

# Grade 1 Social Studies

## *Connecting and Belonging*

A Foundation for  
Implementation

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**GRADE 1 SOCIAL STUDIES  
CONNECTING AND BELONGING**

*A Foundation for  
Implementation*

**2005**  
Manitoba Education, Citizenship  
and Youth

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Appendix E: Kindergarten to Grade 4 Cumulative Skills Chart

Appendix F: Recommended Learning Resources

**SOCIAL STUDIES AND THE CREATION OF A DEMOCRATIC LEARNING COMMUNITY**

**W**elcome to the world of social studies, where students have opportunities to interact with each other in democratic groups and communities, and to acquire the knowledge, values, and skills they need to become active, responsible citizens within our Canadian society. As they grow and learn the skills of citizenship, they not only contribute to their learning communities, but also contribute to the betterment of our society.

What do active, responsible citizens look like? They are aware of the world in which they live, and they care about people around them—the people with whom they share this planet, both near and far away. They know that their actions affect others. They have informed opinions, and think critically about issues that concern themselves and others. They have the confidence to make their voices heard, to take a stand on issues, and to engage in social action when necessary. They are concerned with the well-being of the environment, and live their lives in ways that reflect that concern.

**Background**

This document was produced by Manitoba Education, Citizenship and Youth, in collaboration with Manitoba educators. It includes the core concept citizenship, and identifies general and specific learning outcomes. It integrates the four foundation skill areas of literacy and communication, problem solving, human relations, and technology, and provides ideas and strategies to support the implementation of social studies. It is mandated for use in all schools in Manitoba.

**A Brief History of the Social Studies Curriculum**

Just as knowing oneself means knowing one's history, fully understanding the new social studies curriculum requires knowing something of its history. The Manitoba curriculum was created through a culturally collaborative process; diverse voices guided the process, and the result is a social studies curriculum that better reflects the cultural reality of Canada.

The first stage of the process was the creation of the \**Western Canadian Protocol (WCP) Common Curriculum Framework for Social Studies, Kindergarten to Grade 9 (2002)*. This was the first inter-provincial/territorial curriculum project to include both Aboriginal and francophone representatives as full and equal partners in the development process.

\* In November 2003 the name was changed to the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education.

### Manitoba Advisory Groups

- Social Studies Steering Committee
- K to S4 Framework Development Team
- Cultural Advisory Team



Manitoba's involvement in the Western and Northern Canadian Protocol project, and in the next stage of adapting the *WCP Framework* to produce *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*, was guided by three advisory groups:

- The **Manitoba Social Studies Steering Committee**, consisting of representatives from Manitoba educational stakeholders
- The **Manitoba Kindergarten to Senior 4 Framework Development Team**, comprising Early, Middle, and Senior Years teachers from English, Français, and French Immersion Programs, as well as Aboriginal educators and consultants, and university advisors in history, geography, and education
- The **Manitoba Cultural Advisory Team**, with representatives from 15 ethnocultural organizations in Manitoba  
(See the Acknowledgments section for a listing of team members and organizations.)

Manitoba also solicited feedback from educational stakeholders during the development of the WCP and Manitoba frameworks. Regional consultations took place, as did a province-wide mailout, resulting in feedback from hundreds of Manitoba educators and stakeholders, including the Manitoba First Nation Education Resource Centre and the Manitoba Métis Federation.

## Contents of the Document

This document contains the following sections:

- **Introduction:** The introduction describes the purpose, background, and contents of this document.
- **Social Studies in Manitoba—A Kindergarten to Senior 4 Overview:** This section presents an overview of the Kindergarten to Senior 4 social studies program in Manitoba.
- **Document Components and Structure:** This section presents the components of the Manitoba social studies curriculum and explains how the learning outcomes and strategies for teaching, learning, and assessment are organized within this document.
- **Grade 1: Connecting and Belonging:** This section contains the grade overview; cluster descriptions; skills, knowledge, and values learning outcomes; suggested strategies for assessment; and strategies to activate, acquire, and apply learning.
- **References**
- **Appendices:** This section contains the following appendices: A: Skills Assessment; B: Blackline Masters; C: Charts and Checklists; D: Vocabulary Strategies; E: Kindergarten to Grade 4 Cumulative Skills Chart; and F: Recommended Learning Resources.

**SOCIAL STUDIES IN MANITOBA—A KINDERGARTEN TO SENIOR 4 OVERVIEW****Definition**

**S**ocial studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

**Vision**

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

**Goals of Social Studies**

Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Senior 4, and are divided into five categories:

- Canada
- The World
- The Environment
- Democracy
- General Skills and Competencies



With respect to **Canada**, social studies enables students to

- acquire knowledge and understanding of Canadian history and geography
  - appreciate the achievements of previous generations whose efforts contributed to the building of Canada
  - critically understand Canadian political structures and processes and the institutions of Canadian society
  - fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
  - analyze Canadian public issues and take rationally and morally defensible positions
  - develop a sense of belonging to their communities and to Canadian society
  - respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present



With respect to the **world**, social studies enables students to

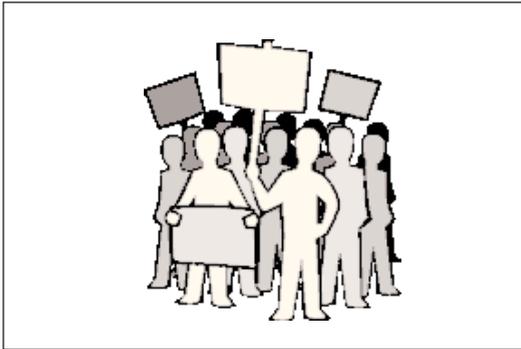
- acquire knowledge and understanding of world history and geography
  - respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
  - develop global awareness and a sense of global citizenship
  - understand and appreciate the role of international organizations
  - analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
  - assess questions of national self-interest and the interests of other countries and the world as a whole



With respect to the **environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability

## Overview



With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy
  - assess alternatives to democracy, past and present
  - understand the history and foundations of parliamentary democracy in Canada
  - demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent and differences, and willingness to take action for the public good
- participate in public affairs in accordance with democratic principles
  - critically understand the role of various institutions in civil society
  - recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
  - identify ways in which Canadian democracy could be improved, and work to improve it
  - participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
  - take a stand on matters of fundamental principle or individual conscience



With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
  - think historically and geographically
  - critically analyze and research social issues, including controversial issues
  - work collaboratively and effectively with others
  - solve problems and address conflicts in creative, ethical, and non-violent ways
- develop openness to new ideas and think beyond the limits of conventional wisdom
  - apply effective communication skills and enhance media literacy
  - use and manage information and communication technologies

**CITIZENSHIP AS A CORE CONCEPT IN SOCIAL STUDIES**

Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate.

Achievement of learning outcomes related to citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

**Rationale for Citizenship Education**

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship in four areas:

- Active Democratic Citizenship in Canada
- Canadian Citizenship for the Future
- Citizenship in the Global Context
- Environmental Citizenship



## Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, albeit largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Globally, Canada is regarded as a prosperous, peaceful, and democratic country, although it still has its share of economic and social injustices and inequities.

Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include:

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideals and principles
- a commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- a willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- a willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with a realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

## Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces, territories, and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Quebec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, sexual orientation, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy



## Citizenship in the Global Context

Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy. The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

## Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of our natural environment. Quality of life depends upon the sustainability of our environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

## GENERAL LEARNING OUTCOMES

The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Senior 4. They are the basis for the specific learning outcomes for each grade.



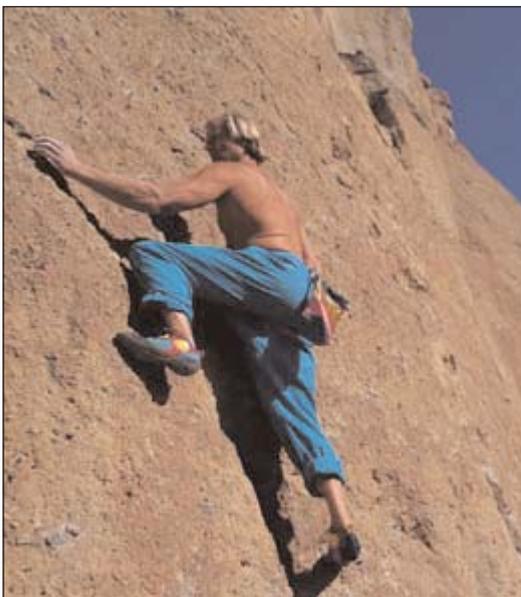
### Identity, Culture, and Community

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with

opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.



### The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

**Historical Connections**

Students will explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and

social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

**Global Interdependence**

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

## Overview

**Power and Authority**

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

**Economics and Resources**

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse

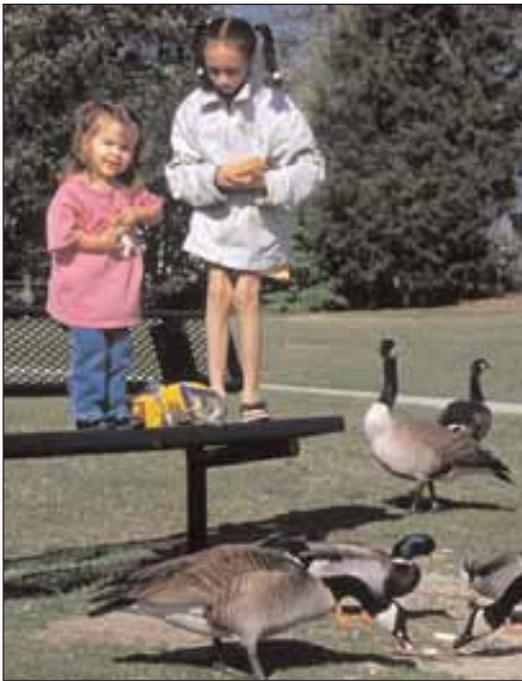
perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

**SOCIAL STUDIES SKILLS**

Social studies skills are grouped into four categories:

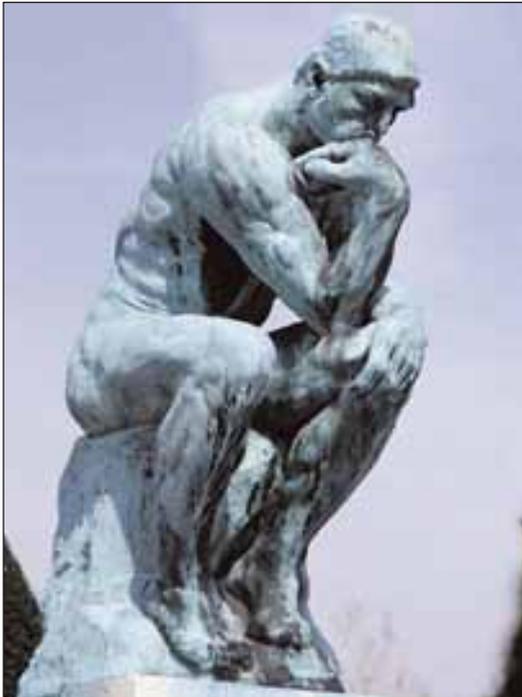
- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

**Skills for Active Democratic Citizenship**

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

**Skills for Managing Information and Ideas**

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.



### **Critical and Creative Thinking Skills**

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.



### **Communication Skills**

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

## GUIDING PRINCIPLES FOR SOCIAL STUDIES LEARNING, TEACHING, AND ASSESSMENT

### Social Studies and the Learning Process

Learning in social studies is an active process. Active learning involves the construction of meaning through the interaction of prior knowledge, motivation and purpose, and new experiences. The process of learning varies from one individual to another, and is shaped by a multitude of factors, including personal, social, and cultural influences. Social studies learning is more meaningful when students are

- encouraged to broaden their perspectives through informed and focused interaction with others
- provided with opportunities to reflect critically on their own ideas and attitudes
- valued, respected, and acknowledged as individuals, whatever their situation or background

Social studies *knowledge*, *values*, and *skills* are interdependent aspects of learning, and need to be integrated in the learning process. Meaningful learning in social studies requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

#### Strategies to support student inquiry and interaction:

- cooperative and peer learning
- interviews
- project-based learning
- structured controversy or debate
- teacher- and student-initiated inquiry and research
- role-play
- sharing circles



### Instructional Strategies for Active Learning

Social studies learning can be enhanced by using a variety of settings both in and outside of school, flexible student groupings, and numerous other strategies. A well-balanced social studies program includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers.

Effective social studies instruction includes the use of strategies that promote student inquiry and interaction. These strategies include cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles. These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

It is through guided inquiry and interaction—within the school and in the community—that students construct meaning from their individual experiences. Students require opportunities to engage in authentic and relevant community issues and events. It is important that these experiences be integral to social studies learning, and not be contrived.

## Overview

**Active learning includes**

- resource-based and experiential learning
- on-the-land experiences
- field studies
- guided tours
- participation in diverse cultural activities
- integrating literature and the arts
- using information and communication technologies

Active learning is encouraged through resource-based and experiential learning. These include on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies.

Effective practices in social studies actively engage students in democratic processes such as consensus building, collective decision making, student government, class meetings, student-generated topics of study, and school event planning. As well, social studies provides authentic opportunities for home and community involvement.

**Activities that engage students in democratic processes:**

- consensus building
- collective decision making
- student government
- class meetings
- student-generated topics of study
- classroom/school event planning

**Resource-Based Learning**

Social studies addresses a wide range of issues and topics at every grade. It is a subject that is particularly well-suited to resource-based learning, which moves beyond the single textbook approach and provides students with a variety of information sources. (See Appendix F for a list of recommended learning resources.)

There is a plethora of social studies resources available to teachers and students. These include primary information sources, print media, electronic media, art and artifacts, simulations and games, maps, field trips, as well as knowledgeable individuals from the local community.

Resource-based learning is a student-centred approach that adapts to student needs, interests, abilities, learning styles, and prior knowledge. An environment that is rich in resources allows students to explore and discover as they learn, and to make personal learning choices that are relevant and meaningful.

As our society continues to evolve, so do the roles of teachers and learners. The “sage on the stage” model is giving way to a more flexible model—one in which teachers facilitate the learning process, and students make decisions and assume responsibility for their learning. A resource-based learning approach ultimately helps students manage the information overload that typifies today’s society, and teaches them how to continue their learning outside of the school setting. While the development of fundamental knowledge is still essential in social studies, the student of the 21st century needs the skills to locate, access, and evaluate pertinent information.

**Resource-based learning**

- primary sources
- magazines and journals
- books
- television, radio
- DVDs and CDs
- audio/video tapes
- the Internet
- computer software and databases
- art and artifacts
- simulations and games
- maps
- neighbourhood walks
- museums
- art galleries
- cultural centres
- community sites
- guest speakers
- Elders
- live performances

## Role of the Social Studies Teacher

Social studies accommodates a variety of teaching styles. Given the political nature of social studies issues and topics, a teacher's personal beliefs and convictions may influence the presentation of content, as well as the selection of teaching strategies and learning resources. Complete neutrality is not always possible, nor necessarily desirable; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.



Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. It is important to note that student-centred classrooms are not necessarily democratic classrooms. Even activities that are democratic in nature, such as cooperative learning, can be undemocratic in practice, depending upon how they are used.

Finally, it is essential that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

## Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.



The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept that there may not be a single “right answer” to a question or issue
- respect everyone's right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support the various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity

## SOCIAL STUDIES AS A CURRICULUM OF AND FOR DIVERSITY AND EQUITY



### Inclusive Social Studies Classrooms

The social studies classroom plays an important role in helping students become engaged and caring citizens, locally, nationally, and globally. To do so requires teachers to use social studies classrooms as living laboratories for a more equal and just society than the one in which we now live. Schools in general, and the social studies classroom specifically, support the continued development of the multicultural, multiracial, and pluralist democracy that is Canada—a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future.

The events that take place in our classrooms both shape, and are shaped by larger social currents that define who we are and where we are headed as a society. To be successful, schools, and social studies classrooms in particular, must be guided by democratic social goals and values that celebrate our human diversity and demonstrate a quest for greater equity in our institutions and in society as a whole.

Social studies curriculum and instruction must be both *visionary* and *practical*: *visionary* because we need to go beyond narrow educational goals and look toward our collective future with hope; *practical* because the work of reshaping educational practice and countering negative social forces and conditions requires daily effort.

Teaching practices, educational activism, and dedication and creativity on the part of teachers and other educational partners are all part of this process. Efforts to transform the social studies classroom need to grow from a common social and pedagogical vision that strives for an inclusive classroom focused on social justice. Curriculum and practice must reflect certain essential characteristics, which are described below.

#### Inclusive classrooms that are focused on social justice are

- multicultural, equity-focused, anti-biased in nature
- grounded in the lives of students
- culturally sensitive
- critical
- participatory and experimental
- hopeful, joyful, caring, visionary
- academically rigorous
- supportive of students as social activists and engaged citizens

#### 1. Multicultural, equity-focused, and anti-bias in nature

A curriculum grounded in social justice and awareness of social diversity must be inclusive of every student in every classroom. With our increasingly diverse student population and nation, the social studies classroom needs to directly address issues related to race, class, gender, and other aspects of educational equity. We need to do more than simply celebrate diversity. We need to take on the “hard stuff” of exploring why some differences translate into wealth and power, while others become the basis for discrimination and injustice. Social studies classrooms exist in a multicultural and multiracial society, and need to honestly face the truth about our past and present. The often exclusionary, traditional stories of history need to be revised to include the experiences and voices of Aboriginal peoples and people of colour, women, working peoples, and other diverse groups in our society.

**2. Grounded in the lives of students**

Good teaching begins with respect and concern for children, their innate curiosity, and their capacity to learn. Curriculum needs to be rooted in the real lives and contexts of the students in the classroom. Creating effective learning environments requires that the lives of the students, as well as the topics they are exploring, provide the content of the classroom experience. Students need opportunities to consider and inquire how their lives connect to the broader society.

**3. Culturally sensitive**

Classrooms that are places for critical teaching and learning are built on the premise that teachers “don’t know it all.” Each new class presents opportunities for teachers to learn from students, and requires teachers to be good researchers and listeners. Teachers will often work with children of diverse cultural origins and ethnicities, and may need to call upon parents and others in order to understand the needs of their students. Teachers must also draw on the cultural diversity of their colleagues and community resources for insights into the communities they seek to serve.

**4. Critical**

The social studies curriculum should help equip students to engage in dialogue and to challenge the world. From Early Years onwards, students need to develop skills and insights that allow them to pose essential questions. Who holds power and makes decisions in society? Who is left out? Who benefits and who suffers? What is fair practice? What is discriminatory or unfair practice? How is change created? Students should have opportunities to examine and question social reality through critiques of media, public policy decisions, foreign policy choices, newspapers, historical accounts, and school life itself. Wherever possible, student learning should encompass issues and problems in the world outside the classroom walls.

**5. Participatory and experiential**

Student involvement and initiative need to be emphasized; students should not be passive learners. Exploratory and experiential learning approaches, in which students are involved in planning and decision making, allow students to take responsibility for, and to manage, their own learning. Projects, role-plays, mock trials, and other learning activities involve students physically and cognitively. These are all essential to provoke students to develop democratic capacities: to question, to challenge, to make real decisions, and to solve problems collectively.

**6. Hopeful, joyful, caring, and visionary**

Classrooms in which children feel significant and cared for are at the heart of an inclusive school. Unless students feel safe—emotionally and physically—they will not reveal their true selves or their real thoughts and feelings, and discussions will be artificial and dishonest. Teachers need to design learning experiences that help students learn to trust and care for each other.

## 7. Academically rigorous

An inclusive classroom focused on social justice equips students with the skills they need to navigate in the world, and to take action to change the world. When students create products for real audiences about significant issues, and discuss big ideas with compassion and intensity, academics come to life.

## 8. Supportive of students as social activists and engaged citizens

If we want students to see themselves as voices for justice and agents of change, it is important to encourage them to critique the world, and to be willing to act in ways that are meaningful. Part of the role of the social studies teacher is to reinforce the fact that ideas have real consequences and need to be acted upon. Students can draw inspiration from historical and contemporary individuals who struggled for social justice, peace, and human rights. A critical curriculum and classroom should reflect the diversity of people from all cultures and both genders who acted to make a difference, many of whom did so at great sacrifice. Students should feel connected to this legacy of resistance and social justice.

Creating inclusive and critical classrooms is not easy. It is complex and demanding work that requires vision, support, and resources. Sharing experiences with other educators, establishing support networks, and amassing diverse resources are critical components of inclusive classrooms.

Adapted from "Rethinking Our Classrooms: Teaching for Equity and Justice" from *Rethinking Schools* magazine (Fall 2003) by permission of Rethinking Schools Ltd. <[www.rethinkingschools.org](http://www.rethinkingschools.org)>. All rights reserved.

## Towards a Pedagogy for Social Justice

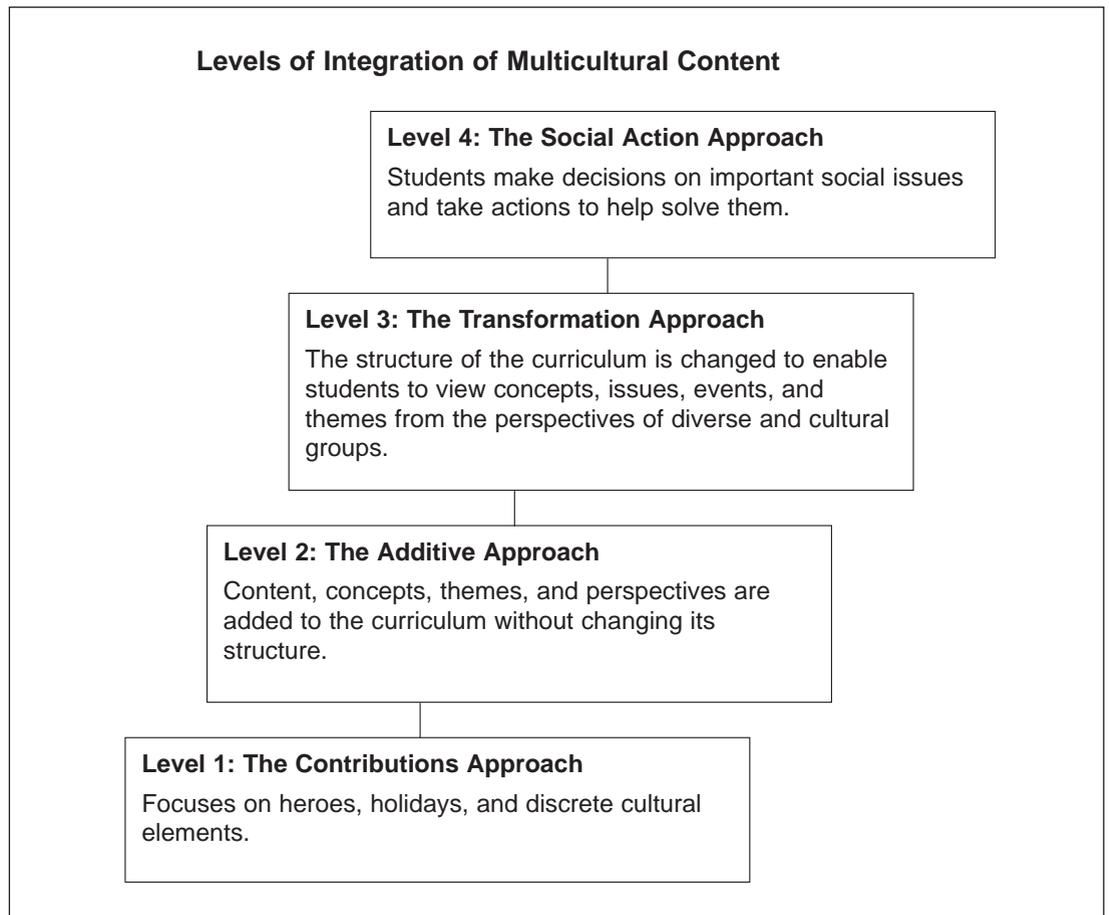
A social studies curriculum that advocates social justice is built upon the integration and exploration of issues related to inclusion, diversity, and racism. This approach requires a clear and well-developed understanding of multicultural/anti-racist teaching approaches. It should not be assumed that simply providing students with learning resources that are "multicultural" or that deal with issues of inequality or diversity is sufficient to create an inclusive social studies classroom. To have a positive effect, as well as an anti-racist/anti-bias impact on the classroom, multicultural materials need to be part of meaningful learning experiences that encourage students to critically explore and analyze the significance of the issues discussed or information presented, personally and collectively.

