

Connecting and Belonging

My Environment

GRADE
1
2
CLUSTER





Cluster 2

Learning Experiences: Overview

1.2.1 Globes and Maps

KL-014 Recognize globes and maps as representations of the surface of the Earth.

KL-015 Distinguish land and water masses on globes and maps.

1.2.2 My Province and Country

KC-001 Identify Manitoba as their province and Canada as their country.

KC-002 Recognize English and French as the two official languages of Canada.

KC-002A Identify the language spoken in their First Nation, Inuit, or Métis community.

KC-003 Recite the words to Canada's national anthem in English or French.

KC-003A Recite the words to Canada's national anthem in their First Nation, Inuit, or Métis language.

1.2.3 My Address

KL-013 Identify their address or describe the relative location of their home in their community, town or city.

1.2.4 My Community

KI-008 Identify characteristics of communities.

KL-016 Identify and locate landmarks and significant places using relative terms.

Examples: the statue is in the park beside the river...

KL-016A Identify local Aboriginal landmarks and significant places.

KL-016F Identify local francophone landmarks and significant places.

VL-008 Respect neighbourhood and community places and landmarks.

Examples: do not litter or vandalize...

1.2.5 The Natural Environment

KL-012 Recognize that people depend on the environment for survival.

KH-019 Describe how the repeating patterns of the seasons influence their lives.

VL-007 Appreciate the beauty and benefits that the natural environment brings to their lives.

VL-007A Value the special relationships Aboriginal people have with the natural environment.

1.2.6 Needs and Wants

KE-027 Give examples to distinguish needs from wants.

KE-028 Give examples of how media may influence their needs, wants, and choices.

Include: advertising and television programming.

VE-013 Respect differences between their own and others' needs and wants.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.



- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.



- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.

- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

Cluster Description

Students explore their environment. They study maps and globes, locate themselves in their community, in Manitoba, and in Canada, and discover various aspects of their community, including the natural environment and important landmarks and places. They also explore the national aspects of official languages, and Canada's national anthem. In addition, students distinguish between needs and wants, and explore how the media influence choices.



Engaging Students in the Cluster

- Create a display of various maps, globes, and atlases.
- Go on a community walk and sketch images of natural or constructed landmarks.
- Create a bulletin board display of pictures from the local community.
- Students discuss what they want to explore and discover about their community.
- Students play an abstract version of “I Spy” using landmarks and places in their community.
- Create mystery pictures (e.g., extreme detailed close-ups, partial photos...) of community landmarks and places and have students guess the location.
- Students explore their community website.
- Create a display of Manitoba and Canada maps.
- Students browse print and electronic media and identify examples of needs and wants.

Learning Experiences Summary

1.2.1 Globes and Maps

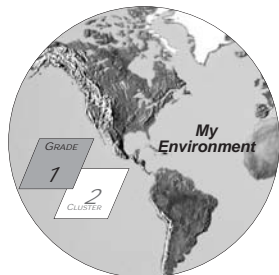
1.2.4 My Community

1.2.2 My Province and Country

1.2.5 The Natural Environment

1.2.3 My Address

1.2.6 Needs and Wants



Learning Experience: 1.2.1 Globes and Maps

- KL-014 Recognize globes and maps as representations of the surface of the Earth.
- KL-015 Distinguish land and water masses on globes and maps.

Description of the Learning Experience






Students explore ways in which globes and maps represent their environment and the world around them, and identify how features of the Earth are represented on globes and maps.

Vocabulary: world, globe, map, Earth, land mass, water mass (See Appendix D for Vocabulary Strategies.)








1.2.1 Globes and Maps

| Assessment | Outcomes | Strategies |
|----------------------------|------------------|---|
| | KL-014 KL-015 | <p>Activate</p> <p>Students view satellite images of the Earth, and identify recognizable features of the Earth, including land and water masses.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| | <p>or</p> | |
| | KL-014 KL-015 | <p>Students turn a map of the world into a globe by cutting and taping it onto a ball. Students discuss ways in which maps and globes differ, and challenges they encountered in changing a flat representation of the Earth into a sphere.</p> |
| | | BLM: Globes and Maps - World Outline Map |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

1.2.1 Globes and Maps

| Assessment | Outcomes | Strategies |
|---|----------------------|--|
| Activate <i>(continued)</i> | | |
|  | KL-014 KL-015 | Students listen to stories that include references to mapping, and discuss ways in which characters in the stories used maps. |
|  | KL-014 KL-015 | Students discuss the term “bird’s-eye view” and give examples of what various objects look like from a bird’s perspective. Students create “bird’s-eye view” maps of the classroom and/or playground, using colours to represent different surfaces. Students share their maps with peers and describe their representations. |
| Acquire | | |
|  | KL-014 KL-015 | Collaborative groups of students explore a variety of globes and maps, and identify recognizable features, including land and water masses. Students compare and contrast globes and maps, and discuss ways in which each represents the surface of the Earth. |
|  | KL-014 KL-015 | Students play “Globe Beach Ball” and “Map Touch.” Using an inflatable globe, students sit in a circle and toss the globe to a peer, who identifies whether her or his right thumb lands on land or water. Using a large wall map, a blindfolded student touches the map with his or her finger, removes the blindfold, and identifies whether the finger landed on land or water. Using a spreadsheet, students tally and graph the results, and discuss what they can tell about the surface of the Earth from their results. TIP: Seventy-one percent of the Earth’s surface is covered by water. |
|  | 1-KL-014 1-KL-015 | Students draw maps to represent an imaginary community. Students include areas of land and water masses, and describe the main features of each. |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

