



School District #23 (Central Okanagan)

3rd Term Overview (April – June 2014)

Glenmore Elementary School

Joanne Lapointe – Grade One French Immersion

Language Arts

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

Reading
- reads with comprehension grade level literary texts (stories, poems, legends, fiction) - reads with comprehension grade level information texts - reads independently for 10 to 15 minutes for enjoyment and improvement - uses strategies before reading such as prior knowledge, connections, predictions, questions - uses word decoding strategies to figure out unknown words - demonstrates comprehension during reading using predicting, visualizing, self-correcting - uses strategies after reading to confirm meaning (discussing, retelling, responding) - reads to expand knowledge by comparing, inferring, inquiring and explaining - 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 - identifies elements of stories (beginning, middle, end; characters, setting, events) - recognizes word patterns and high-frequency words
Writing
- expresses ideas through words, sentences, and images connected to a topic - is developing word choice by attempting to use new and descriptive or content-specific words - is developing voice by showing how they think and feel about a topic (showing individuality) - creates simple personal writing and representations that express ideas, feelings, likes and dislikes, using descriptive words - creates simple informational writing and representations, using patterns, labels & captions, and content-specific vocabulary - 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 "s" to form plural of familiar words - spells high-frequency words from memory
Speaking/Listening
- uses French 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 - uses most words correctly and asks questions for clarification and understanding - 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 - uses speaking and listening in group activities including creative exploration and play

Mathematics

Learning Outcomes:

- demonstrates and uses the strategy of counting on - compares sets of up to 20 elements to solve problems (referents/one to one correspondence) - identifies the number up to 20 that is one more, two more, one less or two less than a given number - demonstrates addition and subtraction to 20 concretely, pictorially and symbolically - uses familiar mathematical language for addition and subtraction - creates and solves problems in context that involve addition and subtraction - describes and uses mental math strategies to add and subtract (counting on, counting back, making 10, doubles, using addition to subtract) - records equalities using the equal symbol - demonstrates an understanding of measurement as a process of comparing by: 1. identifying attributes that can be compared, 2. ordering objects, 3. making statements of comparison, 4. filling, covering, or matching.

Science

Learning Outcomes:

Processes of Science
- communicates observations in a variety of ways - classifies objects, events and living things
Life Science
- describes the basic needs of plants and animals - describes how the basic needs of plants and animals can be met in their environment
Earth & Space Science
describes daily and seasonal changes and their effects on living things

Social Studies

Learning Outcomes:

Skills and Processes of Social Studies
- uses picture maps to identify familiar locations in the school or community - 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
- identifies a variety of social structures in which they live, learn, work and play together - identifies symbols of Canada
Economy and Technology
- identifies work done by people in their community - shows awareness of the purpose of money - describes ways that they use technologies
Human and Physical Environment
- shows responsible behaviour in caring for personal items, classroom/school environment - identifies characteristics of different environments - recognizes maps of Canada

Physical Education

Learning Outcomes:

- shows catching, throwing and bouncing skills - creates and plays simple games - demonstrates simple gymnastics movements - creates and performs simple sequences in gymnastics
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Health & Career Education

Learning Outcomes:

- gives information about ways children can get help at school and in the community - knows safety guidelines for home, school, road and community - knows how to access emergency services like fire, police and ambulance - knows the difference between safe and unsafe substances - shows positive friendship behaviours - tells ways to deal with interpersonal conflict

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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| • identifies the elements of colour, shape, line and texture |
| • creates an image using the elements of colour/shape, line/texture, form |

Music

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| • aurally recognizes and identifies same and different pitches, sounds, rhythms, phrases, songs |
| • accurately matches pitch (e.g., high/low) |
| • plays a steady beat, changing rhythmic patterns, and maintains a part in a simple texture |
| • reads rhythms – quarter notes/rests, and eighth notes |
| • reads pitch changes so, mi and la in relation to each other |
| • discusses cultural origins of music and how music can be used to convey emotion or represent ideas |

Drama

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| • demonstrates a willingness to express their feelings and ideas |
| • demonstrates an awareness of a variety of movements used to express an idea, mood, or role |
| • retells known stories in correct sequence |
| • uses vocal elements (high-low, loud-soft), when developing roles |
| • demonstrates an awareness of drama from a variety of cultures |

Social Responsibility/Work Habits

Performance Standards/criteria:

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| • 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.
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