The quotation that follows illustrates the importance of anti-racism pedagogy in the use of multicultural resources in the classroom, and in the planning and implementation of learning activities. It is critical that educators be clear how a specific learning resource and related activities fit into their plan for the year and the anti-racism objectives that have been established.

*"It should be remembered that multicultural curriculum can be taught in a traditional and racist way. The way out of this dilemma is through the intervention of anti-racist teaching. Anti-racist teaching would incorporate 'education' which is multicultural while the 'teaching' would be anti-racist. In this context, anti-racist teaching is seen as coming about through a teacher with the 'right' attitude, the appropriate knowledge, and the necessary skills to bring about learning that that will challenge racism and change the bias of the traditional ethnocentric and biased education to which we are accustomed in Canada." (Black Learners Advisory Committee [BLAC] Report on Education, December 1994, Nova Scotia)*

## The Transformative Curriculum: Education for Social Justice

An anti-racist pedagogy may be conceptualized as being education for change, social justice, or action. James Banks provides a conceptual model for analyzing the level of integration of multicultural content into the curriculum, which highlights the importance of a social action approach. In his perspective, a Transformation or Social Action Approach is essential if we wish to meaningfully address issues of diversity and inequality in the social studies classroom and in our schools.



**Figure 1:** From “Approaches to Multicultural Curriculum Reform” by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

## Diversity and Inequity: The Historical Context

It is important that educators develop an informed understanding of the historical development of Canadian society and the history of diversity and inequality. Traditional approaches to Canadian history have often excluded or marginalized the experiences and perspectives of many diverse groups. Therefore, it is critical that educators broaden their understanding of history in a Canadian and international context.

## Overview

The experiences of marginalized groups in Canada share many similarities with marginalized groups in other places. It is important to explore and critically consider these parallels. Furthermore, it is important to connect historical experiences to contemporary social conditions, such as continued inequities in employment, evidence of bias in medical research, attitudes towards interracial or same-sex marriages, the prevalence of negative stereotypes in media, and so on.



### Identity, Culture, and Race

Educators also need to consider the social dynamics and patterns of intercultural interaction in the classroom in developing inclusive, multicultural, and pro-social justice learning experiences. The ethnocultural identity and self-concept of students play an important role in determining their response and willingness to engage in meaningful learning experiences related to diversity. Social and ethnocultural identity is characterized by a number of factors, including the following:

- An individual's identity is complex and composed of various dimensions.
  - Every individual has multiple identities, with ethnicity, class, gender, language, religion, racial origins, political beliefs, and other factors defining who we are.
- Not all factors have the same impact on our identity, and their relevance may change according to personal and social conditions and social context.
  - Race, while it is a socially constructed concept, forms part of our sense of identity.
  - Racial identity development is the result of the racialization of society, and is a complex and dynamic phenomenon.

Theories regarding the process of achieving an anti-racist group identity are a useful tool to guide exploration of the impact of race and racism in our classrooms. These theories also serve to guide educators in defining the objectives of anti-racism education. Ideally, schools should facilitate the movement of students to the highest level of anti-racist group identity. (see below)

### Towards an Inclusive and Anti-Bias Identity

The process of undoing the profound impact of racism and other forms of discrimination and marginalization is a complex journey—a journey towards an inclusive and anti-bias identity. Psychologists researching race and identity issues have theorized that this journey may take different paths or stages of development for different groups, as members of these groups have been affected in differing ways by racism and discrimination.

Research suggests that people undergo a series of life transformations or stages of identity formation in terms of their self-concept and group identity. These stages of social identity formation are not inevitable, static, nor are they achieved for life. Life circumstances and experiences precipitate and support change either *towards* or *away* from anti-racism consciousness and behaviour. Alternatively, individuals may remain fixated at a particular stage of ethnic and group consciousness. (Derman-Sparks *et al.*, 1997)

## Towards an Anti-Bias/Anti-Racist Identity

William Cross's (1991) model for the stages of Black identity development reflects the African American experience, but is relevant in a Canadian context. His model of the *resocialization experience* has five distinct stages of identity development: Pre-encounter, Encounter, Immersion/Emersion, Internalization, and Internalization-Commitment.

In Cross's conceptual framework, individuals move from a state of unawareness of racism and discrimination to one of total awareness and social activism, known as the *Internalization-Commitment* stage. This final stage parallels Banks' idea of the *global* ethnic identity, and is a fully developed anti-racist group identity. An individual at this stage is a social activist who recognizes the need for continuous efforts to challenge inequality in society on several fronts, and seeks to collaborate with others in meaningful social action.

Helms (1990) has taken a similar and comprehensive examination of the stages of white/dominant group identity development. Helms identifies the tendency of dominant group members in society to deny that their racial identity has any significance, preferring to view themselves as individuals and, consequently, not responsible for the perpetuation of a racist system.

Helms' model of identity development is based on six distinct stages: Contact, Disintegration, Immersion/Emersion, Reintegration, Pseudo-Independent, Immersion/Emersion, and Autonomy. Individuals in this framework, like Cross's, move from a stage of total ignorance to one of total awareness and engagement in social activism. In the final stage of identity, Autonomy, individuals are self-directed and self-actualized activists who join with exploited groups to change the racist system.

Both researchers see the highest form of identity formation to be one where individuals are aware of the realities of inequities in society and the reality of racism, coupled with the desire to work with others for change and meaningful social action.



### Applying Racial Identity Development Concepts in the Classroom

There is a great deal of significance to identity formation for educators involved in anti-bias/anti-racism education within the social studies classroom. First, the two models detailed above present a framework for conceptualizing learning outcomes or objectives for anti-bias/anti-racist education in a school setting. Ideally, school experiences and learning activities will stimulate sustained exploration and development of students' sense of identity, and encourage movement towards an anti-racist racial identity for all students. To achieve this, there needs to be a good

understanding of both racism and of anti-racist educational practices.

Secondly, the two models provide tools to assist teachers in planning educational experiences for students. The stages students are at in their racial identity development affect how they interact with other students, and how they respond to learning experiences dealing with diversity or racism. Teachers may wish to reflect on the cultural composition of their classrooms and individual student sense of identity when planning learning activities. This reflection will provide insight as to how students may respond to multicultural learning resources, or educational activities related to diversity issues. It may also identify potential problems that may arise as a result of students being at different stages of identity development.

## Overview

Finally, the models provide a tool for self-reflection and analysis, encouraging teachers to reflect on issues of race and power. For example, teachers may ask themselves:

- What stage am I at in my personal identity formation?
- How will my stage of identity formation affect my teaching of anti-bias/anti-racist content and issues?
- What is my pattern of interaction and relationships with people of diverse origins and disadvantaged groups, and how does this relate to my current stage of identity development?



### Isolation and Identity

The exploration of Canadian and world history, and issues related to discrimination may be particularly challenging for students of marginalized or minority groups. A student may find herself or himself as the only one, or one of a small group, in an otherwise relatively homogeneous classroom setting. Such students may be at different stages of social or ethnic identity, and the overall classroom attitude and awareness of racism will greatly affect the dynamics in the classroom. It is important for teachers to recognize that

- racism and other forms of discrimination adversely affect student involvement in the classroom.
- experiences with racism and other forms of discrimination affect students' lives and the lives of their family members.
- dealing with issues of race and racism and other issues of bias and discrimination is a deeply personal and emotional experience that may stimulate recall of repressed memories or emotions.
- for many students of visible minority origins, and other students of diverse origins, a sense of isolation or alienation is not uncommon.
- in such situations, even if the intent is anti-bias in nature, raising issues of racism and inequality in a classroom presents a challenge for most students. Very often students will feel as if "all eyes" are on them when racial incidents occur, racist language is expressed, or other issues related to prejudice and discrimination are discussed.
- being of visible minority origins may be an experience in diversity itself. Students are often of interracial and intercultural backgrounds. Teachers need to be sensitive to students' personal definitions of their "identity" and group membership.
- students may not be comfortable with the role of representing or "speaking for" their particular cultural group. Depending on personal circumstances and social conditions, students may just be beginning, or have yet to begin, to explore their cultural origins.

This discussion of issues related to identity illustrates the complexity of intercultural and interracial dynamics in the classroom and society. It points to the need to carefully consider these dynamics when introducing challenging learning experiences. Most importantly, it highlights the need to have a clear and well-defined anti-bias/anti-racist teaching approach. It is about education for empowerment; it is about turning dreams into reality.



### Strategies to Develop Positive Attitudes towards Diversity

- Initiate educational activities and discussions to build a positive racial and/or cultural self-identity.
  - Initiate activities and discussions to develop positive attitudes toward diverse racial/cultural groups—encourage the exploration of groups different from students' own reference groups.
  - Always answer student questions about race, ethnicity, and cultures when questions are asked.
- Listen carefully and in a relaxed manner to student questions and comments. Be sure to understand what a student means and wants to know.
  - Pay attention to feelings.
  - Provide truthful information appropriate to students' level of understanding.
  - Help students recognize racial, cultural, social, and other stereotypes.
  - Encourage students to challenge racism and other forms of discrimination by being a positive role model and displaying inclusive attitudes and behaviours.
  - Cultivate understanding that racism and other forms of discrimination do not have to be a permanent condition—that people are working together for positive change.
  - Remember that learning about racial and cultural identities is a lifelong process.

(Council for Interracial Books for Children, 1980)

### Points to Consider When Using Multicultural Resources in the Classroom

1. **Remember that context is important when using literature or media that deal with issues of diversity and of inequality.**
  - How does the resource fit into the yearly plan or the curriculum?
  - Is the school environment positive and open to diversity?
  - What is the classroom composition in terms of diversity? How may this affect classroom dynamics?



- Are students from the cultural backgrounds that are featured in the resource represented in the classroom? Is there a history of positive interaction between students of diverse cultural and racial origins?
- What is the relationship and pattern of interaction between the teacher and minority students in the classroom? How may this affect the use of the resource in a classroom setting?
- Is multicultural literature frequently used in the school and throughout various subject areas?

## Overview

**2. What was the rationale for choosing the resources to be used?**

- Were parents or community group members involved in the selection of the resources?
- Has the impact of the resource on readers of different experiences and perspectives been considered?
- Have questions of voice and authenticity been considered?
- Have supplementary or complementary materials been considered?

**3. Has the stage been set for the introduction of the resource, including its content and major themes?**

- Is the teacher sufficiently knowledgeable about the content and the historical context of the resource?
- Are students sufficiently knowledgeable of the historical and social context addressed in the resource?
- Have students explored issues related to the use of problematic terms and references made in the resource?
- Have minority students and parents been consulted with respect to planned learning activities? Have they been given an opportunity to participate or to suggest strategies for the effective use of the resource?

**4. Does the classroom experience lend itself to anti-bias/anti-racist learning?**

- Are students encouraged to critically analyze the resource and its significance in a contemporary setting?
- Have arrangements been made to monitor the impact of the resource on students in the classroom, and to deal with issues as they arise?
- Do the classroom activities allow students to voice their experiences, feelings, and ideas? Are minority students' experiences, feelings, and ideas validated, or are they ignored and silenced?
- Are students encouraged to explore the significance of the resource in terms of their own lives and social action?
- Do classroom experiences provide an opportunity for students to interact and connect with the people or groups featured in the resource? Do students have a voice in the classroom?
- Are connections made to other groups and their experiences in a way that encourages students to understand similarities and differences?
- Has the use of additional resources that give a more complete picture been considered?



**5. How does the resource or issue studied relate to other aspects of the curriculum and school experience?**

- Have provisions been made to connect the issues and experiences explored to curricular learning outcomes?
- Is the impact of the resource on students, and on their interactions in the classroom, being monitored?
- Have students been given opportunities to reflect on learning experiences, and to share their thoughts and feelings?
- Have plans been made to provide students with opportunities to celebrate their diversity and unity with each other, their parents, and their community?

## **SOCIAL STUDIES AND CLASSROOM-BASED ASSESSMENT**



### **Purpose of Assessment**

The purpose of classroom-based assessment is to enhance student learning. Research continues to demonstrate that ongoing formative assessment contributes more significantly to learning than the more traditional focus on summative assessment, which is often referred to as assessment *of* learning. Formative assessment, also described as assessment *for* learning and/or assessment *as* learning, is most effective when it involves both the student and the teacher, and takes place throughout the learning process.

Each type of assessment serves its own purpose and contributes to student success in social studies. Classroom-based assessment *for* learning allows students and teachers to determine what students have learned, and what they need to learn next. Students need frequent opportunities for meaningful and relevant feedback.

Descriptive or narrative feedback—that which includes analytical questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners. Assessment *of* learning that takes place at the end of a cluster, or at the end of a year, provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.

It is important that the purpose of assessment (*of* or *for*), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.

**Activating:** How will students be prepared for learning?

**Acquiring:** What strategies facilitate learning for groups and individuals?

**Applying:** How will students demonstrate their understanding?

### Assessment and the Stages of Learning

Much of what goes on in classrooms can be described as assessment, and assessment takes place in each stage of learning including activating, acquiring, and applying. Assessment at each stage benefits both students and teachers.

Assessment during the **activating** stage prepares both teachers and students for the learning process, identifying gaps and strengths in student prior knowledge, and informing future instruction.

Assessment during the **acquiring** stage provides feedback as learning takes place, and allows teachers and students to make adjustments to strategies and activities. Well-timed, meaningful feedback as they are learning helps students improve the quality of their work and reach their learning goals. Assessment at this stage also allows for the gathering of evidence of student learning.

Assessment during the **applying** stage focuses on students using new understandings in meaningful and authentic ways. Authentic tasks are those that have worthwhile purposes and replicate as closely as possible the context in which knowledge, values, or skills will be applied beyond the classroom. Ideally, students should demonstrate their learning, and the relevance and importance of their learning, for real audiences and real purposes.

Information gathered at each of the three stages of learning is useful for teacher and student reflection regarding changes and adaptations to learning strategies, and in the selection of student learning resources. (See Figure 2: *Assessment at Different Stages of Learning*.)

<b>Assessment at Different Stages of Learning</b>		
	<b>Students</b>	<b>Teachers</b>
<b>Activating Stage</b>	<p>Assessment in the activation stage helps <b>students</b></p> <ul style="list-style-type: none"> <li>• “set the stage” and to mentally plan and prepare for new learning</li> <li>• identify the focus of new learning</li> <li>• identify what they already know about a topic</li> <li>• gain interest in a new topic</li> </ul>	<p>Assessment in the activation stage helps <b>teachers</b></p> <ul style="list-style-type: none"> <li>• identify gaps, strengths, misconceptions, and faulty information in student prior knowledge</li> <li>• identify student interests</li> <li>• provide a focus for planning instructional strategies and the selection of student learning resources</li> <li>• determine which instructional approaches or resources need to be implemented or adapted</li> </ul>
<b>Acquiring Stage</b>	<p>Assessment during the acquiring stage helps <b>students</b></p> <ul style="list-style-type: none"> <li>• become aware of the progress and the degree of understanding they are achieving</li> <li>• experience and adapt different approaches and strategies that facilitate their learning</li> <li>• identify what further learning they need to undertake</li> <li>• improve as they practise</li> </ul>	<p>Assessment during the acquiring stage helps <b>teachers</b></p> <ul style="list-style-type: none"> <li>• revise learning strategies to meet evolving student needs</li> <li>• monitor student growth and progress, and determine whether students are in achieving specific learning outcomes</li> <li>• determine if individual students need additional support or further learning opportunities to achieve SLOs</li> <li>• identify which learning outcomes need to be the focus of subsequent instruction and assessment</li> <li>• gather evidence of student growth, which may be used for reporting</li> </ul>
<b>Applying Stage</b>	<p>Assessment during the applying stage helps <b>students</b></p> <ul style="list-style-type: none"> <li>• become aware of their growth and achievement, and celebrate their successes</li> <li>• identify their strengths, as well as areas needing further growth</li> <li>• deepen their understandings as they make connections and reflect on their learning, and apply new ideas in meaningful and authentic ways</li> </ul>	<p>Assessment during the applying stage helps <b>teachers</b></p> <ul style="list-style-type: none"> <li>• become fully aware of student understanding and achievement of learning outcomes</li> <li>• identify student strengths and areas needing further learning</li> <li>• provide evidence of student growth and achievement for reporting to parents and administrators</li> <li>• reflect on their teaching practices in order to identify changes and revisions to learning strategies</li> </ul>

**Figure 2:** Assessment at Different Stages of Learning

## Collecting Assessment Information

Assessment of student learning is a complex and interactive process. At various times it involves teacher and/or student decision making, student self- and peer assessment, teacher observation of students, student-teacher dialogue, student reflection, and teacher reflection. Each stage of learning and assessment generates information about student needs, growth, and achievement, as well as information related to teaching and learning strategies and the appropriateness of student learning resources.

Collecting information about student learning helps build a positive learning environment and contributes to positive classroom relationships. Teachers use information they gather about their students to scaffold instruction, and to make decisions about the strategies and learning resources that will contribute to successful student learning. When assessment information is shared with students, they are better able to manage and take responsibility for their own learning—setting goals and identifying how they will achieve those goals.

Teachers learn about student progress through moment-by-moment observation of students in action, as well as through more formal activities, including projects, performances, tests, and examinations. Teachers cannot possibly assess all students, all of the time, and should consider a number of factors when determining how to focus their assessment observations. These factors include, among others, the nature of the learning outcomes, the structure of the learning activity (e.g., individual, small group, whole class), the time of year, and the stage of student development. Teachers may choose to focus assessment observation on one or two students or a small group at any one time to monitor their growth and progress at different stages of their learning.

No matter what the type, an assessment activity should be based on criteria that are shared with students *before* they engage in learning. As well, having students participate in constructing assessment criteria further contributes to their success. When students know in advance what is to be assessed, and when their performances are compared to pre-determined criteria (and to their prior performances), students are better able to concentrate their efforts and focus their learning.

Additionally, students need to be aware of what success looks like. Providing students with exemplars from previous years provides them with a model to strive toward, and assists them in reaching their learning goals.

## Assessment Tools and Strategies

Just as diverse instructional strategies are important, so too are a variety of assessment tools and strategies. There are three types of learning outcomes in social studies—knowledge, values, and skills—and assessment needs to be congruent with each type of learning.

- **Assessing Knowledge:** Social studies places significant emphasis on the acquisition of knowledge. True understanding and appreciation of social studies issues does not occur if students simply memorize and recall information. Rather, students are encouraged to use the knowledge they acquire to synthesize and apply new understandings, and to demonstrate evidence of their learning.
- **Assessing Skills:** The assessment of social studies skills and processes requires different strategies than the assessment of knowledge. Since skill development is ongoing, students continue to practise skills from cluster to cluster and throughout the year. Skills are best assessed by observing students in action, by discussing their learning strategies during conferences and interviews, and by gathering data from student reflections and self-assessments.

- **Assessing Values:** Values are implicit in what students say and do, and are not always measurable in the same way that knowledge outcomes are measurable. Similar to skills, values are best assessed by observing students in action, looking for behavioural indicators as expressions of student values, and engaging students in critical dialogue.

A significant aspect of social studies is the development of values related to active democratic citizenship. The values related to citizenship do not apply solely within the confines of the classroom; a number of social studies learning outcomes refer to student attitudes and behaviours in groups and communities beyond the school. In those cases, assessment will include not only student self-assessment, but self-reporting.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including student’s interactions with peers)
- observation and evaluation of student products and performances
- one-to-one conversations with students about their learning, including information gathered from self- and peer assessment

#### Assessment tools and strategies:

- student portfolios
- interviews
- individual and group inquiry and research
- journals
- role-play
- oral presentations
- tests
- hands-on projects
- teacher observation checklists
- peer assessment
- self-assessment

A broad range of tools and strategies are available to teachers to assess social studies learning. These include student portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment. The most important aspect of each of these strategies is regular dialogue with students about their learning: asking them questions about their observations and conclusions *as they learn*, and stimulating and prompting them to higher levels of thinking and learning.

When teachers use a variety of assessment tools and strategies over a period of time, student learning patterns begin to emerge. Observation and knowledge of these patterns is necessary for planning effective instruction and for successful learning.

**Student portfolios** are a particularly useful approach in the assessment of social studies learning. Portfolios help teachers determine the degree to which students have mastered learning. The contents of student portfolios represent student growth and progress, and, when they are accompanied by interviews with students about their learning, provide valuable assessment information for communication to students, parents, and administrators.

Assessment *of* learning is also important. However, it must be noted that assessment information that is gathered at the end of a cluster will not always be completely summative in nature. Social studies learning outcomes—particularly skills outcomes that continue to develop through the year—are often interconnected, practised, and reinforced throughout every cluster. Therefore, the level of growth that students demonstrate at various times during the year may not adequately reflect their progress at the end of the year. Student achievement may need to be reviewed at year’s end, and “summative” assessments that were made earlier may need to be revised.

## Overview

Teachers may wish to consider end-of-cluster assessments as *progress reports* rather than final assessments, and decide to provide students with additional opportunities to demonstrate their learning. End-of-year assessment, similar to assessment that takes place at the end of every cluster, should allow students to make connections in their learnings and to reflect on the applications of this new knowledge and understanding in their lives.

## Self-Assessment and Reflection

Classroom-based assessment provides opportunities for both students and teachers to reflect on, and to enhance, the learning process.

When students are empowered to engage in self-assessment and reflection, they make better choices and assume more responsibility for their learning. Self-assessment significantly increases learning by promoting critical thinking and by allowing students to take ownership of their learning. They are better able to observe and analyze patterns in their thinking, to appraise their strengths, and to set realistic goals for themselves.



### Student autonomy and responsibility is enhanced when students

- identify their learning goals
- help create assessment criteria
- select products and performances for their portfolios to demonstrate their learning
- engage in peer assessment
- are provided with self-assessment tools (e.g., checklists, learning logs, reflection journals, portfolios)

As teachers engage in regular conversations with students about their learning, teachers gain essential information to plan for the needs of individual learners.

Assessment, including student self-assessment, is facilitated when students are made to feel safe, secure, involved, and that their individual learning needs are being met. When assessment is equitable (i.e., focused on student growth and progress instead of student deficits, and **not** used for discipline or classroom control), student autonomy, responsibility, and motivation greatly increase. Students need to be encouraged to do their best as they learn, but also to take risks, and to not be afraid of making mistakes.

Self-assessment depends on student empowerment. Empowerment needs to begin before any actual learning takes place, and continue through to the summative assessment stage.

Students who are empowered and autonomous learners are involved in the initial decision making about learning, expressing ideas about what and how they will learn. They plan their personal learning goals, decide how they will demonstrate their learning, and select products and performances for their portfolios, all in collaboration with their peers and/or teachers. Throughout the process, teachers engage students in critical dialogue about their decisions and their progress. Figure 3: *Student Empowerment in the Learning Process* illustrates this critical dialogue.