1.2.1 Globes and Maps

| Assessment | Outcomes | Strategies |
|---|------------------|--|
| | | Acquire <i>(continued)</i> |
| | | or |
|  | KL-014 KL-015 | Using an outline map of the world, students distinguish and colour the land and water masses.  BLM: Globes and Maps - World Outline Map |
| | | Apply |
|  | KL-014 | Collaborative groups of students create a three-dimensional model of the school playground. Students draw or list the main features of the playground and create three-dimensional representations of each feature. Students arrange the individual pieces on a table or on the floor to represent their relative positions, and describe how their model represents a portion of the Earth's surface. |
| | | or |
|  | KL-014 KL-015 | Students create and paint papier mâché globes to represent water and land masses of the Earth's surface. Tip: Use beach balls and cover with papier mâché. |
| | | or |
|  | KL-014 KL-015 | Students cover an outline map of the world with acetate and, using thick paint mixed with glue, paint the land and water masses. After the acetate has dried, students make a frame for their acetate map and hang it in a sunny area.  BLM: Globes and Maps - World Outline Map |
| | | or |
|  | KL-014 KL-015 | Collaborative groups of students create a playground scavenger hunt. Students hide an object and mark its location on a student-created map. Students challenge peers to use the map to find the object. Students discuss ways in which their mapped representations of the Earth's surface helped the groups locate the hidden object. Tip: Consider using seasonal treats (e.g., Halloween treats...) as the objects that are hidden. |
| Teacher Reflections | | |

Teacher Reflections



Learning Experience: 1.2.2 My Province and Country

- KC-001 Identify Manitoba as their province and Canada as their country.
- KC-002 Recognize English and French as the two official languages of Canada.
- KC-002A Identify the language spoken in their First Nation, Inuit, or Métis community.
- KC-003 Recite the words to Canada’s national anthem in English or French.
- KC-003A Recite the words to Canada’s national anthem in their First Nation, Inuit, or Métis language.

Note: Aboriginal distinctive learning outcomes are not intended for all students (see page 36 of the Overview)

Description of the Learning Experience




Students focus on various aspects of citizenship in Manitoba and Canada. They memorize the words to the national anthem in English or French, and, additionally for Aboriginal students, in a First Nation, Inuit, or Métis language. Students come to understand that they live in a province called Manitoba and a country called Canada, and that we have two official languages in this country.

Vocabulary: country, Canada, province, territory, Manitoba, official language, English, French, national anthem (See Appendix D for Vocabulary Strategies.)






1.2.2 My Province and Country

| Assessment | Outcomes | Strategies |
|-----------------------------------|---------------|--|
| | <p>KC-001</p> | <p>Activate</p> <p>Students examine a political map of Canada and discuss various aspects of the map (e.g., What is this a picture of? What is the name of our country? Why are different areas of Canada separated by lines? What are the separate areas called? [province or territory] What is the name of our province? Can you name any other provinces? Can you find Manitoba on the map?).</p> |
| | | <p> BLM: My Province and Country: Outline Map of Canada (unlabelled)</p> <p> BLM: My Province and Country: Outline Map of Canada (labelled)</p> |
| <p>Teacher Reflections</p> | | <p>(continued)</p> |

1.2.2 My Province and Country

| Assessment | Outcomes | Strategies |
|---|-------------------|---|
| Activate <i>(continued)</i> or | | |
|  | KC-003 KC-003A | Following the singing of the national anthem during opening exercises or at a school assembly, students brainstorm and discuss reasons for singing the national anthem. Ideas may be recorded on chart paper and posted for future reference. |
| or | | |
|  | KC-001 | Students explore various maps of Manitoba and Canada. Using a carousel brainstorming approach, collaborative groups of students circulate through a series of mapping centres. Using a recording sheet that stays with the centre, they list the different things they notice on the map at a particular centre. As students visit each centre, they look at the items identified by previous students and add to the list. After each group has been to each centre, students discuss similarities and differences they observed in the various maps. |
| or | | |
|  | KC-002 KC-002A | Students bring in household items that have labels and/or writing (e.g., cereal boxes, soup cans, instruction booklets, games...). Collaborative groups of students identify words in any languages that they recognize on the items. As a large group, students discuss the use of language on household items (e.g., What languages did they find? Why do so many items have only French and English words on them? Did they find other languages on any of the items? Why or why not?). TIP: Supplement students' items with items from other countries that have writing in languages other than English and/or French (e.g., Chinese soup, East Indian spice, German chocolate...). |
| Teacher Reflections | | |







1.2.2 My Province and Country

| Assessment | Outcomes | Strategies |
|---|--|--|
|  | KC-002 KC-002A KC-003 1- KC-003A | <p>Acquire</p> <p>Students learn the words to “O Canada” in the first language of the local community. Students listen to the words to see if they can identify words they know and practise reading the anthem like a poem.</p> <p> BLM: My Province and Country - Anthem Translations</p> |
|  | KC-001 KC-002 KC-002A KC-003 KC-003A | <p>Using a large map of Canada with the provinces indicated, collaborative groups of students create a visual display of Canada and Manitoba, using words, objects, and pictures that represent the country or province (e.g., national and provincial symbols, photographs, words in the official languages, translations of the national anthem...).</p> <p>TIP: To create a large map of Canada, project an overhead transparency of an outline map on a large piece of paper for tracing.</p> |
|  | KC-002 KC-002A | <p>As an Admit Slip, students share words from languages other than English or French that they speak at home, or that friends or neighbours may speak. The names of the various languages may be recorded on a chart entitled “Languages of the World and Canada.” As a large group, students discuss and respond to questions related to the various languages used in Canada (e.g., What language are we speaking now to have this discussion? What other language[s] do you learn in school? Out of school? What language do you hear on the radio? On television? In video games? Why?). Through guided brainstorming, students come to recognize English and French as the two official languages of Canada, and this idea is recorded on the “Languages of the World and Canada” chart.</p> |
|  | KC-003 | <p>Students discuss the protocol used when singing the national anthem (e.g., removing hats, standing, not talking, acting respectfully, singing or listening quietly...). Ideas are recorded on a class chart and posted.</p> |






