

## CURRICULUM CONNECTIONS

Activity #	Activity
<b>D</b>	DISCUSSION
<b>1</b>	I MADE A PET!
<b>2</b>	RETELL THE STORY
<b>3</b>	ACCOMPLISHING GOALS
<b>4</b>	BALL TOSS REFLECTION

### English Language Arts & Literature

<b>Organizing Idea</b>	<b>Text Forms and Structures:</b> Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.	
<b>Guiding Question</b>	<b>How can the organization of ideas and information support the expression and understanding of messages?</b>	
<b>Learning Outcome</b>	Students explain how the organization of ideas and information within texts can support the purpose of meaning of messages.	
	<b>Skills &amp; Procedures</b>	
	Create imaginative representations or dramatizations of stories that include characters, setting, and plot.	2
<b>Organizing Idea</b>	<b>Oral Language:</b> Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
<b>Guiding Question</b>	<b>How can listening and speaking be developed to improve oral communications?</b>	
<b>Learning Outcome</b>	Students examine and adjust listening and speaking to communicate effectively.	
	<b>Skills &amp; Procedures</b>	
	Contribute to a variety of listening and speaking activities to build confidence in oral language skills.	D,1,2,3,4
	Contribute to a discussions as a listener and speaker	D,1,2,3,4
	Listen to and follow three-step instructions.	1,3
	Examine messages that combine both verbal and non-verbal communication.	D
<b>Organizing Idea</b>	<b>Vocabulary:</b> Communication and comprehension are improved by understanding word meaning and structures.	
<b>Guiding Question</b>	<b>In what ways can understanding words and word structures support communication?</b>	
<b>Learning Outcome</b>	Students expand vocabulary by connecting morphemes and words to their meanings.	
	<b>Skills &amp; Procedures</b>	
	Examine meanings of words in a variety of situations.	3

<b>Organizing Idea</b>	<b>Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.</b>	
<b>Guiding Question</b>	<b>How does comprehension facilitate the meaning of a text?</b>	
<b>Learning Outcome</b>	<b>Students examine and apply a variety of processes to comprehend texts.</b>	
	<b>Skills &amp; Procedures</b>	
	Lisen and respond to a variety of fictional and informational texts that are read aloud.	D
	Examine and use words and phrases from texts that have been read aloud.	D,1,3,
	Summarize a text, including the main idea and key ideas.	D,2
	Sequence four or more events from a text.	2
	Retell or dramatize a story, including characters, setting, and plot, in sequence.	2
	Interpret information from illustrations or visuals when summarizing texts.	D
	Share personal connections that support understandings of ideas or information in texts.	D,1,3,4
	Identify similarities and differences between texts.	D
	Answer questions requiring literal recall and understanding of evidence, details, or facts from texts.	D,1,3,4
	Answer questions that require making interpretations or giving opinions about information in texts.	D,4
	Make predictions prior to and while reading, viewing, or listening to a text.	D
	Compare actual outcomes to predictions made.	D
<b>Organizing Idea</b>	<b>Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.</b>	
<b>Guiding Question</b>	<b>How can writing processes and techniques improve expressions?</b>	
<b>Learning Outcome</b>	<b>Students create and enhance ideas and information by applying a variety of writing processes.</b>	
	<b>Skills &amp; Procedures</b>	
	Generate ideas that can be expressed through messages.	3
	Incorporate images or features to enhance written messages.	3
	Share written messages with others.	3

## Physical Education and Wellness

<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.</b>	
<b>Guiding Question</b>	<b>How can healthy relationships be portrayed in various contexts?</b>	
<b>Learning Outcome</b>	<b>Students connect healthy relationships to a variety of learning and playing contexts.</b>	
	<b>Skills &amp; Procedures</b>	
	Practise sharing and listening to ideas of others.	D,1,2,3,4

## Science

<b>Organizing Idea</b>	<b>Matter: Understandings of the physical world are deepened by investigating matter and energy.</b>	
<b>Guiding Question</b>	<b>How can the suitability of materials be determined for specific purposes?</b>	
<b>Learning Outcome</b>	<b>Students investigate properties of materials and relate them to a purpose.</b>	
	<b>Skills &amp; Procedures</b>	
	Combine materials to create an object for a specific purpose	1
	Sort various materials as being natural or processed.	1

**Art (Level One Grade 1/2)**

Component 10 (i)		
	<b>PURPOSE 2: Students will illustrate or tell a story.</b>	
	A A narrative can be retold or interpreted visually	2
Component 10 (ii)	<b>MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.</b>	
D. Sculpture	Make two- and three-dimensional assemblages from found materials	1
	Use simple clay modelling techniques of rolling, pinching, adding, pressing, making coils, texturing.	1
	Create three-dimensional forms, using paper sculpture techniques of folding, scoring, cutting, curling, weaving, rolling, twisting, joining.	1