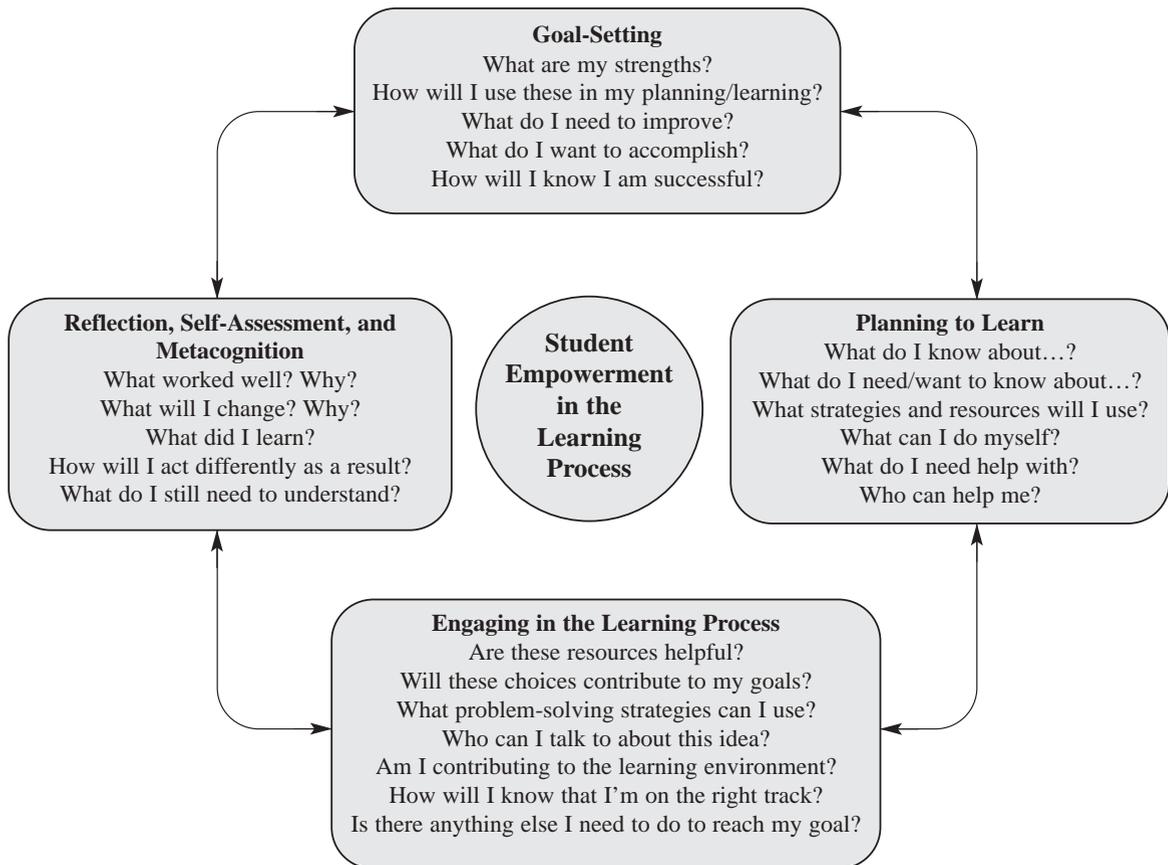
### Language to encourage self-assessment

#### Students

- I think I need to...
- I also want to...
- I was thinking that...
- I wonder...
- Next time I would...

#### Teachers

- Why did you choose to...?
- What options did you consider...?
- What changed in your thinking?



**Figure 3:** Student Empowerment in the Learning Process

### Teacher Reflection

Teacher reflection is also essential to effective pedagogy, and there is no teaching tool or strategy more important than critical consciousness. As teachers assess and reflect on their instructional practices, and as they engage students in dialogue about learning, they become aware of student needs and are better able to adjust planning and teaching—*before, during, and after* learning.

*Before learning begins*, teachers engage students in strategies to activate learning. This provides opportunities for teachers to observe students, to assess their prior knowledge, and to make initial adjustments to the learning process that is about to begin.

*Once learning is underway*, teachers continuously observe students and engage them in dialogue about their learning. They are aware of changing student needs, and adapt and adjust learning strategies as needed.

#### Teacher as reflective practitioner

- Which strategies best met the needs of the group? Of individuals?
- How did the students respond?
- What will I change? add? delete?

Finally, *when all of the learning and assessing activities have been completed*, teachers critically reflect on the whole learning process, evaluating their strategies and approaches, and deciding what changes need to be made for next time.

## A Social Studies Model for Classroom-Based Assessment

The assessment model presented in this document provides a series of processes and tools to facilitate classroom-based assessment.

In each grade, the knowledge, values, and skills learning outcomes have been organized into thematic groups referred to as **clusters**; there are three to five clusters in each grade. Each cluster is further divided into **learning experiences**, where a small number of related learning outcomes are grouped together. Each learning experience provides a series of activating, acquiring, and applying strategies.

In this model, assessment tools and strategies have been created for use

- at the **beginning** of each cluster
- **within** each learning experience
- at the **end** of each cluster

The following assessment strategies and tools are referenced at the **beginning of each cluster**. The reproducible charts are found in Appendix C.

- **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. (Appendix C)
- **Student Portfolio Tracking Chart:** This chart is intended for student use, and lists the titles of each learning experience within a cluster. Students use the chart to track the portfolio selections from each learning experience they will use to demonstrate their learning at the end of the cluster. (Appendix C)
- **Engaging Students in the Cluster:** This section provides suggestions to teachers to activate a cluster, prior to engaging students in learning experiences. These activities are intended to stimulate student interest, and to provide opportunities for teachers to assess student prior knowledge.

The following assessment tools are included **within every learning experience**:

-  **Skills Set:** This icon is attached to every strategy in a learning experience, and includes an appendix reference. Appendix A lists the skills learning outcomes that may be targeted for assessment, and provides assessment suggestions.
-  **Suggested Portfolio Selections:** Selected strategies in each learning experience are identified with this icon, indicating that the strategy may result in the creation of products, processes, or performances for inclusion in student portfolios. (See the description of **Student Portfolio Tracking Chart** above.)

A portfolio is a purposeful collection of work over time that shows the evidence of a student's knowledge and understanding. Selection is made with regard to student learning goals and/or criteria, and involves self-assessment and reflection. Portfolios show growth and the achievement of learning outcomes.

The following assessment tool appears at the **end of every cluster**:

- **Connecting and Reflecting:** Every cluster ends with an assessment activity entitled *Connecting and Reflecting*. During this activity, students review their cluster portfolio selections to synthesize their learnings throughout the cluster, and reflect on the implications of those learnings in their daily lives as citizens of their school, their local community, of Canada, or the world. This end-of-cluster activity is an important culminating step. It provides information to both teachers and students about student achievement regarding the essential ideas and understandings of the cluster.

## DOCUMENT COMPONENTS AND STRUCTURE

### Conceptual Map

The student learning outcomes presented in this document address the four foundation skill areas and nine essential elements common to all Manitoba curricula. The following conceptual map illustrates the foundation skill areas, essential elements, and other key components upon which the Manitoba social studies curriculum is based.

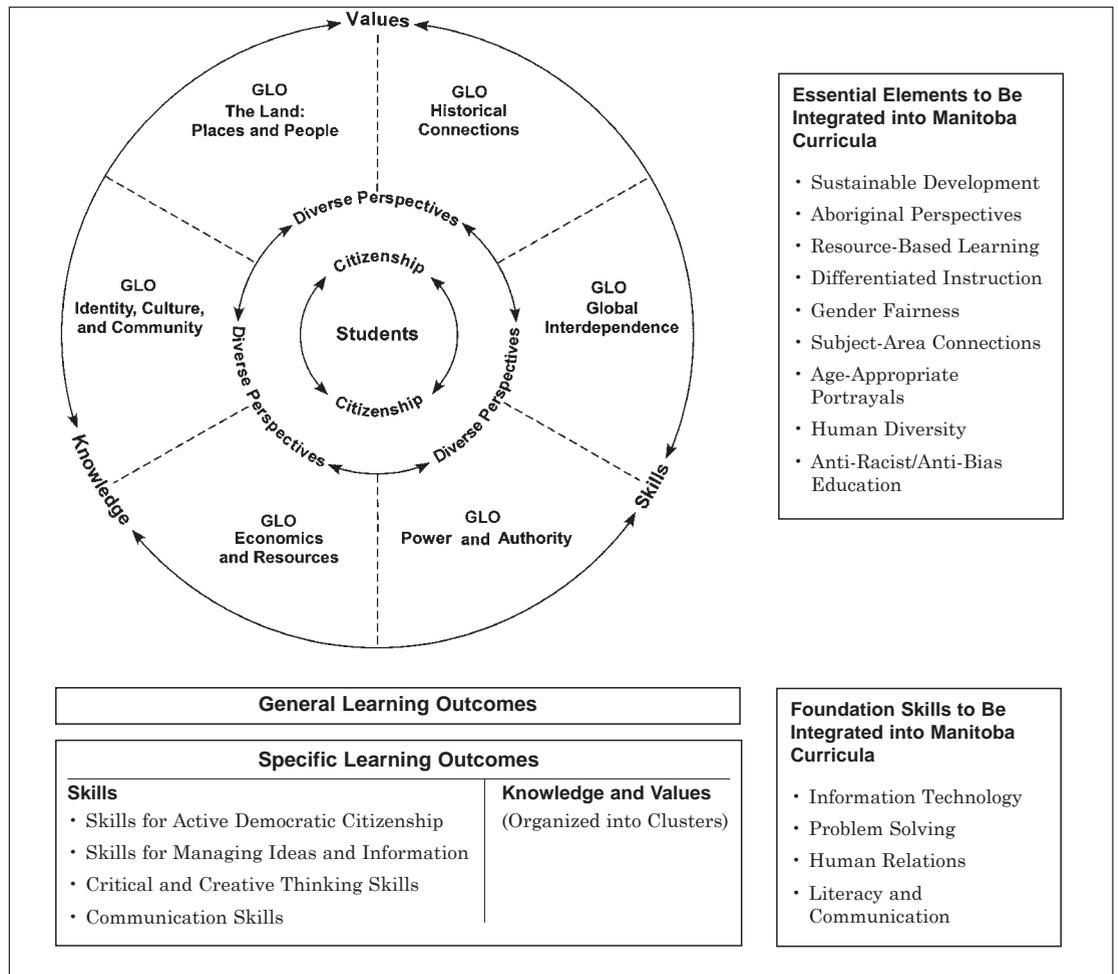


Figure 4: Conceptual Map

## DOCUMENT COMPONENTS

### Core Concept

As illustrated in the preceding Conceptual Map, the core concept of citizenship provides a focus for social studies learning at all grades. Citizenship knowledge, values, and skills learning outcomes are included in each grade. (See page 6.)

### Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values learning outcomes are inclusive of diverse perspectives, and encourage critical consideration of differing viewpoints as students engage in purposeful dialogue with others.

### General and Specific Learning Outcomes

This document contains both general and specific learning outcomes. The **general learning outcomes** are broad statements that provide a conceptual structure for social studies, and are the basis for the specific learning outcomes in each grade. **Specific learning outcomes** are statements that describe the **skills, knowledge, and values** that students are expected to achieve in each grade. These three types of specific learning outcomes are interdependent and are intended to be integrated throughout the social studies learning process.

The six general learning outcomes (see page 9), which are the basis for the specific learning outcomes in each grade, are:

- **Identity, Culture, and Community:** Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.
- **The Land: Places and People:** Students will explore the dynamic relationships of people with the land, places, and environments.
- **Historical Connections:** Students will explore how people, events, and ideas of the past shape the present and influence the future.
- **Global Interdependence:** Students will explore the global interdependence of people, communities, societies, nations, and environments.
- **Power and Authority:** Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- **Economics and Resources:** Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

### Skills Learning Outcomes

Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.

Skills learning outcomes (see page 12) are organized into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

A continuum of social studies skills for Kindergarten to Grade 4 is found in Appendix E.

### Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both are presented under each of the six general learning outcomes at the beginning of a grade, and are also grouped according to essential ideas within the learning experiences.

### Distinctive Learning Outcomes

Some specific learning outcomes are designated as distinctive learning outcomes for Aboriginal (First Nations, Inuit, and Métis) or francophone students. Distinctive learning outcomes complement the specific learning outcomes. They are intended to enhance the development of language, identity, culture, and community for Aboriginal and francophone students.

- Distinctive learning outcomes for **Aboriginal students** are intended for First Nations, Inuit, or Métis students in educational settings that include locally controlled First Nations schools, or settings where there are Aboriginal students, and where the school or school division has agreed that the distinctive learning outcomes be addressed. It is advisable that teachers selected to address the distinctive learning outcomes have a background in Aboriginal culture.
- Distinctive learning outcomes for **francophone students** are intended for students enrolled in schools where francophone programming has been developed within the context of Section 23 of the *Charter of Rights and Freedoms*.

## DOCUMENT STRUCTURE

This document contains the following components:

- **Grade Overview:** A brief description of the content and focus of a given grade is presented in the grade overview.
- **Cluster Descriptions:** The knowledge and values learning outcomes are organized into thematic groups referred to as clusters. The focus of each cluster is briefly described in the cluster descriptor.
- **Specific Learning Outcomes:** Skills, knowledge, and values specific learning outcomes are presented in the following order:
  - **Skills:** The skills learning outcomes are organized in four categories, and intended to be integrated through each cluster.

## Overview

- **Knowledge and Values:** The knowledge and values specific learning outcomes are presented under the Core Concept: Citizenship, and under each of the six general learning outcomes.
- **Cluster/Learning Experiences Overview:** The knowledge and values learning outcomes within each cluster have been divided into smaller groups of related outcomes, referred to as learning experiences. The overview page presents each learning experience with the related knowledge and values learning outcomes.
- **Learning Experiences:** Each learning experience provides a series of activating, acquiring, and applying strategies to address related knowledge and values learning outcomes, and contains the following components:
  - **Skills Progress Chart** (teacher tracking tool)
  - **Student Portfolio Tracking Chart** (student tool)
  - **Engaging Students in the Cluster** (strategies to activate the cluster)
  - **Skills Set** (an icon indicating the skills targeted in the learning activity)
  - **Suggested Student Portfolio Selections** (an icon indicating that a strategy may result in the creation of products, processes, or performances for inclusion in student portfolios)
  - **Knowledge and Values Learning Outcomes** (targeted outcomes)
  - **Description of the Learning Experience**
  - **Vocabulary List**
  - **Connecting and Reflecting** (end-of-cluster summative assessment activity)

**Kindergarten to Grade 8 Social Studies: Skill Categories and Cluster Titles**

Grade	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
	<i>Being Together</i>	<i>Connecting and Belonging</i>	<i>Communities in Canada</i>	<i>Communities of the World</i>	<i>Manitoba, Canada, and the North: Places and Stories</i>	<i>Peoples and Stories of Canada to 1867</i>	<i>Canada: A Country of Change (1867 to Present)</i>	<i>People and Places in the World</i>	<i>World History: Societies of the Past</i>	
<b>Skill Categories</b>	Active Democratic Citizenship			Managing Information and Ideas			Critical and Creative Thinking			Communication
<b>Knowledge and Values Outcomes</b>	Organized by Clusters Include the Core Concept Citizenship									
<b>Cluster 1</b>	Me	I Belong	Our Local Community	Connecting with Canadians	Geography of Canada	First Peoples	Building a Nation (1867-1914)	World Geography	Understanding Societies Past and Present	
<b>Cluster 2</b>	The People around Me	My Environment	Communities in Canada	Exploring the World	Living in Canada	Early European Colonization (1600 to 1763)	An Emerging Nation (1914 to 1945)	Global Quality of Life	Early Societies of Mesopotamia, Egypt, or the Indus Valley	
<b>Cluster 3</b>	The World around Me	Connecting with Others	The Canadian Community	Communities of the World	Living in Manitoba	Fur Trade	Shaping Contemporary Canada (1945 to Present)	Ways of Life in Asia, Africa, or Australasia	Ancient Societies of Greece and Rome	
<b>Cluster 4</b>				Exploring an Ancient Society	History of Manitoba	From British Colony to Confederation (1763 to 1867)	Canada Today: Democracy, Diversity, and the Influence of the Past	Human Impact in Europe or the Americas	Transition to the Modern World (Circa 500 to 1400)	
<b>Cluster 5</b>					Canada's North				Shaping the Modern World (Circa 1400 to 1850)	

# Guide to Reading the Learning Outcome Code

## Specific Learning Outcomes

**Code**

**VL-008**

Respect neighbourhood and community places and landmarks.  
*Examples: do not litter or vandalize...*

**KE-028**

Give examples of how media may influence their needs, wants, and choices.  
*Include: advertising and television programming.*

The first character refers to the learning outcome type:  
**S** – Skills  
**K** – Knowledge  
**V** – Values

**Examples:** Provide ideas of what could be included (not mandatory).

**Include:** Indicates a mandatory component of the specific learning outcome.

## Code

**KI-007A**

Recognize that they are members of a First Nation, Inuit, or Métis community.

**KI-007F**

Recognize that they are members of a francophone community.

## Distinctive Learning Outcomes

The third group of characters indicates the numerical order of the **Specific Learning Outcome** in that grade.

**Distinctive Learning Outcomes** are indicated, at the end of the specific learning outcome code, by the following letters:  
**A** – Aboriginal  
**F** – Francophone

The second character, where it appears, refers to the **Core Concept** or **General Learning Outcome**:

- C** – Citizenship
- I** – Identity, Culture, and Community
- L** – The Land: Places and People
- H** – Historical Connections
- G** – Global Interdependence
- P** – Power and Authority
- E** – Economics and Resources

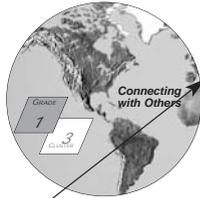
Guide to Reading a Learning Experience

GRADE  
**1**

3  
CLUSTER

Connecting and Belonging

Connecting with Others



Learning Experience: 1.3.4 Getting Along

- KP-022 Give examples of decision making in their daily lives.  
*Examples: families, schools, communities...*
  - KP-023 Describe how other people may influence their lives and how they may influence the lives of others.
  - KP-024 Explain purposes of rules and laws in the school and community.
  - VP-011 Respect rules and laws in their school and community.
  - VP-011A Respect the traditional laws of their Aboriginal community.
- Note: Aboriginal learning outcomes are not intended for all students. (See Overview)*

Title of the learning experience

A description of the focus of the learning experience

**Description of the Learning Experience**

When people live and work together in groups and communities, they need to understand that their decisions and actions affect others around them. Students explore rules, laws, and decision making in their families, schools, and communities.

**Vocabulary:** decision, influence, rules, laws (See Appendix D for Vocabulary Strategies.)

Suggested vocabulary

Targeted specific learning outcomes

1.3.4 Getting Along

Assessment	Outcomes	Strategies
Suggested student portfolio selection  Blackline masters (Appendix B)  Skills set and classroom-based assessment (Appendix A)	KP-022 KP-023 KP-024 VP-011 VP-011A	Activate Using concept mapping, students brainstorm various ideas related to rules, laws, and decision making (e.g., How are rules made? Who must follow rules? When are rules important? Why do we have rules? What happens if rules are not followed?). Students discuss ways in which rules influence their lives and why it is important to respect rules and laws in their school and community.
	Appendix A Skill 1f	1.3.4 a BLM: Getting Along - Rules
	KP-022 KP-023 KP-024 VP-011 VP-011A	Students brainstorm examples of decisions and rules in their homes, school, and community. Students identify the purpose of each decision/rule, and give examples of consequences if people choose to go against the decisions and rules.
	Appendix A Skill 2  Teacher Reflections	(continued)

Indicates stage of learning



KC-004 Students listen to or read the poem "In Flanders Fields" by John McCrae, a Canadian veteran from Guelph, Ontario. They listen for and identify important Remembrance Day words related to peace and war in the poem (e.g., poppy, cross...), which are recorded on a class chart. They discuss how and why a poppy is worn on Remembrance Day, and create an illustration to accompany the poem "In Flanders Fields."  
 TIP: A poppy is worn on the left, over the heart.  
 Supporting websites can be found at <<http://www3.edu.gov.mb.ca/cn/links/ss>>

Supporting websites

GRADE

1

## CONNECTING AND BELONGING

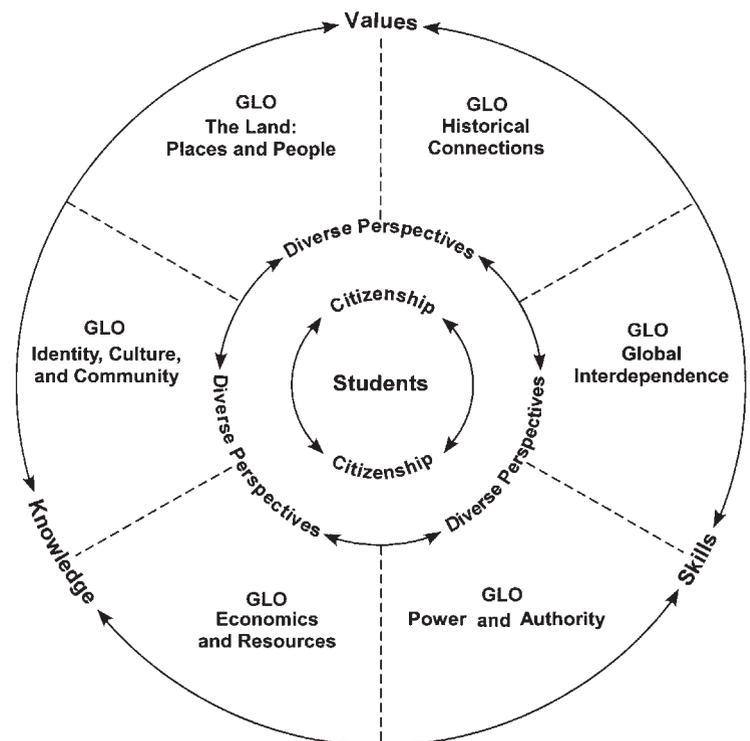
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*Grade Overview*

*Specific Learning Outcomes*

*Learning Experiences*

**GRADE 1** students explore connections and relationships that exist in groups and communities. They become aware of their responsibilities and rights and discover how they can contribute to the well-being of the groups and communities to which they belong. Students enhance their awareness of Canada as a country and consider the connections that bring people together in communities, past and present. As they learn about human diversity and interdependence, students begin to appreciate the importance of connecting and belonging.



## Cluster Descriptions

### Cluster 1: I Belong

Students examine their relationships with others as they explore groups in communities. They discover family and community expressions of culture and identity, and explore how traditions, celebrations, and personal stories connect them to the past.

### Cluster 2: My Environment

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.

### Cluster 3: Connecting with Others

Students explore their responsibilities and rights as members of communities and learn various ways people help and depend upon one another. They consider diverse and similar ways people live, meet their needs, express themselves, and influence each other. They also explore the purpose of rules and the causes of and solutions to conflict.

### Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Grade 1 students will...

S-100	Cooperate and collaborate with others. <i>Examples: share space and resources, assume responsibilities, seek agreement...</i>	S-102	Interact fairly and respectfully with others.
S-101	Consider others' needs when working and playing together.	S-103	Make decisions that reflect care, concern, and responsibility for the environment.

### Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Grade 1 students will...

S-200	Gather information from oral, visual, material, print, or electronic sources.	S-205	Construct simple maps to represent familiar places and locations.
S-201	Categorize information using selected criteria.	S-206	Interpret simple maps as representations of familiar places and locations.
S-202	Use appropriate terms or expressions to describe periods of time.	S-207	Use relative terms to describe familiar locations.
S-203	Use tools and technologies to accomplish given tasks.		
S-204	Use simple timelines to organize information chronologically.		

## Grade 1 Skills

SKILLS

**Critical and Creative Thinking**

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Grade 1 students will...