(continued)

Teacher Reflections

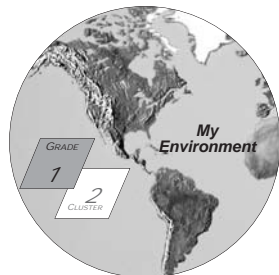
1.2.2 My Province and Country

| Assessment | Outcomes | Strategies |
|--|-----------------------------|--|
| Acquire <i>(continued)</i> | | |
|  | KC-001 KC-002 KC-003 | Students listen to or read books and/or view videos in both official languages about Canada and Manitoba. They discuss and list different aspects of Canada and Manitoba (e.g., national and provincial symbols, words in the official languages, images, people they associate with Canada or Manitoba...). |
| <p>TIP: The video <i>Glorious and Free</i>, produced by Heritage Canada, shows various images of Canada over the music of the National Anthem. (Manitoba Text Book Bureau stock number 6267)</p> | | |
| or | | |
|  | KC-002 KC-002A | Students create illustrated bilingual word cards (e.g., Hello/Bonjour, Apple/Pomme, Dog/Chien...) to contribute to an “Official Languages of Canada” bulletin board. (Aboriginal students may create trilingual word cards and include the language of their local community.) Students share and describe their word cards with the class before they are posted on the bulletin board. |
| Apply | | |
|  | KC-001 KC-002 KC-002A | Students colour and label a map of Canada to indicate the name of their country and their province, and complete sentences to indicate those names, the name of their community, and the two official languages of Canada. |
|  BLM: My Province and Country - Canada/Manitoba Map | | |
| or | | |
|  | KC-003 KC-003A | Collaborative groups of students complete an “O Canada” cloze. |
|  BLM: My Province and Country - O Canada Cloze | | |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

1.2.2 My Province and Country

| Assessment | Outcomes | Strategies |
|---|--|---|
| | | Apply <i>(continued)</i> or |
|  | KC-003 KC-003A | Using a mixed-up version of “O Canada,” collaborative groups of students cut out the words of the national anthem and arrange them in the correct order.  BLM: My Province and Country - O’ Canada Mix & Fix |
|  | KC-002 KC-002A KC-003 KC-003A | Collaborative groups of students prepare a choral reading of the national anthem in one of the official languages of Canada. Aboriginal students may choose to prepare a choral reading in their local Aboriginal language. The choral presentations may be presented at a school assembly as an alternative to singing the national anthem.  BLM: My Province and Country - Anthem Translations |
|  | KC-001 KC-002 KC-002A KC-003 KC-003A | Students host a “Happy to Live in Manitoba and Canada” celebration. They create invitations for students in other classes or grades, staff members, and/or family and community members to share their learning about Manitoba and Canada. Activities might include the preparation and serving of appropriate foods; individuals or small groups performing the national anthem; choral readings of the national anthem; the sharing of words in both official languages; dressing in the colours of the Manitoba tartan or the provincial or national flag; as well as Gallery Walks of student work from this learning experience. |
| Teacher Reflections | | |

Teacher Reflections



Learning Experience: 1.2.3 My Address

KL-013 Identify their address or describe the relative location of their home in their community, town, or city.

Description of the Learning Experience







Knowing one's address is an important safety skill. Students learn and practise the use of their address.

Vocabulary: address, city/town, community (See Appendix D for Vocabulary Strategies.)






1.2.3 My Address

| Assessment | Outcomes | Strategies |
|-----------------------------------|----------|--|
| <p>Appendix A Skill 1</p> | KL-013 | <p>Activate</p> <p>Students read or listen to stories featuring characters who get lost. They discuss why the characters got lost, and what they might have done to find their way home.</p> |
| | or | |
| | KL-013 | <p>As an Admit Slip, students bring in an envelope that was delivered to their home. Students write their names on the envelope and trade with a partner. Students pretend they are postal carriers and describe the route they would take and the community places they would see as they delivered the envelope to their partner.</p> |
| or | | |
| <p>Appendix A Skill 1</p> | KL-013 | <p>Students play a game of “What Am I Thinking?” to practise the use of relative location. One student chooses an item in the classroom, and gives relative location clues for the other students to guess the item (e.g., “I’m thinking of something that is near the whiteboard, on the teacher’s desk, beside the stapler.” “The dictionary.”). TIP: Play an abstract version of this game, where students think of a landmark in the school or local community and give relative location clues.</p> |
| <i>(continued)</i> | | |
| <p>Teacher Reflections</p> | | |

