

The big ideas in **Language Arts** this term were playing with language to help students learn how language works. Students discovered a number of stories, as well as oral, written, and visual texts, to make connections to themselves, their families, and their communities.

In **Reading** this term, Students were expected to be able to:

- Read independently or with a partner for 15-20 minutes daily (i.e. Home Reading, Read with Someone, Listen to Reading, Read to Self)
- Use pre-reading strategies to preview, activate prior knowledge, make predictions, use picture clues
- Apply reading strategies (i.e. look at picture clues, sound it out, look at word parts, skip over, re-read, and identify vowel sounds) to better understand and respond to a wide variety of texts
- Identify and practice three ways to read a book (read the pictures, read the words, and retell)
- Demonstrate the ability to hear, identify, and manipulate words, syllables, onsets, rimes, and individual sounds in spoken words
- Apply symbol-sound relationships to decode unknown words (i.e. consonant sounds, short/long vowel sounds, and vowel and consonant blends, including digraphs)
- Develop and expand knowledge of words and word meanings to increase vocabulary
- Identify words rapidly so attention is directed at the meaning of the text (high frequency words)
- Construct meaning and respond to a wide variety of literary forms (poems, informational text, predictable books, legends, and fairy tales)

In **Writing** this term, Students were expected to be able to:

- Communicate through a variety of written forms, for various purposes, including cinquain poems, postcards for peace, Science Journals, Pumpkin Inquiry research notes, Halloween safety booklets, and daily morning messages
- Identify and write a variety of simple and some compound sentences that included capitalization at the beginning of the sentence, appropriate spacing between words, as well as punctuation at the end of the sentence (periods, question marks, exclamation points).
- Apply appropriate spelling of high frequency and sight words to daily writing tasks

In **Speaking and Listening**, Students were expected to be able to:

- Ask and answer questions related to the topic, and contribute to small and large group discussions
- Use "Listen to Reading" strategies to retell narrative text by identifying story elements and sequencing events (character, plot, setting, middle, beginning, and end)
- Listen attentively and ask questions for clarification and understanding
- Give, restate, and follow simple two and three step directions

In **Math** this term, students worked with numbers up to 100 and investigated quantities that can be decomposed into 10's and 1's. By understanding the concept of place value, students were able to develop computational fluency in addition and subtraction using numbers up to 100.

Students were expected to be able to:

- Say a number sequence by 2's, 5's, and 10's, forward and backward, using various starting points
- Demonstrate if a number is even or odd
- Represent and describe numbers up to 100 using simple equations, pictures, and symbols
- Illustrate the meaning of place value for numerals up to 100 (i.e. ones, tens, hundreds)
- Demonstrate and understanding of addition and subtraction of 1 and 2-digit numbers
- Apply math strategies to find basic adding/subtracting facts to 18 (doubles, making 10, one more/less, 10 more/less, math families)
- Explain the meaning of equality and inequality (balanced and unbalanced equations, recording equations symbolically using =, <, >, +, -

In **Visual Arts** this term, students explored and experimented with a range of materials, technologies, and processes across several different subject areas to create Terry Fox Posters, Back-to-School backpacks, chalk pastel and glue resist pumpkins, Doubles Dudes, winter cards (drawing, painting, perspectives - near and distant), paper poppies in support of our veterans, "One dot can be..." black and white drawings, as well as a special gift to take home to their families.

The focus in **Physical and Health Education** this term has been on developing Physical Literacy - moving with competence and confidence in a wide variety of physical activities to benefit the healthy development of the whole person. Through skill development and specific movement sequences, students have been learning how to participate and move their bodies effectively and safely in different physical activities.

Students were expected to be able to:

- Participate daily in moderate to vigorous physical activity
- Move through general space using directional change (i.e. left, right, up, down, high, low)
- Follow both verbal and non-verbal signals/cues to start and stop activities, complete a specific task, as well as clean-up equipment and line up at the door
- Demonstrate safe behaviors and respect for others when participating in physical activities (listening to/following directions, following established routines, encouraging others, using positive verbal cues)
- Demonstrate proper techniques for performing a two-handed underhand toss, and a two-handed catch with and without trapping against the body
- Demonstrate proper technique for receiving a ball with a forearm pass, as well as resending with aim and purpose

The big ideas in **Career Education** this term focused on developing confidence through the process of self-discovery, as well as understanding that learning helps us to develop new skills and positive relationships.