S-300	<u>Use comparison in investigations.</u>	S-302	<u>Use information or observation to form opinions.</u>
S-301	<u>Identify consequences of their decisions and actions.</u>	S-303	<u>Revise ideas and opinions based on new information.</u>

**Communication**

Communication skills enable students to interpret and express ideas clearly and purposefully, using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Grade 1 students will...

S-400	<u>Listen actively to others.</u>	S-403	<u>Present information and ideas orally, visually, concretely, or electronically.</u>
S-401	<u>Use language that is respectful of others.</u>	S-404	<u>Relate events and stories in chronological order.</u>
S-402	<u>Express reasons for their ideas and opinions.</u>		

## Core Concept: Citizenship

*Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.*

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Grade 1 students will...

KC-001	Identify Manitoba as their province and Canada as their country.	VC-001	Respect the needs and rights of others.
KC-002	Recognize English and French as the two official languages of Canada.	VC-002	Be willing to contribute to their groups and communities.
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.		
KC-004	Identify Remembrance Day as a time to think about peace and war.		
KC-005	Describe their responsibilities and rights in the school and community.		
KC-006	Describe various ways in which people depend upon and help one another.		

### Identity, Culture, and Community

*Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.*

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Grade 1 students will...

KI-007	Give examples of groups with which they identify <i>Examples: cultural, linguistic, community...</i>	VI-003	Respect the stories, traditions, and celebrations of others.
KI-007A	Recognize that they are members of a First Nation, Inuit, or Métis community.	VI-004	Appreciate the importance of relationships and connections to others.
KI-007F	Recognize that they are members of a francophone community.	VI-005	Value the stories, languages, traditions, and celebrations of their families and communities.
KI-008	Identify characteristics of communities.	VI-006	Value diversity among their peers and community members.
KI-009	Describe ways in which their family expresses its culture and identity.		
KI-010	Give examples of diverse ways in which people live and express themselves. <i>Examples: language, clothing, food, art, celebrations...</i>		
KI-011	Identify similarities between diverse communities. <i>Examples: cultural, social, geographic...</i>		

## The Land: Places and People

*Students will explore people's dynamic relationships with the land, places, and environments.*

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Grade 1 students will...

KL-012	Recognize that people depend on the environment for survival.	VL-007	Appreciate the beauty and benefits that the natural environment brings to their lives.
KL-013	Identify their address or describe the relative location of their home in their community, town, or city.	VL-007A	Value the special relationships Aboriginal people have with the natural environment.
KL-014	Recognize globes and maps as representations of the surface of the Earth.	VL-008	Respect neighbourhood and community places and landmarks. <i>Examples: do not litter or vandalize...</i>
KL-015	Distinguish land and water masses on globes and maps.		
KL-016	Identify and locate landmarks and significant places using relative terms. <i>Examples: the statue is in the park beside the river...</i>		
KL-016A	Identify local Aboriginal landmarks and significant places.		
KL-016F	Identify local francophone landmarks and significant places.		

## Historical Connections

*Students will explore how people, events, and ideas of the past shape the present and influence the future.*

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Grade 1 students will...

KH-017	Give examples of traditions and celebrations that connect them to the past.	VH-009	Value stories of the past as an important way to learn about the present.
KH-017F	Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations.		
KH-018	Identify family connections to previous generations. <i>Examples: grandparents, parents, aunts, uncles...</i>		
KH-019	Describe how the repeating patterns of the seasons influence their lives.		

## Global Interdependence

*Students will explore the global interdependence of people, communities, societies, nations, and environments.*

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Grade 1 students will...

KG-020

Recognize that people all over the world have similar concerns, needs, and relationships.

VG-010

Be willing to consider the needs of people elsewhere in the world.

KG-021

Identify relationships or connections they have with people in other places in the world.

*Examples: Project Love, UNICEF...*

## Power and Authority

*Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.*

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Grade 1 students will...

KP-022	Give examples of decision making in their daily lives. <i>Examples: families, schools, communities...</i>	VP-011	Respect rules and laws in their school and community.
KP-023	Describe how other people may influence their lives and how they may influence the lives of others.	VP-011A	Respect the traditional laws of their Aboriginal community.
KP-024	Explain purposes of rules and laws in the school and community.	VP-012	Be willing to help resolve interpersonal conflicts peacefully.
KP-025	Give examples of causes of interpersonal conflict and solutions to interpersonal conflict in the school and community.		
KP-026	Identify ways to deal with bullying.		

## Economics and Resources

*Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.*

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Grade 1 students will...

KE-027	Give examples to distinguish needs from wants.	VE-013	Respect differences between their own and others' needs and wants.
KE-028	Give examples of how media may influence their needs, wants, and choices. Include: advertising and television programming.	VE-014	Respect their own and others' property.
KE-029	Describe ways in which work may be shared in families, schools, and communities.		
KE-030	Recognize the need to care for personal property.		

# Connecting and Belonging

I Belong

1  
CLUSTER

GRADE  
1





# Cluster 1

## Learning Experiences: Overview

### 1.1.1 Personal Identity

KI-007 Give examples of groups with which they identify.

*Examples: cultural, linguistic, community...*

KI-007A Recognize that they are members of a First Nation, Inuit, or Métis community.

KI-007F Recognize that they are members of a francophone community.

### 1.1.2 Cultural Expressions\*

KI-009 Describe ways in which their family expresses its culture and identity.

VI-003 Respect the stories, traditions, and celebrations of others.

VI-005 Value the stories, languages, traditions, and celebrations of their families and communities.

**\*Errata: Please note that the Grade 1 poster that accompanies this document incorrectly lists four extra distinctive learning outcomes. The list on this page is correct.**

### **1.1.3 Connections to the Past**

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KH-017 Give examples of traditions and celebrations that connect them to the past.

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KH-017F Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations.

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KH-018 Identify family connections to previous generations.  
*Examples: grandparents, parents, aunts, uncles...*

---

VH-009 Value stories of the past as an important way to learn about the present.

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### **1.1.4 Remembrance Day**

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KC-004 Identify Remembrance Day as a time to think about peace and war.

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### 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 examine their relationships with others as they explore groups in communities. They discover family and community expressions of culture and identity, and explore how traditions, celebrations, and personal stories connect them to the past.



## Engaging Students in the Cluster

- Students share pictures and describe themselves as part of a group (e.g., family, teams, clubs...).
- Students illustrate examples of their participation in groups and communities.
- Students display items that represent their membership in a group (e.g., cultural, linguistic, community...).
- Invite community members to share cultural traditions and expressions with students (e.g., dance, art, food...).
- Create a bulletin board display of people participating in various groups and communities.
- Take a field trip to a community cultural event.
- Students dress in attire representing groups to which they belong (e.g., cultural, sports, dance...).
- Create a display of books related to groups and communities and stories of the past.

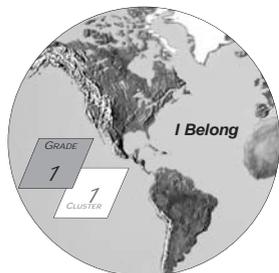
## Learning Experiences Summary

**1.1.1 Personal Identity**

**1.1.3 Connections to the Past**

**1.1.2 Cultural Expressions**

**1.1.4 Remembrance Day**



*Learning Experience: 1.1.1 Personal Identity*

- KI-007 Give examples of groups with which they identify.  
*Examples: cultural, linguistic, community...*
- KI-007A Recognize that they are members of a First Nation, Inuit, or Métis community.
- KI-007F Recognize that they are members of a francophone community.

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

**Description of the Learning Experience**

Every person in every society identifies with a variety of groups. Belonging to groups helps connect us to others. Students identify various groups within the school and the local community. They explore their own participation in the groups with which they identify, and come to understand and appreciate their many group connections.

**Vocabulary:** group, belong, tradition (See Appendix D for Vocabulary Strategies.)

1.1.1 Personal Identity

Assessment	Outcomes	Strategies
	<p>KI-007</p> <p>KI-007A</p>	<p><b>Activate</b></p> <p>Students brainstorm various groups in their school and community, and discuss why groups are important to them. Students illustrate examples of groups with which they identify, describe their pictures to the class, and post the pictures on a bulletin board.</p>
		or
	<p>KI-007</p> <p>KI-007A</p>	<p>Students read or listen to stories about identifying or connecting with others. Students discuss ways in which various characters identify with groups, and give examples of similar groups with which they identify at home, in school, and in the community.</p>
<i>(continued)</i>		
<p><b>Teacher Reflections</b></p>		

1.1.1 Personal Identity

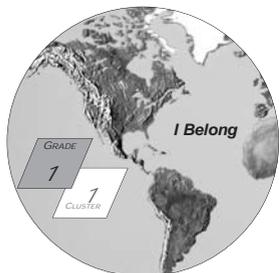
Assessment	Outcomes	Strategies
Activate <i>(continued)</i> or		
	<p>KI-007 KI-007A</p>	<p>As an Admit Slip, students submit a picture or artifact representing a group with which they identify (e.g., team photograph, uniform, musical instrument, cultural item...). Students describe the group to peers, write the name of the group on an index card, and display both the artifact and index card in a “Groups We Belong To” centre. Students take turns matching the pictures/artifacts with the index cards.</p>
Acquire		
	<p>KI-007 KI-007A</p>	<p>Students use a W-5 strategy (who, what, where, when, and why) to describe groups with which they identify (e.g., Who belongs to the group(s)? What activities do they do? Where do they meet? When do they meet? Why do they meet? How am I connected with this group?). Students describe to peers the groups with which they identify.</p> <p> BLM: Personal Identity - My Groups</p>
or		
	<p>KI-007 KI-007A</p>	<p>Using concept mapping, collaborative groups of students list examples of groups with which they identify (e.g., family, friends, language, clubs, activities, sports, community, culture, school...). Students discuss their participation in various groups and describe why groups are important to them. Students share examples of groups with which they identify and describe their importance.</p> <p> BLM: Personal Identity - I Belong</p>
or		
	<p>KI-007 KI-007A</p>	<p>Over the course of a week, students use pictures and/or words to record the daily activities they participate in as individuals and as part of a group. At the end of the week, students reflect on their participation in different groups, make a list of groups with which they identify, and share the list with their peers.</p> <p>TIP: Make several photocopies of the Activity Journal page to make a weekly journal for recording.</p> <p> BLM: Personal Identity - Activity Journal</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.1.1 Personal Identity

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-007 KI-007A	Students participate in a Sharing Circle, describing their experiences in groups with which they identify.
Apply		
	KI-007 KI-007A	Students draw pictures to illustrate their participation in groups with which they identify. Students share their pictures and explain why belonging to different groups is important to them.
or		
	KI-007 KI-007A	Collaborative groups of students role-play examples of their participation in the groups with which they identify. They may use appropriate props (e.g., baseball and glove, musical instruments, Brownie tam and sash...) that help identify the nature of the group. Peers guess the type of group being dramatized and describe how groups help them connect with others.
or		
	KI-007 KI-007A	Students prepare an oral presentation describing their participation in groups with which they identify. Students describe various ways in which they participate in groups, share examples of items and/or practices that are important to the group, and explain why the group is important and how it connects them to others. Peers ask questions to learn more about the presenter's participation in the group. TIP: As an extension to accompany their oral presentations, have students prepare personal posters that illustrate their participation in groups.
1.1.1 d BLM: Personal Identity - Illustrations		
1.1.1 e BLM: Personal Identity - Oral Presentation		
<p><b>Teacher Reflections</b></p>		

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**Teacher Reflections**



*Learning Experience: 1.1.2 Cultural Expressions\**

- KI-009 Describe ways in which their family expresses its culture and identity.
- VI-003 Respect the stories, traditions, and celebrations of others.
- VI-005 Value the stories, languages, traditions, and celebrations of their families and communities.

**\*Errata: Please note that the Grade 1 poster that accompanies this document wrongly lists four extra distinctive learning outcomes. The list on this page is correct.**

**Description of the Learning Experience**

Families have unique ways of expressing their culture and identity. Students explore the traditions of their own families and those of their peers, and come to appreciate the importance of stories, languages, traditions, and celebrations in expressing culture and identity.

**NOTE:** In this document, the term “family” is used with the recognition that students may be part of different types of families (e.g., foster, nuclear, blended...).

**Vocabulary:** tradition, culture, identity, respect (See Appendix D for Vocabulary Strategies.)

1.1.2 Cultural Expressions

Assessment	Outcomes	Strategies
	KI-009 VI-003 VI-005	<p><b>Activate</b></p> <p>Students draw pictures of members of their family and describe their pictures to a partner, explaining what is special about their family. Students must listen closely to their partner’s description, and then describe one or two special features of their partner’s family to the class. Students discuss ways in which different families express their culture and identity.</p>
	KI-009 VI-003 VI-005	<p>or</p> <p>Students view pictures representing diverse families (e.g., large, urban, rural, single-parent...) in various settings (e.g., at home, on vacation, during celebrations...), and discuss ways in which different families express their culture and identity.</p>
<i>(continued)</i>		
<p><b>Teacher Reflections</b></p>		

## 1.1.2 Cultural Expressions

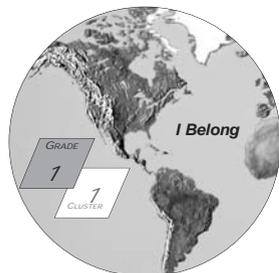
Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
	KI-009 VI-003 VI-005	Students brainstorm familiar celebrations and traditions (e.g., family traditions, holiday celebrations, community events...), and discuss ways in which stories, traditions, and celebrations are expressions of family and community culture and identity.
	KI-009 VI-003 VI-005	Students read or listen to stories that describe different families, and discuss ways in which the families in the stories express their culture and identity.
<b>Acquire</b>		
	KI-009 VI-003 VI-005	Using Think-Pair-Share, students share family stories, traditions, and celebrations, and describe what is special about each and how they are observed. Students discuss various ways families and communities express their culture and identity.
	KI-009 VI-003 VI-005	Students read or listen to stories about families and communities from different cultures. Students compare the stories, traditions, and celebrations described in the stories with similar ones from their own family and community. Students discuss various ways families and communities express their culture and identity.
	KI-009 VI-003 VI-005	Students interview parents/caregivers to learn about the origins of various family stories, traditions, and celebrations, and what makes them important in their family. Students share information with peers and discuss ways different families express their culture and identity.
		 BLM: Cultural Expressions - My Family
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 1.1.2 Cultural Expressions

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
	KI-009 VI-003 VI-005	In a Sharing Circle, students describe a family story, tradition, or celebration and explain why it is special to their family. After the Sharing Circle, students describe other ways in which their family expresses its culture and identity.  TIP: In a Sharing Circle, students sit in a circle and take turns sharing. An item from nature (e.g., rock, stick, feather...) is passed to the left and only the person with the item is allowed to speak, giving everyone an equal opportunity to express ideas.
or		
	KI-009 VI-003 VI-005	Collaborative groups of students create a “Culture and Identity” multimedia presentation. Students include images illustrating ways in which different families express their culture and identity through stories, traditions, and celebrations, and a sound clip or written description explaining what is special about each. Compile group presentations in a class presentation.
or		
	KI-009 VI-003 VI-005	Working with a partner, students compare and contrast family traditions and celebrations. Students describe and illustrate a family tradition or celebration, and discuss and identify the similarities and differences. Students share the similarities and differences in how families express their culture and identity.   BLM: Cultural Expressions - Family Tradition Comparison
or		
	KI-009 VI-003 VI-005	Students illustrate ways in which their family and a family or community they have learned about express culture and identity through stories, language, traditions, or celebrations. Compile student illustrations in a class “Cultural Expressions Book.” Students take turns reading the class book and describing ways in which families and communities express their culture and identity.   BLM: Cultural Expressions - Mine and Others
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.1.2 Cultural Expressions

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
	KI-009 VI-003 VI-005	Collaborative groups of students create a mural illustrating ways in which their families express culture and identity through stories, traditions, and celebrations. Students include pictures illustrating the stories, traditions, and celebrations of other families and communities. Students share their murals with peers.
	KI-009 VI-003 VI-005	Collaborative groups of students plan and conduct a “Cultural Expressions” celebration. Students include examples of stories, traditions, and celebrations (e.g., family artifacts or heirlooms, special foods, traditional clothing, music, dance...), and describe how each is important in expressing a family’s or community’s culture and identity.  TIP: Invite family or community members to share in the “Cultural Expressions” celebration.
<b>Teacher Reflections</b>		



*Learning Experience: 1.1.3 Connections to the Past*

- KH-017 Give examples of traditions and celebrations that connect them to the past.

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- KH-017F Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations.

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- KH-018 Identify family connections to previous generations.  
*Examples: grandparents, parents, aunts, uncles...*

---

- VH-009 Value stories of the past as an important way to learn about the present.

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

**Description of the Learning Experience**

Family stories, traditions, and celebrations help connect us to previous generations and to the past. Students describe important family traditions and celebrations, and learn about similar experiences of their classmates.

**Note:** In this document, the term “family” is used with the recognition that students may be part of different types of families (e.g., foster, nuclear, blended...).

**Vocabulary:** generations, celebrations, connections, past, present (See Appendix D for Vocabulary Strategies.)

1.1.3 Connections to the Past

Assessment	Outcomes	Strategies
<b>Activate</b>		
	KH-017 KH-018 VH-009	As an Admit Slip, students share an example of a family tradition or celebration that has its origin in the past (e.g., “We always have a special food during the holidays because my grandmother and great-grandmother always made it and passed on the recipe...”), and describe why it continues to be observed. Students discuss how it makes them feel to recognize these special traditions and celebrations.
or		
	KH-017 KH-018 VH-009	Students listen to community members (e.g., parents, grandparents, principal...) tell stories from the past, and share examples from their lives of traditions and celebrations that connect them to the past.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

### 1.1.3 Connections to the Past

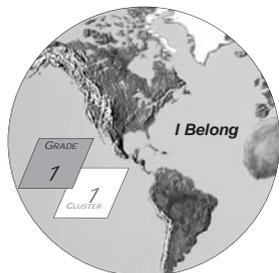
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KH-017 KH-018 VH-009	Using Think-Pair-Share, students describe family traditions and celebrations, using a W-5 strategy. In pairs, students share their family traditions and celebrations, describe why it is special to have relatives and friends participate, and identify the similarities and differences in their family celebrations.  BLM: Connections to the Past - Family Celebrations
	KH-017 KH-018 VH-009	Students read or listen to stories or watch a video about family traditions and celebrations or connections with previous generations, and discuss ways in which the characters are connected to the past. Students describe similar experiences they have had.
Acquire		
	KH-017 KH-018 VH-009	Using concept mapping, students identify members of their immediate and extended families. Students share their maps with peers and describe traditions that involve their family members.  BLM: Connections to the Past - Family Connections
	KH-017 KH-018 VH-009	Students compose questions and interview immediate and/or extended family members to learn about the origins of family traditions and celebrations and their connections to previous generations. Students share traditions, celebrations, and stories with the class, and describe why they are special to them.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 1.1.3 Connections to the Past

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 Appendix A Skill 3b	KH-017 KH-018 VH-009	Students profile a family member who helps them feel connected to the past. Students illustrate or share items that remind them of the family member (e.g., grandmother—knitting needle, picture of a family celebration, apron, bobby pin...) and join them on a “Story Vine/Story Braid.” Students use the Story Vine to describe how the family member connects them to previous generations.  TIP: Information on the Story Vine/Story Braid strategy can be found in <i>Kindergarten to Grade 8 English Language Arts: Strategies That Make a Difference</i> , p. 212.
	or	
	  Appendix A Skill 10	KH-017 KH-018 VH-009
<b>Apply</b>		
  Appendix A Skill 10	KH-017 KH-018 VH-009	Students create a poster or mural illustrating a family tradition or celebration. Students include photographs or pictures of family members involved in the celebration, and describe how participating in the tradition or celebration helps connect them to the past.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.1.3 Connections to the Past

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
— or —		
 <p>Appendix A Skill 7d</p>	<p>KH-017 KH-018 VH-009</p>	<p>Collaborative groups of students create a timeline of traditions and celebrations. Students illustrate important traditions and celebrations and place them on a timeline. Students share their timelines with the class, describing ways in which the traditions and celebrations connect them to previous generations and to the past.</p>
— or —		
 <p>Appendix A Skill 10</p>	<p>KH-017 KH-018 VH-009</p>	<p>Students illustrate a tradition and/or celebration on a uniform-sized piece of paper or fabric. Students join the squares together to create a “Traditions and Celebration Classroom Quilt.” Students describe ways in which their tradition or celebration helps connect them to the past and to previous generations.</p>
<p><b>Teacher Reflections</b></p>		



*Learning Experience: 1.1.4 Remembrance Day*

KC-004 Identify Remembrance Day as a time to think about peace and war.

**Description of the Learning Experience**

Students explore Remembrance Day as an important day for Canadians, a time to think about peace and war, and the contributions of Canada’s military to helping maintain peace in Canada and around the world. Students brainstorm and discuss ideas related to Remembrance Day, listen to and read books related to the topic, and attend a Remembrance Day ceremony.

**Note:** Please be aware of students who may be refugee victims of war and who will require sensitivity during this learning experience.

**Vocabulary:** Remembrance Day, peace, war, remember, memory, poppy, veteran, war memorial (See Appendix D for Vocabulary Strategies.)