1.2.3 My Address

| Assessment | Outcomes | Strategies |
|---|----------|--|
| | | Activate <i>(continued)</i> or |
|  | KL-013 | Invite a postal carrier to the class to distribute prepared envelopes bearing the name of each student and the full mailing address of the school. Students discuss the information shown on the envelope (e.g., number, street name, post office box, city, province, postal code...). As a homework assignment, students find out the full address of their home. TIP: The teacher or another adult can wear a pretend uniform and act as the postal carrier. |
| | | Acquire |
|  | KL-013 | Students set up a classroom post office. They decorate a box to resemble a Canada Post mailbox, and create a system to sort and deliver the mail. They practise their own and others' addresses by writing letters and postcards to each other, explaining the importance of knowing one's address.  BLM: My Address - Postcard |
| | | or |
|  | KL-013 | Students create a "Class Address Directory." Students write their names and addresses, and draw pictures of themselves on individual directory pages. Compile individual pages to create a class directory.  BLM: My Address - Class Directory |
| | | or |
|  | KL-013 | Collaborative groups of students take turns reciting their home addresses and describing the relative location of their home (e.g., "My house is beside the park."). TIP: If the class has created a class address directory, students can read the addresses as students practise saying their address aloud. Discuss with students the idea that not all people have mail delivered to their homes, (e.g., post office boxes). |
| | | <i>(continued)</i> |
| Teacher Reflections | | |

1.2.3 My Address

| Assessment | Outcomes | Strategies |
|---|----------|---|
| | | Acquire <i>(continued)</i> or |
|  | KL-013 | Post a map of the local community using different symbols to indicate different types of buildings. Students indicate where their homes are located on the map and describe the relative location of their home. TIP: Take a community walk to establish the correct placement of the address tags. |
|  | KL-013 | Students go on a community walk to take photos of their homes, or they bring in pictures of their homes. Students glue the photo of their home to a template, and write their address and the relative location of their home. Individual pages are compiled to create a class book.  BLM: My Address - Class Booklet |
|  | KL-013 | Students write and mail letters to friends or family members, explaining in the letter the importance of knowing one's address. Students include the address of the recipient, as well as their return address. |
|  | KL-013 | Students take a field trip to a local post office. Students generate questions in advance and observe the workings of the local postal system. Students write and mail individual follow-up thank-you letters, using the address of the local post office and their return address. |
| Teacher Reflections | | |

Teacher Reflections



Learning Experience: 1.2.4 My Community

- KI-008 Identify characteristics of communities.

- KL-016 Identify and locate landmarks and significant places using relative terms.
Examples: the statue is in the park beside the river..

- KL-016A Identify local Aboriginal landmarks and significant places.

- KL-016F Identify local francophone landmarks and significant places.

- VL-008 Respect neighbourhood and community places and landmarks.
Examples: do not litter or vandalize...


Note: Aboriginal and Francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview)

Description of the Learning Experience





Although every community is unique, all communities share similar characteristics. Students explore the characteristics of communities, and identify significant community places and landmarks. Students discuss ways in which they can, as community members, demonstrate respect for their neighbourhood.

Vocabulary: community, landmarks, characteristics (See Appendix D for Vocabulary Strategies.)





1.2.4 My Community

| Assessment | Outcomes | Strategies |
|---|---------------------------------------|---|
|  | KI-008 KL-016 KL-016A VL-008 | <p>Activate</p> <p>Students brainstorm places in their community (e.g., homes, schools, parks, landmarks...), and discuss the meaning of community and ways in which they can demonstrate respect for community places.</p> <p>TIP: A community is a group with a common interest. A community may consist of a town or village, a group of people who have similar interests or regularly participate in an activity, or it may simply be the immediate area around the school (e.g., the catchment area, the neighbourhood, or the colony).</p> <p style="text-align: right;"><i>(continued)</i></p> |
| <p>Teacher Reflections</p> | | |





1.2.4 My Community

| Assessment | Outcomes | Strategies |
|---|---------------------------------------|--|
| Activate <i>(continued)</i> | | |
| or | | |
|  | KI-008 KL-016 KL-016A | Students brainstorm different types of communities (e.g., urban, rural, northern...), and describe characteristics of and landmarks in communities they have visited. |
| or | | |
|  | KI-008 KL-016 KL-016A | Post pictures of significant places and landmarks in the local community. Each day, provide clues about one of the pictures, describing its relative position in the community (e.g., I am thinking about a landmark on the grass; I am thinking about a landmark in the park...). Students guess the landmark being described and, once it is identified, describe its relative position. |
| or | | |
|  | KI-008 KL-016 KL-016A VL-008 | As an Admit Slip, students describe their trip from home to school, including landmarks and significant places they see on their way. Students describe ways to demonstrate respect for community places. |
| or | | |
|  | KI-008 KL-016 KL-016A VL-008 | Students view pictures or videos of different communities and identify landmarks and significant places illustrated in the pictures. Students discuss similarities and differences in the communities and ways in which the people living there might demonstrate respect for their neighbourhoods and community places. TIP: Travel guides, community websites, and magazines provide good sources of pictures of various communities. |
| <i>(continued)</i> | | |
| Teacher Reflections | | |





