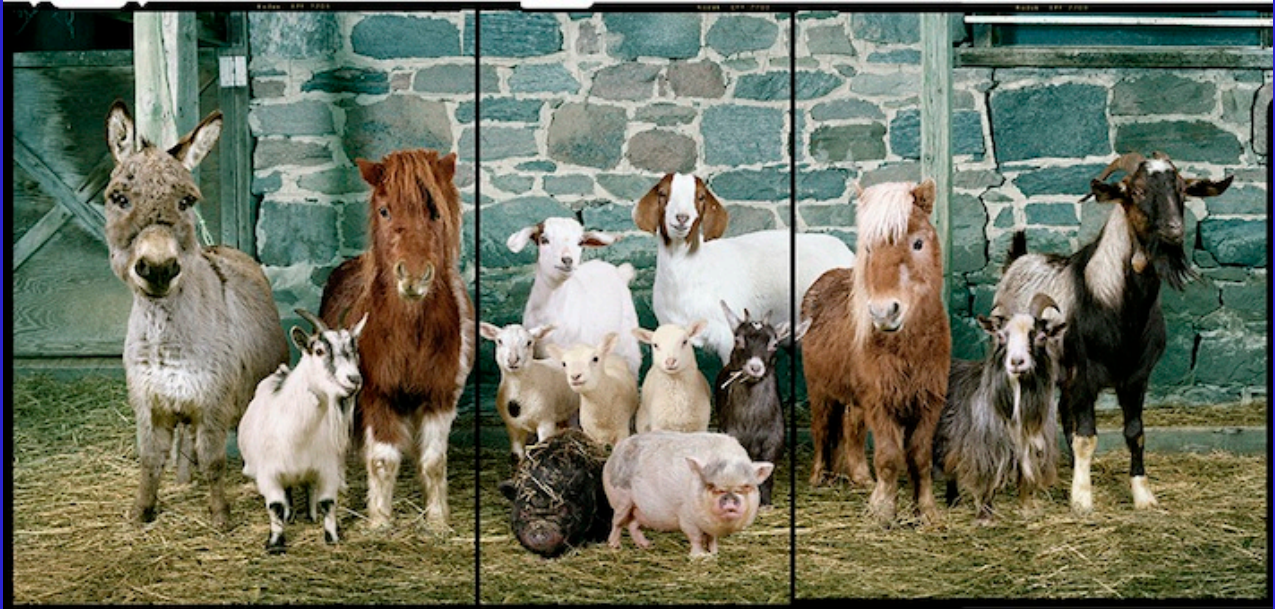


# Lively Community

Primary English Language Arts  
Study of Non-Fiction,  
Social Studies & Life Science  
(Grades 1 & 2)



[http://mymodernmet.com/wp/wp-content/uploads/archive/O9n3MRcTaMUJOqMu47uv\\_1082071230.jpeg](http://mymodernmet.com/wp/wp-content/uploads/archive/O9n3MRcTaMUJOqMu47uv_1082071230.jpeg)

## LEARNING LOG

Name: \_\_\_\_\_

# **Lively Community Learning Log**

Copyright: Barbara J. Smith

First Edition, March 2017  
3600 Yonge St.  
Toronto, Ontario, Canada M4N3R8

Author: Barbara J. Smith

For other access and permission to use this resource and revise/customize it, please contact:  
zpbschoolandcurriculumdesign@gmail.com

This document edition will be used as a pilot resource to support innovative schools. The intent of sharing this first version with students, staff and families, is so we can gather further input for future revisions of this living curriculum.

All we ask is that if you use these materials that you give credit to the author(s) of this initial work, in your introduction.

**Acknowledgement:** Many thanks to Emily Walton at Headwaters Academy for providing editorial support for this initial draft.

## **PURPOSE of LEARNING LOG RESOURCE:**

1. To support the Headwaters English Language Arts (ELA), Life Science and Social Studies Curriculum
2. To support independent and paired study during station work or during home study (holiday or at-home interest/extended homework activities)
3. To add support as an enrichment or remedial resource (students can work at their own pace)
4. To provide a Trailblazer for peer teachers (older student buddies)
5. To provide a learning log (evidence of learning) built in to student resources

## **Features:**

- Concentrated study of non-fiction and media literacy in ELA
- Emphasis on community in Social Studies
- Focused study of weather, animals and survival in Science

## Table of Contents

| Page | Table of Contents   | Ontario Education Expectations   |
|------|---|--|
| 4    | The Lively Community Challenge!   |  |
| 6    | <b>EXPLORE ☺</b><br>1.Word Canoe  | ELA1A.1.1; ELA1B.3.1; ELA1B.3.2; ELA1C.3.1;<br>ELA1C.3.2; ELA1C.3.3; ELA2B.2.1; ELA2B.3.1;<br>ELA2B.3.2; ELA2C.3.1; ELA2C.3.2; ELA2C.3.3   |
| 17   | 2.My Neighborhood Community<br><ul style="list-style-type: none"><li>• Nouns (and verbs)</li></ul>  | SS1A1; SS1A3; SS1B1; SS1B2; SS1B3; SS2A3   |
| 29   | 3.People in Our Community   | SS2A1; SS2A2; LS1D.3.2; LS1D.3.5; LS1D.2.5;  |
| 42   | 4.Animals and Living Things in our Blue Mountain Community  | LS1D.3.5; LS2A.1.1; LS2A.1.2; LS2A.2.2; LS2A.2.3;<br>LS2A.2.4; LS2A.2.5; LS2A.2.6; LS2A.2.7; LS2A.2.8;<br>LS2A.3.1; LS2A.3.2; LS2A.3.3; LS2A.3.4; ELA1B.1.1;   |
| 59   | 5. Animals Around the World<br><ul style="list-style-type: none"><li>• Animal Shape Poems</li><li>• Alliteration</li><li>• Capital Letters</li><li>• End Punctuation</li></ul>  | ELA1B.1.2; ELA1B.1.3; ELA1B.1.4; ELA1B.1.6;<br>ELA1B.1.7; ELA1B.1.8; ELA1B.1.9; ELA1B.3.2;<br>ELA1B.3.3; ELA2B.1.1; ELA2B.1.2; ELA2B.1.3;<br>ELA2B.1.4; ELA2B.1.5; ELA2B.1.6; ELA2B.1.7;<br>ELA2B.1.8; ELA2B.1.9; ELA2B.3.2; ELA2B.3.3;<br>ELA2A.1.1           |
| 71   | 6.My School Community<br><ul style="list-style-type: none"><li>• Friendly Letter Writing</li></ul>  | SS1D.2.6; SS1D.3.6; SS2B2  |
| 83   | 7. My Ontario Community<br>Paragraph Reading<br>Weather   | LS2A.1.2   |
| 86   | <b>NARROW☺</b><br>8.Point Edward and Sarnia's Children's Animal Farm<br>9.Cochrane's Polar Bear Habitat<br>10.Barrie's Exotic Species Sanctuary<br><ul style="list-style-type: none"><li>• Web and Book Reading</li></ul> | LS2A.2.1; ELA1B.1.1; ELA1B.1.2; ELA1B.1.3;<br>ELA1B.1.4; ELA1B.1.6; ELA1B.1.7; ELA1B.1.8;<br>ELA1B.1.9; ELA1B.3.2; ELA1B.3.3; ELA2B.1.1;<br>ELA2B.1.2; ELA2B.1.3; ELA2B.1.4; ELA2B.1.5;<br>ELA2B.1.6; ELA2B.1.7; ELA2B.1.8; ELA2B.1.9;<br>ELA2B.3.2; ELA2B.3.3 |
| 91   | <b>GATHER ☺</b><br>11. Shelter Needs<br><ul style="list-style-type: none"><li>• Surveys with tallies</li><li>• Finding non-fiction articles</li></ul>   | ELA1B.1.6  |
| 100  | <b>ANALYZE ☺</b><br>12. Sanctuary vs. Zoo<br><ul style="list-style-type: none"><li>• Using Venn Diagrams</li></ul>  | LS2A.1.2; ELA1B.1.6  |
| 105  | <b>GENERATE ☺</b><br>13. My Shelter Design<br><ul style="list-style-type: none"><li>• Making Lists and Tables</li><li>• Making a Model and Blueprint</li></ul>  | LS2A.3.3; ELA2B.1.5  |
| 109  | <b>EDUCATE ☺</b><br>14. The Shelter Show<br>Writing Speeches<br>Speaking & Being an Audience  | ELA1A.1.1; ELA1A.2.3; ELA1B.1.9; ELA1B.3.3;<br>ELA2B.1.9; ELA2B.3.3;<br>SS1A2; ELA 1B.3.1  |

p. 126 Appendix: Alignment with Ontario, Alberta and Common Core State (US) Expectations

## The Lively Community Challenge!

|                           |                   |
|---------------------------|-------------------|
| Trailblazer (WOW- Got it) | 405 + points      |
| Pathfinder (Excellent)    | 360-404 points    |
| Rookie (Not Yet)          | < than 360 points |

| Challenge                                       | Maximum Points             |
|---|----------------------------|
| Word Canoe Vocabulary Quizzes                   | 217                        |
| Perfect Semester Bonus ☺                        | 20                         |
| Alphabetical Order                              | 6                          |
| Finding Nouns Voyagers Quiz                     | 12                         |
| Impact of Humans and Animals on Each Other      | 8                          |
| Animal Shape Poem                               | 20                         |
| Observing Animals                               | 5                          |
| Venn Diagram Comparing Animal Choices           | 10                         |
| Shelter Materials and Design                    | 12                         |
| Model of Shelter                                | 10                         |
| Speech Writing                                  | 70                         |
| Shelter Show Speech (speaking)                  | 40                         |
| Learning Log Challenge (complete tasks in book) | 10                         |
| Classroom Work                                  | 10                         |
| <b>TOTAL</b>                                    | <b>450 possible points</b> |

### The School Shelter Show

In the spring schools can invite students, staff and families to a Home Show for animals - a one-of-a-kind "Shelter Show", where students can share their shelter designs and present speeches about their plans.





## First Thoughts - What I Know About...

A consonant \_\_\_\_\_

A vowel \_\_\_\_\_

A noun \_\_\_\_\_

An animal is \_\_\_\_\_

Survival means \_\_\_\_\_

A shelter is \_\_\_\_\_

# EXPLORE

We plan to explore words, phrases, poems, sentences, paragraphs, and letters in non-fiction books, information on the web and messages in the media about lively communities!

Essential Target (ET) - Arrange words in alphabetical order using first two letters

ET -Use dictionary to find root, prefix, suffix & compound words

ET- Identify simple vowel sounds & spell & define high frequency (HF) action words

ET- Identify complex vowels & blended letters & spell & define HF words & nouns

## 1. Word Canoe



[finder.com/data/mini/31-beaver\\_rowing\\_canoe.png](http://finder.com/data/mini/31-beaver_rowing_canoe.png)

**Each Monday**  
student  
paddler's will  
spell words  
from the  
Primary list.

<http://clipart->

You will learn new spelling words each week by studying in advance of quizzes and learning from mistakes, too.

To get more words into your canoe (into your head), try different ways and see which ways work best for you!

- Make a spelling tree with your words.
- c  
co  
com  
comm  
commu  
commun  
communi  
communit  
community

- Write one sentence in which you use the word correctly.
- Draw a picture that shows the meaning of the words.
- Find the silent or "ghost" letters.
- Write a letter using the words.

- Make a Word Search. Check out:  
<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

- Read the following words and put them in the order you would find them in the dictionary.

buy, bait, beat, bake, bump, bent

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

## Words and Lessons for Portage Mondays

| WEEK 1   | WEEK 2  |
|--|---|
| <p>five, live, dive, hive, time, dime, lime, mime (8) *vowel, *consonant, *community, *root, *prefix, *suffix, *compound</p> <ul style="list-style-type: none"> <li>• <a href="http://www.starfall.com/n/short-i/si/load.htm?f">http://www.starfall.com/n/short-i/si/load.htm?f</a> (The Big Hit)</li> <li>• <a href="http://www.starfall.com/n/long-i/li/load.htm?f">http://www.starfall.com/n/long-i/li/load.htm?f</a> (Sky Ride)</li> </ul>   | <p>bake, cake, fake, lake, make, rake, take, wake, fade, made, age, cage, page, came, fame, game, lame, name, same, tame, cape (21), *neighbor, *noun, *common, *proper</p> <ul style="list-style-type: none"> <li>• <a href="http://www.starfall.com/n/short-a/sa/load.htm?f">http://www.starfall.com/n/short-a/sa/load.htm?f</a> (Zak the Ra)</li> <li>• <a href="http://www.starfall.com/n/long-a/la/load.htm?f">http://www.starfall.com/n/long-a/la/load.htm?f</a> (Jake's Tale)</li> </ul> |
| Week 3   | Week 4  |
| <p>find, kind, mind, wind, hind (5), *people, *places, *things, *celebrate, *explore, *narrow, *gather, *analyze, *generate, *educate</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=mS1ydrw4ah0">https://www.youtube.com/watch?v=mS1ydrw4ah0</a></li> <li>• <a href="http://www.carlscorner.us.com/Toons%20CD%20Files/Toons%20Practice%20Pages/Toons%20Word%20Family%20Sets/Toons%20ind.pdf">http://www.carlscorner.us.com/Toons%20CD%20Files/Toons%20Practice%20Pages/Toons%20Word%20Family%20Sets/Toons%20ind.pdf</a></li> </ul> | <p>poke, woke, joke, hole, mole, pole, bone, cone, lone, tone, none (11), *animal, *mountain, *compare, *eat, *move</p> <ul style="list-style-type: none"> <li>• <a href="http://www.starfall.com/n/short-o/so/load.htm?f">http://www.starfall.com/n/short-o/so/load.htm?f</a> (Max's Shop)</li> <li>• <a href="http://www.starfall.com/n/long-o/lo/load.htm?f">http://www.starfall.com/n/long-o/lo/load.htm?f</a> (The Robot and Mr. Mole)</li> </ul>  |
| Week 5   | Week 6  |
| <p>know, no, knot, not, knee, knock, knife, ghost, climb (9), *environment *survive *covering, *cycle, *change *dormant</p>  | <p>over, very, open, off, of, warm, farm, help, bird, baby, eye, the, one, won, buy, many, she, any, new, you, here, too, two, to, our, out, into (27)</p> <p><a href="http://www.starfall.com/n/y-as-e/y-as-e/load.htm?f">http://www.starfall.com/n/y-as-e/y-as-e/load.htm?f</a> (My Family)</p>   |



|  |  |
|--|--|
| <b>Week 7</b>  | <b>Week 8</b>  |
| blue, black, blast, blend, blind, brave, brick, bring, broke, clap, clue, class, clock, close, crab, crib, crack, cross, drag, drip, drop, drum, drill, drink, drive, flag, flat, flip, flash, grab, grin, grape, grass, plan, place, plane, plant, price, pride, print, slip, slide, track, trap, trade, trick, truck (47)  | chin, chop, chess, shop, shade, shake, shape, shark, the, they, them, their, they're, there, than, then, that, this, thin, thick, thing, think, third, who, why, what, when, where, while (29)<br><a href="http://www.starfall.com/n/skills/ch/load.htm?f">http://www.starfall.com/n/skills/ch/load.htm?f</a> ;<br><a href="http://www.starfall.com/n/skills/sh/load.htm?f">http://www.starfall.com/n/skills/sh/load.htm?f</a> ;<br><a href="http://www.starfall.com/n/skills/th/load.htm?f">http://www.starfall.com/n/skills/th/load.htm?f</a> ;<br><a href="http://www.starfall.com/n/skills/wh/load.htm?f">http://www.starfall.com/n/skills/wh/load.htm?f</a> |
| <b>Week 9</b>  | <b>Week 10</b>   |
| bee, bead, cheer, fee, feed, feel, feet, green, sleep, tea, team, tree, three, sheep, dream, clean, stream (17)<br><ul style="list-style-type: none"> <li>• <a href="http://www.starfall.com/n/short-e/se/load.htm?f">http://www.starfall.com/n/short-e/se/load.htm?f</a> (Peg the Hen)</li> <li>• <a href="http://www.starfall.com/n/long-e/le/load.htm?f">http://www.starfall.com/n/long-e/le/load.htm?f</a> (Pete's Sheep)</li> </ul> | weigh, being, pie, tie, field, friend (6)<br>*amphibians, *birds, *fish, *mammals, *reptiles, *insects   |
| <b>Week 11</b>   | <b>Week 12</b>   |
| air, fair, hair, chair, rain, main, pain, chain, train, pail, mail, tail, trail, said,(14)<br>*Migratory, *tributary   | coat, goat, road, toad, soap, boat, float (7)<br>Tech Time - Check out:<br><ul style="list-style-type: none"> <li>• <a href="http://www.starfall.com/n/two-vowels/tv/load.htm?f">http://www.starfall.com/n/two-vowels/tv/load.htm?f</a> (Soap Boat)</li> </ul>   |
| <b>Week 13</b>   | <b>Week 14</b>   |
| oil, soil, point, noise, voice (5)   | zoo, loon, soon, room, pool, boot, tool, moon, hoop, book, cook, foot, hook, look, wood, door, floor (17)  |
| <b>Week 15</b>   | <b>Week 16</b>   |
| our, out, you, soup, group, found, round, sound, could, would, should (11)   | tuna, turn, tune, tube, bush, clue, truck, duck, luck, lump, bump (11)<br>Tech Check - Compare:<br><ul style="list-style-type: none"> <li>• <a href="http://www.starfall.com/n/short-u/su/load.htm?f">http://www.starfall.com/n/short-u/su/load.htm?f</a> (Gus the Duck)</li> <li>• <a href="http://www.starfall.com/n/long-u/lu/load.htm?f">http://www.starfall.com/n/long-u/lu/load.htm?f</a> (Dune Buggy)</li> </ul>  |

## Consonants

- Most words have many consonants.
- Each consonant letter usually has the same sound.
- A consonant is every letter except a,e,i,o,u, and sometimes y.

## Vowels

- a,e,i,o,u and sometimes y
- Many words have vowels.
- They can have two sounds:
  - a soft vowel sound &
  - a long vowel sound

- Now let's pay attention to the different sounds each **vowel can make by:**
  - Working in *Jolly Phonics* resource
  - Completing the Tech Check activity each week
- Talk about the sounds with your teacher.

|         |        |
|---------|--------|
| short a | long a |
| short e | long e |
| short i | long i |
| short o | long o |

<https://dryuc24b85zbr.cloudfront.net/tes/resources/6321290/image?width=500&height=500&version=1415821408000>

- What does a dictionary do?

*A dictionary tells us the*

m \_\_\_\_\_

*of a word.*

- Using a dictionary if you need to, put these words in alphabetical order for (6) points:

community, common, command, communicate, comment

---



---



---



---



---



---



















<https://www3.epa.gov/airnow/aqikids/images/dictionary.gif>

| How well did you arrange words in alphabetical order using first two letters? | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|---|-------------------------|----------------------------|---------------------|
|   |                         |                            |                     |

- Circle the vowels in the following school words:

## School Words

|  |   |  |   |
|--|---|--|---|
| teacher<br>   | students<br> | book<br>       | crayons<br>    |
| backpack<br>  | glue<br>     | scissors<br>   | computer<br>   |
| ruler<br>     | apple<br>    | pencil<br>      | school bus<br> |
| numbers<br> | ABC's<br>  | lunchbox<br> | school<br>    |

A compound word puts 2 words together.  
Leadership is a compound word. "Leader" + "ship".

What 2 words in the school list are compound words?

\_\_\_\_\_ + \_\_\_\_\_

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie ☺<br>(Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

## TECH CHECK:

- <http://pbskids.org/lions/games/stacker.html> (Chicken Stacker Game)
  - <https://www.youtube.com/watch?v=f2hXa8dbK3o> (Vowel Bat Song)
  - <http://www.starfall.com/n/matching/short-vowels/play.htm?f>
  - <http://www.starfall.com/n/make-a-word/an/load.htm?f>
  - [http://www.softschools.com/language\\_arts/compound\\_words/](http://www.softschools.com/language_arts/compound_words/)
- Print the word "community":
- 
- 
- 
- 

## Root Words and Suffixes

Some big words are made from smaller "root" words.

- Look at the words "lively" and "community" and see the root word, and suffix (what is added to word):

LIVELY = "live" (root) + "ly" (suffix)

COMMUNITY - "commune" (root) + "ity" (suffix)

Some roots have prefixes added to the front of the word.