1.1.4 Remembrance Day

Assessment	Outcomes	Strategies
	<p>KC-004</p>	<p><b>Activate</b></p> <p>Several weeks in advance of Remembrance Day, students review important dates on the calendar, including holidays, birthdays, and Remembrance Day. They discuss and select a symbol to represent Remembrance Day (e.g., cross, poppy, dove, picture of a soldier...) to mark the upcoming date on the class calendar.</p> <p>TIP: Count down the days to Remembrance Day as part of the preparation for attendance at a school Remembrance Day service.</p> <p style="text-align: center;">or</p>
	<p>KC-004</p>	<p>Students listen to or read a story related to the concept of peace. They brainstorm and discuss what the term peace means to them. Collaborative groups of students create a concept map related to peace.</p>
<i>(continued)</i>		
<p><b>Teacher Reflections</b></p>		

1.1.4 Remembrance Day

Assessment	Outcomes	Strategies
Activate <i>(continued)</i> or		
	KC-004	<p>Students listen to or read a story about war. They discuss what they know about the idea of war as learned through viewing or listening to media, from personal experiences in other countries, or through discussions with family or friends. Collaborative groups of students create a concept map related to war, illustrated with words and/or images.</p>
Acquire		
	KC-004	<p>Students prepare questions and listen to invited guests from the community speak about their experiences related to peace and war (e.g., war veteran, peacekeeper, someone who has visited a country involved in conflict...). Following the discussion, students brainstorm important ideas related to peace and war which are recorded on a class chart. Students also individually record words and images related to “Peace and War.”</p> <p>TIP: Consult a local legion for contact information for veterans or peacekeepers.</p> <p> 1.1.4 a BLM: Remembrance Day - Peace and War</p>
or		
	KC-004	<p>Students listen to or read books related to the concept of memory. They discuss similarities between the words <i>memory</i>, <i>remember</i>, and <i>remembrance</i>, and discuss why November 11th is called Remembrance Day. Ideas are recorded on a class chart.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

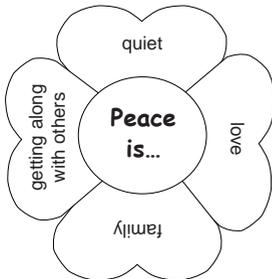
## 1.1.4 Remembrance Day

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i> or
	KC-004	<p>Students listen to or read the poem “In Flanders Fields” by John McCrae, a Canadian veteran from Guelph, Ontario. They listen for and identify important Remembrance Day words related to peace and war in the poem (e.g., poppy, cross...), which are recorded on a class chart. They discuss how and why a poppy is worn on Remembrance Day, and create an illustration to accompany the poem “In Flanders Fields.”</p> <p>TIP: A poppy is worn on the left, over the heart.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> 1.1.4 b BLM: In Flanders Fields</p>
		or
	KC-004	<p>Students visit a local cenotaph or war memorial or view images of cenotaphs or memorials. They discuss various aspects of the cenotaphs/memorials (e.g., who or what they commemorate, date built, location, why people build cenotaphs and memorials...) and the relationship between cenotaphs and Remembrance Day as a time to think about peace and war. Students’ ideas are recorded on a class chart as they discuss the topic, and students individually record their ideas about Remembrance Day as a time to think about peace and war.</p> <p>TIP: The online version of this BLM is a hot-linked list of cenotaphs in Manitoba. The linked sites provide a picture and information about each cenotaph.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> 1.1.4 c BLM: Remembrance Day Cenotaphs</p> <p> 1.1.4 d BLM: Remembrance Day Cenotaphs 2</p>
		<i>(continued)</i>
<b>Teacher Reflections</b>		

1.1.4 Remembrance Day

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i> or		
 	KC-004	<p>Students prepare questions and invite people from within the school (e.g., principal, older students, other teachers...) who have attended a Remembrance Day service. They discuss Remembrance Day as a time to think about peace and war, and to make preparations to attend an upcoming Remembrance Day service in the school. They also discuss and record on a class chart appropriate behaviour for a Remembrance Day service (e.g., no clapping, respectful behaviour, silence at appropriate times...), and record in their journals ideas related to their own behaviour at a Remembrance Day service.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
Apply		
	KC-004	<p>Students create an alphabetized “Poppy Book.” They brainstorm ideas or images related to Remembrance Day and peace or war (e.g., one idea for each letter of the alphabet...), which are recorded on a class chart (e.g., “A is for Accept others, B is for Best behaviour...”). Students choose a different letter to illustrate and write about, and their work is collated in a class book.</p> <p> BLM: Remembrance Day Poppy Book</p>
or		
 	KC-004	<p>Students demonstrate their understanding of Remembrance Day as a time to think about peace and war by participating in a class or school Remembrance Day service or participating in a school walk for peace. Students create poems, reflections, or images related to Remembrance Day and present them at the service.</p>
or		
	KC-004	<p>Collaborative groups of students create “Peace Wreaths” to display at a Remembrance Day service. Each group colours an outline image of the Earth, and students trace their hands on construction paper and cut out the tracings. Students write messages on the hands related to Remembrance Day as a time to think about peace and war, and glue them around the circular Earth.</p> <p> BLM: Remembrance Day - Peace Wreath</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.1.4 Remembrance Day

Assessment	Outcomes	Strategies
		Apply <i>(continued)</i>
	<p>KC-004</p> <p>Students create “Peace Poppies” to demonstrate their understanding of Remembrance Day as a time to think about peace and war. Using the frame “Peace is...,” students’ ideas are recorded on a class chart. Each student writes four words/phrases on four red heart-shaped petals. The red petals are glued around a green circle that has the words “Peace is...” in the centre, forming a poppy. Students display and/or share their “Peace Poppies” at a Remembrance Day service.</p> <p>Example:</p> 	<p>_____ or _____</p>
	<p>KC-004</p> <p>Using print and electronic sources, students write reflections and draw and/or electronically import pictures regarding Remembrance Day as a time to think about peace and war. Student writings/illustrations can be compiled in a class electronic or print book.</p> <p>TIP: Images are available at the Veterans Affairs Canada website. Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>	<p>_____ or _____</p>
	<p>KC-004</p> <p>Students listen to songs that relate to peace (e.g., “What a Wonderful World” by Louis Armstrong...). While listening to the songs, they draw pictures and/or write reflections that relate to Remembrance Day as a time to think about peace and war.</p> <p>TIP: Consider sending student illustrations/reflections to members of the Canadian military. The Veterans Affairs Canada website provides details on how to do so. Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>	<p>_____ or _____</p>
<p><b>Teacher Reflections</b></p>		

**Cluster 1 — Connecting and Reflecting**

**Student:**

Using their “I Belong” portfolio, students describe the groups they belong to and explain how belonging to a group helps them.



BLM: Cluster 1–Connecting and Reflecting

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**Teacher Reflections**

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**Teacher Reflections**

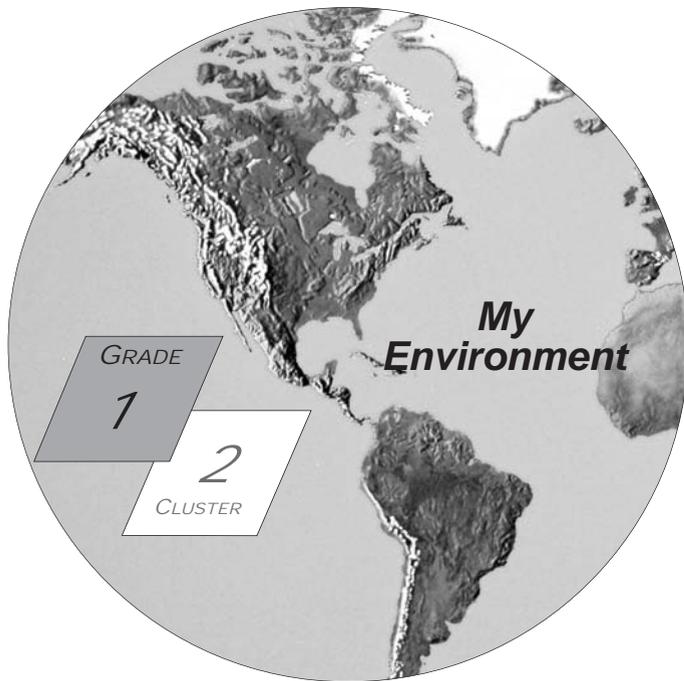
*Connecting and Belonging*

My Environment

2  
CLUSTER

GRADE  
1





# **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

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

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### 1.2.4 My Community

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KI-008 Identify characteristics of communities.

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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...*

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### 1.2.5 The Natural Environment

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

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

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

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

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### 1.2.6 Needs and Wants

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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**

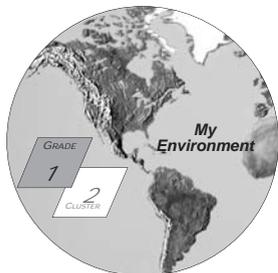
**1.2.4 My Community**

**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><b>Activate</b></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 &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</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>		
<b>Teacher Reflections</b>		

1.2.1 Globes and Maps

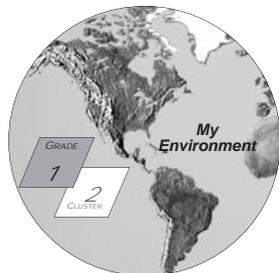
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KL-014 KL-015	Students listen to stories that include references to mapping, and discuss ways in which characters in the stories used maps.
	KL-014 KL-015	Students discuss the term “bird’s-eye view” and give examples of what various objects 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>		
<b>Teacher Reflections</b>		

## 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.
<b>Teacher Reflections</b>		

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**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><b>Activate</b></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><b>Teacher Reflections</b></p>		<p>(continued)</p>

1.2.2 My Province and Country

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	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...).
<p><b>Teacher Reflections</b></p>		

1.2.2 My Province and Country

Assessment	Outcomes	Strategies
	<p>Acquire</p> <p>KC-002 Students learn the words to “O Canada” in the first language of the local community.</p> <p>KC-002A Students listen to the words to see if they can identify words they know and practise reading the anthem like a poem.</p> <p>KC-003 1-</p> <p>KC-003A</p>	<p> BLM: My Province and Country - Anthem Translations</p>
	or	
	<p>KC-001 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>KC-002</p> <p>KC-002A</p> <p>KC-003 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> <p>KC-003A</p>	
	or	
	<p>KC-002 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> <p>KC-002A</p>	
	or	
	<p>KC-003 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)	
<p><b>Teacher Reflections</b></p>		

### 1.2.2 My Province and Country

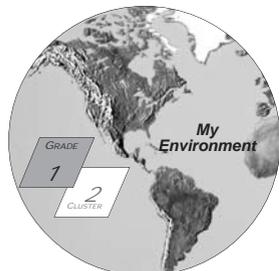
Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
	KC-001 KC-002 KC-003	Students listen to or read books and/or view videos in both official languages about Canada and Manitoba. They discuss and list different aspects of Canada and Manitoba (e.g., national and provincial symbols, words in the official languages, images, people they associate with Canada or Manitoba...).  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)
	or	
		KC-002 KC-002A
or		
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>		
<b>Teacher Reflections</b>		

## 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.
<b>Teacher Reflections</b>		

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**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
	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		
	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.”).</p> <p>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>

(continued)

Teacher Reflections

### 1.2.3 My Address

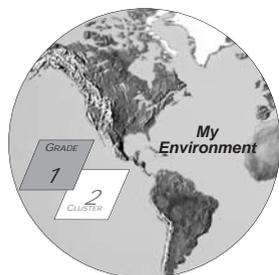
Assessment	Outcomes	Strategies
Activate <i>(continued)</i> or		
	KL-013	<p>Invite a postal carrier to the class to distribute prepared envelopes bearing the name of each student and the full mailing address of the school. Students discuss the information shown on the envelope (e.g., number, street name, post office box, city, province, postal code...). As a homework assignment, students find out the full address of their home.</p> <p>TIP: The teacher or another adult can wear a pretend uniform and act as the postal carrier.</p>
Acquire		
	KL-013	<p>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.</p> <p> BLM: My Address - Postcard</p>
or		
	KL-013	<p>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.</p> <p> BLM: My Address - Class Directory</p>
or		
	KL-013	<p>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.").</p> <p>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).</p> <p style="text-align: right;"><i>(continued)</i></p>
<b>Teacher Reflections</b>		

## 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.
<b>Teacher Reflections</b>		

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**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.<br><i>Examples: the statue is in the park beside the river..</i> |
| 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.<br><i>Examples: do not litter or vandalize...</i>                                 |

*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
	<ul style="list-style-type: none"> <li>KI-008</li> <li>KL-016</li> <li>KL-016A</li> <li>VL-008</li> </ul>	<p><b>Activate</b></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><b>Teacher Reflections</b></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>		
<b>Teacher Reflections</b>		

## 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>		
<b>Teacher Reflections</b>		

1.2.4 My Community

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
 Appendix A Skill 11i	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 < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
<b>Acquire</b>		
 Appendix A Skill 6e	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.
 Appendix A Skill 11e	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.
 Appendix A Skill 9f	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>		
<b>Teacher Reflections</b>		

## 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.
<b>Teacher Reflections</b>		

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>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>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>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)

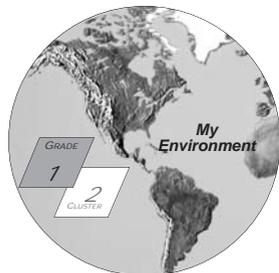
Teacher Reflections

## 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.
<b>Teacher Reflections</b>		

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**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><b>Activate</b></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>_____ or _____</p>
	KH-019	
	VL-007	
	VL-007A	
	KL-012	<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><b>Teacher Reflections</b></p>		

### 1.2.5 The Natural Environment

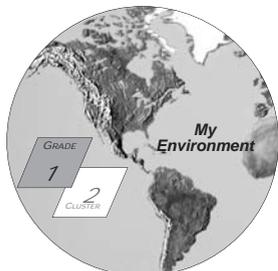
Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
	KL-012 KH-019 VL-007 VL-007A	Students brainstorm different events that occur over the course of a year (e.g., summer break, skating, raking leaves, celebrations...). Record the responses according to the season in which they occur. 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.
<b>Acquire</b>		
	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 < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
	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>		
<b>Teacher Reflections</b>		

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>		
<b>Teacher Reflections</b>		

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.
<b>Teacher Reflections</b>		



*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><b>Activate</b></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><b>Teacher Reflections</b></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	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.  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.
or		
	KE-027 KE-028 VE-013	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.
or		
	KE-027 KE-028 VE-013	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.  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.  Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
<i>(continued)</i>		
<b>Teacher Reflections</b>		

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 &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
	or	
		KE-027 KE-028 VE-013
or		
		KE-027 VE-013
	<i>(continued)</i>	
	<p><b>Teacher Reflections</b></p>	

1.2.6 Needs and Wants

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i> or		
	KE-028	<p>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.</p> <p> BLM: Needs and Wants - Television Commercials</p>
or		
Apply		
	KE-027 VE-013	<p>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.</p>
or		
	KE-027 KE-028 VE-013	<p>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.</p>
or		
	KE-027 KE-028 VE-013	<p>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.</p> <p> BLM: Needs and Wants - Word Card</p>
		<i>(continued)</i>
<b>Teacher Reflections</b>		

1.2.6 Needs and Wants

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
_____ or _____		
	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.
_____ or _____		
	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.
<p><b>Teacher Reflections</b></p>		

**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

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**Teacher Reflections**

# Connecting and Belonging

Connecting with Others

GRADE  
1  
3  
CLUSTER





# Cluster 3

## Learning Experiences: Overview

### 1.3.1 Diversity

KI-010 Give examples of diverse ways in which people live and express themselves.

*Examples: language, clothing, food, art, celebrations...*

KI-011 Identify similarities between diverse communities.

*Examples: cultural, social, geographic...*

VI-006 Value diversity among their peers and community members.

### 1.3.2 Respect, Responsibility, and Rights

KC-005 Describe their responsibilities and rights in the school and community.

KE-030 Recognize the need to care for personal property.

VC-001 Respect the needs and rights of others.

VE-014 Respect their own and others' property.

### 1.3.3 Living with Others

KC-006 Describe various ways in which people depend upon and help one another.

KE-029 Describe ways in which work may be shared in families, schools, and communities.

VC-002 Be willing to contribute to their groups and communities.

VI-004 Appreciate the importance of relationships and connections to others.

### 1.3.4 Getting Along

KP-022 Give examples of decision making in their daily lives.  
*Examples: families, schools, communities...*

KP-023 Describe how other people may influence their lives and how they may influence the lives of others.

KP-024 Explain purposes of rules and laws in the school and community.

VP-011 Respect rules and laws in their school and community.

VP-011A Respect the traditional laws of their Aboriginal community.

### 1.3.5 Conflict Resolution

KP-025 Give examples of causes of conflict and solutions to conflict in the school and community.

KP-026 Identify ways to deal with bullying.

VP-012 Be willing to help resolve conflicts peacefully.

### 1.3.6 Global Connections

KG-020 Recognize that people all over the world have similar concerns, needs, and relationships.

KG-021 Identify relationships or connections they have with people in other places in the world.

VG-010 Be willing to consider the needs of people elsewhere in the world.

*Examples: Project Love, UNICEF...*

**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 responsibilities and rights as members of communities and learn various ways people help and depend upon one another. They consider diverse and similar ways people live, meet their needs, express themselves, and influence each other. They also explore the purpose of rules and the causes of and solutions to conflict.



**Engaging Students in the Cluster**

- Create a book display illustrating diverse ways in which people live and express themselves.
- Create a bulletin board display of people in the community (e.g., police officer, doctor, conservation officer...).
- Students contribute pictures to a collage illustrating connections with people in other places in the world.
- Play cooperative games and board games and discuss the importance of working together and getting along.
- Students view videos showing how people in other places live.
- Students read or listen to stories illustrating ways in which people depend upon one another.
- On a school or community walk students identify examples of rules and laws and discuss the importance of responsibilities and rights.
- Students view video clips of popular television shows and discuss examples of conflict resolution.

**Learning Experiences Summary**

**1.3.1 Diversity**

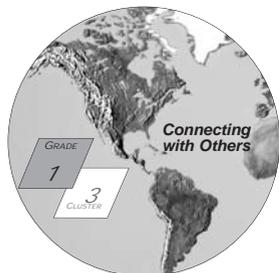
**1.3.4 Getting Along**

**1.3.2 Respect, Responsibility, and Rights**

**1.3.5 Conflict Resolution**

**1.3.3 Living with Others**

**1.3.6 Global Connections**



*Learning Experience: 1.3.1 Diversity*

- KI-010 Give examples of diverse ways in which people live and express themselves.  
*Examples: language, clothing, food, art, celebrations...*
- KI-011 Identify similarities between diverse communities.  
*Examples: cultural, social, geographic...*
- VI-006 Value diversity among their peers and community members.

**Science Integration:** Grade 1, Cluster 2 – The Senses

**Description of the Learning Experience**

Students explore ways in which people live and express themselves. Through this exploration, they come to understand the many similarities among apparently different communities, and to appreciate diversity.

**Note:** Some of the activities in this learning experience may require teacher sensitivity to student cultural background and/or family situations.

**Vocabulary:** diversity, community, same, different, people (See Appendix D for Vocabulary Strategies.)

1.3.1 Diversity

Assessment	Outcomes	Strategies
	KI-010	<p><b>Activate</b></p> <p>Students read or listen to stories about the many diverse ways in which people live and express themselves. Students brainstorm various ways that people are alike and ways they are different (e.g., appearance, tastes, experiences, heritage...). Record ideas on a class chart.</p> <p style="text-align: center;">or</p> <p>Students discuss physical ways that people are the same and different. They draw variations of different facial (e.g., eyes, hair, nose, mouth) and body (e.g., tall, short...) features.</p> <p> BLM: Diversity - Attributes</p>
	KI-011	
VI-006		
	KI-010	
	KI-011	
	VI-006	
<i>(continued)</i>		
<b>Teacher Reflections</b>		

### 1.3.1 Diversity

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KI-010 KI-011 VI-006	As an Admit Slip, students share personal artifacts from home that represent their family or culture (e.g., Métis sash and fiddle, German clock, Canadian flag...). They use the artifact to describe ways their family lives and expresses itself (e.g., language, clothing, food, art, celebrations...) and, as a class, identify similarities between diverse communities (e.g., cultural, social, geographic...).
or		
	KI-010 KI-011 VI-006	As an Admit Slip, students bring pictures from home that show their family celebrating an important family or cultural event (e.g., birthday, wedding, Hanukkah, Christmas...). They describe the event to their peers. As a class, students discuss similarities, differences, and diverse ways in which people live and express themselves (e.g., language, clothing, food, art, celebrations...), and identify similarities between diverse communities (e.g., cultural, social, geographic...).
<b>Acquire</b>		
	KI-010 KI-011 VI-006	Students view images from a variety of sources (e.g., books, magazines, calendars...) of diverse ways in which people live and express themselves (e.g., language, clothing, food, art, celebrations...). They record their observations of four similarities among diverse communities.
 BLM: Diversity - Facts		
or		
	KI-010 KI-011 VI-006	Students view videos that illustrate diverse cultures and communities. They discuss and identify similarities among diverse communities and ways in which people live and express themselves (e.g., language, clothing, food, art, celebrations...). Students create a Mind Map to illustrate their observations of similarities and differences.
 BLM: Diversity - People: Same or Different		
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 1.3.1 Diversity

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-010 KI-011 VI-006	Students observe a variety of cultural artifacts or images of artifacts (e.g., clothing, food, art, celebrations...) to compare and contrast different ways in which people live and express themselves. Students discuss and sort the artifacts to identify similarities and differences among diverse communities (e.g., cultural, social, geographic...).
or		
	KI-010 KI-011 VI-006	Students discuss diversity among their peers and community members, including abilities and disabilities (e.g., hearing impairments, visual impairments, physical differences, different ways of learning...). They participate in activities that simulate disabilities, and discuss how it felt to have each impairment.  TIP: Use sunglasses with the lens painted/taped over to simulate visual impairment, earplugs to simulate hearing impairments, and wheeled office chairs to simulate physical impairments.
or		
	KI-010 KI-011 VI-006	Students prepare questions and listen to a guest speaker who has experience with a physical disability, or who is a representative of an organization (e.g., Society for Manitobans with Disabilities, CNIB...), to learn about diversity among their peers and community members. Students compose thank-you letters to send to their guests, describing why they value diversity among their peers and community members.
Apply		
	KI-010 KI-011 VI-006	Students create individual mini-booklets, called “A Book about Me,” to share with peers. They record special facts about themselves and illustrate how they live and express themselves.
		 BLM: Diversity - Mini-Booklet
<i>(continued)</i>		
<b>Teacher Reflections</b>		

### 1.3.1 Diversity

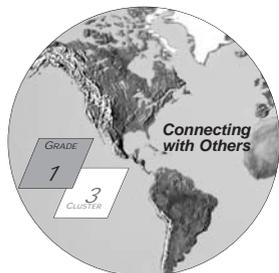
Assessment	Outcomes	Strategies	
Apply <i>(continued)</i>			
 	KI-010 KI-011 VI-006	Students identify similarities between diverse communities (e.g., cultural, social, geographic...), and discuss diverse ways in which people live and express themselves (e.g., language, clothing, food, art, celebrations...). They write “Similarity Poems” to illustrate diversity among their peers and community members.  TIP: Include diverse culture event/celebrations on the class calendar throughout the entire school year to continue to help students become aware of cultural similarities.   BLM: Diversity - Similarity Poem	
	or		
	 	KI-010 KI-011 VI-006	Collaborative groups of students create a “Diversity Collage.” They use pictures from a variety of sources (e.g., magazines, calendars...) to illustrate diverse ways in which people live and express themselves. Students present their collages to their peers, describing examples of diversity and similarities among communities, and explaining why they value diversity among their peers and community members.  or
		KI-010 KI-011 VI-006	Students record favourite things and personal feelings (e.g., “My favourite...” “I am afraid of...”), and find classmates with similar and/or different favourites and feelings. Students record common and distinct favourites and feelings with classmates. Students discuss why they value diversity among their peers and community members.   BLM: Diversity - Someone Like Me
		<i>(continued)</i>	
	<b>Teacher Reflections</b>		

## 1.3.1 Diversity

Assessment	Outcomes	Strategies
		Apply <i>(continued)</i>
		or
	KI-010	Students participate in a series of “Cultural Awareness Days” as an opportunity to value diversity among their peers and community members. Activities might include
	KI-011	
	VI-006	<ul style="list-style-type: none"> <li>– inviting community guests who represent a particular culture to visit in traditional dress, and to share cultural stories, artifacts, music, and/or pictures</li> <li>– asking parents to prepare a class “taste treat” that represents a particular cultural group (e.g., pea soup, perogies, bannock...)</li> <li>– having students prepare simple foods, using culture-based recipes</li> <li>– inviting parents and other classes/staff members to take Gallery Walks of displayed student work and to listen to poetry and other readings from this learning experience</li> </ul>
		TIP: Have several “Cultural Awareness Days” throughout the year (e.g., once a month), focusing on a different culture each time.

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**Teacher Reflections**



*Learning Experience: 1.3.2 Respect, Responsibility, and Rights*

- KC-005 Describe their responsibilities and rights in the school and community.
- KE-030 Recognize the need to care for personal property.
- VC-001 Respect the needs and rights of others.
- VE-014 Respect their own and others' property.

**Description of the Learning Experience**

Every individual in our society has responsibilities as well as rights. Students explore the relationship between their responsibilities and their rights, including the need to care for and respect their own and others' personal property.