1.2.4 My Community

| Assessment | Outcomes | Strategies |
|---|---------------------------------------|--|
| <i>Activate (continued)</i> | | |
| — or — | | |
|  | KI-008 KL-016 KL-016A VL-008 | Collaborative groups of students create a tableau to illustrate a landmark or significant place in their community. Using relative dramatic positional words (e.g., inside, outside, under, over, beside, in, on, underneath...), peers describe the relative location of the landmark and explain ways that they can demonstrate respect for the landmark. TIP: Create a “Word Wall.” As new positional vocabulary words are identified, students add word cards to the “Word Wall.” |
|  BLM: My Community - Positional Vocabulary | | |
| — or — | | |
|  | KI-008 KL-016 KL-016A VL-008 | In partners, students play an abstract version of “I spy,” describing a community landmark’s location in relation to other significant places (e.g., “I spy something that is beside the grain elevator.”). Students provide more clues about the landmark and its location until partners correctly guess the landmark. When the partners correctly guess the landmark, they describe actions they can take to demonstrate respect for the landmark. |
| — or — | | |
|  | KI-008 KL-016 KL-016A VL-008 | Students take turns describing where they live in the community relative to other landmarks and significant places. Students describe actions they can take to demonstrate respect for their neighbourhoods. |
| <i>(continued)</i> | | |
| Teacher Reflections | | |







1.2.4 My Community

| Assessment | Outcomes | Strategies |
|---|---------------------------------------|--|
| Activate <i>(continued)</i> | | |
| or | | |
|  | KL-016 KL-016A | Students play “Jelly Bean Hunt” to practise mapping skills and locate objects, using relative terms. TIP: “Jelly Bean Hunt” is free software available for download. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > |
| Acquire | | |
|  | KI-008 KL-016 KL-016A VL-008 | On a community walk, students take digital photographs or sketch and label landmarks and significant places. Students post their images in the classroom, and discuss ways in which they can demonstrate respect for their neighbourhoods and community places and landmarks. |
|  | KI-008 KL-016 KL-016A VL-008 | Using a word processor, students create a clip art collage of landmarks and places in their community. Students describe the relative location of landmarks represented in their collage, and ways in which they can demonstrate respect for community places. |
|  | KI-008 KL-016 KL-016A VL-008 | Students write about and draw pictures of places they have visited in their community. Students identify the relative location of the places, explain why the places are significant, and describe ways in which they can demonstrate respect for the various places. |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

1.2.4 My Community

| Assessment | Outcomes | Strategies |
|---|---------------------------------------|---|
| <i>Acquire (continued)</i> | | |
| or | | |
|  | KI-008 KL-016 KL-016A VL-008 | Students compose questions and interview, email, or fax community members to learn about the significance of community places and landmarks. Students record the relative location of the place(s) they learned about, explain why each place is significant, and describe ways in which they can demonstrate respect for the place(s). |
| or | | |
|  | KI-008 KL-016 KL-016A VL-008 | Create an interactive bulletin board matching game to explore community landmarks. Post pictures of significant community places and landmarks, and word cards identifying their names and locations. Students take turns matching the picture with its name, describing its relative location, and suggesting actions they can take to demonstrate respect for community places. |
| or | | |
|  | KI-008 | Students read or listen to stories that describe different types of communities. Using a Venn diagram, they compare and contrast the characteristics of communities. |
| or | | |
|  | KI-008 KL-016 KL-016A VL-008 | Post a community map including major streets and roads. Students create symbols to represent their homes and significant community places and landmarks, and attach them to the map using push-pins. Using the completed map, students describe the route they take from home to school, identifying community places and landmarks they see along the way. Students describe actions they can take to and from school to demonstrate respect for their neighbourhood and community places. |
| Teacher Reflections | | |





1.2.4 My Community

| Assessment | Outcomes | Strategies |
|---|---------------------------------------|---|
|  | KI-008 KL-016 KL-016A VL-008 | <p>Apply</p> <p>Students create “Significant Community Places and Landmarks Postcards.” Students illustrate a community place or landmark and write a postcard to a peer describing the relative location of the place and how they can demonstrate respect for community places. Students deliver the postcards to peers.</p> <p> BLM: My Community - Significant Places and Landmarks Postcard</p> <hr/> <p style="text-align: center;">or</p> |
|  | KI-008 KL-016 KL-016A VL-008 | <p>Students plan and conduct a “Community Dress-up Day.” Students assume the role of a community helper (e.g., police officer, librarian...) and come to school dressed as that person. Students set up stations in the classroom representing the place where each person works. Students describe ways in which they contribute to their community as that community helper and ways each community member can demonstrate respect for their neighbourhood and community.</p> <hr/> <p style="text-align: center;">or</p> |
|  | KI-008 KL-016 KL-016A VL-008 | <p>Using laminated community maps and overhead markers, students locate significant community places and landmarks and challenge partners to identify them. In pairs, each with their own map, students sit back to back. One student uses positional vocabulary to instruct his or her partner on where to draw different community places and landmarks they have illustrated on their own map (e.g., draw a statue in front of the town hall...). Once complete, students compare their maps and give examples of ways in which they can demonstrate respect for community places.</p> <hr/> <p style="text-align: center;">or</p> |
|  | KI-008 KL-016 KL-016A VL-008 | <p>Students illustrate significant places and landmarks in their community, and describe ways in which they can demonstrate respect for their neighbourhood and community. Compile individual student pages to create a class “Community Characteristics Book.”</p> <p> BLM: My Community - Characteristics Book</p> |

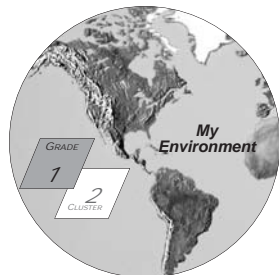
(continued)