The word "misspell" = "mis" (prefix) + "spell" (root)

- Look up two words in the dictionary that have a prefix:

**Word 1:**

Prefix:

Root:

**Word 2:**

Prefix:

Root:

- Look up two words in the dictionary that have a suffix:

**Word 1:**

Prefix:

Root:

**Word 2:**

Prefix:

Root:

- Look up two words in the dictionary that are compound words

Word 1:

Word 2:

|  |                         |                            |                     |
|--|-------------------------|----------------------------|---------------------|
| How well did you use the dictionary to find root, prefix, suffix & compound words? | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|  |                         |                            |                     |

- Look up the following words in your dictionary to find the meaning and the root word.

| WORD      | Meaning | Root word |
|-----------|---------|-----------|
| tributary |         |           |
| habitat   |         |           |
| fence     |         |           |
| shelter   |         |           |
| passage   |         |           |

|  |                         |                            |                     |
|--|-------------------------|----------------------------|---------------------|
| How well did you use the dictionary to find root, prefix, suffix & compound words? | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|  |                         |                            |                     |

|  |                         |                            |                     |
|--|-------------------------|----------------------------|---------------------|
| <b>How well did you Identify simple vowel sounds &amp; spell &amp; define HF action words?</b> | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|  |                         |                            |                     |

|  |                         |                            |                     |
|--|-------------------------|----------------------------|---------------------|
| <b>How well did you Identify complex vowels &amp; blended letters &amp; spell &amp; define HF words &amp; nouns?</b> | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|  |                         |                            |                     |

**Extensions:**

- Identify complex vowels and blended letters
- Identify, define and spell social and life science words and adjectives

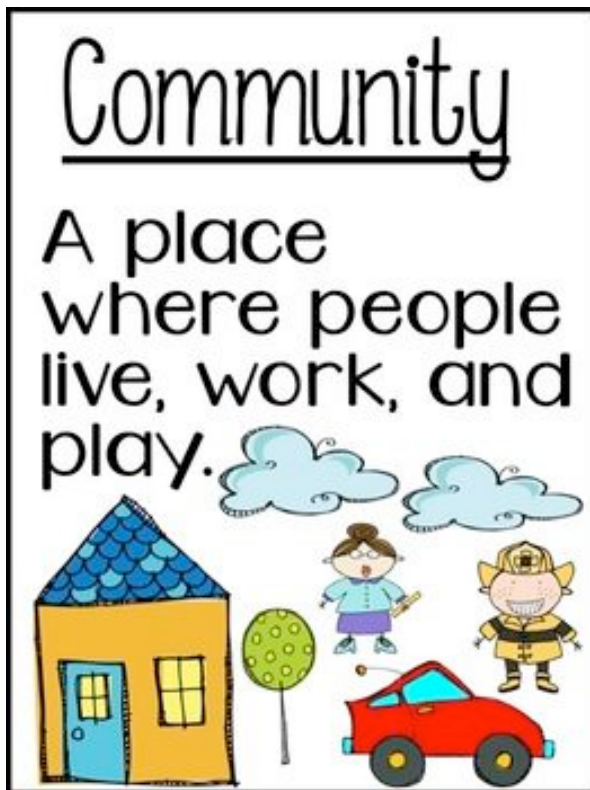


ET - Solid understandings of my community (Social Studies).

ET - Values the importance of picking up litter (own and others).

ET - Values the re-uses of materials.

## 2. My Neighbourhood Community



Community  
A place  
where people  
live, work, and  
play.

**Nouns are people, places and things.**

### **(a) People Nouns:**

We use a capital letter to start the first and last names of people. These are called "proper nouns".  
(Example: Mr. Rogers)

<https://s-media-cache->

[ak0.pinimg.com/736x/bd/46/84/bd4684922fddcaaa204860a0c9cf8f03.jpg](https://ak0.pinimg.com/736x/bd/46/84/bd4684922fddcaaa204860a0c9cf8f03.jpg)

We do NOT use capitals when we speak of what people do in a community (i.e. farmer, police officer). These are called "common nouns".

- Read about Billy Bishop's story. The proper nouns are coloured blue, and the common nouns are coloured green:

The boyhood home of Billy Bishop is a national historic site. It has exhibits on his life and career, with a focus on the military accomplishments of Bishop and other Canadian aviators. (An aviator is someone who flies planes). The Billy Bishop Museum has many uniforms, medals, photos, and models.

- Print the words noun, proper and common below:

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

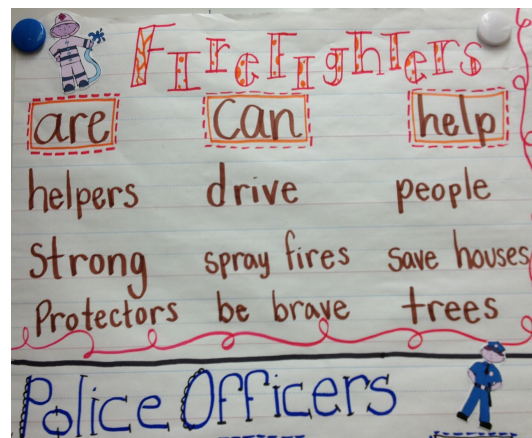
|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie<br>☺ (Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

- Make a polka dot map with at least ten big circles/ bubbles on poster paper.
- Brainstorm what jobs people have in your community.
- Draw a picture of you in a middle bubble.
- Draw a picture inside each of the other bubbles showing something each person does in their job.

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie<br>☺ (Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

### Connection Game

- Share your poster with a classmate when your bubbles are all filled in.
- Talk about how some bubbles connect to other bubbles.
- Then draw lines between the bubbles that have connections.
- Share your poster with the class and explain the connections.
- Make an "are", "can" and "help" poster for one community member.
- Post your sign for your class to read.



People can wear different hats.

- Discuss what you think that means?

A parent can have many roles.

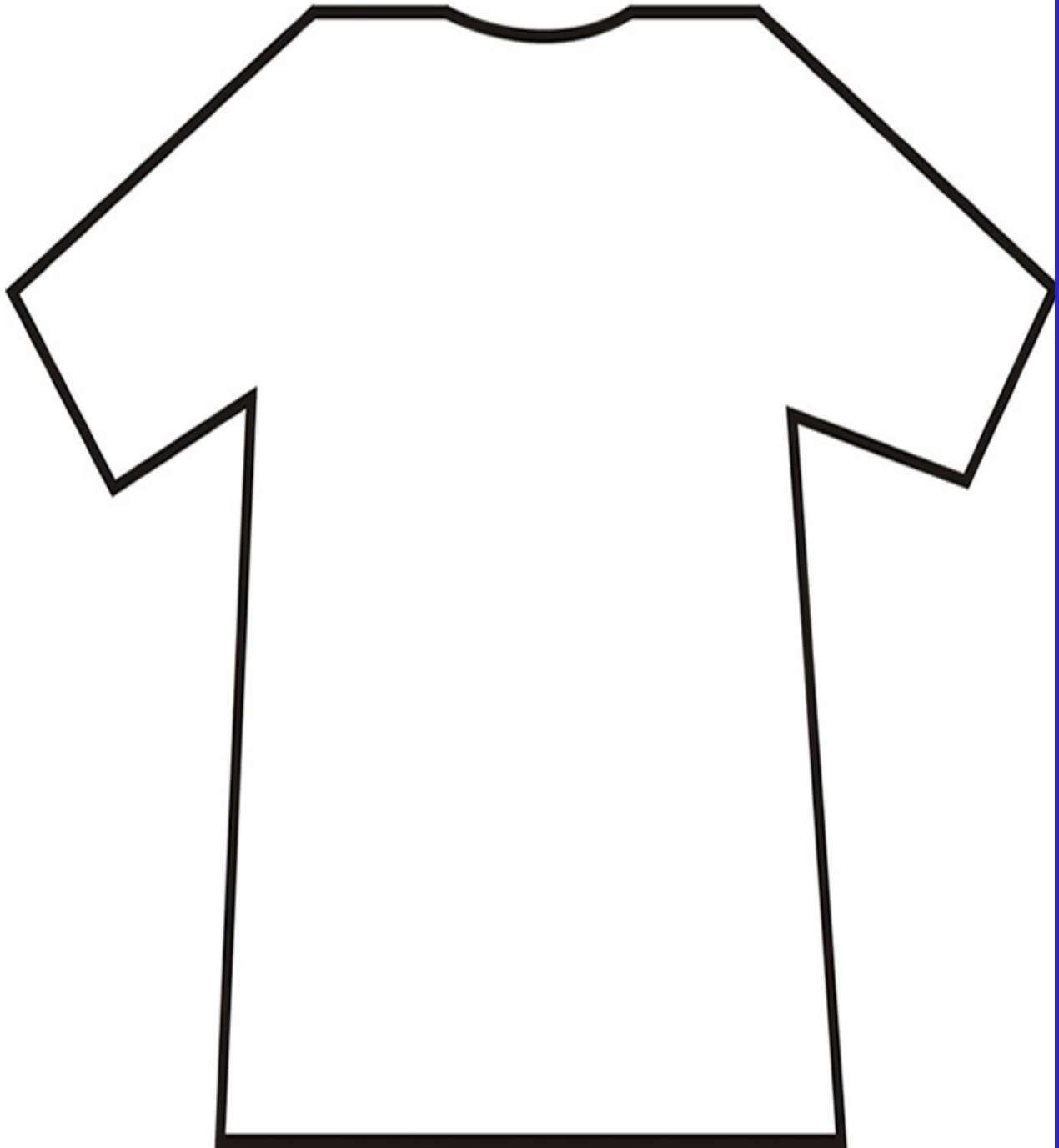


[https://img.clipartfest.com/9189075cdd5188b6f1a22601da914c99\\_1000-images-about-peanuts-wearing-many-hats-clipart\\_403-403.jpeg](https://img.clipartfest.com/9189075cdd5188b6f1a22601da914c99_1000-images-about-peanuts-wearing-many-hats-clipart_403-403.jpeg)



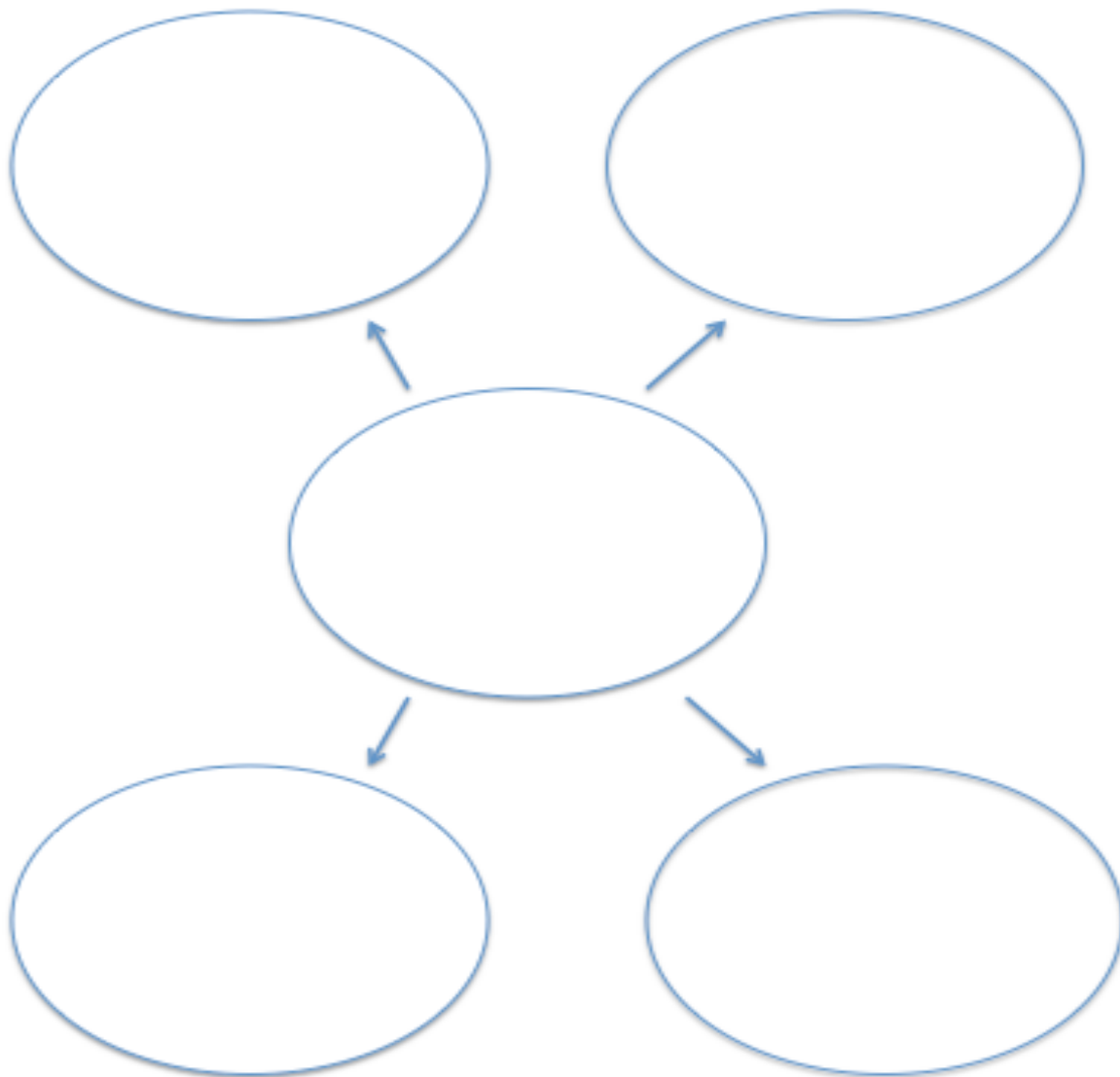
<https://s-media-cache-ak0.pinimg.com/236x/16/bb/4e/16bb4ef8521cd2b035a114aa0ea76d70.jpg>

- Draw pictures of the many hats you wear on the following blank t-shirt:



|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie<br>☺ (Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

- What are some ways different groups in our neighbourhood pass on traditions?
- Fill in the web below with pictures to show some traditions.
- Share your ideas with the class to make a large poster called community traditions.



|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie<br>☺ (Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

We should respect people in our neighborhood we trust. How do we show respect?

- Draw a picture of what people do to show respect.

|                  |  |
|------------------|--|
| Parent           |  |
| Ambulance Driver |  |
| Elderly person   |  |
| Student          |  |

- What would change the following roles in a community?

A firefighter would need to change jobs if s/he:

A plumber would need to change jobs if s/he:

An astronaut would need to change jobs if s/he:

A doctor would need to change jobs if s/he:



<https://s-media-cacheak0.pinimg.com/236x/14/0f/7a/140f7afad77686558638099feb9e26ab.jpg>



## (b) Place Nouns

- Circle the 'place' nouns in these sentences:

They went to the beach near Toronto.

Milton is on the way to Kitchener.

We have two libraries: the STEM Library and the Fiction Factory.

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie<br>☺ (Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

## STEP OUTSIDE: Scavenger Hunt:

- What are the names of two places (nouns) at or near our school? Make a giant list!

Draw each location

---

---

---

---

---

---

---

---

---

---

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie ☺<br>(Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

There are many structures (man-made and natural) in our community. We may visit them on a field trip.

- Put an "M" beside the man-made places to visit and an "N" beside the natural places to visit in the area.

| List Places to Visit | M or N or both | Why do people go to these places? | How far away are they from our school? (in minutes or km) |
|----------------------|----------------|-----------------------------------|---|
|                      |                |                                   |   |
|                      |                |                                   |   |
|                      |                |                                   |   |

**Extension:**

How long would it take to go to each location if you walked, biked and drove by car/truck?

**A Chance to Help Make a Litter Free Community**

In our school, we will strive to pick up as much litter as we can. Spotting something that does not belong in the habitat is a good thing. It's even better when we can properly dispose of garbage. Predict which places might have the most litter.

*I think \_\_\_\_\_ might have the most litter because....*

- Draw and label of a picture of you getting rid of litter at school.

|  |                         |                            |                     |
|--|-------------------------|----------------------------|---------------------|
| How well did you pick up litter at school? | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|  |                         |                            |                     |

**(c) Nouns can be “things”.**

- Let's code 'things' into groups or categories for (12) points.
- Look at the nouns below.
  - Colour the things you would take on a hike in green.
  - Colour the things you need for school in yellow.
  - Leave the things you find in a kitchen as white.
  - Colour the things you use on a boat in blue.

|          |              |              |
|----------|--------------|--------------|
| glass    | Fork         | life jacket  |
| backpack | Pencil       | Learning Log |
| paddle   | hiking shoes | bowl         |
| plate    | paper        | tent         |

How many points did I score? \_\_\_\_\_

It's important to re-use items so there are fewer packages and water bottles filling up landfills.

- Draw a picture of your litter-free lunch?

|                                    |                         |                            |                     |
|------------------------------------|-------------------------|----------------------------|---------------------|
| How well did you re-use materials? | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|                                    |                         |                            |                     |

### STEP OUTSIDE

- Draw and label 2 things you see in the outdoors.
- Put the picture of these nouns below:

|  |  |
|--|--|
|  |  |
|--|--|

|   |                         |                            |                     |
|---|-------------------------|----------------------------|---------------------|
| How well did you demonstrate a solid understanding of your community? | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|   |                         |                            |                     |

ET - Organizing data in charts

ET - Solid understandings of importance of living in a green world

### 3. People in the Community

- Find the nouns and verbs in the paragraph below.
- Circle the nouns. (Colour the proper nouns blue.)
- Underline the verbs (action words).

#### **Who was Agnes McPhail? (1890-1954)**

Agnes MacPhail was the first woman elected to the Canadian government. She was born near Hopeville, Ontario. She helped many improve health care and conditions in prisons. She also helped farmers work together.



- Now print the nouns from the above paragraph under people, places or things.

| People | Places | Things |
|--------|--------|--------|
|        |        |        |
|        |        |        |
|        |        |        |
|        |        |        |
|        |        |        |

- Look up famous people and events that happen in and around our school community.

What day can we create at school to celebrate what we might add to our local community?

---

A birthday happens once a \_\_\_\_\_.

- Make a group graph that shows everyone's birthday by month.

Canada celebrated its 150<sup>th</sup> year in 2017. Canada's

birthday is on \_\_\_\_\_ 1<sup>st</sup>.

- Print the word "celebration".
- 
- 
- 
- 

- Look at some of the ways Canadians celebrated our birthday.
- Put a check beside the pictures that you like best.



<https://shawglobalnews.files.wordpress.com/2016/12/gettyimages-185804248.jpg?quality=70&strip=all&w=720&h=480&crop=1>

Dancing \_\_\_\_\_



<http://wpmedia.windsorstar.com/2017/04/contributed-photo-the-worlds-largest-rubber-duck-is-on-a-six.jpeg?quality=55&strip=all&w=840&h=630&crop=1>

Seeing the World's Largest Rubber Duckie \_\_\_\_\_



<https://shawglobalnews.files.wordpress.com/2014/08/fireworks.jpg?quality=70&strip=all&w=720&h=408&crop=1>

## Watching Fireworks \_\_\_\_\_

- Draw your own way you like to celebrate below:



- Talk about celebrations in your family.
- Listen to everyone's ideas, by waiting for your turn to talk.
- Here are some days that people celebrate.
- Check off what your family celebrates.

|                              |  |                        |  |
|------------------------------|--|------------------------|--|
| Birthdays                    |  | La Fête des Rois       |  |
| Powwows                      |  | <b>Valentine's Day</b> |  |
| Rosh Hashanah and Yom Kippur |  | Easter                 |  |
| Thanksgiving                 |  | Passover               |  |
| Diwali                       |  | Basant                 |  |
| Hanukkah                     |  | Holi                   |  |
| Christmas                    |  | Cinco de Mayo          |  |
| Kwanzaa                      |  | Ramadan                |  |
| New Years                    |  | Mother's/Father's Day  |  |

Going to Visit:

|                     |                        |
|---------------------|------------------------|
| Cape Breton _____   | Banff _____            |
| Montreal _____      | Whistler _____         |
| Niagara Falls _____ | Vancouver Island _____ |

- What other places would you like to visit?