**Vocabulary:** responsibility, right, care, personal, property (See Appendix D for Vocabulary Strategies.)

1.3.2 Respect, Responsibility, and Rights

Assessment	Outcomes	Strategies
	KC-005 KE-030 VC-001 VE-014	Activate  Students read or listen to stories about <i>responsibility</i> . They identify responsibilities of the characters in the stories, and give examples of their own responsibilities in the school and community.
	KC-005 KE-030 VC-001 VE-014	Given a simple definition of the term <i>responsibility</i> and through guided questioning, students identify the duties/responsibilities of selected community members (e.g., “The duties/responsibilities of a police officer [school custodian, firefighter, mail carrier, pilot...] are...”).  TIP: <i>Responsibility</i> may be defined simply as the jobs or duties a person must do. Use pictures of various community members dressed in uniform to stimulate discussion about responsibilities.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.3.2 Respect, Responsibility, and Rights

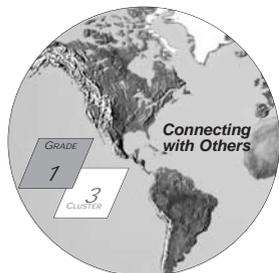
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-005 KE-030 VC-001 VE-014	Collaborative groups of students play “I Spy Personal/Public Property.” They choose items in the classroom that are either personal or public property, and give clues to help their peers identify the item (e.g., “I spy personal property that is blue...”).
Acquire		
	KC-005 KE-030 VC-001 VE-014	Students identify examples of rights and attendant responsibilities in the school and community. Ideas are recorded on a class chart, and students record ideas in individual charts.   BLM: Respect, Responsibility, and Rights - Chart   BLM: Respect, Responsibility, and Rights - Key
or		
	KC-005 KE-030 VC-001 VE-014	Students watch a video about responsibilities. They identify responsibilities discussed in the video, and give examples of their responsibilities and rights in the school and community.  TIP: Many school divisions and/or schools have identified specific students’ rights and responsibilities.
or		
	KC-005 KE-030 VC-001 VE-014	Students discuss the difference between personal property and public property. They brainstorm examples of both types of property in the school/community. Ideas are recorded on a class chart, and students select items to record and illustrate individually.   BLM: Respect, Responsibility, and Rights - Personal Property
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.3.2 Respect, Responsibility, and Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-005	Students take a walking tour to identify responsibilities and rights in the school. They sketch, record, or take digital pictures of ideas and images related to responsibilities and rights. Students use the images or ideas gathered on the walk to illustrate pages in a “School Responsibilities and Rights Book.”
	KE-030	
	VC-001	
	VE-014	
 BLM: Respect, Responsibility, and Rights - School		
or		
	KC-005	Collaborative groups of students discuss places in the community they have a right to visit, and their responsibilities while they are at those places. Ideas are recorded on a group chart, and shared with the larger group.
	KE-030	
	VC-001	
	VE-014	
 BLM: Respect, Responsibility, and Rights - Community		
or		
	KC-005	Students generate questions and interview community members (e.g., police officers, peacekeepers, conflict managers, principal...) to learn about their responsibilities and rights in the school and community. Students share their interviews and discuss the importance of these people.
	KE-030	
	VC-001	
	VE-014	
 BLM: Respect, Responsibility, and Rights - Interview		
<p><b>Teacher Reflections</b></p>		

1.3.2 Respect, Responsibility, and Rights

Assessment	Outcomes	Strategies
 	KC-005 KE-030 VC-001 VE-014	Apply Students create and participate in a classroom job board. They brainstorm a list of classroom responsibilities/jobs and discuss what needs to be done for each job. Students describe and illustrate individual job cards, which are posted on a central job board. Students discuss the expectations of each responsibility/job, and take turns doing various jobs. TIP: This activity should continue throughout the year to emphasize the need for ongoing responsibility.
		_____ or _____
 	KC-005 KE-030 VC-001 VE-014	Students create a book, video, or presentation to illustrate their responsibilities and rights in the school and community.
		_____ or _____
 	KC-005 KE-030 VC-001 VE-014	Collaborative groups of students create posters illustrating their responsibilities and rights in the school and community. TIP: Consider displaying posters around the school to encourage responsible behaviour in all students.
		_____ or _____
	KC-005 KE-030 VC-001 VE-014	Students create a “Helping Hands, Not Hurting Hands Chart.” Each student places his or her hand in paint and makes a handprint on the chart. When the prints dry, students print/sign their name and recite “I will use helping hands, not hurting hands.”, and explain how they will use their helping hands to care for personal property.
		_____ or _____
 	KC-005 KE-030 VC-001 VE-014	Students create illustrated charts to define, compare, and contrast new vocabulary (e.g., responsibility, rights, personal, property, respect...). Students participate in a Gallery Walk to view each other’s charts and discuss their understandings of new vocabulary.
		 BLM: Respect, Responsibilities, and Rights - Vocabulary _____ or _____
 	KC-005 KE-030 VC-001 VE-014	Students prepare oral presentations describing their responsibilities and rights in the school and community, and the need to care for personal property. They give their presentations at a grade or school assembly.
		_____ or _____
<p><b>Teacher Reflections</b></p>		



*Learning Experience: 1.3.3 Living with Others*

- KC-006 Describe various ways in which people depend upon and help one another.
- KE-029 Describe ways in which work may be shared in families, schools, and communities.
- VC-002 Be willing to contribute to their groups and communities.
- VI-004 Appreciate the importance of relationships and connections to others.

**Description of the Learning Experience**

Every individual who lives within a society is a member of a variety of groups and communities and, as such, engages in relationships with others. Students explore how group members help one another, and ways in which people work together to accomplish tasks. Students come to appreciate the importance of the many relationships in their lives and the need to be a contributing member of society.

**Note:** In this document, the term “family” is used with the recognition that students may be part of different types of families (e.g., foster, nuclear, blended...).

**Vocabulary:** depend, give, work, share, cooperate, contribute, group (See Appendix D for Vocabulary Strategies.)

1.3.3 Living with Others

Assessment	Outcomes	Strategies
<b>Activate</b>		
<p>Appendix A Skill 2</p>	KC-006	Students brainstorm ways in which people depend upon and help one another (e.g., reading buddies, helping tie a friend’s shoes...), and work together to accomplish a task (e.g., raking leaves at home, tidying the classroom, community clean-up day...). Students discuss how they feel when they help someone, and when someone helps them.
	KE-029	
	VC-002	
	VI-004	
or		
<p>Appendix A Skill 3a</p>	KC-006	Students draw pictures illustrating people helping one another and/or people working together to accomplish tasks. Students share pictures with peers and discuss how they feel when they help someone, and when someone helps them.
	KE-029	
	VC-002	
	VI-004	
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.3.3 Living with Others

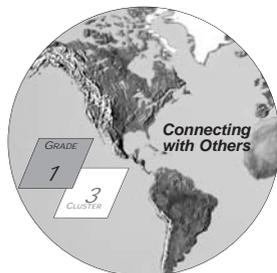
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-006 KE-029 VC-002 VI-004	Students participate in a variety of co-operative games. Students discuss ways in which they depended upon and helped one another in the games, and how it felt to contribute to the group and to help accomplish their goal.  Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
or		
	KC-006 KE-029 VC-002 VI-004	Using a word processor, students create a clip art collage of people depending upon and helping one another, and people sharing work in families, schools, and communities. Students exchange collages with peers, who sort the examples according to whether they occur at home, at school, or in the community. Students discuss why it is important for people to contribute to their groups and communities.
Acquire		
	KC-006 KE-029 VC-002 VI-004	Over the course of three days, students keep a record of ways in which they help others and share work at home, at school, and in the community. Students share their examples with the class. Using a spreadsheet, record and graph the number of times class members helped others at home, at school, and in the community. Students discuss why it is important to help others in their groups and communities.
		 BLM: Living With Others - Helping at Home, at School, and in the Community
or		
	KC-006 KE-029 VC-002 VI-004	Students read or listen to stories describing people who depend upon and help one another and who work together to accomplish tasks. Students write or draw pictures to illustrate ways in which characters co-operate in the stories, and discuss why it is important for everyone to contribute to their groups and communities.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 1.3.3 Living with Others

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
_____ or _____		
 	KC-006 KE-029 VC-002 VI-004	Collaborative groups of students compose questions and interview people at school (e.g., support staff, custodians...) and in the community (e.g., neighbours, bus driver...) to learn about ways in which they help one another and share work. Students write or draw pictures to illustrate what they learned, and share their examples with the rest of the class. Students discuss the importance of relationships and connections with others.
_____ or _____		
	KC-006 KE-029 VC-002 VI-004	Collaborative groups of students discuss examples of work people do at home, at school, and in the community. With each example, students identify who is working together, who is being helped by the work, and ways in which the work contributes to their groups and communities. A reporter from each group shares their examples with the class, and students discuss why it is important to contribute to their groups and communities.
Apply		
 	KC-006 KE-029 VC-002 VI-004	Students create “Job Jar” cards, listing ways they can help others and share work in their families, schools, and communities (e.g., “I will help set the table.” “I will clean our class paintbrushes.” “I will pick up litter in the park”...). Students give cards to members of their family and groups, and help out accordingly. Students discuss how they felt about helping out and why it is important to contribute to their groups and communities.
_____ or _____		
 	KC-006 KE-029 VC-002 VI-004	Collaborative groups of students create a mural illustrating ways in which people depend upon and help one another and work together to accomplish tasks in their families, school, and community. Students explain their murals to peers, and describe why it is important to contribute to their groups and communities.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

### 1.3.3 Living with Others

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
	KC-006	Collaborative groups of students role-play working together to accomplish a task in their family, school, or community. Peers guess the job that is being dramatized and describe how people working together are important in their groups and communities.
	KE-029	
	VC-002	
	VI-004	
or		
	KC-006	Students create a thank-you card to send to someone who has helped them and/or shared work in their family, school, or community. Students express why the help and co-operation was important to them.
	KE-029	
	VC-002	
	VI-004	
<b>Teacher Reflections</b>		



*Learning Experience: 1.3.4 Getting Along*

- KP-022 Give examples of decision making in their daily lives.  
*Examples: families, schools, communities...*

---

- KP-023 Describe how other people may influence their lives and how they may influence the lives of others.

---

- KP-024 Explain purposes of rules and laws in the school and community.

---

- VP-011 Respect rules and laws in their school and community.

---

- VP-011A Respect the traditional laws of their Aboriginal community.

---

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

**Description of the Learning Experience**

When people live and work together in groups and communities they need to understand that their decisions and actions affect others around them. Students explore rules, laws, and decision making in their families, schools, and communities.

**Note:** In this document, the term “family” is used with the recognition that students may be part of different types of families (e.g., foster, nuclear, blended...).

**Vocabulary:** decision, influence, rules, laws (See Appendix D for Vocabulary Strategies.)

1.3.4 Getting Along

Assessment	Outcomes	Strategies
	<p>KP-022 KP-023 KP-024 VP-011 VP-011A</p>	<p><b>Activate</b></p> <p>Using concept mapping, students brainstorm various ideas related to rules, laws, and decision making (e.g., Why do we have rules? How are rules made? Who must follow rules? When are rules important? What happens if rules are not followed?). Students discuss ways in which rules influence their lives and why it is important to respect rules and laws in their school and community.</p> <p> BLM: Getting Along - Rules</p> <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">or</p> <hr style="width: 50%; margin: 10px auto;"/>
	<p>KP-022 KP-023 KP-024 VP-011 VP-011A</p>	<p>Students brainstorm examples of decisions and rules in their homes, school, and community. Students identify the purpose of each decision/rule, and give examples of consequences if people choose to go against the decisions and rules.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.3.4 Getting Along

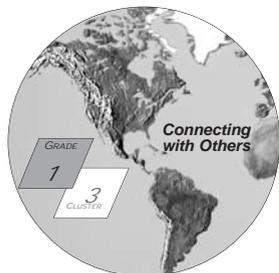
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Students read or listen to stories about rules and decision making. Students discuss ways in which rules, decisions, and actions influence the characters in the story and why it is important to respect rules and laws.
or		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Students share an example of a time they made a decision that influenced others' lives, and a time when they were influenced by the decisions of other people. Students discuss why the decisions were made and why it is important to respect decisions.
Acquire		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Collaborative groups of students compose questions and interview people responsible for making and/or enforcing rules, laws, and decisions (e.g., bus driver, principal, police officer, Aboriginal Elder...) to learn about ways in which rules and decisions influence people's lives, and the purposes of rules and laws in the school and community. Students write or draw about what they learned and share examples with the rest of the class. Students discuss the importance of rules, laws, and decisions, and ways in which rules, laws, and decisions influence their lives.
or		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Students discuss the differences between rules, laws, and decisions. Post the words "rule," "law," and "decision" on different walls in the classroom, and read statements that are examples of each. Students listen to each statement, decide whether it represents a rule, law, or decision, and move to the appropriate wall. Once group consensus has been reached, students discuss the purpose of the rule, law, or decision, ways it influences students' lives, and whether the rule, law, or decision applies to the home, school, or community. Students write additional examples of rules in the home, school, and community.
 BLM: Getting Along - Rules, Laws, and Decisions		
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.3.4 Getting Along

Assessment	Outcomes	Strategies
<i>Acquire (continued)</i>		
or		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Collaborative groups of students develop sets of rules they believe to be important in homes, schools, and communities. Students share the rules with peers, and discuss who is affected, the purpose of the rules, and ways to encourage others to respect each rule.
or		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Students discuss the purpose and influence of rules and decisions on the playground, in the classroom, and in organized games and sports. They also discuss the consequences of ignoring rules and decisions. Students share examples of times when they influenced others or were influenced by others' decisions related to rules in games and sports. Students list reasons why it is important to respect rules, laws, and decisions.
<i>Apply</i>		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Collaborative groups of students role-play scenarios involving rules, laws, and decisions in their families, schools, and communities. Peers identify the rule, law, or decision being dramatized and discuss how each character in the scene was influenced. Students propose alternative actions that would demonstrate respect for rules, laws, and decisions.
or		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Collaborative groups of students list and illustrate rules and decisions in their homes, school, or community. Students present the rules/decisions to the class, describing their purpose, possible consequences if they are not followed, and ways in which people may be encouraged to respect the rules in their schools and communities. Compile group rules in a class book.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

### 1.3.4 Getting Along

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 	KP-022	Students create posters illustrating examples of rules, laws, and decisions in their homes, school, and community. Students present their posters to their peers, describing the purpose of the rule and advocating respect for rules in their schools and communities.
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
or		
	KP-022	Students play “Rules and Decisions Beach Ball.” Mark the segments of a beach ball as representing either rules or decisions (e.g., yellow sections = rules, blue sections = decisions). Sitting in a circle, one student calls out a peer’s name, followed by the word “family”, “school”, or “community”, and throws the ball to that student. The student catching the ball gives an example of a rule or decision, based on the called-out word and the colour their right thumb was touching on the ball when they caught it. Students discuss the purpose of the rule and decisions, and why they need to be respected.
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
or		
 	KP-022	Students plan and conduct a “Citizenship Recognition Day”. Students illustrate stickers and badges and present them to other students in the classroom, school, or community whom they observe respecting rules and laws, and/or making decisions that have a positive influence on others. At the end of the day, students share examples of respect for rules and laws that they observed, and describe how those actions contributed to their school and community.
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
<b>Teacher Reflections</b>		



*Learning Experience: 1.3.5 Conflict Resolution*

- KP-025 Give examples of causes of conflict and solutions to conflict in the school and community.
- KP-026 Identify ways to deal with bullying.
- VP-012 Be willing to help resolve conflicts peacefully.

**Physical Education/Health Education Integration:**

Grade 1, GLO 3 – Safety; Violence Prevention

Grade 1, GLO 4 – Personal and Social Management; Conflict Resolution

**Description of the Learning Experience**

Every student belongs to a number of groups and communities, and, as such, experiences differing levels of conflict in the natural course of engaging in relationships with others. Students explore issues related to conflict, including bullying, and focus on peaceful conflict resolution.

**NOTE:** Be sensitive to students who may be in bullying situations and may require individual counselling.

**Vocabulary:** conflict, solve, solution, bully, peace, feeling, emotion, victim, bystander (See Appendix D for Vocabulary Strategies.)

1.3.5 Conflict Resolution

Assessment	Outcomes	Strategies
<p>Appendix A Skill 2</p>	KP-025 KP-026 VP-012	<p><b>Activate</b></p> <p>Students sing songs that deal with feelings and emotions (e.g., “If You’re Happy and You Know it...”). They brainstorm different emotions, and give examples of what might cause particular emotions. Ideas are recorded on a class chart.</p>
	<p>_____ or _____</p>	
<p>Appendix A Skill 1</p>	KP-025 KP-026 VP-012	<p>Students read or listen to stories about conflict and bullying. They give examples of and solutions to conflict from the stories and identify ways to deal with bullying.</p> <p>TIP: Conflict is a disagreement between two or more people with differing ideas. Bullying occurs when a stronger person deliberately hurts or intimidates a weaker person—mentally, physically, and/or emotionally.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		

1.3.5 Conflict Resolution

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
	KP-025 KP-026 VP-012	Students share personal examples of a time they experienced conflict, and how the conflict was resolved. If the examples provided by students were not resolved peacefully, students discuss peaceful solutions.
	or	
		KP-025 KP-026 VP-012
or		
		KP-025 KP-026 VP-012
	or	
		KP-025 KP-026 VP-012
or		
		KP-025 KP-026
		
	BLM: Conflict Resolution - Y-Chart	
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.3.5 Conflict Resolution

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
_____ or _____		
	KP-025 KP-026 VP-012	Using self-stick notes, students draw or write about a conflict they have experienced. They post them on a “Solving Problems” area of a class bulletin board. At a specific time each day (e.g., after opening exercises), one student selects one note for the daily discussion, and students discuss possible causes for the conflict, as well as alternate and peaceful ways of resolving the conflict.
_____ or _____		
	KP-026	Collaborative groups of students use a Word Splash to explore vocabulary related to bullying. They identify words they know and discuss words they do not know. In a large group, students discuss situations where bullying is involved, and identify ways to deal with bullying.
		 BLM: Conflict Resolution - Word Splash
_____ or _____		
	KP-025 KP-026 VP-012	Students brainstorm examples to complete the following sentences: “Conflict is _____.” “Bullying is _____.” Student ideas are recorded on a class chart. Using a Word Frame, students write sentences about conflict and bullying. They share their sentences with each other, and discuss solutions to conflict and ways to deal with bullying.
		 BLM: Conflict Resolution - Conflict and Bullying
_____ or _____		
	KP-025 KP-026 VP-012	Students read books or view videos that illustrate situations involving conflict or bullying. They identify different people involved in the conflict/bullying situations (e.g., bully, victim, bystanders...). Students discuss what a bully is and various ways to deal with bullies.
<i>(continued)</i>		
<p><b>Teacher Reflections</b></p>		

1.3.5 Conflict Resolution

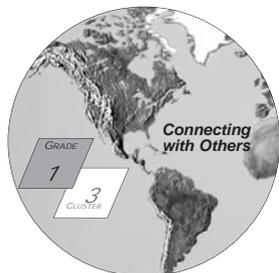
Assessment	Outcomes	Strategies
Acquire <i>(continued)</i> or		
	KP-025 VP-012	Students generate questions and invite a guest speaker to the class who is involved in conflict resolution (e.g., guidance counsellor, principal, student mediator...) to discuss causes of conflict and solutions to conflict in the school and community.
Apply		
	KP-025 KP-026 VP-012	Students create anti-bullying or anti-conflict posters, which are posted around the school to encourage peaceful conflict resolution.
	KP-025 KP-026 VP-012	Collaborative groups of students select a situation that involves conflict or bullying, and present mini-role-plays to their peers, illustrating a peaceful way to resolve the conflict or to deal with the bullying. Peers suggest alternative ways of resolving conflict and dealing with bullying.  TIP: Present the role-plays to other classes/grades to encourage peaceful conflict resolution.
	KP-025 KP-026 VP-012	As a class or individually, students write letters to individuals involved in conflict resolution (e.g., police officer, guidance counsellor, principal, student mediator...), describing the importance of peaceful conflict resolution, and thanking them for their efforts to help others resolve conflicts peacefully.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.3.5 Conflict Resolution

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
	KP-025 KP-026 VP-012	Using index cards, students create “Conflict Cards.” Each student draws or illustrates a conflict situation, and the cards are placed in a box. One at a time, students draw a card and describe the conflict to the class, and present solutions to resolve the conflict peacefully.
	KP-025 KP-026 VP-012	Using a word processor, collaborative groups of students create “Conflict Resolution” brochures to identify causes of and solutions to conflict in the school or community, or “Bullying” brochures to identify ways to deal with bullying. Print multiple copies and have students share their brochures with other classes in the school to encourage peaceful conflict resolution.
	KP-025 KP-026 VP-012	Collaborative groups of students use pictures from various media (e.g., magazines, newspapers...) to create “Peaceful Conflict Resolution” posters. Students present and discuss their posters with peers.
<b>Teacher Reflections</b>		

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**Teacher Reflections**



*Learning Experience: 1.3.6 Global Connections*

- KG-020 Recognize that people all over the world have similar concerns, needs, and relationships.

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- KG-021 Identify relationships or connections they have with people in other places in the world.

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- VG-010 Be willing to consider the needs of people elsewhere in the world.  
*Examples: Project Love, UNICEF...*

**Description of the Learning Experience**

No matter where people live, they all have the same basic concerns, needs, and relationships. Students explore the similarities among peoples, and discover the many connections they have with the rest of the world.

**Vocabulary:** world, relationships, connections, needs, concerns (See Appendix D for Vocabulary Strategies.)

1.3.6 Global Connections

Assessment	Outcomes	Strategies
 Appendix A Skill 2	KG-020 KG-021 VG-010	<p><b>Activate</b></p> <p>Using a simple frame such as “People everywhere need...,” students brainstorm examples to demonstrate that people all over the world have similar concerns, needs, and relationships. Ideas are recorded and posted.</p> <p style="text-align: center;">or</p>
 Appendix A Skill 3a	KG-020 KG-021 VG-010	<p>Students read or listen to stories about people who live in other places. They identify events from the stories that demonstrate that people all over the world have similar concerns, needs, and relationships. Students also identify examples of relationships or connections they have with people in other places in the world.</p> <p style="text-align: center;">or</p>
 Appendix A Skill 7b	KG-020 KG-021 VG-010	<p>As an Admit Slip, students identify the country of birth of their ancestors. Using a world map, and with assistance if needed, students place a push-pin or self-stick note on a world map to identify the geographical location of their country of origin.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

### 1.3.6 Global Connections

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
	KG-020 KG-021 VG-010	Students view video clips of people in other places in the world. They discuss examples from the video that demonstrate that people all over the world have similar concerns, needs, and relationships.
<b>Acquire</b>		
	KG-020 VG-010	Students browse magazines and cut out pictures of people in other places in the world engaged in the activities of daily life. Students present their pictures to the class, and describe aspects of the pictures that demonstrate that people all over the world have similar concerns, needs, and relationships. Pictures may be posted on a class bulletin board.
	KG-020 VG-010	Collaborative groups of students play “Global Scavenger Hunt.” They browse travel magazines, brochures, and fiction and non-fiction books to identify examples demonstrating that people all over the world have common concerns, needs, and relationships. They record their ideas and share them with the class.
 BLM: Global Connections - Scavenger Hunt		
	KG-020 KG-021 VG-010	As an Admit Slip, students share an artifact from home that illustrates a connection they have with people in other places in the world (e.g., picture or letter from a friend or relative, food or clothing item from outside of Canada, travel souvenir...). Using a world map, and with assistance if needed, students place a push-pin or self-stick note on a wall map of the world to identify the geographical location of their connection.
	KG-020 VG-010	Students prepare questions and invite a community member involved in a helping project (e.g., local food bank, UNICEF representative...), to discuss why it is important to consider the needs of other people, locally and elsewhere in the world.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

1.3.6 Global Connections

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KG-020 KG-021 VG-010	Working individually or in collaborative groups, students complete a “Global Connections” Mind Map. As a large group, they discuss examples that demonstrate that people all over the world have similar concerns, needs, and relationships.   BLM: Global Connections - Mind Map
or		
	KG-020 KG-021 VG-010	Students generate questions and email people in other places in the world to discover similar concerns, needs, and relationships. Students share responses with peers and, using push-pins or self-stick notes, locate their email contact on a wall map of the world.  <b>Supporting websites can be found at</b> < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http.www3.edu.gov.mb.ca/cn/links/ss</a> >
or		
	KG-020 KG-021	Students view video clips from other parts of the world demonstrating people in need. Students identify concerns and discuss how they can make a difference in the world.
<b>Apply</b>		
 	KG-020 KG-021 VG-010	Through consensus, students select a local or world concern, and engage in a class project that demonstrates they are willing to consider the needs of people elsewhere in the world (e.g., Project Love, UNICEF, Winnipeg Harvest, Coats for Kids, Christmas Cheer Board, a local Food Bank...).  TIP: Social action projects are most successful and meaningful when they arise naturally from authentic learning activities and reflect the true concerns of the students.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

### 1.3.6 Global Connections

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 	KG-020 KG-021	Students create a visual display illustrating that people all over the world have similar concerns, needs, and relationships.
	or	
 	KG-020 KG-021	Students write letters to their E-pals elsewhere in the world. In their writing, they identify the concerns, needs, and relationships they have in common with their E-pals, and explain why it is important for everyone, everywhere, to consider the needs of people elsewhere in the world.
	or	
 	KG-020 KG-021 VG-010	Students engage in a “Children Helping Children” project to demonstrate that they are willing to consider the needs of others. They regularly connect with younger students in the school or nearby community (e.g., Kindergarten, local daycare...) to help the younger students with various tasks (e.g., weekly recess buddies, monthly reading pals, daily walking to and from school...).
	or	
<h4>Teacher Reflections</h4>		

**Cluster 3 — Connecting and Reflecting****Student:**

Using their “Connecting with Others” portfolio, students describe ways in which people in communities help one another meet their needs and ways in which the students themselves can help others.