Teacher Reflections

1.2.4 My Community

| Assessment | Outcomes | Strategies |
|---|---------------------------------------|---|
| Apply <i>(continued)</i> | | |
|   | KI-008 KL-016 KL-016A VL-008 | Collaborative groups of students create a multimedia presentation illustrating significant places and landmarks in their community. Using a map of the community as the main slide, students create links to additional slides with images and descriptions of significant community places and landmarks. Students insert sound clips describing ways that community members can demonstrate respect for their neighbourhood. Compile group presentations in a class presentation. |
| or | | |
|   | KI-008 KL-016 KL-016A VL-008 | Collaborative groups of students create a diorama of their community. Students include models of significant community places and landmarks, models of their homes, and posters/billboards promoting ways in which community members can demonstrate respect for their neighbourhood. Using their community model, students perform role-plays of community life. |
| Teacher Reflections | | |

Teacher Reflections



Learning Experience: 1.2.5 The Natural Environment

- KL-012 Recognize that people depend on the environment for survival.
- KH-019 Describe how the repeating patterns of the seasons influence their lives.
- VL-007 Appreciate the beauty and benefits that the natural environment brings to their lives.
- VL-007A Value the special relationships Aboriginal people have with the natural environment.

Note: Aboriginal distinctive learning outcomes are not intended for all students (see page 36 of the Overview)

Science Integration: Grade 1, Cluster 1 – Characteristics and Needs of Living Things
Grade 1, Cluster 4 – Daily and Seasonal Changes

Description of the Learning Experience






The natural environment helps fulfill our needs. Students explore their natural environment, identifying characteristics of the seasons, and ways in which the seasons and the natural environment bring beauty and benefits to their lives.

Vocabulary: environment, natural environment, survival, seasons (See Appendix D for Vocabulary Strategies.)





1.2.5 The Natural Environment

| Assessment | Outcomes | Strategies |
|-----------------------------------|----------|---|
| | KL-012 | <p>Activate</p> <p>Students brainstorm elements of the natural environment (e.g., plants, animals, weather...), and discuss ways in which the elements influence their lives and help fulfill their needs. Students sort the elements according to those they can see, hear, touch, smell, or taste, and select and describe one item from each category that is personally important.</p> <p style="text-align: center;">or</p> <p>Students read or listen to stories about the natural environment and weather. They illustrate ways in which their lives are dependent upon or influenced by elements of the natural environment. Students share their illustrations with peers, describing why they appreciate the natural environment.</p> <p style="text-align: right;"><i>(continued)</i></p> |
| | KH-019 | |
| | VL-007 | |
| | VL-007A | |
| | KL-012 | <p>Activate</p> <p>Students brainstorm elements of the natural environment (e.g., plants, animals, weather...), and discuss ways in which the elements influence their lives and help fulfill their needs. Students sort the elements according to those they can see, hear, touch, smell, or taste, and select and describe one item from each category that is personally important.</p> <p style="text-align: center;">or</p> <p>Students read or listen to stories about the natural environment and weather. They illustrate ways in which their lives are dependent upon or influenced by elements of the natural environment. Students share their illustrations with peers, describing why they appreciate the natural environment.</p> <p style="text-align: right;"><i>(continued)</i></p> |
| | KH-019 | |
| | VL-007 | |
| | VL-007A | |
| <p>Teacher Reflections</p> | | |




1.2.5 The Natural Environment

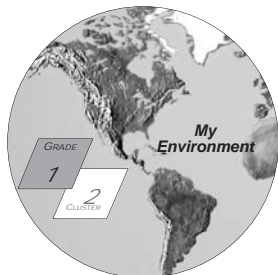
| Assessment | Outcomes | Strategies |
|---|---------------------------------------|--|
| Activate <i>(continued)</i> | | |
|  | KL-012 KH-019 VL-007 VL-007A | Students brainstorm different events that occur over the course of a year (e.g., summer break, skating, raking leaves, celebrations...). Record the responses according to the season in which they occur. When a representative sample has been collected, students identify criteria for the teacher’s grouping (i.e., summer, fall, winter, and spring), and discuss seasonal characteristics of the natural environment, and ways in which the repeating patterns of the seasons influence their lives and help fulfill their needs. |
|  | KL-012 KH-019 VL-007 VL-007A | Invite a volunteer to visit the class dressed as a season. Students guess what season the volunteer represents, and describe features of the natural environment during that season. Students create thank-you letters describing ways in which the natural environment influences their lives and fulfills their needs. Students email or fax letters to the volunteer. |
|  | KL-012 KH-019 VL-007 VL-007A | Students brainstorm seasonal characteristics and events (e.g., harvest, blizzards, opening of fishing season, baseball...). Students identify how seasonal elements influence their lives and help fulfill their needs. |
| Acquire | | |
|  | KL-012 KH-019 VL-007 VL-007A | Students explore Internet sites or print media, comparing and saving/cutting out images of the four seasons. Students identify the characteristics of the natural environment in each season, and describe ways in which it influences their lives and helps fulfill their needs. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > |
|  | KL-012 KH-019 VL-007 VL-007A | Using a word processor, students create a clip art collage of everyday items (e.g., paper, bread, milk...) and elements of the natural environment (e.g., tree, wheat, cow...). Students match everyday items to the elements of the natural environment. The items are derived from, and describe how the natural environment helps fulfill their needs. Students share collages with peers and identify their favourite elements and ways in which they influence their lives. |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