---



---



---



---



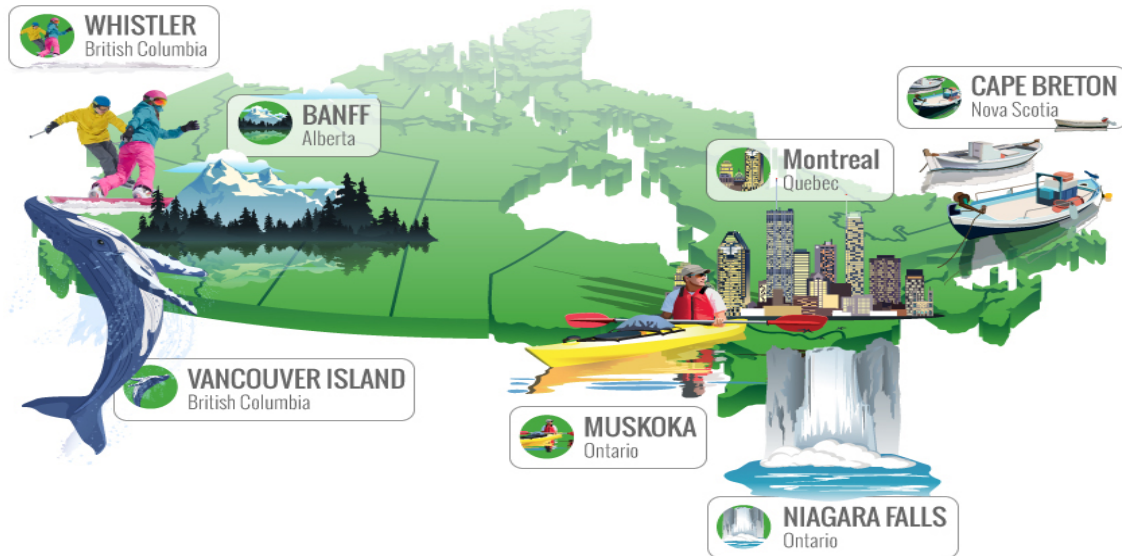
---



---



## GETAWAYS FOR EVERYONE TO ENJOY



<http://media.zuza.com/b/b/bb62fdc6-c5c2-4e65-971f-b9a85ec26e0c/CanadaStays-Infographic-Canada-69227.jpg>

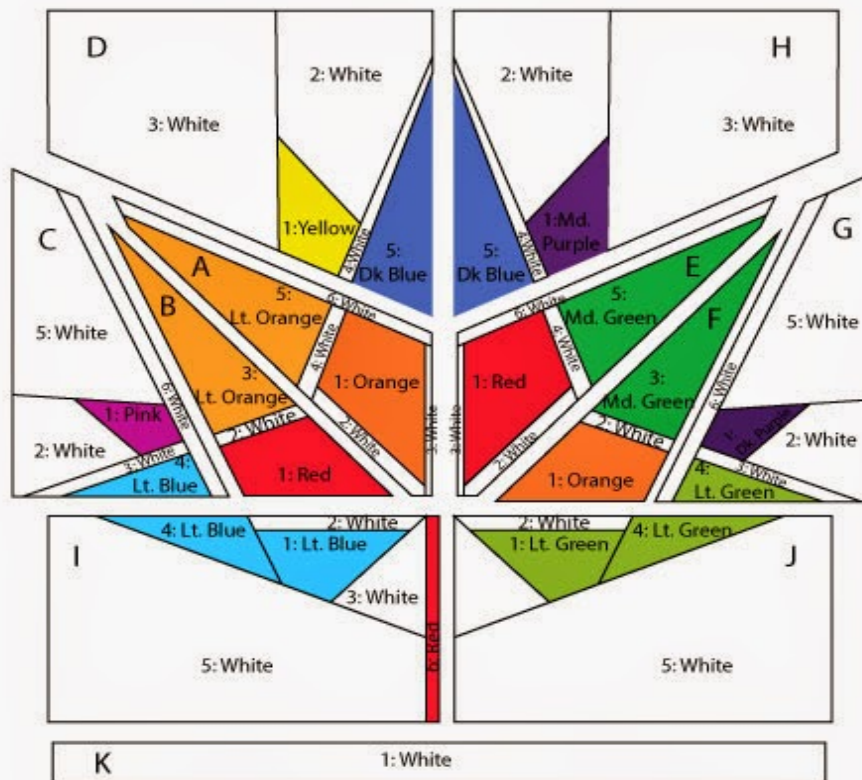
|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie<br>☺ (Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

## Arts Connection:

Make your own 150 Anniversary logo.

# FREE PATTERN

## Canada 150 Year Birthday Logo Paper Piecing Pattern



[http://2.bp.blogspot.com/\\_geiYRow1s8/VUH22K0d\\_bI/AAAAAAAABdE/qGEBecBFhwU/s1600/Canadian-Maple-Leaf-Instagram-Photo.jpg](http://2.bp.blogspot.com/_geiYRow1s8/VUH22K0d_bI/AAAAAAAABdE/qGEBecBFhwU/s1600/Canadian-Maple-Leaf-Instagram-Photo.jpg)

- Read about days that celebrate the environment and talk about the questions as a class.
- Remember to wait your turn to share your ideas.

**Earth Day** (April 22, 2018)

- to take action about helping the environment
- 50,000 partners in nearly 200 countries
- more than 1 billion people participate in Earth Day
- first Earth Day in 1970
- 50th Anniversary of Earth Day in 2020  
*(What should our school do?)*
- greening schools, creating green jobs  
*(What does “green” mean?)*
- acting to stop air and water pollution *(What is pollution?)*

**Arbor Day** (Ontario - last Friday in April to first Sunday in May)

- holiday encourages people to plant and care for trees  
*(What do you think ‘encourages’ means?)*
- many different World Arbor Days *(Check them out on the web)*
- dates vary based on climate and planting seasons  
*(What does “climate” mean?)*

**World Water Day** (March 22, 2018)

- take action to tackle water crisis *(What is a “crisis”?)*
- 1.8 billion people use unclean drinking water putting them at risk of getting serious illnesses
- goal of United Nations to ensure everyone has access to safe water by 2030; having water will help get rid of extreme poverty *(What is “poverty”?)*

How well did you wait for turn to talk during class discussions?

| Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|-------------------------|----------------------------|---------------------|
|                         |                            |                     |

- Let's read about some other celebrations:

**World Creativity and Innovation Day** (April 21, 2017)...is the day to celebrate your creativity and new ideas! It has been celebrated in over 46 countries since 2002. People take part in this day to generate new ideas for a brighter future.

After reading a newspaper headline, "Canada in Creativity Crisis," Marci Segal decided to do something about it...She helped organize the first World Creativity Day to encourage people to use creativity to make the world a better place.

**World Turtle Day** (May 23, 2017) helps us learn more about turtles. Did you know that turtles have been around for more than 200 million years? These ancient creatures were here before mammals, birds, snakes, or lizards! Biologists believe that turtles outlive many other living things because their shells protect them.

Turtles come in all different shapes and sizes, and can be found on every continent, except Antarctica. The smallest is the Bog Turtle, which usually measures just four inches in length, and the largest is the Leatherly Turtle, which can weigh up to 1500 pounds!

**Sunscreen Day** (May 27, 2017) In the United States, they celebrate Sunscreen Day. This means it's important to wear sunscreen to protect your skin from the harmful effects of the sun.

Even in ancient times, humans protected their skin. Ancient Egyptians invented a sun lotion to maintain a lighter complexion. In 1936, chemist Eugene Schueller invented a preventative sunburn cream, and went on to start L'Oreal. Around the same time, Swiss chemist, Franz Greiter, was inspired to develop a sun lotion after he was sunburned while climbing Mount Piz Buin. His product came to the market under the name Piz Buin in 1946, and is still sold today. In 1944, Florida pharmacist Benjamin Green patented Red Vet Pet sunscreen, which became Coppertone suntan cream and was very popular throughout the 1950s.

Sunscreen Day is a good reminder to make sure you apply and reapply your sunscreen whenever you go outside. <https://www.punchbowl.com/holidays/2017/6/26/national-chocolate-pudding-day>

- After reading about celebrations at home, in Canada, and around the world, it time to narrow down an idea for a special event we can celebrate at school.
- Place your choice here:

\_\_\_\_\_ Day!

- Gather up at least 3 good reasons to celebrate your day from books, websites or experts.

| Reasons | Source<br>(Book. Website, expert) |
|---------|-----------------------------------|
|         |                                   |
|         |                                   |
|         |                                   |

- Share your ideas with your classmates.



[https://4.bp.blogspot.com/-](https://4.bp.blogspot.com/-B5qagtPefHU/Vu8wugVALBI/AAAAAAAAHbE/21iq5w89krMCn4IWVfGEUgTUynN_ef4og/s1600/celebrate%2B%25281%2529.png)

[B5qagtPefHU/Vu8wugVALBI/AAAAAAAAHbE/21iq5w89krMCn4IWVfGEUgTUynN\\_ef4og/s1600/celebrate%2B%25281%2529.png](https://4.bp.blogspot.com/-B5qagtPefHU/Vu8wugVALBI/AAAAAAAAHbE/21iq5w89krMCn4IWVfGEUgTUynN_ef4og/s1600/celebrate%2B%25281%2529.png)

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie<br>☺ (Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

## Analyze

- Your teacher will place all the ideas on a survey. You will read them all and choose your favourite idea from the list.
- As a class, you will tally the scores and make a celebration graph.
- Draw graph here.
- Use a ruler.

| How well did you organize data in charts? | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|---|-------------------------|----------------------------|---------------------|
|   |                         |                            |                     |



## Generate

- Everyone will brainstorm ideas about how the class can organize a special day.
- Everyone will discuss a good choice for the date and then make posters to advertise it for the whole school.

## Educate

- The class will present their celebration - and then survey participants to see if their day helped the community make better choices.



<http://www.performanceinpeople.co.uk/media/uploads/celebrate-balloons.png-1.jpg>

| How well did you demonstrate a solid understanding of the importance of living in a green world? | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|--|-------------------------|----------------------------|---------------------|
|  |                         |                            |                     |

ET -Write & recite rhyming poems with alliteration.

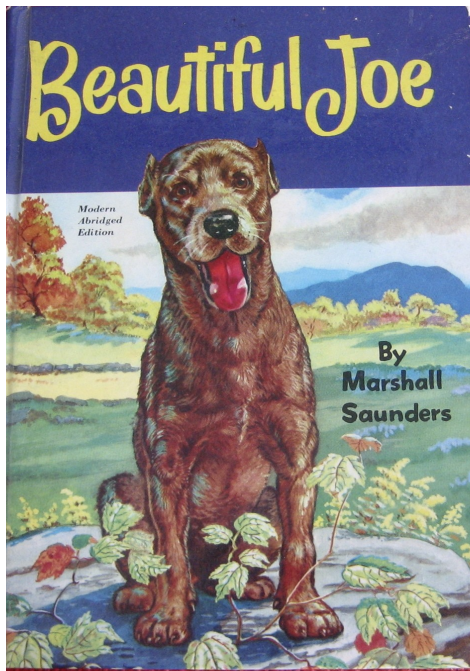
ET - Listen & interpret gestures to predict what might happen next.

ET - Use interested body look during class talks & dramatic play.

#### 4. Animals and other Living Things in a Community

- Read about 'Beautiful Joe'.

Beautiful Joe was a brown mutt of a dog, a mix of



probably an Airedale, bull and fox terrier. He was originally owned and cruelly abused by a local Meaford man....Walter Moore rescued the dog in 1890... In 1892, Margaret Marshall Saunders (1861–1947), wrote a novel about it called, *Beautiful Joe*. She won a contest sponsored by the American Humane Education Society.

Saunders tells the story from Beautiful Joe's viewpoint, like it is in his own words. This is like the story of *Black Beauty* by Anna Sewell in a horse's own words.

Saunders believed that she would not be taken seriously as a writer using her female name, Margaret, so she wrote using the name, Marshall Saunders.

The book received worldwide attention. It was the first Canadian book in history to sell over a million copies, and by the late 1930s had sold over 7 million copies worldwide.

In 1963, the official (dog-friendly) Beautiful Joe Park (8.5 acres) is located along the Bighead River in Meaford, next to the Moore house where Beautiful Joe was cared for by Louise Moore. A **Beautiful Joe Heritage Society** was formed in 1994 to preserve Joe's legacy. They helped make the Moore residence a local museum.

- What animals live in our community?
- Draw a picture of 2 you have seen with your own eyes.

|  |  |
|--|--|
|  |  |
|--|--|

- Compare 2 animals during a Classroom Chat.

### Classroom Chat

Today:

*Animal:*

*Animal:*

Looks Like:

Eats:

Moves:

Enemies:

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie<br>☺ (Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

- Joe was able to survive because a kind person took him in. How do wild animals survive or adapt?
- Draw and label body parts that help animals survive.

| Animal | Helps it survive or ADAPT to environment |
|--------|--|
|        |  |
|        |  |
|        |  |

Clue Words: fur, feathers, legs, paws, colour, shape, coverings, migration, hibernate, body temperature

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie<br>☺ (Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

- Let's sing the following song to find out about more clues:




## Animal Coverings

Tune-"Mary Had a Little Lamb"

Animals have coverings, coverings, coverings.  
Animals have coverings to help them each survive.

Bears have lots of thick, soft fur, thick, soft fur, thick, soft fur.  
Bears have lots of thick, soft fur to keep them safe and warm.



Birds have feathers all around, all around, all around.  
Birds have feathers all around just to help them fly.

Turtles have hard shells on their backs, on their backs, on their backs.  
Turtles have hard shells on their backs. They like to call it home.



Fish are covered in shiny scales, shiny scales, shiny scales.  
Fish are covered in shiny scales just to help them swim.



Animals have different coverings, coverings, coverings.  
Animals have different coverings to help them each survive.  
Adapted from a poem by Katie Gilmore

<http://3.bp.blogspot.com/-Ubgchy0fTI8/VQYC9U6Vtal/AAAAAAAAAK9A/UFAPXFD0C20/s1600/animals%2Beat%2Bmove%2Bpoem.png>

Who eats who - the predator or the prey?

The \_\_\_\_\_ eats

the \_\_\_\_\_.

What impact do animals and humans have on each other?

- For (8) points, draw a picture and explain to teacher.
- Use some clues on the next page.

Humans hurt animals

Humans help animals

Animals hurt humans

Animals help humans

## **Clues – Did you know?** <Teacher or Learning Buddy will read>

- cats and dogs provide companionship for humans
  - dog visits in hospitals and retirement homes can be therapy for the patients/residents
  - pets can reduce tension
  - some dogs and monkeys can be the eyes and ears of visually and hearing impaired people
  - some birds migrate to warmer climates in winter
  - whale's flipper helps it turn, steer, and balance
  - cecropia moth has a snake's head pattern on its wings: (may frighten its predators away)
  - bats control mosquito populations
  - buffalo provided some Aboriginal people with: food, shelter, clothing, tools, and weapons
  - horses can be used for help move people and things
  - some people can have allergic reactions to bee and wasp stings
  - deer, moose, and bears on roads can be a hazard at night
  - birds can destroy crops such as blueberries and apples
  - birds migrate to warmer climates in winter
  - some animals change colour in winter
  - home owner who keeps a nice lawn destroys habitats
  - zoos and circuses for human entertainment (with little room for animals to move around) are becoming less popular (For example, Cirque du Soleil with people performers, are in demand)
  - Humans try to protect endangered and/or sensitive species by minimizing pollution and protecting the places where they live
  - Humans raise a variety of animals on farms, for food
  - Humans use pesticides on their lawns and gardens and to kill insects such as black flies and mosquitos
  - Humans use lands where animals live to build houses for themselves.
  - Humans use animal skin and fur for clothing, for furniture, and for decoration
- 
- **Talk about ways humans can be better to animals.**



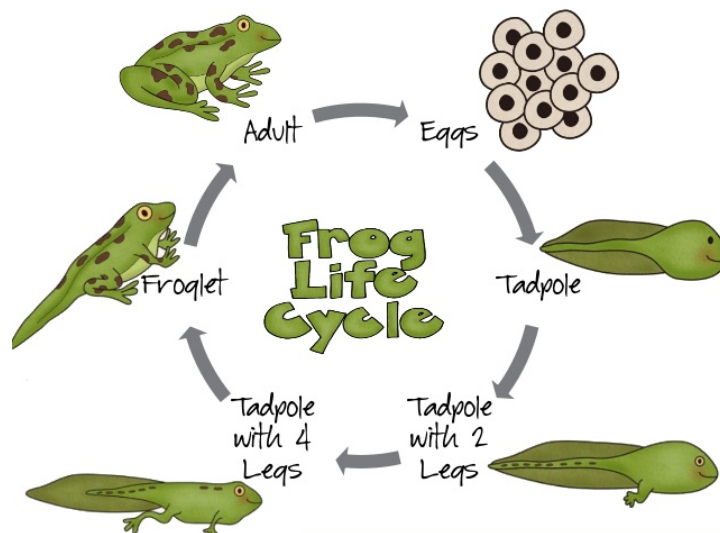
All living things grow. Some have very distinct cycles.



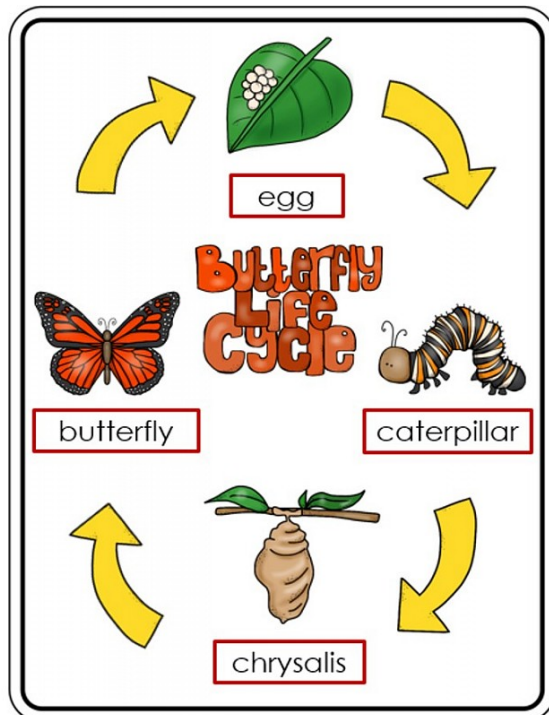
<https://thetechjournal.com/wp-content/uploads/2013/09/Human-Life-Cycle.jpg>

A cycle means:

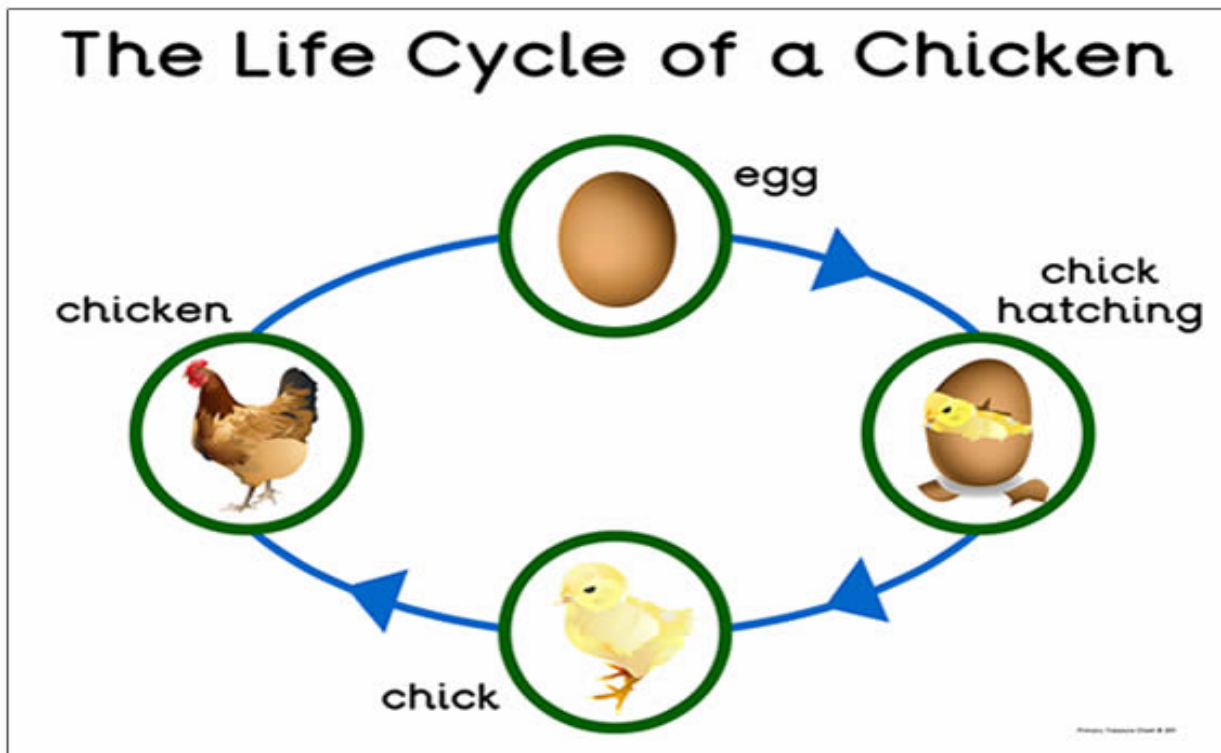
- Things happen in order.
- Living things go through different stages.
- Living things change.
- Living things repeat the order to survive.
- Things that stop the cycle (like dinosaurs) are distinct.
- Investigate how the life cycles of the frog, the butterfly and the chicken are the same and different.