BLM: Cluster 3–Connecting and Reflecting

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**Teacher Reflections**

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Foundation for Implementation

GRADE

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*Skills Assessment*

Appendix A

GRADE

**1**

## Skills Assessment Key

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## 1 – Active Listening



### Skills

S-102	Interact fairly and respectfully with others.
S-200	Gather information from oral, visual, material, print, or electronic sources.
S-400	Listen actively to others.

Active listening is an integral component of all learning. Students use active listening skills in a wide variety of classroom experiences including brainstorming, discussion, collaborative group activities, listening to instructions and presentations, and viewing media. To develop active listening skills, students need opportunities to practise the physical behaviours, positive attitudes, and cognitive skills that enable them to become effective learners. Information on specific active listening strategies is found on page 8 of “Strategies That Make a Difference” (Manitoba Education and Training, 1996a).

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does an active listener look/sound like?*
- Recording focused observations to monitor student growth over time as well as determine which students need differentiation
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”*

- BLM 54: Assessing Active Listening

*Success for All Learners*

- P. 6.11: SLANT; HASTE; SWIM

## 2 – Brainstorming



### Skills

S-100	Cooperate and collaborate with others. <i>Examples: share space and resources, assume responsibilities, seek agreement...</i>
S-102	Interact fairly and respectfully with others.
S-200	Gather information from oral, visual, material, print, or electronic sources.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.

Brainstorming is an individual, small-group, or large-group strategy that encourages students to focus on a topic and contribute to a free flow of ideas to explore what they know or may want to know about a topic. The teacher or students may stimulate thinking by posing questions, reading brief text excerpts, or displaying pictures or other media. All ideas that are contributed are accepted, and no efforts are made to judge or criticize their validity or appropriateness. Individual brainstorming allows the student to focus on what he or she knows about a topic and a variety of possible solutions to a problem. Similarly, group brainstorming allows students to focus on what they know about the topic, but also exposes the students to the ideas and knowledge of others. This allows individuals to piggyback on the ideas of others, and to extend, revise, and incorporate new ideas into their thinking. Essential behaviours in brainstorming include active listening, acceptance of others' contributions, temporary suspension of judgment, and openness to new ideas.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Recording focused observations to determine prior knowledge, gaps, and starting points for instruction
- Adding on to the initial brainstorm using a different-colour marker/font to show growth of knowledge, skills, and attitudes over time
- Orally guiding/facilitating reflection on *What do we/I notice about our/my thinking; Evidence of our/my thinking is...*, using a Y-chart or journals



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

**3 – ORAL COMMUNICATION****3a – Discussion****Skills**

S-100	Cooperate and collaborate with others. <i>Examples: share space and resources, assume responsibilities, seek agreement...</i>
S-102	Interact fairly and respectfully with others.
S-200	Gather information from oral, visual, material, print, or electronic sources.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.

Discussion provides students with opportunities to generate and share their questions and ideas related to a concept, issue, object, or experience. Vary the setting of discussions to include both large- and small-group activities to encourage participation by all students. In the exchange of ideas that occurs in discussion, students contribute ideas, listen carefully to what others have to say, think critically, and develop positions or relevant arguments. Emphasize active listening during discussion, and model both the affective and cognitive skills students need to become active participants in discussions that reflect higher-order thinking. Discussions provide teachers with valuable information to assess student understanding, as well as the students' values and attitudes.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a discussion group member look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine affective and cognitive skills or higher-order thinking skills
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

(continued)

### 3a – Discussion (*continued*)



#### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”*

- BLM 60: Group Discussion—Observation Checklist

### 3b – Sharing Personal Experiences



#### Skills

S-102	Interact fairly and respectfully with others.
S-401	Use language that is respectful of others.

Opportunities to share personal experiences with the whole class or in smaller discussion groups allow students to develop confidence in communicating familiar events or experiences. This develops oral communication skills, sensitivity to diverse audiences, and awareness of protocols for being a respectful, attentive listener. It also allows students to connect experiences outside the school with learning in the classroom. Peers develop active listening skills as classmates learn to express their thoughts and ideas in an organized way. Encourage students to use W-5 questions (Who? What? Where? When? Why?) to communicate the personal experiences they are sharing.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Establishing a safe environment where students will feel comfortable sharing personal experiences
- Constructing student-generated criteria for *What does a member look/sound like?*
- Recording focused observations to determine oral communication skills, connections, or organization of thoughts and ideas
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



#### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

### 3c – Relating Events



#### Skills

S-202	Use appropriate terms or expressions to describe periods of time.
S-401	Use language that is respectful of others.
S-404	Relate events and stories in chronological order.

Students may relate events orally, graphically, or through written text. Relating events provides students with opportunities in sequencing, identifying relationships or patterns between/among details, and chronologically retelling familiar events or experiences. Model various ways of sorting and organizing information and provide frequent opportunities for students to talk about the procedures they use to organize information. Provide direct instruction in the use of signal words (i.e., first, second, third, last, at the beginning, at the end, next, then, after, finally, at the same time). Observe students' skills in identifying patterns and relationships among ideas and information.

Think about...

- Modelling and guiding *Relating Events* through literature and think-alouds
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine skills in sequencing and identifying relationships
- Offering descriptive feedback



#### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference”

- BLM 62: Story Map—B
- P. 211: Storyboards
- P. 212: Story Vines

## 4 – Collaborative Learning



### Skills

S-100	Cooperate and collaborate with others. <i>Examples: share space and resources, assume responsibilities, seek agreement...</i>
S-101	Consider others' needs when working and playing together.
S-102	Interact fairly and respectfully with others.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.

Collaborative learning provides students with opportunities to work together to accomplish shared goals. Collaborative learning experiences help students develop greater self esteem and positive relationships with their peers, as well as skills related to problem solving, decision making, and critical/creative thinking. Frequent experience in a variety of collaborative groupings allows students to gain expertise in various roles (e.g., leader, recorder, reporter, timekeeper...) and practise interacting fairly and respectfully with one another. Emphasize that both the individual and group are accountable in collaborative learning experiences.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a quality collaborative group/group member look/sound like?*
- Offering descriptive feedback
- Recording focused observations to assess group process
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"*

- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Co-operative Task

## 5 – Using Graphic Organizers



### Skills

S-201 Categorize information using selected criteria.

Frames and graphic organizers are tools that assist students with thinking, organizing, comprehending, and representing texts. Frames and graphic organizers are also referred to as thinking frames, webs, thinking maps, mind maps, semantic maps, and concept organizers. Model the use of frames (e.g., webbing brainstorming contributions, using various types of frames to organize the same information...), and discuss the role of frames in helping students organize their thinking. Provide frequent opportunities for students to practise using familiar frames and introduce additional types of frames as appropriate.

Think about...

- Teaching and modelling the use of one graphic organizer at a time (Note: It takes approximately 6-8 weeks for students to internalize and apply a new strategy independently.)
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations on students' ability to organize thoughts and ideas with a graphic organizer
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *A Y-chart helps me...because ...; Evidence of this is...*)



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

**6 – INQUIRY PROCESS****6a – Sorting and Classifying****Skills**

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-201	Categorize information using selected criteria.
S-300	Use comparison in investigations.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.

Sorting and classifying helps students make sense of new information. It also helps teachers and students identify student prior knowledge as they make connections between previous experiences and new information. Sorting is the process of identifying unique characteristics within a set and dividing the items based on their differences. Classifying involves identifying common characteristics and grouping items/ideas that share these characteristics into labelled categories. Students may sort and classify, or compare and contrast, based on student-generated or pre-determined criteria.

Think about...

- Teaching, modelling, and guiding the process of sorting and classifying
- Recording focused observations to determine sorting skills used to identify unique characteristics within a set
- Recording focused observations on students' classifying skills
- Recording focused observations on students' development to compare and contrast
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *When we/I sort and predict; We/I think about...because...*)

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference”

- BLM 64: Venn Diagram

*Success for All Learners*

- P. 6.100: Sort and Predict Frame
- P. 6.103: Compare and Contrast Frame

## 6b – Generating Questions



### Skills

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-300	Use comparison in investigations.

Generating their own questions provides students with opportunities to focus and plan their inquiry and identify purposes in their learning. When students search for answers to questions they believe to be important, they are better motivated to learn, and the result is deeper understanding. Framing research around an overall investigative question and then providing opportunities for groups or individuals to generate their own questions connects all stages of inquiry into a meaningful whole. Model the process of generating effective questions by using “Think-Alouds” (“Strategies That Make a Difference,” Manitoba Education and Training, 1996a, p. 288).

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What do quality questions look/sound like?*
- Recording focused observations on students’ growing competence in asking initial and guiding questions
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

**6c – KWL****Skills**

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-201	Categorize information using selected criteria.
S-303	Revise ideas and opinions based on new information.
S-400	Listen actively to others.
S-403	Present information and ideas orally, visually, concretely, or electronically.

The acronym KWL stands for what I **K**now, what I **W**ant to know, and what I have **L**earned. There are many variations of the KWL strategy and all of them provide a systematic process for accessing prior knowledge, developing questions, reviewing, and summarizing learning. A KWL is revisited throughout the learning process and provides opportunities for students to reflect on their learning. Model each of the phases of KWL and provide guided practice in the use of the strategy before expecting independent use. Younger students may use illustrations to construct a class KWL or a KWL wall.

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Recording focused observations to determine prior knowledge, gaps, curiosity, and starting points for instruction
- Adding on to the KWL chart using different-colour markers/fonts to show thinking and learning over time (Note: This is an obvious strategy for learners to observe their growth in knowledge and in questioning and reflecting skills over time.)
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Our/my thinking today is... because...*)
- Adding a KWL chart to the learners' portfolios as evidence of growth in thinking over time

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

(continued)

**6c – KWL (continued)**

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation,*  
“Strategies That Make a Difference”

- BLM 65: KWL Plus
- BLM 66: KWL Plus Map

*Success for All Learners*

- P. 6.94: KWL Plus
- P. 6.95: Knowledge Chart

## 6d – Preparing and Conducting Interviews



### Skills

S-102	Interact fairly and respectfully with others.
S-200	Gather information from oral, visual, material, print, or electronic sources.
S-203	Use tools and technologies to accomplish given tasks.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.

Interviews provide students with opportunities to collect and record information from a primary source and create avenues to authentic world expertise and experiences. After establishing the purpose of the interview (e.g., gathering facts, opinions, or stories), students identify appropriate candidates to interview and formulate questions that will elicit needed information during the interview. Questions should be clear and open-ended, and may include follow-up questions for in-depth information. Students need to consider how they will record information from the interview (e.g., audio recording, videotape, written notes), and practise both their questioning and recording information in mock interviews. Following the interview, students reflect on the information and process, and send thank-you acknowledgments to the interview subjects.

Think about...

- Focusing assessment on a manageable number of students/outcomes—keeping the end in mind
- Constructing student-generated criteria for *What does a quality interview look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation and/or appropriate scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 6e – Field Trips



### Skills

S-100	Cooperate and collaborate with others. <i>Examples: share space and resources, assume responsibilities, seek agreement...</i>
S-102	Interact fairly and respectfully with others.
S-103	Make decisions that reflect care, concern, and responsibility for the environment.
S-200	Gather information from oral, visual, material, print, or electronic sources.
S-302	Use information or observation to form opinions.
S-300	Use comparison in investigations.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.

Learning happens best in a context that gives meaning to knowledge, values, and skills learning outcomes. Learning experiences that take students outside the classroom are more motivating and have a greater impact than activities that simulate the wider world. Capitalizing on community resources promotes knowledge and understanding of the broader environment and allows students to learn from the resources and expertise that are available in the community at large. Students gain authentic experience when they are involved in planning the purpose and logistics of the field trip. Teachers gain valuable insights into their students as they observe their interactions outside the classroom.

Think about...

- Engaging students in planning a field trip based on primary inquiry questions or the “W” in a KWL strategy
- Constructing student-generated criteria for *What does a quality field trip look/sound like?*
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally modelling/guiding/facilitating reflection, using a Y-chart or journals to assess the outcomes of the field trip
- Recording focused observations to facilitate student inquiry (Note: Watch for individual student curiosity, expertise, interest, and so on.)



### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 6: Daily Observation Form

*Success for All Learners*

- P. 9.5: Teacher’s Planning Sheet for Learning Experiences Outside the Classroom

## 6f – Collecting and Observing Pictures



### Skills

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-302	Use information or observation to form opinions.

Finding and observing pictures related to an idea or concept helps students acquire new information, stimulates questions, and provides opportunities for sorting and classifying. Pictures may include calendars, art, photographs, news and magazine clippings, and clip art. After establishing the criteria that the pictures are intended to represent (e.g., landforms, daily life, Canadian symbols...), students may browse a predetermined set of pictures or search for pictures matching the criteria. Encourage students to share thoughts and feelings evoked by the pictures they observe.

Think about...

- Connecting pictures to the topic/theme
- Asking new questions related to the inquiry
- Gathering information from the pictures
- Assessing the accuracy of the information in the pictures
- Using the information in acquiring and applying new learning and understandings



### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 6: Daily Observation Form

*Success for All Learners*

- P. 6.100: Sort and Predict Frame

## 6g – Viewing Video/Media



### Skills

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.
S-402	Express reasons for their ideas and opinions.

Video and media can offer students insights into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing and explain how the segment relates to the ideas they are exploring.

Consider the following strategies before, during, and after viewing

#### Before viewing

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.
- Activate with “story mapping”—predicting what the video might be about.
- Have students create questions about what they are wondering, or provide “focus questions” (i.e., informational questions, intuitive/interpretive questions...).

#### During viewing

- Silent viewing: Mute the volume to focus on cues (e.g., body language, setting, gestures, facial expressions...), and then review the segment with the sound. Discuss how perceptions changed with the sound.
- Sound only: Darken the screen to focus on audio cues (e.g., background noises, tone, sound effects...), and then review the segment with video. Discuss how perceptions changed with the video.
- Jigsaw: One group views silently, while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the “listeners,” sits with their backs to the screen while the other half of the class, the “viewers,” faces the screen. After the video segment, the listeners ask the viewers questions, and the viewers describe what was happening in response to the listeners’ questions.
- Freeze frame: PAUSE to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.

(continued)

## 6g – Viewing Video/Media (*continued*)

### After viewing

- Students may ask new questions (*e.g., Some of my questions that were answered were...; Now, I know/wonder...*).
- Discuss and evaluate what they viewed and their feelings and connections to the content.
- Discuss examples of fact and opinion from the video/media.
- Represent their new learning, or add new information to their inquiry journal or notebook.

### Think about...

- Reflecting on the purpose for viewing the video
- Observing for new or extending understanding of concept, topic/theme
- Observing for gaps in students' understanding
- Recording focused observations to facilitate further student inquiry (Note: Watch for individuals' curiosities, new questions, expertise...)



### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

#### *Independent Together: Supporting the Multilevel Learning Community*

- BLM 5: Focused Observation Form
- BLM 6: Daily Observation Form

#### *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"*

- BLM 73: A Viewer's Discussion Guide

#### *Success for All Learners*

- P. 6.102: Look It Over

**7 – SOCIAL STUDIES****7a – Creating Maps****Skills**

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-203	Use tools and technologies to accomplish given tasks.
S-205	Construct simple maps to represent familiar places and locations.
S-206	Interpret simple maps as representations of familiar places and locations.
S-207	Use relative terms to describe familiar locations.
S-302	Use information or observation to form opinions.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read/interpret and create different types of maps. Verbalize directions or read stories aloud and have students create illustrations of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, and following directions.

Early Years students create maps with simple pictorial representations of their surrounding environment (e.g., the classroom, school, and neighbourhood...) in a variety of media. By beginning with objects, pictures, or drawings before moving to the use of abstract symbols, younger students come to understand the idea of symbolic representation. As students grow developmentally, the maps they create become increasingly more abstract, and students become proficient in the use of various map components (e.g., title, legend, compass rose, scale, latitude and longitude...). Map-making and map reading should eventually become as natural for students as reading and writing. Encourage students to incorporate maps in their daily work (e.g., journals, stories, research...).

Map construction can be an individual, small-group, or class learning experience, and provides students with opportunities to develop, clarify, and communicate their understanding of abstract ideas in a visual and symbolic format. Through the use of symbols and drawings in the creation of maps, students demonstrate their understanding of place, distance, and relationships.

*(continued)*

## 7a – Creating Maps (*continued*)

Think about...

- Observing for students' map-reading, interpreting, and creating skills
- Constructing student-generated criteria for *What does a quality map look like?* (e.g., accuracy, appropriate symbols, readability, consistent use of scale...)
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally modelling/guiding/facilitating reflection, using a Y-chart or journals
- Adding drawn/created maps and reflections to the learners' portfolios as evidence of understanding of mapping skills



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 6: Daily Observation Form

## 7b – Using/Interpreting Maps



### Skills

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-203	Use tools and technologies to accomplish given tasks.
S-206	Interpret simple maps as representations of familiar places and locations.
S-207	Use relative terms to describe familiar locations.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read and create different types of maps. As students engage in strategies that involve map reading/interpretation, they learn that maps have particular components (e.g., title, symbols, legend, directions, scale...). Students also come to understand that maps are important sources of physical and human geographic information, and are fundamental to social studies inquiry. Maps help students think critically as they find locations and directions, determine distances, observe distributions of people and resources, and interpret and analyze patterns and relationships.

Encourage students to consult maps when they engage in individual research and when they are working in collaborative groups. As well, use and interpret maps as a whole-class learning experience. Maps, globes, and atlases are rich and engaging resources that stimulate questions, conversation, and critical thinking.

Think about...

- Teaching, modelling, and guiding map reading/interpreting skills
- Observing students' knowledge and skills in reading, interpreting, and creating a variety of maps to plan for differentiation
- Observing students' skills in connecting information from maps to other concepts
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about maps/mapping...; For example...*)
- Adding a drawn/created map and reflection to the learners' portfolios as evidence of understanding of mapping skills
- Using a wall map or individual maps to assess students' knowledge of geographic features



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau. *Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

## 7c – Interpreting Timelines



### Skills

S-202	Use appropriate terms or expressions to describe periods of time.
S-203	Use tools and technologies to accomplish given tasks.
S-204	Use simple timelines to organize information chronologically.
S-300	Use comparison in investigations.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with special events (e.g., birthday, holidays, first day of fall...).

Interpreting timelines through social studies inquiry helps students imagine and visualize events of the past, and therefore better understand abstract concepts related to history and chronology. Students need to see and interpret timelines, and understand their nature and purpose, before they are asked to create their own timelines.

Think about...

- Teaching, modelling, and guiding interpretation and creation of timelines
- Observing students' knowledge and skills in organizing events chronologically, creating timelines and using information from timelines to plan for differentiation
- Observing students' skills in connecting information from the past, present, and future, and descriptions of periods of time
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about timelines...*; *Evidence of my learning is...*)
- Adding a created timeline and reflection to the learners' portfolios as evidence of understanding of events or historical periods



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

## 7d – Creating Timelines



### Skills

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-201	Categorize information using selected criteria.
S-202	Use appropriate terms or expressions to describe periods of time.
S-300	Use comparison in investigations.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-404	Relate events and stories in chronological order.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Before students create their own timelines, they need opportunities to use and understand the nature and purpose of timelines. Students first examine, discuss, and use prepared timelines. Next, they contribute to the making of a class timeline, discussing and placing events on the timeline. The timeline can be an ongoing project that is integrated into the instructional process (e.g., in Grade 4: throughout Cluster 4, History of Manitoba; in Grades 5, 6, 8, and Senior 3: throughout the entire year). Ideally, a class timeline would occupy the length of one wall of the classroom, providing room for all of the historical events that are discussed, as well as space for drawings, pictures, and illustrations. Finally, individually or in collaborative groups, students create their own timeline. Depending on developmental ability, younger students might simply label and illustrate events on a timeline that already has periods of time indicated. Older students, using mathematical skills, could determine and mark time periods before labelling and illustrating events.

Think about...

- Constructing student-generated criteria for *What does a quality timeline look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a timeline and reflection to the learners' portfolios as evidence of growth and understanding of timelines

(continued)

**7d – Creating Timelines** *(continued)***BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 7e – Social Action



### Skills

S-100	Cooperate and collaborate with others.
S-102	Interact fairly and respectfully with others.
S-103	Make decisions that reflect care, concern, and responsibility for the environment.
S-203	Use tools and technologies to accomplish given tasks.
S-301	Identify consequences of their decisions and actions.
S-303	Revise ideas and opinions based on new information.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.

As students are given opportunities to develop and use the skills of active responsible citizenship, they should also be encouraged—when necessary and in appropriate ways—to engage in social action.

Student social action involves students interacting with others for the purpose of change. Social action might involve just a few students, the entire class, several classrooms or grades, the entire school, or the greater community. As students develop knowledge, values, and skills related to citizenship, they need to understand that social action is not only a right, but is perhaps the most important responsibility for citizens living within a democratic society. They also need to learn that, in most cases, social action involves collaboration, cooperation, and being respectful of others.

Social action is a natural result of authentic social studies inquiry. As students learn about social issues that affect them or others, and as they become aware of problems and injustices in their communities, *and if they are truly empowered to be active and responsible citizens*, they are likely to take actions that initiate change. If and when they do take action, there is perhaps no better means of assessing student learning. As students engage in social action, their behaviours become an observable expression of the social studies knowledge, values, and skills they have been learning.

Empowered students might initiate social action on their own, or teachers may choose to encourage student social action. Student social action may be the culminating activity of a learning experience, a particular cluster, or the school year. It might take the form of a local classroom or school project, such as a recycling/anti-litter campaign, or the creation of a local nature preserve. Social action with a global focus might involve raising funds for a community well or sending school supplies to children in a developing country. Events such as UNICEF campaigns and Earth Day may trigger projects. Opportunities might also arise for students to be involved in more complex civil action, where projects involve the lobbying of policy/lawmakers and legislators.

