

Mrs. Reid's Term 1 and Term 2

Mr. Mahil's Term 3 Overview

Term one has been filled with building classroom routines, learning about our peers, setting the tone of our learning environment and building relationships in the classroom. The following is an overview of the concepts and skills studied.

In term two we have continued to build our classroom routines. Student's are beginning to work independently on classroom assignments and are able to follow a simple rotation of Daily 4 activities that help build reading and writing strategies.

Term 3 was completed by a combination of Mrs. Reid and Mr. Mahil. We continued with assignments and built upon classroom routines started by Mrs. Reid. This term we also developed a few additional classroom routines to foster more independence. Students are independently rotating through Daily 4 writing and reading activities. Students are more comfortable and confident completing other assignments and activities independently.

Language Arts

- Phonemic and phonological awareness (phonics Program)
 - Phonics books
 - Letter recognition
- Print Awareness (letter practice)
- Letter Formation
- Sentence Structure (daily journals)
- Sight word recognition (daily Word Work activities)
- Journaling
- whiteboard writing
- writing centers
- Reading Strategies (daily 4)
- Elements of a story (beginning, middle, end; character, setting, problem; re-telling)
- Writing stamina
- Pre-writing strategies

Math

- Number concepts 1-10 (math Success)
- Numbers to 20
- Addition and Subtraction with numbers 0-10

- Counting by 2, 5's and 10's to 100's (with and without number charts)
- Canadian Money
- Measurement
- Comparative language (eg. "more than", "less than")
- Inequalities and equality (" $<$ ", " $>$ ", " $=$ ")
- Patterns (identifying and creating patterns using shapes, colours, numbers)
- 2-D and 3-D shapes
- Whiteboard practice

Science

- Colours of nature
- Local Patterns that occur on Earth and in the sky
 - Daily Weather
 - Seasons
 - Water Cycle
 - Soil
 - Wind
- The Water Cycle (condensation, evaporation, precipitation, accumulation)
- Recycling
- Matter (solid, liquid gas)
- Animal studies
- Classification of living and non-living things
- Local First Peoples understanding and use of seasonal rounds

Socials

- Mapping
- Directions (NESW)
- First Nations studies
- Community
- Natural and human-made features of the local environment

Physical Education

- Techniques of fundamental movements
- How to participate in different types of physical activity
- Hazards and potential unsafe situations
- Caring Behaviour
- Basic Volleyball Skills
- Basic Basketball Skills
- Team building (effective communication, collaboratively developing strategies and problem solving)
- Awareness of personal space and environment
- Leadership skills

- Reliable sources of health information

Art

A variety of assignments will be done throughout the year to show different elements of design through line, shape, texture, colour, principles of design, pattern and repetition

MUSIC; DRAMA; DANCE (Miss Fletcher)

- Exploring rhythms, dynamics, tempo and simple notation of treble clef notes using instruments and singing. Developing further understanding using music notation felt-boards and technology.
- Understanding gestures and vocal tones using Reader's Theatre and Popsicle stick puppets.
- Following simple 4 and 8 beat patterns of dance routines in the style of jazz and hip-hop.

Term 3: (Miss Fletcher)

Big Ideas: Opportunities through inquiry using purposeful play to create and explore.

Drama, dance, and music expresses meaning in unique ways by using the Core Competencies of communication and thinking.

Content of curriculum-Elements in the arts of:

- a) dance: body, space, dynamics, time, relationships, form.*
- b) drama: character, time, place, plot.*
- c) music: beat/pulse, rhythm, tempo, pitch, dynamics. (bells, ukekeles, percussion instruments, and singing.)*

- Using notation to represent sounds, ideas and movement. (felt-boards, drawing, writing, dancing)*
- Communicating, documenting, experiencing and sharing creative works in a variety of ways.*
- Observe and share how artists (dancers, actors, musicians) use processes, materials, movements, technologies, tools, and techniques.*