



School District #23 (Central Okanagan)

2nd Term Overview (December 2013 – March 2014)

Glenmore Elementary School

Joanne Lapointe – Grade One

Language Arts

Learning Outcomes (Reading, Writing, Speaking, Listening):

Reading
• reads with comprehension grade level literary texts (stories, poems, songs)
• uses word decoding strategies to figure out unknown words
• understands that texts can be sources of information
• uses strategies before reading such as prior knowledge, connections, predictions, questions
• uses strategies after reading to confirm meaning (discussing, retelling, responding)
• responds to texts with an opinion and makes connections text-to-self, text-to-text, text-to-world
• identifies attributes of good readers and reflects on their strengths
• recognizes word patterns and high-frequency words
Writing
• expresses ideas through words, sentences, and images connected to a topic
• creates simple informational writing and representations, using patterns, labels and captions, content-specific words
• creates simple personal writing and representations that express ideas, feelings, likes and dislikes
• uses strategies before writing, such as setting a purpose, helping generate criteria, and gathering ideas
• uses strategies during writing, such as looking at picture books and student samples as models
• uses strategies after writing to improve their work, such as sharing, checking, adding details
• uses knowledge of consonant and vowel sounds to spell phonically regular one-syllable words
• spells high-frequency words from memory
• attempts to spell unknown words using phonic knowledge
• uses legible printing from left to right of all uppercase and lowercase letters
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
• makes and shares connections and retells in logical sequence
• listens for a variety of purposes, and demonstrates comprehension
• focuses on the speaker and uses strategies when listening to make and clarify meaning
• engages in speaking and listening activities to develop a deeper understanding of texts
• demonstrates phonological awareness (rhyming, alliteration, segmenting & blending)

Mathematics

Learning Outcomes:

• counts by 1's forward and backward between any two given numbers
• counts by 2's to 40
• counts by 5's and 10's to 100
• groups objects to count quickly and efficiently
• demonstrates and uses the strategy of "counting on"
• represents /describes numbers to 20 concretely, pictorially and symbolically
• compares sets of up to 20 elements to solve problems (referents/one to one correspondence)
• estimates quantities to 20 by using referents
• identifies the number up to 20 that is one more, two more, one less, two less than a given number
• demonstrates concretely and pictorially how to represent different numbers in equal groups (with or without singles)
• demonstrates addition and subtraction to 12 concretely, pictorially and symbolically
• uses familiar mathematical language for addition and subtraction
• creates and solves problems in context that involve addition and subtraction
• describes equality as a balance and inequality as an imbalance (concretely and pictorially to 20)
• records equalities using the equal symbol
• replicates composite 2-D shapes and 3-D objects
• compares 2-D shapes to parts of 3-D objects in the environment

Science

Learning Outcomes:

Processes of Science
- communicates observations in a variety of ways - classifies objects, events and living things
Earth & Space Science
describes daily and seasonal changes and their effects on living things
Physical Science
- shows that force can move an object - compares the effect of friction on the movement of an object over a variety of surfaces - shows and tells the effects of magnets on different materials

Social Studies

Learning Outcomes:

Skills and Processes of Social Studies
- participates cooperatively and productively in groups - gathers information from personal experiences - presents information using language, drawing or writing - identifies ways to deal with school-based problems
Identity, Society and Culture
describes changes that happen in their lives
Governance
- describes their roles, rights and responsibilities at home and at school - tells the purpose of classroom/school rules
Economy and Technology
- identifies work done by people in their school - shows awareness of the purpose of money - describes ways that they use technology
Human and Physical Environment
shows responsible behaviour in caring for personal items, classroom/school environment

Physical Education

Learning Outcomes:

shows interest & enjoyment in physical activity
tells the importance of physical activity
moves safely in different environments
shows body awareness when performing dance activities
shows basic dance steps alone & with others

Health & Career Education

Learning Outcomes:

knows the steps for setting goals
tells about habits that lead to emotional and physical health
shows positive friendship behaviours
tells ways to deal with interpersonal conflict
identifies positive ways to initiate and maintain healthy friendships
demonstrates avoidance and assertiveness skills that may be used in abusive or potentially abusive situations

Fine Arts (Drama, Music, Visual Arts)

Learning Outcomes:

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| • shows appreciation for the work of others |
| • demonstrates an awareness of appropriate performance skills & audience manners |

Visual Arts

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| • makes two-dimensional (e.g., drawing, painting) and three-dimensional images (sculptures, models) |
| • identifies the elements of colour, shape, line and texture |
| • creates an image using the elements of color/shape, line/texture, form |

Music

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| • develops singing voice (head tone), and ability to accurately match pitch |
| • aurally recognizes and identifies <i>same</i> and <i>different</i> pitches, sounds, rhythms, phrases, and songs |
| • plays a steady beat, changing rhythmic patterns, and maintain a part in simple texture |
| • reads rhythms – quarter notes/rests, and eighth notes, and read pitch changes – so, mi, and la in relation to each other |

Dance

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| • demonstrates an awareness of a variety of dances that exist |
| • demonstrates willingness to perform dance |
| • moves expressively to a variety of sounds and music |
| • moves safely in both personal space and general space during dance activities |
| • creates movement sequences based on patterns, characters and other themes and topics |
| • demonstrates appropriate performance skills in dance settings |
| • moves in a variety of levels, pathways, dynamics, directions and body shapes |
| • demonstrates an understanding that there are several stages in a creative process, including exploration, selection, combination, refinement, and reflection |
| • moves in time to a steady beat in phrases of varying lengths |

Social Responsibility/Work Habits

Performance Standards/criteria:

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| • is friendly, kind & helpful in the classroom & on playground |
| • participates 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 & world |
| • listens politely |

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