1.2.5 The Natural Environment

| Assessment | Outcomes | Strategies |
|---|---------------------------------------|---|
| Acquire <i>(continued)</i> | | |
| — or — | | |
|  | KL-012 KH-019 VL-007 VL-007A | Collaborative groups of students record events on a seasonal chart according to the time of year in which they occur (e.g., animals get thicker fur, buds appear on the trees, harvest, longer days...). Students discuss ways in which the events influence their lives and help fulfill their needs, and describe the beauty and benefits the natural environment brings to their lives. |
| — or — | | |
|  | KL-012 KH-019 VL-007 VL-007A | Students plan and conduct experiments (e.g., plant growth, seasonal changes in plants and animals, heat absorption, length of day...) related to the seasons and the natural environment. Students record their observations and explain how the seasons and natural environment influence their lives and help fulfill their needs. |
| — or — | | |
|  | KL-012 KH-019 VL-007 VL-007A | Students discuss how seasonal changes and events influence their lives and help fulfill their needs. Students illustrate a season and describe the beauty and benefits the natural environment brings to their lives. |
| — or — | | |
|  | KL-012 KH-019 VL-007 VL-007A | Apply Students plan and conduct a campaign to promote environmental stewardship and sustainability. Students create posters identifying elements of the natural environment, and describing ways in which the natural environment brings beauty and benefits to their lives. TIP: Display the posters in a public area of the school or present the posters to other classes to promote respect for the natural environment. |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

1.2.5 The Natural Environment

| Assessment | Outcomes | Strategies |
|--|---------------------------------------|---|
| Apply <i>(continued)</i> | | |
|  | KL-012 KH-019 VL-007 VL-007A | Students create seasonal timelines illustrating features of the natural environment, and identifying ways the seasons and the natural environment influence their lives and help fulfill their needs. Students share timelines with peers and describe the beauty and benefits the natural environment brings to their lives. |
|  | KL-012 KH-019 VL-007 VL-007A | Students create seasonal collages with images of the natural environment. Students share collages with peers and describe ways in which the seasons and the natural environment influence their lives and help fulfill their needs. |
|  | KL-012 KH-019 VL-007 VL-007A | Collaborative groups of students create a multimedia presentation illustrating the repeating patterns of the seasons and elements of the natural environment. Students choose a season and insert images representing elements of the natural environment. Students record and insert sound clips describing how each element influences their lives and helps fulfill their needs. Compile group presentations in a class presentation representing the complete cycle of the seasons. |
| Teacher Reflections | | |



Learning Experience: 1.2.6 Needs and Wants

- KE-027 Give examples to distinguish needs from wants.
- KE-028 Give examples of how media may influence their needs, wants, and choices. *Include: advertising and television programming.*
- VE-013 Respect differences between their own and others' needs and wants.

Description of the Learning Experience

Students explore the concepts of needs and wants, and discover how the media affects their needs, wants, and choices. Through this exploration, they come to understand the differences between needs and wants, and to think more critically about the influence of the media in their lives.







TIP: The concept of basic needs is introduced in Kindergarten, and may only need to be reviewed in Grade 1; the concept of wants is introduced to students in Grade 1.

Vocabulary: needs, wants, media, influence, choice, advertising (See Appendix D for Vocabulary Strategies.)

1.2.6 Needs and Wants

| Assessment | Outcomes | Strategies |
|------------|-----------------------------------|--|
| | KE-027 VE-013 | <p>Activate</p> <p>Students listen to a story that is related to the concept of needs and wants, and discuss examples of needs and wants from the story.</p> <p style="text-align: center;">or</p> <p>As an Admit Slip, students submit advertisements (e.g., magazine, flyer, newspaper, direct mail...) for various consumer items (e.g., food, toys, clothing...). The ads are posted on a bulletin board and students discuss how the advertisements may influence their needs, wants, and choices.</p> <p style="text-align: right;"><i>(continued)</i></p> |
| | <p>Teacher Reflections</p> | |




1.2.6 Needs and Wants

| Assessment | Outcomes | Strategies |
|---|----------------------------------|---|
| Activate <i>(continued)</i> or | | |
|  | KE-027 KE-028 VE-013 | In a class discussion, students share ideas for items they would like to give or receive as a gift. They also share information related to how they know about the item and/or what influenced their choice (e.g., a friend has the item, they saw it advertised on television or in a catalogue, they saw it at a store...). Ideas are recorded on a class T-chart (item/what influenced choice). |
| Acquire | | |
|  | KE-027 VE-013 | Using a “Needs and Wants” Word Splash, students circle needs in one colour and wants in another colour. As a large group, they discuss and give additional examples to distinguish needs from wants.  BLM: Needs and Wants - Word Splash |
| or | | |
|  | KE-027 VE-013 | Students brainstorm and discuss what humans need to be healthy and happy (e.g., food, clothing, shelter, health, love...). As students give examples, create picture/word cards of the items and post them randomly on a chart. Students create their own illustrated word cards and sort/glue them onto a chart to distinguish needs from wants. TIP: Have the students use the sorted cards for creative writing related to needs and wants.  BLM: Needs and Wants - Chart |
| or | | |
|  | 1-KE-027 1-KE-028 1-VE-013 | Collaborative groups of students cut pictures of various consumer items from magazines, catalogues, flyers, and pamphlets. They sort the pictures into needs and wants, and glue them onto a chart. Students discuss how print media may influence their needs, wants, and choices. |





(continued)

