

LESSON: Assertive Behaviour. Module A, Lesson 4

GRADE LEVEL: Grade 1

PAGE(S): 153-158

LEARNING OUTCOMES (This lesson can be used to help students achieve the following specific provincial curriculum outcomes):

Language Arts

- **students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences**
- express feelings and give examples of past experiences
- begin to ask and respond to questions, seeking information (who? what? why? when?)
- express opinions (I like...; I don't like...)
- listen to the ideas and opinions of others
- **students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically**
- participate in conversation and in small and whole group discussion
- begin to use gestures and tone to convey meaning
- respond to and give simple directions or instructions
- engage in simple oral presentations and respond to oral presentations and other texts
- **students will be able to interact with sensitivity and respect, considering the situation, audience and purpose**
- demonstrate that they are becoming aware of social conventions in group work and co-operative play
- develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people
- **students will be expected to select, read, and view with understanding a range of literature, information, media, visual and audio texts**
- regard reading/viewing as sources of interests, enjoyment, and information
- understand basic concepts of print including directionality, word, space, letter, and sound
- engage in reading or reading-like behaviour as they experience a variety of literature use, with support, the various cueing systems and a variety of strategies to construct meaning from text
 - use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct
 - begin to use knowledge of sound-symbol relationships as one reading cue (e.g., initial and final consonants)
 - begin to match one-to-one spoken to printed word
 - begin to recognize some high frequency sight words
- **students will be expected to respond personally to a range of texts**
- respond personally to texts in a variety of ways
- express opinions about texts and the work of authors and illustrators

- **students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre**
- begin to ask questions of text
- **students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination**
- understand that print carries a message
- use writing and other forms of representing to convey meaning (communicating messages, experiences, recounting experiences, expressing feelings and imaginative ideas, exploring learning)
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)
- demonstrate a beginning awareness of audience and purpose
- begin to consider readers'/listeners'/viewers' questions/comments about their work
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- begin to develop strategies for prewriting, drafting, revising, editing, and presenting, e.g.,
 - use drawing and talking as ways to rehearse for writing
 - take risks with temporary spelling as a strategy for getting ideas on paper (drafting)
 - confer with others, respond orally to comments, and begin to add on (simple revision strategies)
 - use simple editing strategies such as adding more letters to one or two words, or putting in periods
 - share writing and other representations with others in a variety of ways
 - use some conventions of written language
 - use drawings, letters, and approximations to record meaning
 - develop the concept of directionality (left to right; top to bottom)
 - establish one-to-one correspondence between spoken and written words
 - begin to use spacing between words
 - write complete sentences (although they are not always punctuated correctly with periods)
 - experiment with punctuation (sometimes overgeneralize use of periods - e.g., periods after every word)
 - understand that letters can be written in upper and lower case form (but often tend to use them indiscriminately)
 - use letters to represent the predominant sounds in words (e.g., beginning sound; beginning and final sound)
 - begin to spell some words conventionally

- demonstrate engagement with writing and other forms of representation
 - choose to write when given choice of activities
 - take risks to express self in writing
 - sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role playing, telling a story through drawing or writing)
 - write in *play* situations (e.g., making grocery lists, making signs, playing school, preparing menus)
 - engage in writing and representing activities every day
 - share writing and other representations willingly with others
- with assistance, begin to use technology in writing and other forms of representing
 - use a tape recorder to tape a completed piece of writing, oral retelling, or a dramatization
 - use a drawing program/simple word processing program (computer software) to create illustrations for a group story or to draw a picture and write a caption
- with assistance engage in the research process to construct and communicate meaning
 - interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community resources
 - record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing)
 - share information with others in a variety of ways

Health

Environmental Health

- recognize that each of us must help to keep our school environment clean and safe

Mental Health

- discuss situations which may evoke uncomfortable feelings and what a person can do about them

Religious Education

Key Principles

- develop a caring attitude towards family members and others who are a part of their daily contacts

Personal Growth

- know and appreciate that what they think, say and do matters to other people, and see connections between actions and consequences
- acknowledge and come to terms with their own fears, anxieties, and frustrations, and express them in satisfying and acceptable ways

Visual Arts

Creating, Making and Presenting: Visual Arts

- **students will be expected to explore, develop, and express ideas, using the skills, language, technique, and processes of the arts**
- explore colour, shape, line, and texture and the principals of pattern and repetition in the visual environment
- visually communicate stories, ideas, and experiences, using a variety of materials
- explore basic art skills, techniques, and vocabulary
- explore a range of materials, tools, equipment, and processes
- **students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes**
- develop skills in interaction, co-operation, and collaboration through working with others in making visual images

Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts

- **students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression**
- demonstrate an understanding that visual art is a universal means of expression among people
- demonstrate respect for the work of self and others
- **students will be expected to examine the relationship among the arts, societies, and environments**
- demonstrate sensitivity to and respect for others and the work they create

Perceiving and Responding: Visual Arts

- **students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works**
- use descriptive language to talk about their own work and that of their peers
- explain how they make decisions during the art-making process
- recognize that people can respond emotionally to what they see
- **students will be expected to analyse the relationship between artistic intent and the expressive work**
- discuss their own visual images to share their interactions
- describe how people's experiences influence their art
- view and discuss the works of others and consider the intentions of those who made them

Physical Education

- demonstrate the ability to cooperate and work with others
- **demonstrate basic safe practices and fair play when engaging in physical activity**
- demonstrate respect for the personal space of others.