This term, Students were expected to be able to:

- Identify and share their personal attributes, skills, interests, and accomplishments (Who Am I? - Students created mind maps to explore and share their interests and hobbies to better understand the influences (i.e. family, friends, hobbies, interests) that help shape who they are. This was a thematic unit that was integrated with Social Studies.
- Recognize the importance of positive relationships inside and outside the classroom
- Share ideas, information, personal feelings, and knowledge with others
- Work respectfully and constructively with others to achieve common goals
- Demonstrate effective work habits and organizational skills appropriate to their level of development

In **Social Studies** this term, students were asked to think about and reflect on how they can make changes in themselves, in their local community, and globally. First, students were asked to identify who they are as a person and what makes them who they are. From this self-analysis, students moved on to examine how one person can affect the story of another person's life, and then how that story can have an impact on a group, the community, and the world.

This term, students were expected to be able to:

- Use maps to represent real places and use related symbols and pictures to identify physical locations (Dallas Elementary, Dallas Drive, South Thompson River, railroad, playground, Wildlife park)
- Use simple graphic organizers (i.e. mind maps, Venn diagrams, KWL charts) to gather, organize, and interpret information (i.e. Who am I? What are the ingredients that make up me? Community Comparisons)
- Identify features and locate the North and South Poles/Hemispheres, the Equator, Oceans, as well as find Canada on a global map

- Recognize the causes and consequences of World War I and World War II (explored using children's picture books: "Bunny the War Horse," "The Soldier's Puppy," and "A Bear in War")
- Explore different perspectives of how the war impacted soldiers, families, and animals, and explain the significance of world events and what it means today (A Poppy is to Remember, Postcards for Peace, Veteran Visit, School Assembly)

The big ideas in **Science** this term focused on the observable patterns and life cycles that occur in pumpkins. Students looked at the structural features of pumpkins (i.e. body, stem, ribs, and vines), as well as the natural processes and changes that occur during a pumpkin's life cycle. Students made a number of predictions and conducted a variety of experiments to further their investigations about pumpkins (float/sink, height, weight, number of seeds and ribs, relationships between size of pumpkin, rib number, and seed count). Students created "I wonder" statements, and had opportunities to research their questions with their "Big Buddies" from Mrs. Saemerow's grade 5 and 6 class.

Students were expected to be able to:

- Demonstrate curiosity and a sense of wonder by making and researching "I Wonder" statements about pumpkins
- Observe pumpkins in their natural habitats and decomposing states (i.e. Pete Murray's Pumpkin Patch versus the compost bucket)
- Make simple predictions about the seed count, height, weight, buoyancy, and decomposition of pumpkins (i.e. Will your pumpkin sink or float? How tall is your pumpkin? What will happen to your pumpkin?)
- Make and record observations (seed count, height, weight, buoyancy, decomposition) about pumpkins using nonstandard methods (My pumpkin is ___ cubes tall, String measurements, before and after drawings)
- Sort and classify data and information about pumpkins using drawings, charts, tables, and pictographs
- Communicate observations and ideas about pumpkins using oral and written language, drawing, and art

Students are expected to use the learning standards for curricular competencies from **Applied Design, Skills, and Technologies** in combination with grade level content from other areas of learning in cross curricular activities to develop foundational mindsets and skills in design thinking and making.

On-going throughout the school year, students are expected to:

- Use materials, tools, and technologies (i.e. tablets, laptops, listening devices) in a safe manner in both physical and digital environments
- Explore the use of simple, available tools and technologies to extend capabilities and complete a given task (scissors, glue sticks, pencils, paint brushes, rulers)

The big ideas in **Language Arts** this term were playing with language to help students learn how language works (print awareness, concepts of print, letter formation, phonemic and phonological awareness). Students discovered a number of stories, as well as oral, written, and visual texts, to make connections to themselves, their families, and their communities.