Teacher Reflections







1.2.6 Needs and Wants

| Assessment | Outcomes | Strategies |
|---|----------------------------|---|
| <i>Acquire (continued)</i> | | |
| or | | |
|  | KE-027 VE-013 | <p>Prepare several “Mystery Boxes” that contain an assortment of items (or pictures of items) that can be identified as needs or wants (e.g., bottled water, can of pop, fruit, toys, clothing, bag of potato chips...). Working in collaborative groups, students take turns selecting an item from the “Mystery Box,” and explain to the group why they think their selection is a need or a want. As students complete their turns, they place their item in a needs/wants display area.</p> <p>TIP: Carousal Activity: When each group has completed sorting, discussing, and displaying the items in the “Mystery Box,” students may tour each other’s displays to compare the decisions made regarding how the items are sorted.</p> |
| or | | |
|  | KE-027 KE-028 VE-013 | <p>Students listen to or read books on the topic of nightmares, and share examples of times when television or movies have influenced their feelings and given them nightmares. Through guided questioning, students discuss how media may influence their feelings, as well as their needs, wants, and choices.</p> |
| or | | |
|  | KE-027 KE-028 VE-013 | <p>Students view a series of television commercials aimed specifically at children (e.g., toys, games, prepared foods, video games...). After viewing, and through guided questioning, students give examples from the commercials that made the product appear desirable (e.g., close-up images that make the item look better, colourful sets to enhance product appearance, sound/visual effects...), and discuss how advertising may influence their needs, wants, and choices.</p> <p>TIP: Have real samples of the products for students to examine and compare to the visual images/messages presented in the commercials. As well, allow students to view the commercials multiple times, pausing/rewinding where necessary, to discuss various techniques used by advertisers to influence children. Be aware of copyright regulations when recording and viewing materials from television.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| <i>(continued)</i> | | |
| Teacher Reflections | | |



1.2.6 Needs and Wants

| Assessment | Outcomes | Strategies |
|---|---|---|
| Acquire <i>(continued)</i> | | |
|  | KE-027 KE-028 VE-013 | <p>Students listen to or watch an excerpt of a recorded story. After listening or viewing, they discuss various feelings they had during the experience, and give examples of what made them feel that way (e.g., music, sound effects, images...). Students give examples from a variety of media (e.g., movies, television shows, video games...) that have influenced their feelings and describe what aspect of the experience made them feel that way.</p> <p>TIP: Select a short excerpt for viewing from a popular video that has a particularly exciting scene. Be aware of copyright regulations with respect to prerecorded materials.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| | or | |
| |  | KE-027 KE-028 VE-013 |
| or | | |
|  | | KE-027 VE-013 |
| |  BLM: Needs and Wants - Let's Go Camping | |
| | <i>(continued)</i> | |
| <p>Teacher Reflections</p> | | |

1.2.6 Needs and Wants

| Assessment | Outcomes | Strategies |
|---|----------------------------|--|
| | | Acquire <i>(continued)</i> or |
|  | KE-028 | As an Admit Slip, students complete a one-week television commercial viewing log to track the products they see advertised on television. Students record how many times they see particular products advertised (e.g., food, games, toys, movies, clothing, restaurants...). Student results are compiled on a class graph illustrating the products and number of commercials for the products. Students discuss how media influence their needs, wants, and choices.  BLM: Needs and Wants - Television Commercials |
| | | Apply |
|  | KE-027 VE-013 | Students create “Needs and Wants” booklets. Students provide examples to distinguish needs from wants, which are recorded on a class chart. Students select a number of needs and wants to illustrate and describe. Student work may be compiled in individual booklets, or collated in a class book. or |
|  | KE-027 KE-028 VE-013 | Students take a “blind” taste test. Provide students with unlabelled samples of a particular product for a taste-test comparison of more costly brand-name items with generic versions (e.g., Coke®, Pepsi®, and generic store brand). Students discuss the differences in flavour and prices, the impact of advertising, and how media may influence their needs, wants, and choices. or |
|  | KE-027 KE-028 VE-013 | Students play a “Needs and Wants” game. Each student is given a card with the word “Need” printed on one side and the word “Want” on the other. Hold up a variety of pictures that illustrate either needs or wants. As each picture is revealed, students respond by showing the appropriate side of the word card to distinguish needs from wants. Students give additional examples to distinguish needs from wants.  BLM: Needs and Wants - Word Card |
| | | <i>(continued)</i> |
| Teacher Reflections | | |

1.2.6 Needs and Wants

| Assessment | Outcomes | Strategies |
|---|----------------------------|---|
| <i>Apply (continued)</i> | | |
|  | KE-027 KE-028 VE-013 | Students play “TV Scavenger Hunt.” Students watch a series of videotaped television commercials aimed at children in order to identify and critically discuss techniques that advertisers use to influence their needs, wants, and choices (e.g., music, close-up images, smiling/happy faces, special sound/visual effects, inanimate objects such as dolls or cars that appear to be larger or capable of doing things they are not...). TIP: Have students raise their hands when they spot a technique, and pause/rewind the tape to focus the discussion. Be aware of copyright regulations when recording and viewing materials from television. |
|  | KE-027 KE-028 VE-013 | Students take a “Needs and Wants” field trip to a grocery store. In collaborative groups, students browse the aisles of a local grocery store and identify items to distinguish needs from wants. A parent volunteer records and tallies student observations on a T-chart. Group tallies are collated on a class data chart. TIP: If a grocery store field trip cannot be arranged, students may browse a variety of catalogues and flyers (e.g., grocery/department/toy stores) and identify items to distinguish needs and wants. |
| Teacher Reflections | | |

Cluster 2: Connecting and Reflecting

Using their “My Environment” portfolio, students describe features of the community and show how they can help make the community a better place.



BLM: Cluster 2 - Connecting and Reflecting

Teacher Reflections