[https://img.clipartfest.com/bcceed1efd28a3d090a63daca3e6295\\_eggs-7-life-cycle-of-a-frog-clipart\\_638-479.jpeg](https://img.clipartfest.com/bcceed1efd28a3d090a63daca3e6295_eggs-7-life-cycle-of-a-frog-clipart_638-479.jpeg)





[https://img.clipartfest.com/eb771ec072ff0c695b1a18724715d7c4\\_life-cycle-of-a-butterfly-life-cycle-of-a-butterfly-clipart\\_800-800.jpeg](https://img.clipartfest.com/eb771ec072ff0c695b1a18724715d7c4_life-cycle-of-a-butterfly-life-cycle-of-a-butterfly-clipart_800-800.jpeg)





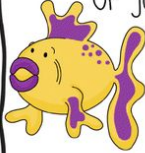
[http://crystalweitz.weebly.com/uploads/1/3/5/8/13585817/1126687\\_orig.jpg](http://crystalweitz.weebly.com/uploads/1/3/5/8/13585817/1126687_orig.jpg)

- Read the following poem about eggs.  
Circle the nouns and underline the verbs.

**Eggs**

Lots of animals come from eggs  
 Some with fins   
 And some with legs  
 Some that chatter  
 And some that cheep  
 Some that fly  
 And some that creep   
 Some that slither  
 And some that run  
 Some with feathers  
 And some with none

Animal eggs can be quite small  
 Or just as big as a tennis ball  
 The animals here  
 They're quite a few  
 Hatch from eggs  
 And lay them, too. 

<https://s-media-cache-ak0.pinimg.com/564x/0a/55/e8/0a55e859915b7ca1979789b35a994a62.jpg>

What does dormant mean?

To move or not move (circle the answer 😊)



A bear hibernates. It is dormant when it sleeps in the winter.

<https://s-media-cache-ak0.pinimg.com/originals/b1/02/9a/b1029ac11891d088f38c3f81d0a681b8.gif>

- Repeat The Little Turtle poem out loud with your teacher:

## The Little Turtle

There was a little turtle,  
He lived in a box.  
He swam in a puddle,  
He climbed on the rocks.

He snapped at a mosquito,  
He snapped at a flea,  
He snapped at a minnow,  
And he snapped at me.

He caught the mosquito.  
He caught the flea.  
He caught the minnow.  
But he didn't catch me!



[http://cdn.shopify.com/s/files/1/0969/3496/products/The\\_Little\\_Turtl\\_54dd4dd385654.jpg?v=144796663](http://cdn.shopify.com/s/files/1/0969/3496/products/The_Little_Turtl_54dd4dd385654.jpg?v=144796663)  
4

- What words rhyme in this poem?

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |

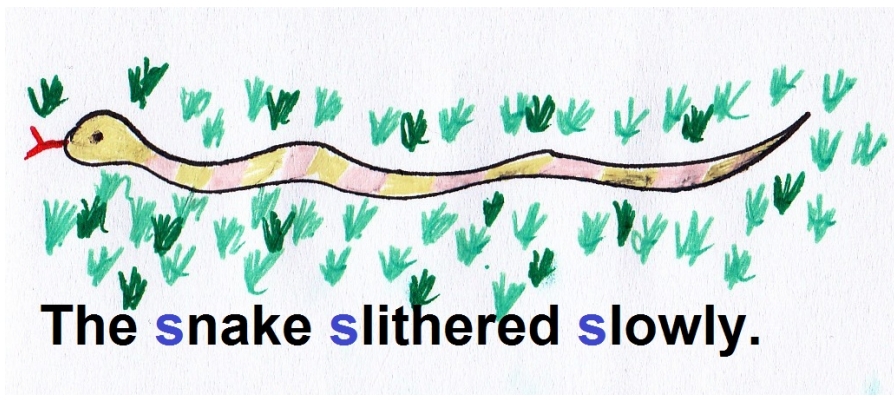
- Talk with your classmates about:
  - how animals can hurt the environment
  - how animals can help the environment
  - why humans should protect living things
  - how we can reduce our impact on animals to help them survive?

The environment is where things \_\_\_\_\_.

To survive means to \_\_\_\_\_.

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie ☺<br>(Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

- Write a shape poem about an animal.
- Make sure it rhymes and uses alliteration.
- Remind me - what is alliteration?



<https://sjbteaching.files.wordpress.com/2013/09/snake.jpg>

Alliteration is when the authors uses words that begin with the same letter in a sentence or phrase.



- Record evidence of alliteration, action verbs, interesting nouns and rhyming words from the shape poems.

| Alliteration   | Action Verbs         | Interesting Nouns       | Rhyming Words    |
|--|----------------------|-------------------------|------------------|
|  |                      |                         |                  |
| How well did you write & recite rhyming poems with alliteration? | Trailblazer (Expert) | Pathfinder (Apprentice) | Rookie (Not Yet) |
|  |                      |                         |                  |

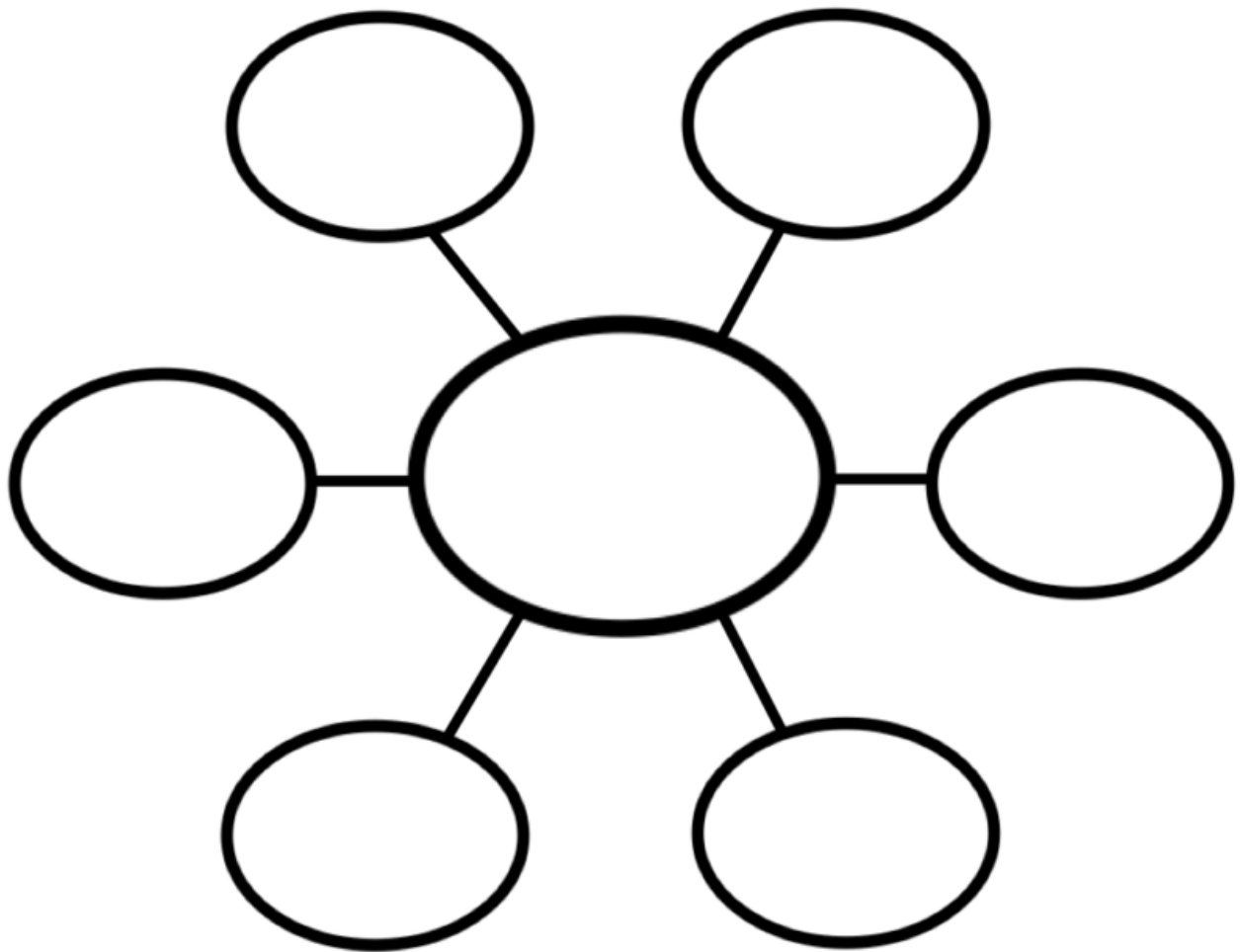
- Sing the "Who, What, When, Where, Why and How" Song:

Who, what, when,  
 where, why and how  
 Why and how  
 Why and how  
 Why and how  
 Who what when where  
 why and how  
 We are poetry  
 builders.



<http://storieswelltold.com.au/wp-content/uploads/Who-What-When-Where-How-and-Why-pic-480x410.jpg>

- Use the following map and your poetry builders (who, what, when, where, why and how) as an outline for your poem:



- Now go back and edit (add more details and make changes to your map).
- Now it is time to write your first draft of your poem. You can make it with one verse (pathfinder) or four verses (trailblazer).
- Put your first draft verse on every other line.
- Use the *Rhyming Mountain Poster* to make rhyming words:



- Make at least one change to each line in verse.

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie ☺<br>(Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

- Now give yourself some points for your draft work

| Self | Draft of Animal Shape Poem                                    | Teacher |
|------|---|---------|
|      | used powerful verbs   |         |
|      | has alliteration  |         |
|      | good use of rhyme   |         |
|      | changes made to each line in verse                            |         |
|      | draft written on every other line<br>(to make room for edits) |         |

TOTAL = /20 possible points

- Draw the shape of your animal and write your final copy inside the shape. Post your poem on the bulletin board.

### **STEP OUTSIDE:**

- (a) Dramatize your poem with movement (no words).
- (b) Try to predict which animal is being presented.
- (c) Read the poem aloud and then use your hands and movement to predict the various life cycles of each animal in each poem.
- (d) Listen with an 'interested body look' when your classmates present their poems.

|   |                         |                            |                     |
|---|-------------------------|----------------------------|---------------------|
| <b>How well did you listen &amp; interpret gestures to predict what might happen next?</b>      | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|   |                         |                            |                     |
| <b>How well did you use your 'interested body look' during class talks &amp; dramatic play?</b> | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|   |                         |                            |                     |



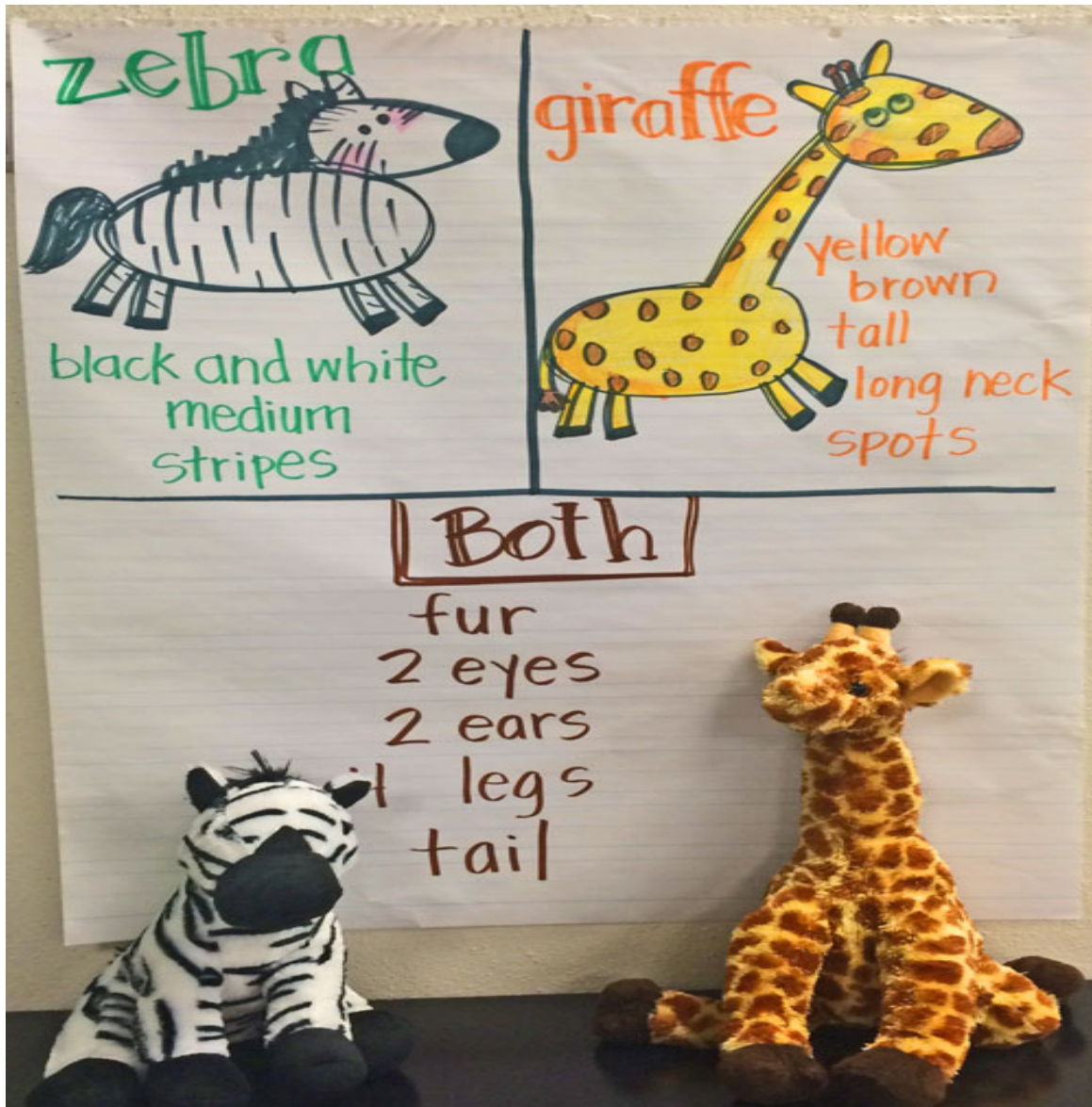
- Draw a picture of one animal you can find in each continent?

|  |               |
|--|---------------|
| North America                          | South America |
| Europe                                 | Africa        |
| Asia                                   | Australia     |
| Extension: Antarctica (not in picture) |               |

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie ☺<br>(Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

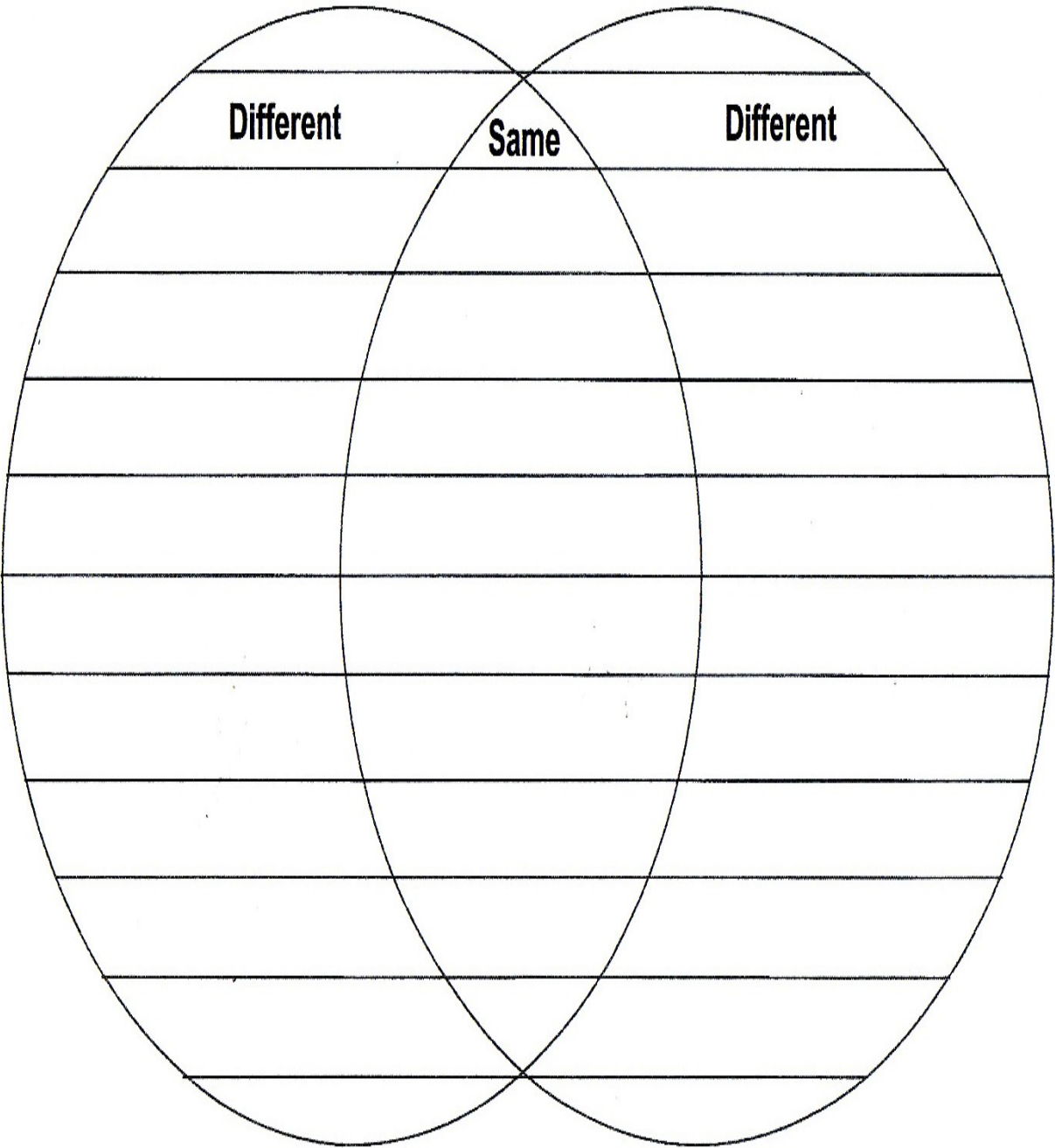
- Type out a sentence about one animal.

- Look at the poster and explain how a zebra and a giraffe are the same, and different:

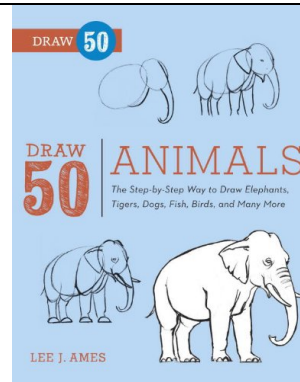
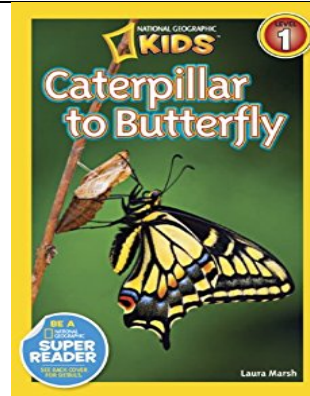
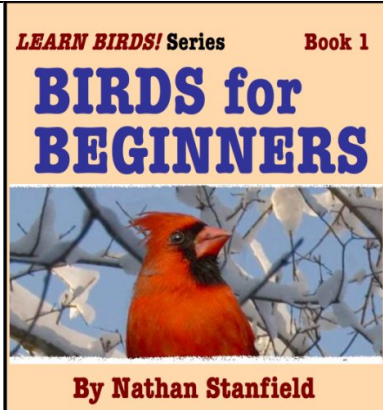


<http://crisscrossapplesauce.typepad.com/.a/6a00e551115630883401b8d1f9b453970c-500wi>

- Make a Venn Diagram with the zebra and giraffe details.



- Look at the following book covers.
- Choose a word to guess the purpose for each book.



