

LESSON: Find a New Place to Play. Module C, Lesson 2

GRADE LEVEL: Grade 1

PAGE(S): 175-177

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**
- begin to ask and respond to questions, seeking information (who? what? where? when?)
- listen to the ideas and opinions of others
- **students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically**
- participate in conversation and in small and whole group discussion
- respond to and give simple directions or instructions
- **students will be expected to select, read, and view with understanding a range of literature, information, media, visual and audio texts**
- understand basic concepts of print including directionality, word, space, letter, and sound
- **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, recounting experiences, expressing feelings and imaginative ideas, exploring learning)
- **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 punctuations (sometimes overgeneralize use of periods - e.g., periods after every word)
 - understand that letters can be written in upper and lower case forms (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 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

Injury Prevention and Safety

- know safe areas to play around school

Mental Health

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

Religious Education

Personal Growth

- acknowledge and come to terms with their own fears, anxieties, and frustrations and express them in satisfying and acceptable ways

Social Studies

Groups

- **demonstrate an understanding of the importance of interactions between people**
- give examples of interactions between people
- **demonstrate an understanding that people within groups have rights and responsibilities**
- demonstrate an understanding that conflict may arise from the different expectations, desires and capabilities of members of a group
- solve conflicts by using peaceful means

Environmental

- **recognize that environments have features**
- identify and describe examples of constructed environment in their area, province, Canada and the world
- **describe how people depend upon and interact with different natural environments**
- recognize that our way of life and our environment are affected by the presence and the use of natural resources

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

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

- **students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture**
- make images that reflect their culture and community
- draw upon experiences from their personal, social and physical environments as a basis for visual expression

Physical Education

- develop an awareness that games have rules
- Demonstrate basic safe practices and fair play when engaging in physical activity
- **demonstrate respect for the personal space of others**
- demonstrate concern for the safety of self and others