



School District #23 (Central Okanagan)
1st Term Overview (September – November 2013)
Glenmore Elementary School
Joanne Lapointe – Grade One French Immersion

Language Arts

Reading
• reads consonant-vowel combinations • demonstrates comprehension during reading using predicting, visualizing, self-correcting • rereads familiar stories and own writing • identifies attributes of good readers and reflects on their strengths • recognizes texts features such as title, author, illustrator • identifies all letters and sounds of the alphabet • recognizes word patterns and high-frequency words
Writing
• expresses ideas through words, sentences, and images connected to a topic • copies words and simple sentences • uses knowledge of consonant and vowel sounds to begin spelling phonetically • uses strategies during writing, such as teacher samples as models • uses legible printing from left to right of all uppercase and lowercase letters • uses appropriate spacing between words and uses a period to mark end of a sentence
Speaking/Listening
• uses language to interact and play with others, follow directions, share and connect ideas • uses speaking to explore, express, and present ideas, information and feelings • listens attentively and speaks in turn • follows oral instructions • participates in classroom discussions • repeats common words and expressions in French • shows an understanding of the vocabulary used in the classroom • shows enthusiasm for speaking and listening in French • demonstrates phonological awareness such as rhyming and segmenting

Mathematics

• counts by 1's forward to 60, and count backward starting from 10 • counts by 2's to 20 • counts by 5's and 10's to 60 • recognizes, at a glance, and names familiar arrangements of one to ten objects or dots • counts by one to one correspondence • groups objects to count quickly and efficiently • represents /describes numbers to 12 concretely, pictorially and symbolically • estimates quantities to 12 by using referents • demonstrates concretely and pictorially how to represent different numbers in equal groups (with or without singles) • demonstrates addition to 10 concretely, pictorially and symbolically • demonstrates an understanding of repeating patterns (two to four elements) by describing, reproducing, extending, and creating patterns using manipulatives, diagrams, sounds, actions • translates repeating patterns from representation to another • sorts 3-D objects and 2-D shapes using one attribute and explains the sorting rule
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Science

Processes of Science
- communicates observations in a variety of ways - classifies objects, events and living things
Life Science
classifies living and non-living things
Earth & Space Science
- describes daily and seasonal changes and their effects on living things - describes seasonal activities of Aboriginal peoples in B.C.

Social Studies

Skills and Processes of Social Studies
- participates cooperatively and productively in groups - gathers information from personal experiences - identifies ways to deal with school-based problems - describes how families can be similar and different - identifies a variety of social structures in which they live, work and play together - describes their roles, rights and responsibilities at home and at school - tells the purpose of classroom/school rules - describes basic human needs - shows responsible behaviour in caring for personal items, classroom/school environment

Physical Education

- describes benefits of regular participation in physical activity (e.g., it's fun, it's good for their bodies, it provides opportunities to make new friends) - identifies choices they can make to be more physically active - participates daily (e.g., five times a week) in moderate to vigorous physical activities - moves through general space while maintaining control (e.g., walking in a circle in the same direction)

Health & Career Education

- identifies jobs and responsibilities at home and school - tells about habits that lead to emotional and physical health - knows how to prevent the spread of illness - knows how families provide support and nurturing - shows positive friendship behaviours - tells ways to deal with interpersonal conflict

Fine Arts (Drama, Music, Visual Arts)

Visual Arts
- describes various purposes of visual arts - uses a variety of image sources to create images - experiments with a variety of materials and processes to create images - creates images using the image-development strategy of repetition that feature colour, line, shape and pattern - demonstrates awareness of safety and environmental considerations for the use of materials
Music
- sings and plays classroom repertoire - responds to beat in music - demonstrates an awareness of rhythmic patterns and melodic phrases in classroom repertoire - sings short melodies - demonstrates appropriate use of classroom instruments - participates in music activities from a variety of historical, cultural, and social contexts - demonstrates appropriate performance skills in music settings
Drama
to be taught in term 3

Social Responsibility/Work Habits

is friendly, kind & helpful in the classroom & on the playground
participates in and contributes to class and group activities
treats others and property respectfully
follows classroom rules
is able to identify feelings & manage anger appropriately
identifies simple problems & uses strategies to solve
can tell simple ways to improve school community
listens politely

Parents/Guardians: Please keep this overview for your records.