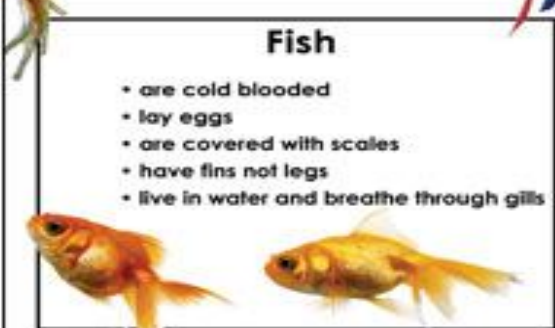





### Action Words (verbs) About Living Things

- What do...
  - ...birds do? They \_\_\_\_\_.
  - ...caterpillars do? They \_\_\_\_\_.
  - ...butterflies do? They \_\_\_\_\_.
  - ...guinea pigs do? They \_\_\_\_\_.
  - ...elephants do? They \_\_\_\_\_.

There are six types of animals.

# Types of Animals

|   |  |
|---|--|
|  <h3>Amphibians</h3> <ul style="list-style-type: none"><li>• are cold-blooded</li><li>• can live on land and in water</li><li>• lay jelly-covered eggs in the water</li><li>• are vertebrates - have a backbone</li><li>• have moist skin</li><li>• do not have scales</li></ul>         |  <h3>Birds</h3> <ul style="list-style-type: none"><li>• are animals with feathers</li><li>• have two legs and two wings</li><li>• have a beak or a bill</li><li>• lay eggs</li><li>• are warm-blooded</li></ul>  |
|  <h3>Fish</h3> <ul style="list-style-type: none"><li>• are cold blooded</li><li>• lay eggs</li><li>• are covered with scales</li><li>• have fins not legs</li><li>• live in water and breathe through gills</li></ul>   |  <h3>Insects</h3> <ul style="list-style-type: none"><li>• have six legs</li><li>• are made up of 3 parts - head, thorax and abdomen</li><li>• have a pair of antennae</li><li>• have one or two pairs of wings</li><li>• are cold-blooded</li><li>• lay many eggs</li></ul>     |
|  <h3>Mammals</h3> <ul style="list-style-type: none"><li>• have fur or hair</li><li>• babies drink milk from their mother's bodies</li><li>• are vertebrates - have a backbone</li><li>• have four limbs</li><li>• breathe air through their lungs</li><li>• are warm-blooded</li></ul> |  <h3>Reptiles</h3> <ul style="list-style-type: none"><li>• have dry, scaly skin</li><li>• have short legs or no legs at all</li><li>• breathe air through their lungs</li><li>• are cold-blooded</li><li>• are vertebrates - have a backbone</li><li>• lay many eggs</li></ul> |

<https://s-media-cache-ak0.pinimg.com/564x/68/70/84/6870842f341d6cba89ea6fe162a82740.jpg>

• Choose one type and print the word here:

---

---

---

---



- Compare these animals.

| Animals:   | live in... | Fly | Swim | Eat |
|------------|------------|-----|------|-----|
| reptiles   |            |     |      |     |
| mammals    |            |     |      |     |
| birds      |            |     |      |     |
| amphibians |            |     |      |     |
| fish       |            |     |      |     |
| insects    |            |     |      |     |

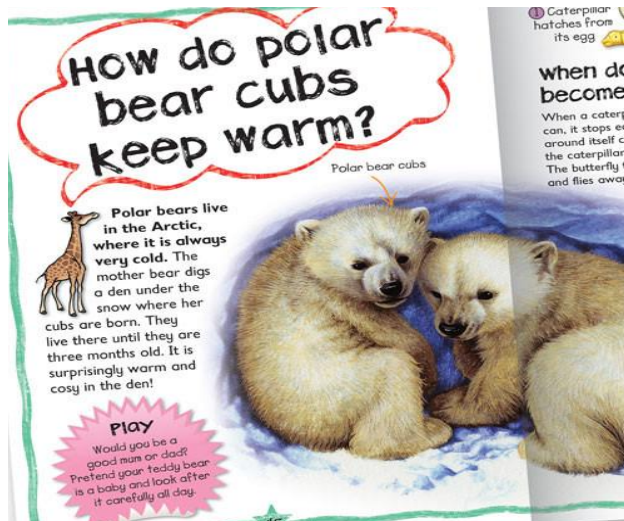
A turtle is a \_\_\_\_\_.

### Questions???

We use a question mark at the end of question sentences.

What is a question mark?





[https://cdn.shopify.com/s/files/1/0617/3965/products/9781782099727-spread2\\_grande.jpg?v=1490364123](https://cdn.shopify.com/s/files/1/0617/3965/products/9781782099727-spread2_grande.jpg?v=1490364123)



<https://www.finleeandme.com.au/wp-content/uploads/2016/03/Finlee-and-Me-Kids-Books-Lift-the-Flap-Questions-and-Answers-about-Animals-Book-Inside1.jpeg>

- Sentences begin with a: \_\_\_\_\_.

## What are hyphens?

**Hyphens** help us write big numbers:

- twenty-one
- twenty-two
- twenty-three...

Hyphens help us write ages.

- The three-year-old goat helped us mow the lawn.

Hyphens help us write about time.

- We will have to write a five-minute speech.

Hyphens help us describe fractions.

- We used one-third of the wood pile to build a fire.
- Find a hyphenated word in a book about animals, print it here.

---

---

---

---

Print the word "Investigation":

-----

-----

-----

## Animal Investigation

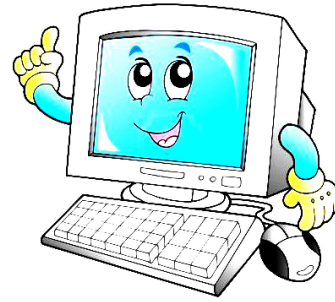
- Everyone in class will choose a different animal.
- Everyone will go to the STEM Library to find information about the animal (needs, characteristics, behaviour, and ways it adapts to seasons and its surroundings).
- Everyone will try and observe the animal in real life or on the web.
- Analyze the information and observations.
- Generate a way to define the animal.



- Tell classmates about your animal by making a poster of your animal that shows where it lives and how it survives.
- Print a paragraph, on your own, or with help, about your animal that includes at least one question.
- Use hyphens to talk about the difference between a one-year-old and a five-year-old. You can split words at the end of the lines using hyphens for this paragraph.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. There are ten sets of these lines provided for writing practice.

- Type one sentence of your choice on the computer and print it out.



<http://www.biblioteche.mn.it/sites/mantova/assets/San%20Benedetto%20Po/ba096ef8-dd67-44df-8341-6e506fea192a-0-.jpg>

- Talk about if you think it looks better to not split up words at the end of lines.

|   |                         |                            |                     |
|---|-------------------------|----------------------------|---------------------|
| <b>How well did you examine and write investigative reports?</b>        | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|   |                         |                            |                     |
| <b>How well did you print paragraphs, type sentences, with hyphens?</b> | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|   |                         |                            |                     |

### Extension

- Write a single paragraph about an animal with proper use of commas.

ET - Write friendly (pen pal) letter

ET - Write Pen Pals to save endangered species

## 6. My Community

- Look through your Learning Journal to draw and label a picture of our community in the fall and winter.

Fall in My Community

Winter in My Community

- Review photos of spring and summer at school.
- Predict what you think spring and summer will be like:

Spring at School

Summer at School

- Draw pictures of what you need in each season?

|        |        |
|--------|--------|
| Fall   | Winter |
| Spring | Summer |

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie ☺<br>(Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|



- Read and circle the nouns in these sentences. Put a check beside the proper nouns.

1. Kimbercote Farm is in the Beaver Valley and is part of the Niagara Escarpment.
2. A trail has been maintained on the property running from east to west...
3. The trail goes through a field of young white ash and a few red maple, black cherry and apple.
4. The trail continues across a small stream and ends at a mixed forest.
5. This farm has part of the Beaver River flowing through it.
6. You can connect to the Bruce Trail at the north end of the property.

- Brainstorm all the people and things you can think of that are part of your community.
- Make a poster like this one:



[http://keelercommons.weebly.com/uploads/1/3/8/6/13866096/8023216\\_orig.png](http://keelercommons.weebly.com/uploads/1/3/8/6/13866096/8023216_orig.png)

- Now create a map of your neighbourhood.
- Label your map with words that answer the questions, who, what, when and where.

## My Neighbourhood Map

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie ☺<br>(Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

People in a community have different roles and connect with each other in different ways. In our school, our community connects:

- students
- teachers
- family members
- people who work for charities
- our neighbours
- people who clean our building and look after our outside spaces and roads
- nature
- our local climate and weather

Predict what your community map might look like in 5 year's-time. Draw it below.

---

---

- Read the following summary from the Town of Collingwood website.

Coyotes have been spotted in several areas throughout Collingwood...Homeowners can take preventative steps to ensure coyotes aren't attracted to their property and to keep their pets safe.

- Coyotes are usually wary of humans and other animals.
- Never feed coyotes! Do not leave any type of food outdoors for any animal, including pets. Bird feeders attract birds, squirrels and rodents, which may in turn attract coyotes.
- Garbage should be stored in sealed containers and placed at the curb on the day of pick up.
- Avoid composting meat products.
- Keep pets indoors. Never let pets roam at large, and always walk your dog on a leash. (<http://www.town.collingwood.on.ca/wildlife>)

- What do you think is the largest word in the summary?

---

---

---

---

- Share the word and talk about its meaning with your classmates.

- Read the following part of a web article from the Fly Fish Ontario website. (Your teacher can help.)

The Beaver River boasts some of [the best Ontario fly fishing for migratory trout and salmon species](http://flyfishontario.ca/ontario-migratory-trout-and-salmon-rivers/fly-fishing-the-beaver-river-1.html) on the Georgian Bay tributaries. From the dam in Thornbury downstream to the mouth, people gather in large numbers in the fall and spring for a chance at Rainbow and Brown trout or Chinook salmon, depending on the season. Other fishing opportunities can be found upstream at the Clarksburg Dam for these species.

(<http://flyfishontario.ca/ontario-migratory-trout-and-salmon-rivers/fly-fishing-the-beaver-river-1.html>)

- What do you think "migratory" means?

Migratory means....

What do you think tributaries are?

Tributaries are...

(You can use a dictionary.)

- Read the following part of a web article from the Ontario Beekeeper's Association. (Your teacher can help.)

**Keri & Al Lockhart - Devoted to the honey flow...**

Keri and Al Lockhart are the owners of Beaver Valley Gold Honey in Clarksburg, located along the shores of Georgian Bay just north of Collingwood... "When we bought the business in 1997, ...we worked 650 colonies. In 2001, we relocated to a new location on the Main Street downtown Clarksburg. With this move came an opportunity to retail our honey, although we also wholesale...

Al needs to be very careful not to bring too many bees back to the honey house. They are located in the Downtown area and do not want bees all over the place. "We have a bit of an educational centre and spend a lot of time teaching people about the beekeeping industry..."

(<http://www.ontariobee.com/community/meet-a-beekeeper/keri-and-al-lockhart>)

- What question would you like to ask the Lockharts?

---

---

---

---

- Read the following "thank you note":

February, 2019

Dear students,

We are so happy you are part of our school. Thank you for treating nature kindly. We also like that you keep your things tidy and help clean up our space each day. Thanks for being friendly to each other and respecting your parents. Being a good student is all about being hungry to learn, being creative and working hard on your projects. Thank you for making a difference.

Your proud principal,  
Mr. Rogers

- Did this letter have the following parts:



<https://s-media-cache-ak0.pinimg.com/236x/ff/e1/1e/ffe11eeca9ae888a480e67355e205b93.jpg>

- Write a friendly letter to something that lives on land, in the water or in the air.

Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>😊 (Expert) | Like a Pathfinder<br>😊 (Apprentice) | Like a Rookie 😊<br>(Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|



- Write a pen pal letter about an endangered animal.

Handwriting practice area with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing a letter.

|   |                         |                            |                     |
|---|-------------------------|----------------------------|---------------------|
| How well did you write a friendly (pen pal) letter? | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|   |                         |                            |                     |

|  |                         |                            |                     |
|--|-------------------------|----------------------------|---------------------|
| How well did you write a pen pal letter to save an endangered species? | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|  |                         |                            |                     |

# Teacher Telegram

Dear \_\_\_\_\_,

---

---

---

Your teacher,

---

---

Dear \_\_\_\_\_,

---

---

---

Your student,

---

# NARROW

ET - Solid understandings of my community (Life Science)

## 7. My Ontario Community

A shelter can be a space:

- (a) that protects animals from the weather (heat, cold, rain).
- (b) for unwanted animals.
- (c) for abused animals to be safe.
- (d) to live in zoos, wildlife parks or reserves.
- (e) for domestic animals who live in a human home.

Shelters for animals take time to plan and build.

- Let's read about three different shelters.
- Put a dot on where you think our school is located.

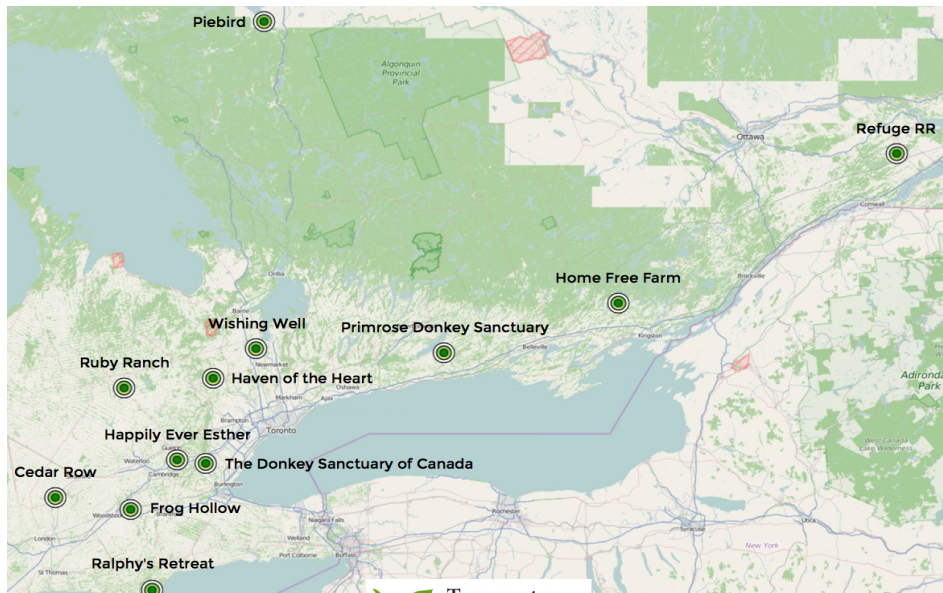


<https://previews.123rf.com/images/schwabenblitz/schwabenblitz1110/schwabenblitz111000847/10865156-Political-map-of-Canada-with-the-several-provinces-where-Ontario-is-highlighted--Stock-Photo.jpg>

There are different kinds of shelters for animals in Ontario. A sanctuary, according to the Toronto Vegetarian Association, is "an alternative to a zoo, circus or aquarium".

- Use a dictionary to find as many words as you can with the letters in the word "sanctuary".

- Look at this map of sanctuaries in Ontario:



[http://1.bp.blogspot.com/-MI8ZE4bH4Xw/UwP28-aUVhI/AAAAAADWPI/OPLx--\\_qEWc/s1600/mixed+up+sentence.jpg](http://1.bp.blogspot.com/-MI8ZE4bH4Xw/UwP28-aUVhI/AAAAAADWPI/OPLx--_qEWc/s1600/mixed+up+sentence.jpg)

| How well do you understand your 'living' community? | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|---|-------------------------|----------------------------|---------------------|
|   |                         |                            |                     |

## **Shelter Show Challenge**

It's time to work on our main project:

### **The Shelter Show**

#### **Explore**

- ✓ learning about living things in communities

#### **Narrow**

- ✓ learning about shelters

#### **Gather**

- information about three different shelters

#### **Analyze**

- which animals could live near our school by surveying interests and comparing costs of animals, food, and materials for building a shelter

#### **Generate**

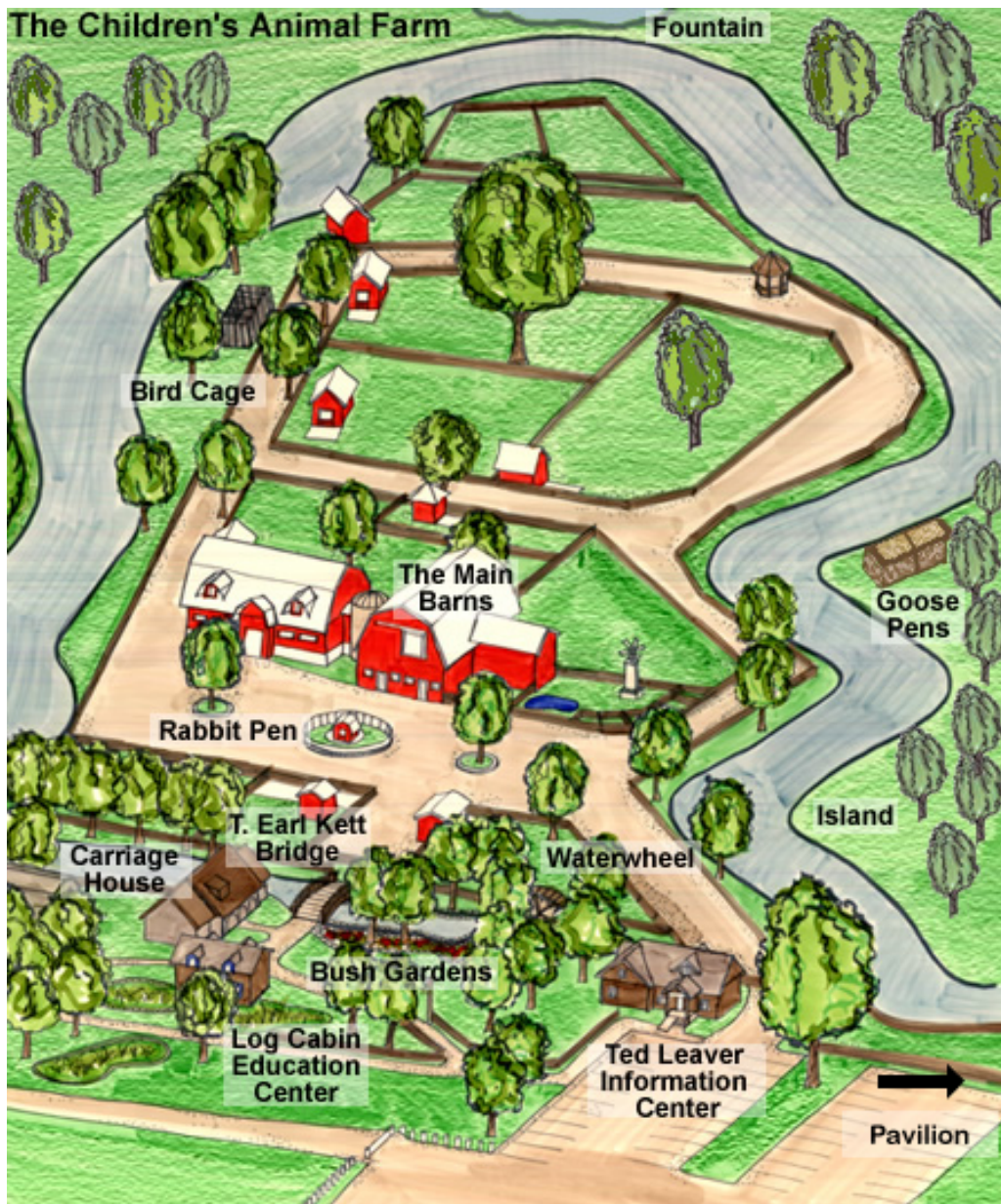
- Create a blueprint plan with a clay model for a future shelter for our local animals.

#### **Educate**

- Write a report and read it as a speech to share with your classmates.

## 8. (Sarnia & Point Edward's) Children's Animal Farm

- Look at the map of the Children's Animal Farm located in Sarnia and Point Edward's Canatara Park.



<http://www.childrensanimalfarm.com/>

The making of these shelters did not happen overnight.

- Listen to your teacher/learning buddy read the following (Almost) 40 Year 'To Do' List:
  - ✓ Opened in May 1964
  - ✓ Seaway Kiwanis donated over \$500,000
  - ✓ First 2 animals: "Grand-ma" (goat) and "Suzie" (pony)
  - ✓ Added donkeys, pigs, guinea pigs, squirrels and more goats
  - ✓ Originally called "park zoo"
  - ✓ Trees planted at entrance
  - ✓ 2 years later – barn added
  - ✓ then a hatchery for rearing chickens, ducks, geese
  - ✓ 1967 – rabbits and pheasants added
  - ✓ duck pond eroding
  - ✓ 1968 – added to parking lot
  - ✓ 1970 – horse rides behind "Dolly" the horse
  - ✓ 1973 – farm open all year round
  - ✓ built bridge built across creek
  - ✓ 1985 – new barn built
  - ✓ 1986 – water purification system added and pumped out over a million gallons of water after heavy rainfall
  - ✓ 1900 – children not allowed to feed animals
  - ✓ 1992/1993 – cabin donated by Dr. Rex Garret for Ted Leaver Information Center
  - ✓ 1996 – fountain purchased for duck pond
  - ✓ 1997 – new fencing added around farm
  - ✓ 1999/2000 – waterwheel and garden added, in honor of local flourist, Bill Bush
  - ✓ 2002 – bird cages built inside barn

- Then you can listen to learn about four different animals that live on the Children's Animal Farm.

