: No, it's not soft and furry. Student 3: Is it bigger than a mouse? Student 1: Yes, it is bigger than a mouse. Student 4: Does it have wheels? Student 1: Yes, it has wheels. Student 5: Is it a truck? Student 1: Yes, it's a truck. • A student writes a simple story, developing one idea; e.g.: Wns apon a time a spider went out to kach sum bugs and at them for dinr. tha wr good. • Students observe the growth of a plant, then illustrate and write about their observations; e.g.: <div style="text-align: center;">  <p>My plat got a noo lef.</p> </div> • Students use a green marker to trace the beginning letter of a sentence and a red marker to indicate the period at the end.

GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples												
<p>Attend to spelling</p> <ul style="list-style-type: none"> use knowledge of sounds of consonants and short vowels to spell phonically regular one syllable words in own writing spell phonically irregular high frequency words in own writing use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing know that words have conventionally accepted spellings 	<ul style="list-style-type: none"> Students segment and blend sounds while writing. <ul style="list-style-type: none"> A student says “hat,” then segments the sounds, saying: <ul style="list-style-type: none"> /h/ then writes “h” /a/ then writes “a” /t/ then writes “t” to make “hat.” Using a personal chalkboard with squares; e.g., <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table> a student slowly repeats the word <i>cat</i>—/c/, /a/, /t/—placing a button in a square for each sound, <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>⊙</td><td>⊙</td><td>⊙</td><td> </td><td> </td><td> </td></tr></table> and then writes the word <i>cat</i> underneath. As they write journal entries or stories, students spell such high frequency words as <i>was</i>, <i>is</i>, <i>once</i>, <i>they</i>. A student uses best try spelling in writing, “I want to have a pet elephant.” The student remembers that <i>elephant</i> does not have an “f” but a “ph” instead, and makes the correction. After drawing a bicycle, the students identify and label the various parts of the bicycle; e.g., <i>pedal</i>, <i>wheels</i>, <i>seat</i>. They use their knowledge of sounds to help predict how to spell each word; e.g., “Pedal starts with the /p/ sound. That’s a ‘p.’” Students find words they need for their writing on the word wall or class alphabet. One student asks another student, “How do you spell <i>truck</i>?” A student wants to use the word <i>February</i> in a story and so goes to the calendar and copies it correctly. 							⊙	⊙	⊙			
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<p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> capitalize the first letter of names and the pronoun “I” in own writing identify periods, exclamation marks and question marks when reading, and use them to assist comprehension 	<ul style="list-style-type: none"> In a story about a family tradition, a student uses capital letters for the names of family members. As students read orally, they pay attention to punctuation by stopping at periods, pausing at commas, expressing excitement at exclamation marks and raising their voices/using inflection at question marks. 												

GRADE 1

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Illustrative Examples
<p>Present information</p> <ul style="list-style-type: none"> present ideas and information to a familiar audience, and respond to questions <p>Enhance presentation</p> <ul style="list-style-type: none"> add details such as labels, captions and pictures to oral, print and other media texts <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> speak in a clear voice, with appropriate volume, to an audience <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> ask questions to clear up confusing information be attentive and show interest during listening or viewing activities 	<ul style="list-style-type: none"> One student builds a birdhouse and shows it to the class. The student explains what materials were used and demonstrates how the birdhouse works. The student then responds to questions from the class. A student talks about a fishing trip with a relative. Other students ask questions about fishing. Students illustrate their stories, using characters and speech balloons. A student finds pictures of different animals on the Internet, prints them, makes a booklet and labels each picture. Students speak in a clearly audible voice to the class when sharing stories, presenting information and experiences, and when role playing. A group of students presents <i>Bang, Buzz, Twang</i> as readers' theatre for the Kindergarten class. Students listen to the story <i>The Rooster's Gift</i> and ask questions. <ul style="list-style-type: none"> Student 1: What does it mean to be proud? Student 2: How can you tell if a chick is a rooster? Student 3: Why doesn't the rooster cock-a-doodle-do when the moon comes up? Student 4: What does awry mean? When their attention is focused on a videocassette, book or speaker, students respond appropriately to information, humour and illustrations.