In **Reading** this term, Students were expected to be able to:

- Read independently or with a partner for 10-15 minutes (i.e. Home Reading, Read with Someone, Listen to Reading, Read to Self)
- Use pre-reading strategies to preview, activate prior knowledge, make predictions, use picture clues
- Apply reading strategies (i.e. look at picture clues, sound it out, look at word parts, skip over, re-read, and identify vowels sounds) to better understand and respond to a wide variety of texts
- Identify and practice three ways to read a book (read the pictures, read the words, and retell)
- Demonstrate the ability to hear, identify, and manipulate words, syllables, onsets, rimes, and individual sounds in spoken words
- Segment spoken words into phonemes/individual sounds, and to blend individual sounds into words (phonemic awareness)
- Apply symbol-sound relationships to decode unknown words (i.e. consonant sounds, short/long vowel sounds, and vowel and consonant blends, including digraphs)
- Develop and expand knowledge of words and word meanings to increase vocabulary
- Identify words rapidly so attention is directed at the meaning of the text (high frequency words)
- Construct meaning and respond to a wide variety of literary forms (poems, informational text, predictable books, legends, and fairy tales)

In **Writing** this term, Students were expected to be able to:

- Communicate through a variety of written forms, for various purposes, including cinquain poems, postcards for peace, Science Journals, Pumpkin Inquiry research notes, Halloween safety booklets, and daily morning messages.
- Identify and write a variety of simple sentences that included capitalization at the beginning of the sentence, appropriate spacing between words, as well as punctuation at the end of the sentence (periods, question marks).
- Begin to apply appropriate spelling of high frequency and sight words to daily writing tasks
- Use conventional features of written English (i.e. correspondence of spoken words to printed words, association of letters and sounds, distinctive features of letters and words, correspondence between uppercase and lowercase letters, left to right directionality, using spaces to mark boundaries, use specific sign and symbols for punctuation - period, question mark, exclamation point)
- Produce legible printing with spaces between letters and words
- use high frequency and sight words to complete daily writing tasks

In **Speaking and Listening**, Students were expected to be able to:

- Ask and answer questions related to the topic, and contribute to small and large group discussions
- Use "Listen to Reading" strategies to retell narrative text by identifying story elements and sequencing events (character, plot, setting, middle, beginning, and end)
- Listen attentively and ask questions for clarification and understanding
- Give, restate, and follow simple two and three step directions

In **Math** this term, students worked with numbers up to 20 and investigated quantities that can be decomposed into 10's and 1's. By understanding that numbers up to 10 can be modeled concretely,

pictorially, and symbolically, students are able to develop computational fluency in addition and subtraction using numbers up to 20.

Students were expected to be able to:

- Understand number concepts to 20 (count on and count back, skip count by 2 and 5, sequence numbers to 20, compare and order numbers to 20, count in different languages - German, Spanish, French, English, use counting collections)
- Understand ways to make 10 (partners for 10 - i.e. $3 + \text{apple} = 10$, $4 + \text{apple} = 10$, using fingers to count to 5 and for groups of 5)
- Understand the operation and process of addition and subtraction to 20 (symbols, vocabulary counting on, making 10, doubles, addition and subtraction are related, less, more, greater/less than, concept of 0, concept of +/- 1, math families, whole-class number talks, daily calendar, days in school)
- Explain the meaning of equality and inequality (balanced and unbalanced equations, recording equations symbolically using =, <, >, +, -

This term, students used **Visual Arts** to explore and experiment with a range of materials, technologies, and processes across several different subject areas to create Terry Fox Posters, Back-to-School backpacks, chalk pastel and glue resist pumpkins, Doubles Dudes, winter cards (drawing, painting, perspectives - near and distant), paper poppies in support of our veterans, "One dot can be..." black and white drawings, as well as a special gift to take home to their families.

P.E. & Health Education

The focus this term has been on developing Physical Literacy - moving with competence and confidence in a wide variety of physical activities to benefit the healthy development of the whole person. Through skill development and specific movement sequences, students have been learning how to participate and move their bodies effectively and safely in different physical activities.

In **Physical and Health Education**, Students were expected to be able to:

- Participate daily in moderate to vigorous physical activity
- Move through general space using directional change (i.e. left, right, up, down, high, low)
- Follow both verbal and non-verbal signals and cues to start and stop activities, complete a given task, as well as clean-up and line up at the door
- Demonstrate proper techniques for performing a two-handed underhand toss, and a two-handed catch with and without trapping against the body
- Demonstrate proper technique for receiving a ball with a forearm pass, as well as re-sending the ball with aim and purpose
- Demonstrate safe behaviors and respect for others when participating in physical activities (listening to and following directions, following established routines, encouraging others, using positive verbal and body language)

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