**Goats (Live 10-12 years)**

- ram/billy (male) weighs about 100-120 lbs; doe (Female) weighs between 65 – 80 lbs, kid (name of young)
- male has beard
- mohair top of head and back and belly (sheered 2x's/year)
- long ears
- horns hollow (males longer); short tail
- eat weeds, grasses, leaves, alfalfa and corn.

**Pigs (Live 25 or more years)**

- boar (male); sow (female);
- piglet (young)
- can grow to be up to 200 pounds
- white hair and skin
- large ears; thick skin; short, fat bodies covered with white hair
- 4 toes in front used to dig in the dirt
- curly tails, short legs
- eat at trough: corn (maize), soybeans, barley, oats and wheat; vegetables like cabbage, lettuce, potato skins, apple skins
- drink a lot of water
- sweat through their tongue like a dog

**Rabbit (live for 6 or 7 years)**

- buck (male); doe (female); kittens (young)
- white, brown, black and grey. small, pink nose
- long ears
- feet called hocks
- long hind legs
- short tail
- female is heavier than male eat grasses, bran, oats, fish meal, carrots, apples and bread

**Sheep (live up to 20 years old)**

- ram (male); ewe (female); lamb (young)
- can weigh up to 275 pounds pointed ears; horns (hollow) curl around ears
- body covered with soft white fleece haircut (shearing) in spring/summer
- hoofs grow like fingernails and need to be trimmed cut long tail to make them short eat grass, hay and grain. drink a lot of water



## CLASSROOM CHAT:

- Choose one animal that your teacher spoke about and retell as much as you can about it, using your own words.
- Then complete these sentences below.

*A problem for the \_\_\_\_\_ animal is*

---

*I wonder if... \_\_\_\_\_*

---

- Were you surprised by anything you learned about these farm animals?

## Yes or No

- Talk about which animals might be good to have at our community animal shelter.

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie ☺<br>(Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

## **Field Trip**

- Go visit a farm and observe farm animals to see if you can find some of the same or some new findings about farm animals.
- Follow the safety rules for the caring and handling of animals:
  - ✓ make your teacher aware of any allergies;
  - ✓ handle animals gently;
  - ✓ know when it is better not to handle them at all;
  - ✓ wash hands after handling animals

## **Observing Animals**

- When you observe animals, what do you look at to describe them?
- Draw an animal and add at least 5 labels for (5) points

## 9. Cochrane's Polar Bear Habitat

- Read through the following paragraphs about research at Cochrane's Polar Bear Habitat.
- Make notes using the following symbols:

**F** = FACT

**O** = OPINION



= CIRCLE COOL WORDS

**V** = Powerful Verbs (Action Words)

**CN** = Interesting Common Nouns

**PN** = Interesting Proper Nouns

**A** = Alliteration

**?** = PUZZLING WORDS

- Go to <http://polarbearhabitat.ca/research> and find the research tab under "learn".
- Talk about what the images on the website tell you about what the articles might be about.

**Seal Trial** by Dr. Greg Thieman (York University, Jaap Wensvoort (Toronto Zoo)

Inukshuk and Ganuk were given a diet of only seal for several months...Tissue and blood samples were taken after to find out which seal was being eaten. Researchers can now identify the seal 'signature' from the polar bear tissue. This can help researchers keep track of seals in the wild. (adapted from <http://polarbearhabitat.ca/research>)

- Draw a picture of the main idea (and label it) of this paragraph.

---

Seal Trial

---

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie<br>☺ (Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

**Whisker Print Project** by C. J. R. Anderson, J. D. Roth, J. M. Waterman  
Department of Biology (University of Central Florida)

Whisker prints are like unique fingerprints. The Whisker Print project analyzes Henry's and Ganuk's (polar bears) whisker print patterns. Their prints are observed each month. They are used to identify individual bears, and to find out if changes in the environment link to different whisker patterns. (adapted from <http://polarbearhabitat.ca/research/>)

- Draw a picture of the main idea (and label it) of this paragraph.

---

### Whisker Prints

---

*A problem for the polar bear might be:* \_\_\_\_\_

*I wonder if...* \_\_\_\_\_

- What do you think the researchers want us to do or think about, after reading these paragraphs?

When I listen to different paragraphs, I think I will:

- (a) learn more facts
- (b) hear the same facts
- (c) hear facts that fit with the original message
- (d) hear facts that do not fit with the original message.

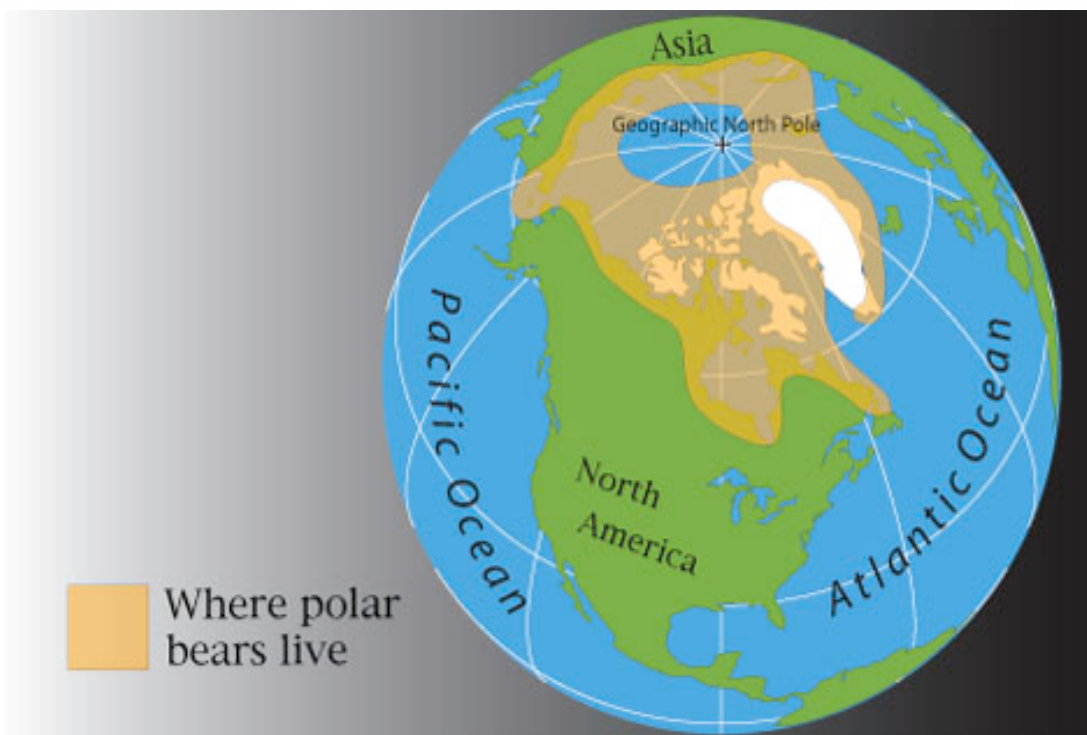
Were you surprised by anything in these paragraphs?

# Yes or No

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie<br>☺ (Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

- What do you think would happen if seals went extinct? (Print 3 sentences.)

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are eight sets of these lines for writing.



<http://kids.nationalgeographic.com/content/dam/kids/photos/animals/Mammals/H-P/polar-bear-map.jpg>

- Go over the article (with your teacher) again and use these symbols to find the following:

**F** = FACT

**O** = OPINION



= CIRCLE COOL WORDS

**V** = Powerful Verbs (Action Words)

**CN** = Interesting Common Nouns

**PN** = Interesting Proper Nouns

**?** = PUZZLING WORDS

- Who do you think wrote this article?
  - (a) someone who works at the sanctuary
  - (b) someone who cares about animals
  - (c) someone who wants you to donate to the sanctuary
  - (d) all of the above



- What is the main idea and 4 details in this article?  
(Record points in the graphic organizer).

<http://bookunitteacher.com/flipchart/reading/mainidea/mainideachart.jpg>

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie<br>☺ (Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

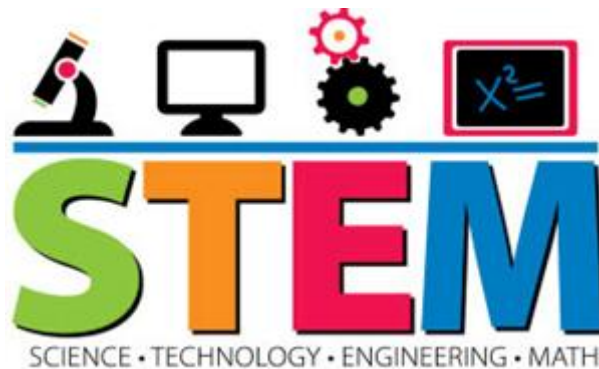
- Choose 2 words and predict their meaning.

|  |  |
|--|--|
|  |  |
|  |  |

- How do you feel after reading this article?
  - (a) happy
  - (b) sad
  - (c) normal
- Do you think these are the best shelters for these exotic animals?

Yes or No  
Explain.

- What else could people do to help exotic animals?



### **STEM Library Break**

- Find a book in the STEM Library

- Print a first line of a paragraph in your STEM book.

---



---



---



---



---



---



---



---



---



---

- Find a website that has information about endangered animals.
- Read out loud the first paragraph to your classmates. Practice with your teacher first to make sure it is smooth and easy for everyone to hear.



[https://cdn.noodle.com/media/articles/iStock\\_000006495328\\_Large.jpg.736x0\\_q85.jpg](https://cdn.noodle.com/media/articles/iStock_000006495328_Large.jpg.736x0_q85.jpg)

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie<br>☺ (Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

# ANALYZE

ET - Identify patterns in data.

ET - Use others' names when speaking.

## 12. Sanctuary Vs. Zoo

- Talk about whether you think we should take animals from the wild and put them in zoos.
- Make sure to use your classmates' names during your discussions.
- What are the advantages and disadvantages of having endangered species in zoos?

Advantage

Disadvantage



<https://i.ytimg.com/vi/EeQiSZ978Ys/maxresdefault.jpg>

- How are sanctuaries and zoos the same and different?

**Use these words...**

small, large, spaces, food, cages, long stays, short stays, zoologists, safety, food, protection, extinct, rescue, research

|                         |            |
|-------------------------|------------|
| <b>Animal Sanctuary</b> | <b>Zoo</b> |
|-------------------------|------------|

**Same:**

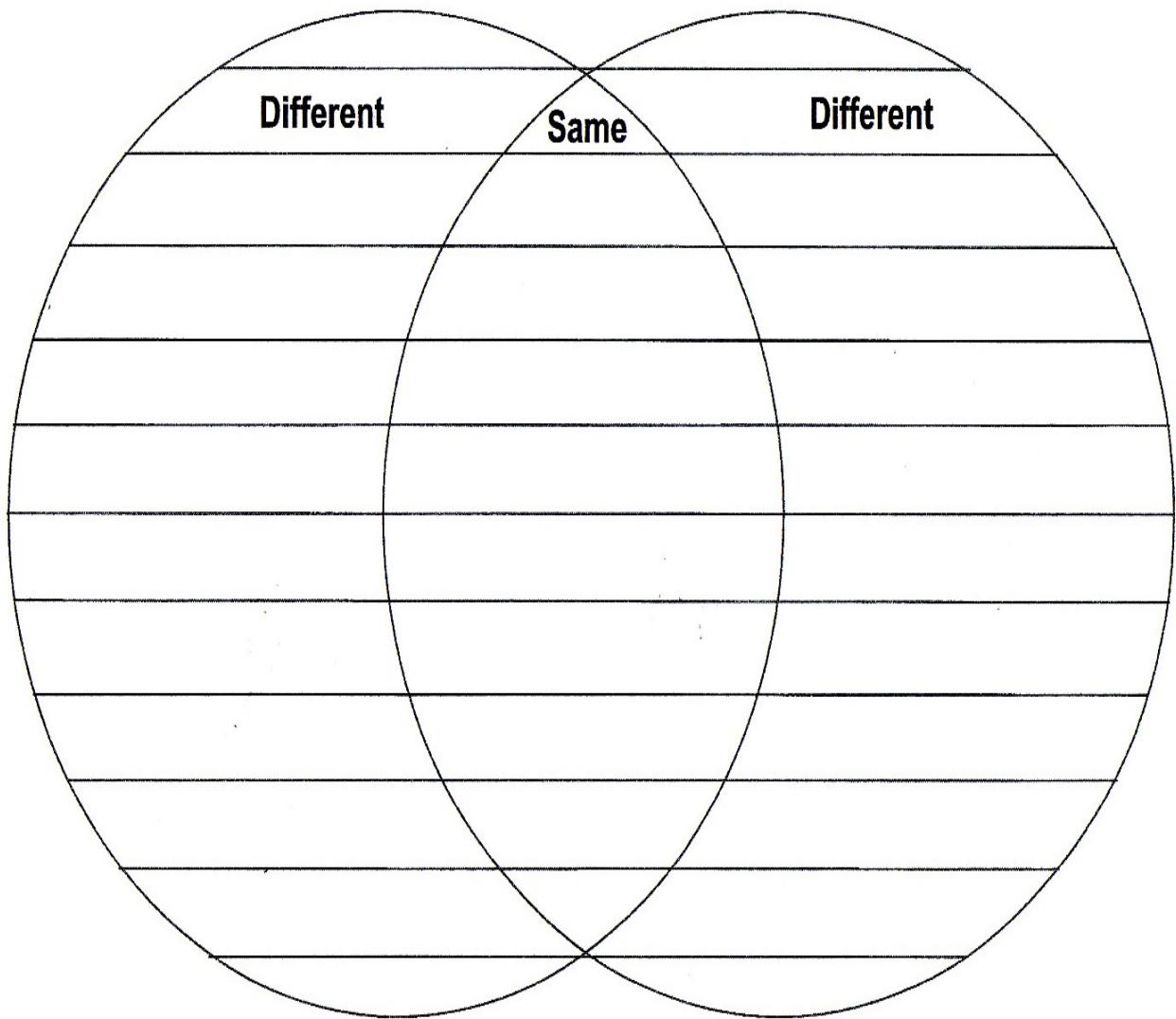
|  |  |
|--|--|
|  |  |
|--|--|

**Different**

|  |  |
|--|--|
|  |  |
|--|--|

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie<br>☺ (Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|

- Which animals do you think could live near our school?
- Brainstorm a list of animals on the whiteboard.
- Create a class survey to keep track of what our classmates think about animals for a community shelter.
- Compare the top two choices using a Venn diagram for (9) points.



- Find out and include the costs of animals, food, and materials for building a shelter for each animal.
- Make a graph of your survey results here:

---

More people would like us to build a shelter for:

---

| How well did you identify patterns in data? | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|---|-------------------------|----------------------------|---------------------|
|   |                         |                            |                     |

- Let's research more about making a shelter for this animal.
- Share what you found with the class.

I think the shelter and the animal will cost: \_\_\_\_\_

- Talk about how can we find the money to make this project happen?

| How well did you use others' names when speaking? | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|---|-------------------------|----------------------------|---------------------|
|   |                         |                            |                     |



# GENERATE

ET - Write recipe & list procedures for task completion.

ET- Values the recycling of materials.

## 13. My Shelter Design

- Create a blueprint plan with a clay model for a future shelter.
- Look at some of the examples of shelters and say what you like about them and what you would change to make them better!



<https://media-cdn.tripadvisor.com/media/photo-s/05/00/13/00/roloff-farms.jpg>

*I like* \_\_\_\_\_

*I would change* \_\_\_\_\_



<https://s-media-cache-ak0.pinimg.com/originals/0d/d0/c3/0dd0c38967e4d99d2884bf25868aebf4.png>

*I like* \_\_\_\_\_

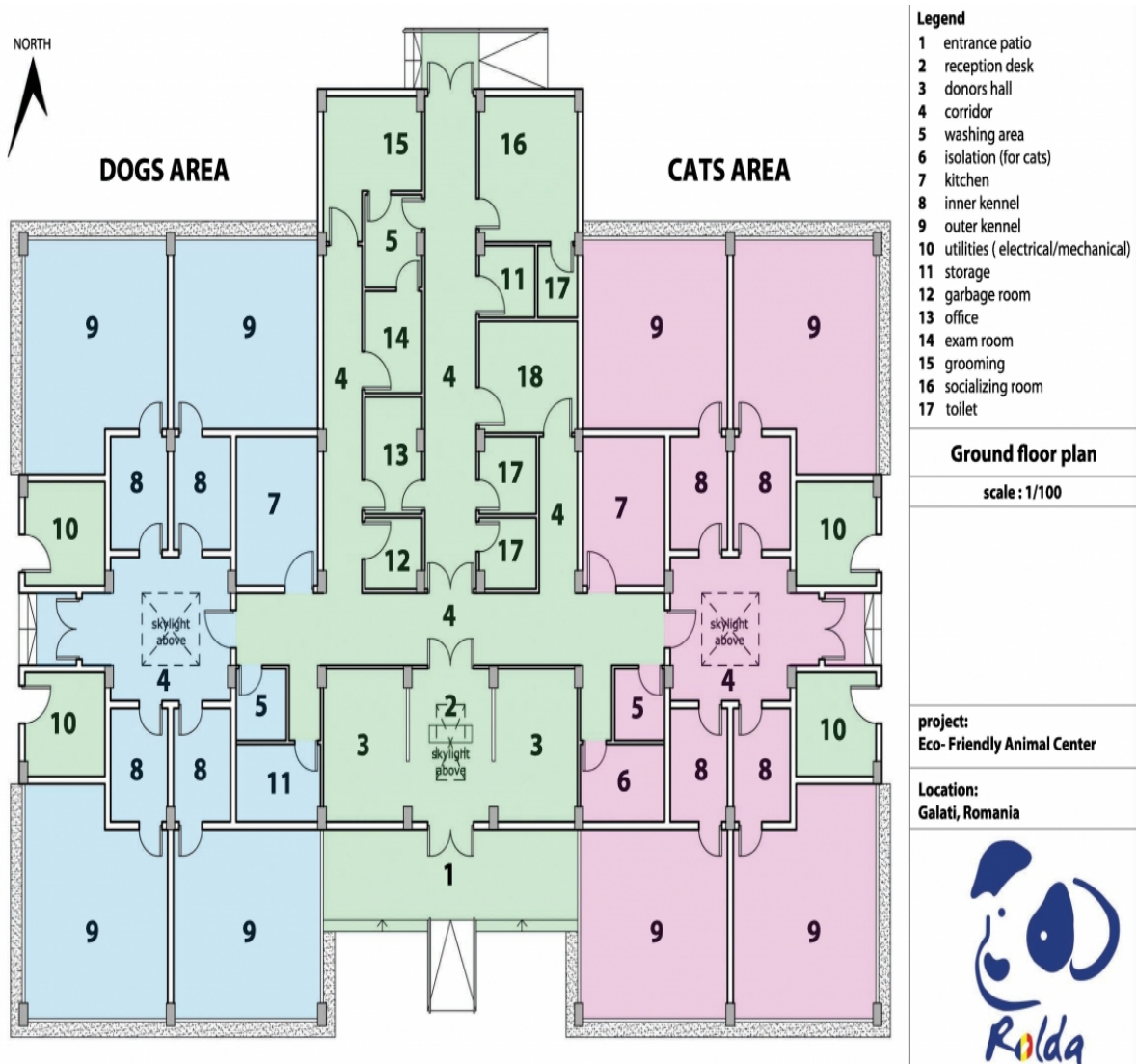
*I would change* \_\_\_\_\_



<http://betterhomegardening.com/wp-content/uploads/2015/02/Simple-Rabbit-Hutch-Design.jpg>

*I like* \_\_\_\_\_

*I would change* \_\_\_\_\_



[https://rolda.org/wp-content/uploads/2014/11/newshelter\\_plan-e1430417276563.jpg](https://rolda.org/wp-content/uploads/2014/11/newshelter_plan-e1430417276563.jpg)

*I like* \_\_\_\_\_

*I would change* \_\_\_\_\_

- Work with a partner or on your own to design your own shelter.
- Make a list of recycled materials you could use to make your shelter:

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

|   |                         |                            |                     |
|---|-------------------------|----------------------------|---------------------|
| <b>How well do you recycle materials?</b> | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|   |                         |                            |                     |

- Make a recipe for building your shelter (List the different things you need to do in the order they should be done. (12 points)

*You should start with....*

---

*Then you* \_\_\_\_\_

*Then you*

|   |                         |                            |                     |
|---|-------------------------|----------------------------|---------------------|
| <b>How well did you write recipe &amp; list procedures for task completion?</b> | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|   |                         |                            |                     |

# Educate

ET - Use a thesaurus to locate & use synonyms.