GRADE 1

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
<p>Appreciate diversity</p> <ul style="list-style-type: none">share personal experiences and family traditions related to oral, print and other media texts	<ul style="list-style-type: none">After reading <i>Who Rides a Bike?</i>, a student writes a story in a journal and, from the author's chair, shares it with the class or a small group.<ul style="list-style-type: none">Yesterday, I went on a bike ride with my Mom and Dad. We went on a bike trail. It was fun.While sharing a memory box, one student shows a picture painted with Grandma's help, a photograph of the family on vacation, and a special handprint made in Kindergarten.
<p>Relate texts to culture</p> <ul style="list-style-type: none">talk about other times, places and people after exploring oral, print and other media texts from various communities	<ul style="list-style-type: none">Students listen to stories about other children in different times and places and relate their own experiences to each story; e.g., <i>Granpa</i>, <i>I Know a Lady</i>, <i>Jamal's Busy Day</i>, <i>Madeline</i>, <i>Island Baby</i>, <i>Crow Boy</i>, <i>Rechenka's Eggs</i>.While viewing a senior's collection of painted eggs, students talk about the colours and symbols on the eggs.
<p>Celebrate accomplishments and events</p> <ul style="list-style-type: none">share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments	<ul style="list-style-type: none">Using shadow puppets, a small group of students collaborates to dramatize a song, nursery rhyme or story.Students are videotaped doing dances they have created. These videocassettes are shared with parents during open house conferences.
<p>Use language to show respect</p> <ul style="list-style-type: none">use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns	<ul style="list-style-type: none">Students read the story <i>Effie</i> and discuss how Effie spoke in a booming voice to make the elephant listen to her.Students role play specific situations to show respect. Student 1: Carrie, may I borrow your felts, please? Student 2: Yes, you may.When interviewing the school principal about school rules, a student asks, "Why is that rule important?"

GRADE 1

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work within a Group

Specific Outcomes	Illustrative Examples
<p>Cooperate with others</p> <ul style="list-style-type: none"> • work in partnerships and groups • help others and ask others for help <p>Work in groups</p> <ul style="list-style-type: none"> • ask questions and contribute ideas related to class investigations on topics of interest • take turns sharing ideas and information 	<ul style="list-style-type: none"> • Students are paired with older students for daily reading. • Students work in small groups to measure the length and width of the classroom. • When reading a wordless book, such as <i>Tuesday</i>, students take turns telling their partners what they see on each page. Student 1: A frog flew into a dog. The dog tried to bite it. Student 2: Now lots of frogs are chasing the dog. They then discuss what the whole story is about. • Students ask for assistance from the teacher or peers when spelling unknown words. <ul style="list-style-type: none"> – How do you spell _____? – I'll help you sound it out. – It's on the word wall and in your dictionary. • Students help each other in their writing by sharing ideas or making helpful comments, such as I wonder ..., I like ... • Students trace an outline around each other to make life-sized self-portraits. • Students collect information, survey peers and construct a class graph, using such questions as: <ul style="list-style-type: none"> – Does your jacket have buttons or a zipper? – What colour are your eyes? – How many brothers and sisters do you have? • While students brainstorm the ways in which they can be helpful to their families, they give each person in the group an opportunity to express ideas. • At circle time, students share stories and ideas. They speak or contribute when they are holding the stuffed animal/talking stick.

GRADE 1

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work within a Group (continued)

Specific Outcomes	Illustrative Examples
<p>Evaluate group process</p> <ul style="list-style-type: none"> recognize personal contributions to group process 	<ul style="list-style-type: none"> Student contributions to a group web are initialled or circled in favourite colours. <div data-bbox="763 751 1266 1050" style="text-align: center;"> </div> <ul style="list-style-type: none"> After a group activity, students complete a sentence frame, such as: <ul style="list-style-type: none"> I helped my group by ... I shared ...

Grade 1 References

Illustrative Examples

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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