ET - Use a period, question marks, & capitals to start sentences.

## 14. The Shelter Show

- Write a speech as your report, to present with your model and plans for a shelter.
- Sing the "speech builders song" to help you think about ideas for your poster outline.

Who, what, when, where,  
why and how  
Why and how  
Why and how  
Why and how

Who what when where why  
and how

We are speech making builders.



### Step 1. Picture the ideas (Illustrate it!)

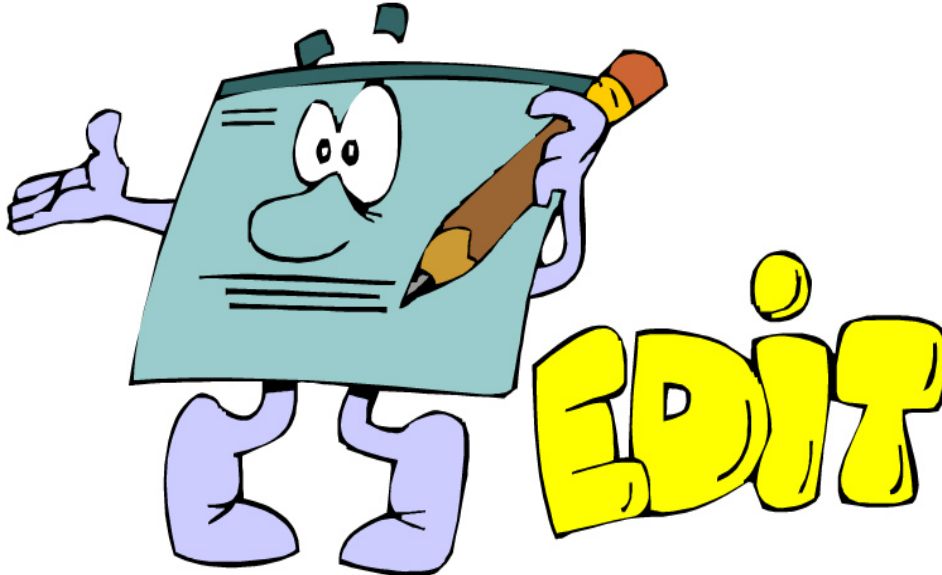
- Draw an image on poster paper of your ideas for your speech that answer the questions: who, what, when, where, why and how.

**Extension:**

- Form and ask hypothetical questions during discussions

**NEXT:**

- Now go back and edit. (Add more details and make changes to your poster.)



<http://ianbrooksauthor.com/wp-content/uploads/2016/01/editing.jpg>

**Step 2. Draft Your First Sentences**

- Now it is time to write your first draft of your speech.
- Make sure your speech explains:

|  |
|--|
| need for shelter                               |
| details of setting                             |
| different options                              |
| possible problems with choice                  |
| why you chose your idea for the animal shelter |

- Put your speech here on every other line.

A series of 20 horizontal lines for writing, alternating between white and light gray backgrounds. The lines are evenly spaced and extend across the width of the page.



<https://www.presentationmagazine.com/newimages/rally-speech-510.jpg>



### Step 3 - Edit Your Draft.

Word Alert - Take a look at the word choices and use a thesaurus to make changes so you can score some more points on the Word Alert Chart.

#### **WORD ALERT CHART**

List 5 Action Verbs

List 5 interesting nouns

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Teacher Score:

/10 points

How well did you use a thesaurus to locate & use synonyms?

Trailblazer  
(Expert)

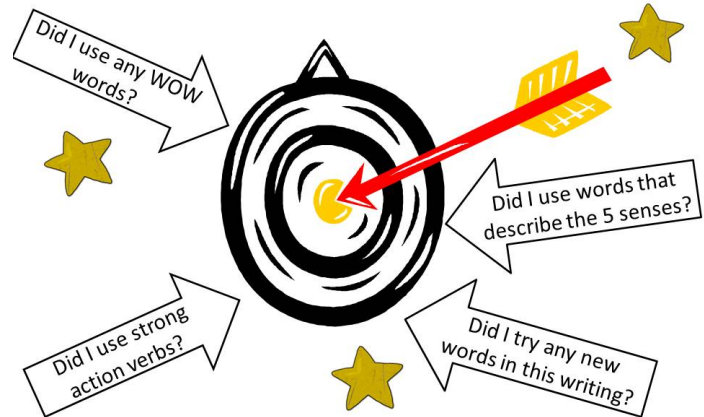
Pathfinder  
(Apprentice)

Rookie  
(Not Yet)

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

- When you have at least 8 points you can move on to the "Speak and Listen" task!

## WORD CHOICE



[http://mrsgilkison.weebly.com/uploads/8/4/7/8/8478432/7481436\\_orig.jpg](http://mrsgilkison.weebly.com/uploads/8/4/7/8/8478432/7481436_orig.jpg)

**Step 4 - Advise & Revise** - You and a classmate will take turns reading your speech drafts. Find as many ways as you can to make changes to most sentences in your draft.

- First read your draft out loud (slowly), so you or your partner can edit as you read.
- Then your partner will read your draft out loud so you can find more places to edit.



[http://www.readingrockets.org/sites/default/files/atoz\\_comprehension\\_0.jpg](http://www.readingrockets.org/sites/default/files/atoz_comprehension_0.jpg)

## (a) Score Your Draft!

| Self Score         | 2 = got it   1 = Almost   NY = Not Yet                              | Teacher                 |
|--------------------|---|-------------------------|
| <b>THIS SPEECH</b> |   |                         |
|                    | explains the need for a shelter                                     |                         |
|                    | uses details of setting   |                         |
|                    | tells about different options                                       |                         |
|                    | explains possible problems with choice                              |                         |
|                    | explains why you chose your idea for the animal shelter             |                         |
|                    | uses information from a book and the web                            |                         |
|                    | is creative   |                         |
|                    | has a smooth beginning, middle and end                              |                         |
|                    | uses great action verbs   |                         |
|                    | uses interesting nouns  |                         |
|                    | has at least 1 change made to each sentence                         |                         |
|                    | uses accurate punctuation<br>(capitals, periods, question marks...) |                         |
|                    | Is double-spaced  |                         |
| <b>TOTAL =</b>     |   | <b>out of 50 points</b> |

- Now give yourself some points for your work.
- Then show your teacher who will fill in points, too.
- When you have reached at least 40 points, you can move on to make your final speech.

## Step 5 - Final Copy

- Print your polished copy on every line and place it neatly on a clip board.
- Create a captivating title!
- Hand in your speech and clipboard to your teacher who will give out more points for your work.

## **Shelter Speech - FINAL COPY**

**This written speech was...** (2= got it; 1 = almost; NY (Not Yet))

|   |                   |
|---|-------------------|
| has a captivating title   |                   |
| used periods and question marks properly                        |                   |
| used accurate spelling and use of capitals                      |                   |
| was completed by the deadline<br>(in time for the Shelter Show) |                   |
| was printed neatly on EVERY LINE                                |                   |
| <b>TOTAL</b>  | <b>/10 points</b> |

|  |                         |                            |                     |
|--|-------------------------|----------------------------|---------------------|
| <b>How well did you use period, question marks, &amp; capitals to start sentences?</b> | Trailblazer<br>(Expert) | Pathfinder<br>(Apprentice) | Rookie<br>(Not Yet) |
|  |                         |                            |                     |

## Audio-Recording Practice

- Audio-record speech
- Play back recorder - and make notes about how to improve your delivery of your speech.

<https://cdn.shopify.com/s/files/1/0766/5739/files/portable-cassette-tape-recorder-with-mic-300.jpg?14978143389250789560>

- Circle the letter(s) below that answer this question:

We practice speaking skills so we can...

- (a) speak in sentences
  - (b) add sound to words in speeches
  - (c) solve problems together
  - (d) answer questions and be heard by all
  - (e) ask questions and be heard by all
  - (f) talk in pairs, in a group and in class
  - (g) let others know we have something to share
  - (h) make friends
- You will now be a presenter, AND
  - You will be an audience member.



## Shelter Speech (20 points)

You will read your speech outside at the Shelter Show.

\_\_\_\_\_ (teacher will give you date).

When you present your speech and design at the Shelter Show...

- you will use your outside voice for all to hear!
- you may add hand and body movement, too.
- you can wear a costume if you like.
- you will practice with a partner **MANY** times.
- You will try to memorize your speech for best results!

### Extension:

- Speak persuasively during a PowerPoint presentation



<http://i2.wp.com/wolfmaan.ca/wp-content/uploads/2011/05/HWSpring2011-00.jpg?resize=501%2C283>

- Place a ? (not yet), 1 (some), or 2 on the left to score points about your speech.

| Self | Speaking Skills... I                    | Teacher |
|------|---|---------|
|      | used words that were kind to all people |         |
|      | stayed on topic during my speech        |         |
|      | did not repeat ideas                    |         |
|      | looked at each audience member          |         |
|      | sounded interested about topic          |         |
|      | stressed key words in speech            |         |
|      | used good volume for audience to hear   |         |
|      | kept a good pace that all could follow  |         |
|      | used costume/props that suited speech   |         |
|      | memorized speech (you crushed it!)      |         |

Up to 40 points

=

- How well did the presenter use props to help say the message in the speech?

# 1. How to be an audience member...

Be P O L I T E by:

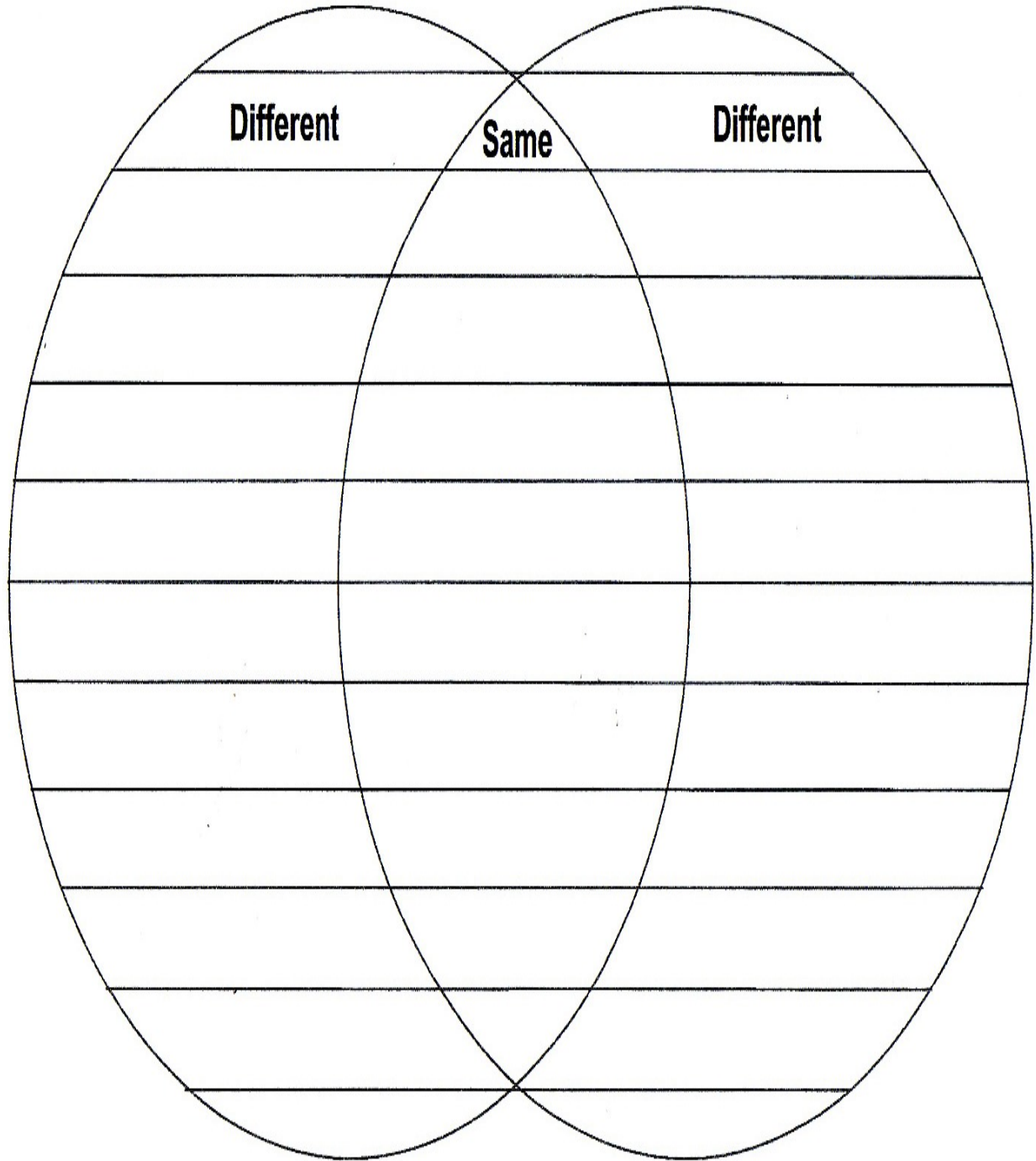
- ✓ Being \_\_\_\_\_ and listening to each presenter.
- ✓ Keeping your eyes on the presenter.
- ✓ Not MOVING around during presentations.
- ✓ Do not interrupt classmates.
- ✓ Smiling 😊

| Self | How did I do as an audience member?       | Teacher |
|------|---|---------|
|      | was quiet and listening to each presenter |         |
|      | kept eyes on the presenter                |         |
|      | did not MOVE around during presentations  |         |
|      | did not interrupt classmates              |         |
|      | smiled at presenters                      |         |

Up to 20 points



- Compare being a speaker to being an audience member in your classroom community.



- How did you enjoy making a speech? Circle

(a) *I liked it...*

(b) *It was okay...*

(c) *I didn't like it...*

*because....*

|                              |                                  |                                     |                             |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|
| How well did I do this task? | Like a Trailblazer<br>☺ (Expert) | Like a Pathfinder<br>☺ (Apprentice) | Like a Rookie<br>☺ (Novice) |
|------------------------------|----------------------------------|-------------------------------------|-----------------------------|



**After Thoughts - What I Know Now About...**

A consonant \_\_\_\_\_

A vowel \_\_\_\_\_

A noun \_\_\_\_\_

An animal is \_\_\_\_\_

Survival means \_\_\_\_\_

A shelter is \_\_\_\_\_

# Teacher Telegram

Dear \_\_\_\_\_,

---

---

Your teacher,

---

Dear \_\_\_\_\_

---

---

Sincerely your student,

---

| <b>Learning Log</b>            | <b>Points</b> |
|--------------------------------|---------------|
| Printing is neat               |               |
| Diagrams are neat              |               |
| Diagrams are well labeled      |               |
| Work is complete               |               |
| Creative ideas are used        |               |
| <b>TOTAL (up to 10 points)</b> |               |

| <b>Classroom Work</b>   | <b>Points</b> |
|---|---------------|
| Worked well on task with other students during paired or group activity |               |
| Worked well on own  |               |
| Helped others when needed   |               |
| Used books and materials with care                                      |               |
| Tried some extension activities   |               |
| <b>TOTAL (up to 10 points)</b>  |               |

# Appendix A: Ontario Ministry of Education and Training ELA Expectations

## ELA 1A: GRADE 1 ORAL COMMUNICATION

ELA1A.1.1 identify purposes for listening in a few different situations, formal and informal

ELA1A.1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction

ELA1A.1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea

ELA1A.1.5 use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions

ELA1A.1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them

ELA1A.1.7 identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction

ELA1A.1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker

ELA1A.1.9 begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience

ELA1A.2.1 identify a few purposes for speaking

ELA1A.2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions

ELA1A.2.3 communicate ideas and information orally in a clear, coherent manner

ELA1A.2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience

ELA1A.3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

## 1B. GRADE 1 READING

ELA1B.1.1 read a few different types of literary texts

ELA1B.1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes

ELA1B.1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction

ELA1B.1.4 demonstrate understanding of a text by retelling the story..., including the main idea

ELA1B.1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

ELA1B.1.7 identify the main idea and a few elements of texts, initially with support and direction

ELA1B.1.8 express personal thoughts and feelings about what has been read

ELA1B.1.9 begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective

ELA1B.2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story

ELA 1B.3.1 automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts

ELA1B.3.2 predict the meaning of and solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues (e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);
- syntactic (language structure) cues

ELA1B.3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader

## **1C - GRADE 1 WRITING**

ELA1C.1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction...

ELA1C.1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources

ELA1C.1.4 sort ideas and information for their writing in a variety of ways, with support and direction

ELA1C.1.5 identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns

ELA1C.1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose

ELA1C.2.1 write short texts using a few simple forms

ELA1C.2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience

ELA1C.2.3 use familiar words and phrases to convey a clear meaning

ELA1C.2.4 write simple but complete sentences that make sense

ELA1C.2.6 identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers

ELA1C.2.7 make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies

ELA1C.2.8 produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations

ELA1C.3.1 spell some high-frequency words correctly

ELA1C.3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings

ELA1C.3.3 confirm spellings and word meanings or word choice using one or two resources

ELA1C.3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end

ELA1C.3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of...verbs to tell what they do and feel...

ELA1C.3.6 proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference

ELA1C.3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations

ELA1C.4.3 select pieces of writing they think show their best work and explain the reasons for their selection

## **2A. GRADE 2 ORAL COMMUNICATION**

ELA2A.1.1 identify purposes for listening in a variety of situations...to exchange ideas in a small-group discussion; to enjoy and understand poetry

ELA2A.1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts

ELA2A.1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story..., including the main idea and several interesting details

ELA2A.1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them

ELA2A.2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions



ELA2A.2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns

ELA2A.2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience

ELA2A.2.7 use a few different visual aids,

## **2B. GRADE 2 READING**

ELA2B.1.1 read some different literary texts

ELA2B.1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes

ELA2B.1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts

ELA2B.1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details

ELA2B.1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them

ELA2B.1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

ELA2B.1.7 identify the main idea and some additional elements of texts

ELA2B.1.8 express personal thoughts and feelings about what has been read

ELA2B.1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives

ELA2B.2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale

ELA2B.2.4 identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts

ELA2B.3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts

ELA2B.3.2 predict the meaning of and quickly solve unfamiliar words using different types of cues, including: • semantic (meaning) cues; • syntactic (language structure) cues; • graphophonic (phonological and graphic) cues; common spelling patterns; words within words; visual features of words such as shape or size)

ELA2B.3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience

## **2C. GRADE 2 WRITING**

ELA2C.1.1 identify the topic, purpose, audience, and form for writing

ELA2C.1.2 generate ideas about a potential topic, using a variety of strategies and resources

ELA2C.1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources

ELA2C.1.4 sort ideas and information for their writing in a variety of ways, with support and direction

ELA2C.1.5 identify and order main ideas and supporting details, using graphic organizers...and organizational patterns

ELA2C.1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary

ELA2C.2.1 write short texts using several simple forms

ELA2C.2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience

ELA2C.2.3 use familiar words and phrases to communicate relevant details

ELA2C.2.4 use a variety of sentence types

ELA2C.2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice

ELA2C.2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies

ELA2C.2.8 produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations

ELA2C.3.1 spell many high-frequency words correctly

ELA2C.3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

ELA2C.3.3 confirm spellings and word meanings or word choice using a few different types of resources

ELA2C.3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence...

ELA2C.3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: verbs in the simple present and past tenses; joining words

ELA2C.3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference

ELA2C.3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout

ELA2C.3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations

Portfolio

ELA2C.4.3 select pieces of writing that they think show their best work and explain the reasons for their selection

## Appendix B: Alberta English Language Arts Expectations

### GRADE 1

AELA1.1.1 Discover and Explore

#### **Express ideas and develop understanding**

- share personal experiences that are clearly related to oral, print and other media texts
- talk with others about something recently learned
- make observations about activities, experiences with oral, print and other media texts

#### **Experiment with language and forms**

- experiment with different ways of exploring and developing stories, ideas and experiences

#### **Express preferences**

- express preferences for a variety of oral, print and other media texts

#### **Set goals**

- choose to read and write for and with others

AELA1.1.2 Clarify and Extend

#### **Consider the ideas of others**

- listen and respond appropriately to experiences and feelings shared by others

#### **Combine ideas**

- group ideas and information into categories determined by an adult

#### **Extend understanding**

- ask questions to get additional ideas and information on topics of interest

AELA1.2.1 Use Strategies and Cues

#### **Use prior knowledge**

- use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning
- use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts
- use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning
- use knowledge of print, pictures, book covers and title pages to construct and confirm meaning

#### **Use comprehension strategies**

- use language prediction skills to identify unknown words within the context of a sentence
- use a variety of strategies, such as making predictions, rereading and reading on
- talk about print or other media texts previously read or viewed
- identify the main idea or topic of simple narrative and expository texts
- identify by sight some familiar words from favourite print texts
- identify high frequency words by sight
- read aloud with some fluency and accuracy, after rehearsal
- self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge

**Use textual cues**

- preview book cover, pictures and location of text to assist with constructing and confirming meaning
- use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading

**Use phonics and structural analysis**

- segment and blend sounds in words spoken or heard
- use phonic knowledge and skills to read unfamiliar words in context
- use analogy to generate and read phonically regular word families
- associate sounds with letters and some letter clusters

## AELA1.2.2 Respond to Texts

**Experience various texts**

- participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons
- illustrate and enact stories, rhymes and songs
- remember and retell familiar stories and rhymes

**Construct meaning from texts**

- relate aspects of stories and characters to personal feelings and experiences
- retell interesting or important aspects of oral, print and other media texts
- tell or represent the beginning, middle and end of stories
- tell, represent or write about experiences similar or related to those in oral, print and other media texts
- tell what was liked or disliked about oral, print and other media texts

**Appreciate the artistry of texts**

- identify how words can imitate sounds and create special effects
- experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts

## AELA1.2.3 Understand Forms, Elements and Techniques

**Understand forms and genres**

- distinguish differences in the ways various oral, print and other media texts are organized

**Understand techniques and elements**

- know that stories have beginnings, middles and endings
- tell what characters do or what happens to them in a variety of oral, print and other media texts

**Experiment with language**

- demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play

## AELA1.2.4 Create Original Text

**Generate ideas**

- generate and contribute ideas for individual or group oral, print and other media texts

**Elaborate on the expression of ideas**

- change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts

**Structure texts**

- write, represent and tell brief narratives about own ideas and experiences
- recall and retell or represent favourite stories

## AELA1.4.1 Enhance and Improve

**Appraise own and others' work**

- ask or respond to questions or comments related to the content of own or others' pictures, stories or talk

**Revise and edit**

- rephrase by adding or deleting words, ideas or information to make better sense
- check for obvious spelling errors and missing words

**Enhance legibility**

- print letters legibly from left to right, using lines on a page as a Trailblazer
- use appropriate spacing between letters in words and between words in sentences

**Expand knowledge of language**

- identify and use an increasing number of words and phrases related to personal interests and topics of study
- experiment with letters, sounds, words and word patterns to learn new words

**Enhance artistry**

- use words and pictures to add sensory detail in oral, print and other media texts

## AELA1.4.2 Attend to Conventions

**Attend to grammar and usage**

- speak in complete statements, as appropriate
- write simple statements, demonstrating awareness of capital letters and periods

**Attend to spelling**

- use knowledge of consonant and short vowel sounds to spell phonically regular one syllable words in own writing
- spell phonically irregular high frequency words in own writing
- use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing
- know that words have conventionally accepted spellings

**Attend to capitalization and punctuation**

- capitalize the first letter of names
- identify periods, exclamation marks and question marks when reading, and use them to assist comprehension

## AELA1.4.3 Present and Share

**Present information**

- present ideas and information to a familiar audience, and respond to questions

**Enhance presentation**

- add such details as labels, captions and pictures to oral, print and other media texts

**Use effective oral and visual communication**

- speak in a clear voice, with appropriate volume, to an audience

**Demonstrate attentive listening and viewing**

- ask questions to clarify information
- be attentive and show interest during listening or viewing activities

## AELA1.5.1 Respect Others and Strengthen Community

**Appreciate diversity**

- share personal experiences and family traditions related to oral, print and other media texts

**Relate texts to culture**

- talk about other times, places and people after exploring oral, print and other media texts from various communities

**Celebrate accomplishments and events**

- share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments

**Use language to show respect**

- use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns

## AELA1.5.2 Work within a Group

**Cooperate with others**

- work in partnerships and groups
- help others and ask others for help

**Work in groups**

- ask questions and contribute ideas related to class investigations on topics of interest
- take turns sharing ideas and information

**Evaluate group process**

- recognize personal contributions to group process

## **GRADE2**

### AELA2.1.1 Discover and Explore

#### **Express ideas and develop understanding**

- contribute relevant ideas and information from personal experiences to group language activities
- talk about how new ideas and information have changed previous understanding
- express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts

#### **Experiment with language and forms**

- use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information

#### **Express preferences**

- explain why particular oral, print or other media texts are personal favourites

#### **Set goals**

- recognize and talk about developing abilities as readers, writers and illustrators

### AELA2.1.2 Clarify and Extend

#### **Consider the ideas of others**

- connect own ideas and experiences with those shared by others

### AELA2.2.1 Use Strategies and Cues

#### **Use prior knowledge**

- use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning
- connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning
- use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning

#### **Use comprehension strategies**

- use knowledge of oral language to predict words when reading stories and poems
- apply a variety of strategies, such as asking questions, making predictions...
- identify the main idea or topic
- identify by sight an increasing number of high frequency words and familiar words from favourite books
- read aloud with fluency, accuracy and expression
- figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge

#### **Use textual cues**

- preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning
- use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading

#### **Use phonics and structural analysis**

- apply phonic rules and generalizations to read unfamiliar words in context
- apply knowledge of long and short vowel sounds to read unfamiliar words in context
- associate sounds with some vowel combinations and letter clusters to read unfamiliar words in context

#### **Use references**

- put words in alphabetical order by first letter
- use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts

#### **Experience various texts**

- engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as puppet plays, songs...
- identify favourite kinds of oral, print and other media texts
- model own oral, print and other media texts on familiar forms

**Construct meaning from texts**

- connect situations portrayed in oral, print and other media texts to personal and classroom experiences
- retell the events portrayed in oral, print and other media texts in sequence
- suggest alternative endings for oral, print and other media texts
- discuss, represent or write about interesting or important aspects of oral, print and other media texts
- express thoughts or feelings related to the events and characters in oral, print and other media texts

**Appreciate the artistry of texts**

- identify and use words and sentences that have particular emotional effects
- identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights

## AELA2.2.3 Understand Forms, Elements and Techniques

**Experiment with language**

- demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations

## AELA2.2.4 Create Original Text

**Generate ideas**

- use own and respond to others' ideas to create oral, print and other media texts

**Elaborate on the expression of ideas**

- add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts

**Structure texts**

- create narratives that have beginnings, middles and ends; settings; and main characters that perform actions

## AELA2.3.4 Share and Review

**Share ideas and information**

- share, with familiar audiences, ideas and information on topics
- clarify information by responding to questions

**Review research process**

- answer questions, such as "What did I do that worked well?"

## AELA2.4.1 Enhance and Improve

**Appraise own and others' work**

- identify features that make own or peers' oral, print or other media texts interesting or appealing

**Revise and edit**

- revise words and sentences to improve sequence or add missing information
- check for capital letters, punctuation at the end of sentences and errors in spelling

**Enhance legibility**

- print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately
- use margins and spacing appropriately

**Expand knowledge of language**

- develop categories of words associated with experiences and topics of interest
- use knowledge of word patterns, word combinations and parts of words to learn new words

**Enhance artistry**

- choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts

## AELA2.4.2 Attend to Conventions

**Attend to grammar and usage**

- write complete sentences, using capital letters and periods
- identify verbs, and use in own writing

**Attend to spelling**

- use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing
- use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing
- use the conventional spelling of common words necessary for the efficient communication of ideas in writing

### **Attend to capitalization and punctuation**

- use capital letters for proper nouns and at the beginning of sentences in own writing
- use periods and question marks, appropriately, as end punctuation in own writing

#### AELA2.4.3 Present and Share

##### **Present information**

- present ideas and information by combining illustrations and written texts

##### **Enhance presentation**

- clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments

##### **Use effective oral and visual communication**

- speak in a clear voice, with appropriate volume, at an understandable pace and with expression

##### **Demonstrate attentive listening and viewing**

- ask relevant questions to clarify understanding and to have information explained
- show enjoyment and appreciation during listening and viewing activities

#### AELA2.5.1 Respect Others and Strengthen Community

##### **Appreciate diversity**

- discuss the experiences and traditions of various communities portrayed in oral, print and other media texts
- ask for and provide clarification and elaboration of stories and ideas

##### **Celebrate accomplishments and events**

- participate in shared language experiences to acknowledge and celebrate individual and class accomplishments

##### **Use language to show respect**

- adjust own language use according to the context, purpose and audience

#### AELA2.5.2 Work within a Group

##### **Cooperate with others**

- identify ways that class members can help each other

##### **Work in groups**

- stay on topic during class and group discussions

##### **Evaluate group process**

- recognize own and others' contributions to group process

## **Appendix C – Common Core State Standards (US) Expectations**

### **Common Core Primary ELA Expectations**

#### **Key Ideas and Details:**

##### [CCSS.ELA-Literacy.RL.1.1](#)

Ask and answer questions about key details in a text.

##### [CCSS.ELA-Literacy.RL.1.2](#)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

##### [CCSS.ELA-Literacy.RL.1.3](#)

Describe characters, settings, and major events in a story, using key details.

#### **Craft and Structure:**

##### [CCSS.ELA-Literacy.RL.1.4](#)

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

##### [CCSS.ELA-Literacy.RL.1.5](#)

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.



**Range of Reading and Level of Text Complexity:**

[CCSS.ELA-Literacy.RL.1.10](#)

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**Print Concepts:**

[CCSS.ELA-Literacy.RF.1.1](#)

Demonstrate understanding of the organization and basic features of print.

[CCSS.ELA-Literacy.RF.1.1.a](#)

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**Phonological Awareness:**

[CCSS.ELA-Literacy.RF.1.2](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

[CCSS.ELA-Literacy.RF.1.2.a](#)

Distinguish long from short vowel sounds in spoken single-syllable words.

[CCSS.ELA-Literacy.RF.1.2.c](#)

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

[CCSS.ELA-Literacy.RF.1.2.d](#)

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Phonics and Word Recognition:**

[CCSS.ELA-Literacy.RF.1.3](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

[CCSS.ELA-Literacy.RF.1.3.a](#)

Know the spelling-sound correspondences for common consonant digraphs.

[CCSS.ELA-Literacy.RF.1.3.b](#)

Decode regularly spelled one-syllable words.

[CCSS.ELA-Literacy.RF.1.3.c](#)

Know final -e and common vowel team conventions for representing long vowel sounds.

[CCSS.ELA-Literacy.RF.1.3.f](#)

Read words with inflectional endings.

[CCSS.ELA-Literacy.RF.1.3.g](#)

Recognize and read grade-appropriate irregularly spelled words.

**Fluency:**

[CCSS.ELA-Literacy.RF.1.4](#)

Read with sufficient accuracy and fluency to support comprehension.

[CCSS.ELA-Literacy.RF.1.4.a](#)

Read grade-level text with purpose and understanding.

[CCSS.ELA-Literacy.RF.1.4.b](#)

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

[CCSS.ELA-Literacy.RF.1.4.c](#)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Production and Distribution of Writing:**

[CCSS.ELA-Literacy.W.1.5](#)

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

[CCSS.ELA-Literacy.W.1.6](#)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Comprehension and Collaboration:**

[CCSS.ELA-Literacy.SL.1.1](#)

Participate in collaborative conversations with diverse partners...with peers and adults in small and larger groups.

[CCSS.ELA-Literacy.SL.1.1.a](#)

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-Literacy.SL.1.1.b](#)

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

[CCSS.ELA-Literacy.SL.1.1.c](#)

Ask questions to clear up any confusion about the topics and texts under discussion.

[CCSS.ELA-Literacy.SL.1.2](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CCSS.ELA-Literacy.SL.1.3](#)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Presentation of Knowledge and Ideas:**

[CCSS.ELA-Literacy.SL.1.4](#)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[CCSS.ELA-Literacy.SL.1.5](#)

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

[CCSS.ELA-Literacy.SL.1.6](#)

Produce complete sentences when appropriate to task and situation.

**Conventions of Standard English:**

[CCSS.ELA-Literacy.L.1.1](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.1.1.e](#)

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

[CCSS.ELA-Literacy.L.1.1.j](#)

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

[CCSS.ELA-Literacy.L.1.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-Literacy.L.1.2.b](#)

Use end punctuation for sentences.

[CCSS.ELA-Literacy.L.1.2.d](#)

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

[CCSS.ELA-Literacy.L.1.2.e](#)

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Vocabulary Acquisition and Use:**

[CCSS.ELA-Literacy.L.1.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases...

[CCSS.ELA-Literacy.L.1.4.a](#)

Use sentence-level context as a clue to the meaning of a word or phrase.

[CCSS.ELA-Literacy.L.1.5](#)

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

## Grade 2

### Key Ideas and Details:

#### [CCSS.ELA-Literacy.RL.2.1](#)

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

#### [CCSS.ELA-Literacy.RL.2.2](#)

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

#### [CCSS.ELA-Literacy.RL.2.3](#)

Describe how characters in a story respond to major events and challenges.

### Integration of Knowledge and Ideas:

#### [CCSS.ELA-Literacy.RL.2.7](#)

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

#### [CCSS.ELA-Literacy.RL.2.9](#)

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

### Phonics and Word Recognition:

#### [CCSS.ELA-Literacy.RF.2.3](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

#### [CCSS.ELA-Literacy.RF.2.3.a](#)

Distinguish long and short vowels when reading regularly spelled one-syllable words.

#### [CCSS.ELA-Literacy.RF.2.3.b](#)

Know spelling-sound correspondences for additional common vowel teams.

#### [CCSS.ELA-Literacy.RF.2.3.e](#)

Identify words with inconsistent but common spelling-sound correspondences.

#### [CCSS.ELA-Literacy.RF.2.3.f](#)

Recognize and read grade-appropriate irregularly spelled words.

### Fluency:

#### [CCSS.ELA-Literacy.RF.2.4](#)

Read with sufficient accuracy and fluency to support comprehension.

#### [CCSS.ELA-Literacy.RF.2.4.a](#)

Read grade-level text with purpose and understanding.

#### [CCSS.ELA-Literacy.RF.2.4.b](#)

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

#### [CCSS.ELA-Literacy.RF.2.4.c](#)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Production and Distribution of Writing

#### [CCSS.ELA-Literacy.W.2.5](#)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

#### [CCSS.ELA-Literacy.W.2.6](#)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Comprehension and Collaboration:

#### [CCSS.ELA-Literacy.SL.2.1](#)

Participate in collaborative conversations with diverse partners...with peers and adults in small and larger groups.

#### [CCSS.ELA-Literacy.SL.2.1.a](#)

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-Literacy.SL.2.1.c](#)

Ask for clarification and further explanation as needed about the topics and texts under discussion.

[CCSS.ELA-Literacy.SL.2.2](#)

Recount or describe key ideas or details from a text read aloud or information presented orally

[CCSS.ELA-Literacy.SL.2.3](#)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Presentation of Knowledge and Ideas:**

[CCSS.ELA-Literacy.SL.2.4](#)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

[CCSS.ELA-Literacy.SL.2.5](#)

add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

[CCSS.ELA-Literacy.SL.2.6](#)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Conventions of Standard English:**

[CCSS.ELA-Literacy.L.2.1](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.2.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-Literacy.L.2.2.d](#)

Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

[CCSS.ELA-Literacy.L.2.2.e](#)

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Knowledge of Language:**

[CCSS.ELA-Literacy.L.2.3](#)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[CCSS.ELA-Literacy.L.2.3.a](#)

Compare formal and informal uses of English

**Vocabulary Acquisition and Use:**

[CCSS.ELA-Literacy.L.2.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

[CCSS.ELA-Literacy.L.2.4.a](#)

Use sentence-level context as a clue to the meaning of a word or phrase.

[CCSS.ELA-Literacy.L.2.4.e](#)

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

[CCSS.ELA-Literacy.L.2.6](#)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts

## Appendix D: Ontario Ministry of Education Primary Life Science Standards

LS1A.1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans

LS1A.1.2 describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life, taking different points of view into consideration

LS1A2. Developing Investigation and Communication Skills

LS1A.2.1 follow established safety procedures and humane practices during science and technology investigations

LS1A.2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources

LS1A.2.3 investigate and compare the physical characteristics of a variety of plants and animals, including humans

LS1A.2.5 investigate characteristics of parts of the human body, including the five sense organs, and explain how those characteristics help humans meet their needs and explore the world around them, using a variety of methods and resources

LS1A.2.6 use appropriate science and technology vocabulary, including investigation, explore, needs, space, and food, in oral and written communication

LS1A.2.7 use a variety of forms to communicate with different audiences and for a variety of purposes

LS1A.3.1 identify environment as the area in which something or someone exists or lives

LS1A.3.2 identify the physical characteristics of a variety of animals

LS1A.3.3 identify the location and function of major parts of the human body, including sense organs

LS1A.3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment

LS1A.3.5 describe how showing care and respect for all living things helps to maintain a healthy environment

LS1A.3.6 identify what living things provide for other living things

LS1A.3.7 describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms

LS1B.1.1 identify the kinds of waste produced in the classroom, and plan and carry out a classroom course of action for minimizing waste, explaining why each action is important

LS1B.2.1 follow established safety procedures during science and technology investigations

LS1B.2.5 use appropriate science and technology vocabulary, including experiment, explore, purpose, rigid, flexible, solid, and smooth, in oral and written communication

LS1C.2.6 investigate how the sun's energy allows humans to meet their basic needs, including the need for food

LS1C.2.7 use appropriate science and technology vocabulary, including explore, investigate, design, energy, and survival, in oral and written communication

LS1C.2.8 use a variety of forms

1C.3.3 identify food as a source of energy for themselves and other living things

LS1D.2.1 follow established safety procedures during science and technology investigations

LS1D.2.3 investigate the changes in the amount of heat from the sun that occur throughout the day and in the various seasons

LS1D.2.4 use scientific inquiry/research skills, including generating questions and knowledge acquired from previous investigations, to identify daily and/or seasonal changes and their effects (e.g., the sun shines during the day, and the moon and stars are visible at

LS1D.2.5 use appropriate science and technology vocabulary, including investigate, temperature, hibernate, dormant, energy, and survival, in oral and written communication

LS1D.2.6 use a variety of forms

LS1D.3.2 define a cycle as a circular sequence of events

LS1D.3.5 describe changes in the appearance or behaviour of living things that are adaptations to seasonal changes

LS1D.3.6 describe how humans prepare for and/or respond to daily and seasonal changes

LS2A.1.1 identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced.

LS2A.1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced

LS2A.2.1 follow established safety procedures and humane practices specific to the care and handling of live animals, where appropriate, during science and technology investigations

LS2A.2.2 observe and compare the physical characteristics and the behavioural characteristics of a variety of animals, including insects, using student-generated questions and a variety of methods and resources

LS2A.2.3 investigate the life cycle of a variety of animals, using a variety of methods and resources

LS2A.2.4 observe and compare changes in the appearance and activity of animals as they go through a complete life cycle

LS2A.2.5 investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods

LS2A.2.6 use scientific inquiry/research skills, and knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of an animal of their choice

LS2A.2.7 use appropriate science and technology vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication

LS2A.2.8 use a variety of forms to communicate with different audiences and for a variety of purposes

LS2A.3.1 identify and describe major physical characteristics of different types of animals

LS2A.3.2 describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment

LS2A.3.3 identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live

LS2A.3.4 identify ways in which animals can be harmful to humans.

## **Appendix E: Ontario Ministry of Education Primary Social Studies Standards**

SS1A1. describe some of the ways in which people's roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships, and responsibilities as well as their sense of self

SS1A2. use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives

SS1A3. demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities

SS1B1: describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people's needs

SS1B2. use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short-and long-term effects of this interrelationship

SS1B3. describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance

SS2A1 compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/celebrations

SS2A2. use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong

SS2A3. describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups

SS2B2. use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live