(continued)

## 7e – Social Action *(continued)*

Social action is the ultimate application of social studies learning. It is through social action that students' altruistic attitudes are expressed within the context of the knowledge and skills of the curriculum. Social action projects not only familiarize students with specific issues, but also provide opportunities to understand processes, such as conducting issue-based research, letter-writing campaigns, media publicity, the creation of surveys and petitions, and demonstrations and other civil actions.

Think about...

- Setting classroom goals for developing action plans and becoming active responsible citizens
- Constructing student-generated criteria for *What does a democratic classroom/an active responsible citizen look/sound like?*
- Offering descriptive feedback
- Recording focused observations to determine teaching points
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding an account and/or images of evidence of social actions to the students' portfolios



### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"*

- BLM 93: Goal Setting

## 8 – Content Reading



### Skills

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.

Content reading is integral to acquiring information and ideas for learning about a particular class topic or theme; and content subject areas are ideal contexts for improving, acquiring, and applying reading comprehension skills and strategies to make meaning of a variety of texts. Thus, teachers have an opportunity to extend reading instruction beyond the literacy workshop, and to offer learners another opportunity to practise and make connections to reading comprehension strategies in the content areas or inquiry workshop. Text sets are valuable resources for supporting content reading and a broad range of reading abilities. A text set consists of a variety of non-fiction and fiction texts on a theme or unit of study (e.g., picture books, visuals, short stories, historical fiction, songs, poetry, media texts, vignettes, textbooks...).

Competent readers use reading comprehension strategies independently *before*, *during*, and *after* reading. Developing readers need access to texts that they can read, and scaffolding and guided instruction to successfully access the required information and ideas from texts that they cannot yet read independently.

Think about...

- Using read-aloud, shared reading, guided reading, partner reading, and independent reading literacy contexts for assessing comprehension strategies and differentiating instruction
- Modelling *before*, *during*, and *after* reading comprehension strategies
- Monitoring students' choices of texts for seeking information
- Observing comprehension strategies (e.g., predicting, questioning, imaging, self monitoring, re-reading, re-telling, summarizing, inferring, skimming and scanning...)
- Recording focused observations to determine students' ability to get information and ideas from textual cues (titles, sub-titles, tables of content, images, captions...) and text structures/features (compare and contrast, sequential, description, cause and effect...)

(continued)

## 8 – Content Reading *(continued)*



### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”*

- BLM 12: How to Find the Main Idea of a Paragraph
- BLM 14: Previewing Questions
- BLM 15: Skimming
- BLM 16: Reading Strategies: Self-Check
- BLM 74: Before-During-After Map
- BLM 75: Retelling

*Success for All Learners*

- P. 6.103: Compare and Contrast Frame
- P. 6.104: Concept Relationship Frame
- P. 6.111: Concept Frame
- P. 6.112: Concept Overview
- P. 6.113: Frayer Plus Concept Builder
- P. 6.114: Fact-Based Article Analysis

## 9 – WRITING

## 9a – Journals

**Skills**

S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.
S-401	Use language that is respectful of others.

Journals are notebooks in which students record their personal thoughts and ideas, as well as information and questions about, and reflections on, what they hear, view, read, write, discuss, and think. Journals provide students with the opportunity to use exploratory language. The responses in personal journals are based on personal and emotional reactions. Other journals explore, clarify, and discover ways of refining and assessing thinking. Journals may include both written and representational formats. They may be a separate notebook or a section of another notebook, and may be specifically devoted to response and used across curriculum areas.

Think about...

- Guiding/facilitating reflection orally and with a Y-chart before introducing independent journal writing
- Constructing student-generated criteria for *What does quality reflective journal writing look/sound like?*
- Offering descriptive feedback
- Recording focused observations to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Adding reflections to the learners' portfolios as evidence of growth in metacognitive thinking over time
- Assessing the journal for growth over time and/or for summative purposes

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 9b – Exit Slip



### Skills

S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.

An Exit Slip is simply a brief note or conversation with students at the end of a lesson. Exit Slips provide students with opportunities to reflect on their learning and provide teachers with feedback to inform future instruction as students summarize their understandings of a lesson. Exit Slips may be open-ended, include a reflective stem (e.g., *Today I learned...*; *I am still confused about...*; *I would like to know more about...*; *A question I have is...*), or used to set a learning goal for the next day. Exit Slips may be completed individually or in small groups. Review Exit Slip responses to guide planning for future instruction.

Think about...

- Observing students' perceived strengths and areas for further learning
- Focusing assessment on the accuracy and completeness of the information
- Observing students' opinions, assumptions, and conclusions about their learning of a topic/issue/theme



### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 6: Daily Observation Form

*Success for All Learners*

- P. 6.61: Admit and Exit Slips

## 9c – RAFT



## Skills

S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.
S-403	Present information and ideas orally, visually, concretely, or electronically.

RAFT (Role, Audience, Format, Topic) is a writing strategy that provides students with opportunities to creatively analyze and synthesize information by writing from a different viewpoint. Students assume a **R**ole other than themselves (e.g., animal, historical figure, comic book character...). They choose an **A**udience (e.g., a person living in another time or place, a corporation, an inanimate object...). They select a **F**ormat (e.g., poem, letter, journal...) for their writing. They also choose a **T**opic (e.g., plea, persuasion, demand, excuse...) related to the inquiry. Because the focus of the writing is so well defined in a RAFT, students gain experience in clearly and completely explaining their point of view. A RAFT may be used as an activating strategy to help identify students' prior knowledge or as a culminating task to demonstrate understanding.

Think about...

- Sharing and reflecting on examples of point-of-view genre in literature
- Modelling, guiding, and offering time to practise RAFT
- Constructing student-generated criteria for *What does a quality written point of view (RAFT strategy) look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality written point of view (RAFT strategy) to the learners' portfolios as evidence of learning

(continued)

**9c – RAFT (continued)****BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”*

- BLM 71: Point of View

## 9d – Persuasive Writing



### Skills

S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Persuasive writing provides opportunities for students to present ideas and information and express their opinions and viewpoints on an issue. Students need to be aware of their intended audience as they state their view and present evidence and examples to support their position. Composing persuasive writing allows students to practise organizational skills and make connections between prior knowledge and new understandings. Persuasive writing can provide evidence of attitudinal changes as students evaluate and synthesize new knowledge and information.

Think about...

- Sharing and reflecting on examples of persuasive writing
- Modelling, guiding, and offering time to practise persuasive writing
- Constructing student-generated criteria for *What does quality persuasive writing look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality piece of persuasive writing to the learners' portfolios as evidence of understanding and organizational skills



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 9e – Creating Plans/Outlines



### Skills

S-201 Categorize information using selected criteria..

Creating a written plan provides opportunities for students to establish a process for achieving their learning goals. This strategy should be modelled in the Early Years classroom. Students identify their goals, outline the steps they will use to achieve them, and determine how they will know their goals have been attained. As students engage in planning, they come to understand that the plan is a means to achieving an end, and not the end itself. Written plans may be developed collaboratively or individually in Grades 1 and 2.

Think about...

- Focusing assessment on a manageable number of learning outcomes/students
- Teaching, modelling, and guiding the creation of plans/outlines
- Constructing student-generated criteria for *What does a quality plan look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Observing students' revisions to the plan throughout the inquiry
- Orally guiding/facilitating reflection on planning, using a Y-chart or journals



### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 7: Our/My Learning Plan

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”*

- BLM 33: Set Your Goal
- BLM 34: We Reached Our Goal!
- BLM 46: Personal Goal Setting
- BLM 94: Goal Setting
- BLM 96: Project Outline

## 9f – Recording Information



### Skills

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-303	Revise ideas and opinions based on new information.

As students are engaged in inquiry and research, they need to experience various strategies for recording and organizing acquired information. Strategies may include drawing, simple note-making skills, process notes, Slim Jims, concept maps, or graphic representations. Additional information on information processing strategies may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.49) and “Strategies That Make a Difference” (Manitoba Education and Training, 1996a, pp. 59–64 and 114–117). As students develop a repertoire of strategies, they become able to choose the most appropriate method related to the purpose and the type of information.

Think about...

- Teaching and modelling one strategy at a time for recording information (Note: It takes learners approximately six to eight weeks to internalize a strategy and to apply it independently.)
- Constructing student-generated criteria for *What does a quality Slim Jim look like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine which students need differentiation and scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Observing students’ choices of strategies for recording information
- Orally guiding/facilitating reflection, using a Y-chart or journals



### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 8: Evidence of Learning

(continued)

**9f – Recording Information** *(continued)*

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”*

- P. 59: Pyramid Diagram
- BLM 64: Venn Diagram
- BLM 67: W-5 Chart

*Success for All Learners*

- P. 6.97: Listen–Draw–Pair–Share
- P. 6.101: Three-Point Approach for Words and Concepts
- P. 6.102: Look It Over
- P. 6.108: Do Your LAPS

## 10 – Presentations/Representations



### Skills

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-201	Categorize information using selected criteria..
S-203	Use tools and technologies to accomplish given tasks.
S-302	Use information or observation to form opinions.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Presentations provide opportunities for students to synthesize new knowledge and share their understandings. Presentations allow students to creatively express their understandings through a variety of intelligences (Multiple Intelligences), and may include visual displays, art, drama, music, video, reenactments, or simulations. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will effectively communicate new information to their intended audience.

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality presentation/representation look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Conferencing with students throughout the process
- Orally guiding/facilitating reflection, using a Y-chart or journals



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

**11 – INFORMATION AND COMMUNICATION TECHNOLOGIES****11a – Print and Electronic Research****Skills**

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-201	Categorize information using selected criteria.
S-203	Use tools and technologies to accomplish given tasks.
S-300	Use comparison in investigations.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.

Print and electronic research facilitates the inquiry process as students acquire new information, knowledge, and understandings. The focus of the inquiry is often guided by knowledge learning outcomes in social studies. As they plan their research, guide students through the following stages in the inquiry process: choose a theme or topic; identify and record prior knowledge; ask initial questions; explore and select primary and secondary sources; and plan for inquiry. As students are engaged in research, observe and offer guidance as they gather, process, and record information and focus their inquiry. To help students experience success in their research, guide them to continually assess how they will express their learning (i.e., keep the end in mind).

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality inquiry look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Conferencing with students throughout the inquiry process
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 11b – Using Graphics Software



### Skills

S-203	Use tools and technologies to accomplish given tasks.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Students may use graphics software to illustrate and label the concepts and ideas they explore. Images created with graphics software may be imported into other applications (e.g., word processor, presentation software...) and more fully explained. Students may change and adapt previously created images to reflect new understanding as additional information is acquired.

Think about...

- Focusing assessment on the communication of concepts and ideas in the images created
- Constructing student-generated criteria for *What do quality illustrations/diagrams look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

**11c – Email****Skills**

S-102	Interact fairly and respectfully with others.
S-200	Gather information from oral, visual, material, print, or electronic sources.
S-203	Use tools and technologies to accomplish given tasks.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.
S-401	Use language that is respectful of others.

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve each purpose, ensuring that students use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they don't know.

Think about...

- Modelling appropriate Internet behaviours
- Focusing assessment on the clarity of student communication and the match of style and tone with purpose
- Constructing student-generated criteria for *What does a quality Internet communication look/sound like?*
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 11d – Desktop Publishing



### Skills

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-201	Categorize information using selected criteria.
S-203	Use tools and technologies to accomplish given tasks.
S-302	Use information or observation to form opinions.
S-401	Use language that is respectful of others.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Desktop publishing includes text, images, maps, and charts to communicate information and concepts. It provides opportunities for students to synthesize new knowledge and represent their understandings creatively. Examples of desktop-published products include brochures, posters, and newsletters. They may be produced collaboratively or individually. Encourage students to identify the purpose of the final product and to plan accordingly to ensure it communicates the purpose effectively to their intended audience.

Think about...

- Focusing assessment on the structure, organization, content choices, and whether the final product communicates the purpose effectively
- Constructing student-generated criteria for *What does a quality brochure look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback throughout the process
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 11e – Word Processing



### Skills

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-203	Use tools and technologies to accomplish given tasks.
S-303	Revise ideas and opinions based on new information.

Word processing supports students through the writing process and encourages them to revise initial drafts and organize their writing to best represent current understandings. Students may take advantage of standard word-processing features to improve their writing (e.g., spell and grammar check, thesaurus, formatting options...). Encourage students to save copies of their files as they work through the editing and revision process as evidence of their growth and improvement in the writing process.

Think about...

- Modelling and guiding the development of word-processing skills and strategies
- Recording focused observations to determine skills in organizing information and ideas, revising and editing, and saving copies of files
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Orally guiding/facilitating reflection, using a Y-chart or journals



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

## 11f – Concept Mapping



### Skills

S-201	Categorize information using selected criteria.
S-203	Use tools and technologies to accomplish given tasks.

Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, and stimulate creative thinking. As students acquire new information, they can organize additional ideas and information graphically to integrate new knowledge and reinforce their understandings. This helps students identify misconceptions and clarify their thinking. The use of colours, symbols, and images reinforces written text. The ease with which changes in relationships can be represented makes concept mapping particularly helpful for some students. Concept mapping examples include facilitating brainstorming (activating), gathering information (acquiring), or displaying new understanding (applying).

Think about...

- Teaching and modelling concept mapping
- Constructing student-generated criteria for *What does a quality concept map look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 11g – Multimedia Presentations



### Skills

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-201	Categorize information using selected criteria.
S-203	Use tools and technologies to accomplish given tasks.
S-302	Use information or observation to form opinions.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Multimedia presentations provide opportunities for students to synthesize new knowledge and share their understandings. Multimedia presentations allow students to represent their understandings creatively by including text, images, sound clips, and links to further information supporting their ideas and information. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will communicate new information effectively to their intended audience.

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality multimedia presentation look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback throughout the process
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 11h – Creating Animations



### Skills

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-201	Categorize information using selected criteria.
S-203	Use tools and technologies to accomplish given tasks.
S-302	Use information or observation to form opinions.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Creating animations provides students with opportunities to apply new knowledge and graphically represent concepts and ideas. Students may create animations to illustrate patterns, cycles, changes over time, or cause-and-effect relationships. In creating animations, students develop skills in sequencing, timing, and duration of scenes/screens to communicate the concepts and ideas they are illustrating. The interactive and graphic nature of animations provides alternative ways for some students to demonstrate their learning.

Think about...

- Focusing assessment on how the animation creatively communicates the concept or idea
  - Constructing student-generated criteria for *What does quality animation look/sound like?*
  - Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
  - Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
  - Orally guiding/facilitating reflection, using a Y-chart or journals



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 11i – Using Software



### Skills

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-203	Use tools and technologies to accomplish given tasks.
S-302	Use information or observation to form opinions.
S-303	Evaluate personal assumptions based on new information and ideas.

Using software allows students to access new information and interact with simulations and/or animations to explore new concepts and ideas. Simulations provide an environment where students can explore, experiment, question, and hypothesize about real-life situations that would otherwise be inaccessible. Students can explore “what-if” scenarios as they predict the results of various actions, modify parameters accordingly, and evaluate the resulting outcomes. Simulations and animations allow students to visualize complex and dynamic interactions and develop deeper understandings than may be achieved through a text description. By exploring a simulated environment, students can “learn by doing.”

Think about...

- Focusing assessment on students’ skills in exploring concepts and ideas with simulations and/or animations
- Offering descriptive feedback on students’ explorations, deepening understandings and testing of hypotheses
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Using software helps me...*)



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

## 11j – Using Spreadsheets/Databases



### Skills

S-200	Gather information from oral, visual, material, print, or electronic sources.
S-203	Use tools and technologies to accomplish given tasks.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.

Spreadsheets and databases allow students to record and graphically represent data, analyze relationships and patterns, and manipulate data to solve problems. There are several opportunities to integrate the acquisition of spreadsheet and database skills with social studies. With spreadsheets, students can enter formulas to calculate values (e.g., population density equals population divided by area). Additionally, students can chart their data by creating graphs to facilitate data analysis. Databases are particularly useful for students to make comparisons in their recorded research (e.g., characteristics of daily life in communities studied, location and characteristics of geographic regions...). Students may then query the data to identify patterns and relationships. As students develop the skills to use spreadsheets and databases, they are able to apply these skills in the context of analyzing issues and concepts related to their social studies investigations.

Think about...

- Modelling and guiding the use of spreadsheets/databases
- Focusing assessment on the analysis of patterns and relationships rather than isolated technology skills
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine prior knowledge, gaps, points for instruction, and/or growth over time
- Offering descriptive feedback to improve understanding of relationships between various factors in data analysis and/or research



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 5: Focused Observation Form

*Blackline Masters*

Appendix B

GRADE

1

## Blackline Masters

- 1.1.1a Personal Identity - My Groups
- 1.1.1b Personal Identity - I Belong
- 1.1.1c Personal Identity - Activity Journal
- 1.1.1d Personal Identity - Illustrations
- 1.1.1e Personal Identity - Oral Presentation
- 1.1.2a Cultural Expressions - My Family
- 1.1.2b Cultural Expressions - Family Tradition Comparison
- 1.1.2c Cultural Expressions - Mine and Others
- 1.1.3a Connections to the Past - Family Celebrations
- 1.1.3b Connections to the Past - Family Connections
- 1.1.4a Remembrance Day - Peace and War
- 1.1.4b Remembrance Day - In Flanders Fields
- 1.1.4c Remembrance Day - Cenotaphs
- 1.1.4d Remembrance Day - Cenotaphs 2
- 1.1.4e Remembrance Day Poppy Book
- 1.1.4f Remembrance Day - Peace Wreath
- 1.1.4g I Belong: Connecting and Reflecting
- 1.2.1a Globes and Maps - World Outline Map
- 1.2.2a My Province and Country - Outline Map of Canada (unlabelled)
- 1.2.2b My Province and Country - Outline Map of Canada (labelled)
- 1.2.2c My Province and Country - Anthem Translations
- 1.2.2d My Province and Country - Canada/Manitoba Map
- 1.2.2e My Province and Country - O Canada Cloze
- 1.2.2f My Province and Country - O' Canada Mix & Fix
- 1.2.3a My Address - Postcard
- 1.2.3b My Address - Class Directory
- 1.2.3c My Address - Class Booklet
- 1.2.4a My Community - Positional Vocabulary
- 1.2.4b My Community - Significant Places and Landmarks Postcard
- 1.2.4c My Community - Characteristics Book
- 1.2.6a Needs and Wants - Word Splash
- 1.2.6b Needs and Wants - Chart
- 1.2.6c Needs and Wants - Let's Go Camping
- 1.2.6d Needs and Wants - Television Commercials
- 1.2.6e Needs and Wants - Word Card
- 1.2.6f My Environment: Connecting and Reflecting
- 1.3.1a Diversity - Attributes
- 1.3.1b Diversity - Facts
- 1.3.1c Diversity - People: Same or Different
- 1.3.1d Diversity - Mini-Booklet
- 1.3.1e Diversity - Similarity Poem
- 1.3.1f Diversity - Someone Like Me
- 1.3.2a Respect, Responsibility, and Rights - Chart
- 1.3.2b Respect, Responsibility, and Rights - Key
- 1.3.2c Respect, Responsibility, and Rights - Personal Property
- 1.3.2d Respect, Responsibility, and Rights - School
- 1.3.2e Respect, Responsibility, and Rights - Community
- 1.3.2f Respect, Responsibility, and Rights - Interview
- 1.3.2g Respect, Responsibility, and Rights - Vocabulary
- 1.3.3a Living With Others - Helping at Home, at School, and in the Community
- 1.3.4a Getting Along - Rules
- 1.3.4b Getting Along - Rules, Laws, and Decisions
- 1.3.5a Conflict Resolution - Y-Chart
- 1.3.5b Conflict Resolution - Word Splash
- 1.3.5c Conflict Resolution - Conflict and Bullying
- 1.3.6a Global Connections - Scavenger Hunt
- 1.3.6b Global Connections - Mind Map
- 1.3.6c Connecting with Others: Connecting and Reflecting

*Charts and Checklists*

Appendix C

GRADE

1



*Vocabulary Strategies*

Appendix D

GRADE

1

## Vocabulary

Vocabulary development is integrated within each learning experience, introducing or reinforcing understanding of specific words and concepts within the context of the learning experiences and the cluster.

A variety of vocabulary strategies may be used to assist students in activating, acquiring, and applying the appropriate vocabulary. Strategies may be modified to suit different grades.

### **Activate**

Using a word processor, students type new vocabulary into a word bank. Students may change the colour and/or font of the words they recognize and explain the meaning to a peer, or highlight related words and explain their relationship to a peer.

**Grades 1–4**

Students come to class dressed in a costume that represents a new vocabulary word or dramatizes the meaning of new vocabulary. Students guess the meaning of the word/concept that is illustrated.

**Grades K–4**

### **Acquire**

Using a word processor, students type new vocabulary into a word bank. Individually or in collaborative groups, students create a picture dictionary, inserting digital images or clip art representing the new vocabulary. Alternately, they create a talking dictionary, recording and inserting sound clips explaining the word, or using it correctly in a sentence.

TIP: A volunteer may help students record and insert sound clips with the appropriate pictures.

**Grades 1–4**

Enter vocabulary words in an electronic spelling program so that students may complete pre-programmed spelling activities.

**Grades 1–4**

Using graphics software, students create mini-posters that include the vocabulary word, an illustration, and/or a definition. Print and display mini-posters, or set as desktop wallpaper.

**Grades 1–4**

Students use sandpaper letters and crayons to do word rubbings for new vocabulary. Alternatively, students cover pre-printed word cards with string, beads, or sparkles. Students recite the words aloud while tracing the outline of the word.

**Grades K–2**

Students physically create new vocabulary words in various media (e.g., with modelling clay or magnetic letters, in sand or with paint).

TIP: Create your own “Etch-a-Sketch®.” Mix tempera paint, cornstarch, and water to a fairly thick consistency, and place the mixture in self-sealing plastic bags. Students use their fingers to trace words in the plastic.

**Grades K–2**

Students create songs or classroom chants to illustrate the meaning of new vocabulary words.

**Grades K–2**

Use self-stick notes to label items displayed in an artifact centre (e.g., globe, map...). Students find other items in the classroom that match the new vocabulary and label those items.

**Grades K–2**

Students create desktop vocabulary placemats. Students illustrate their placemats with new vocabulary, definitions, and pictures representing the new vocabulary. Students may refer to their placemats throughout the cluster.

**Grades 1–4**

Students match new vocabulary to magazine pictures or clip art illustrating the new word.

**Grades K–4****Apply**

Using word-processing or graphics software, students create word graphics that represent the meaning of new vocabulary words. Students share word graphics in an electronic gallery walk.

**Grades 1–4**

Students play “Vocabulary Beach Ball.” Label a beach ball with vocabulary words. Students sit in a circle and toss the beach ball to a peer. The student who catches the ball reads the word closest to his or her right thumb, defines the word, and/or uses it in a sentence. The student tosses the ball to another peer.

TIP: Students may ask peers for help/clues if they cannot remember the word.

**Grades 1–4**

## Vocabulary

Students play “I Spy,” providing clues to match something in the classroom that represents new vocabulary (e.g., I spy something round; I spy something with tiny bit of blue on it; I spy something that spins. Answer: the globe). Peers guess the vocabulary word.

**Grades K–4**

Reinforce understanding of new vocabulary with exit or permission slips (e.g., students must respond with the correct vocabulary word when given a definition in order to leave for recess).

TIP: Show students a picture illustrating the vocabulary word or provide the word and have students respond with its meaning.

**Grades K–4**

Students play “Spelling in Motion” to practise new vocabulary. Taking turns, one student calls out a new vocabulary word, then spells the word out loud, repeats the word, and finally states an action word. Peers perform the action, spelling the word out loud (e.g., One student says “Citizen, c-i-t-i-z-e-n, Citizen, jumping jacks.” Peers do jumping jacks as they spell the word, performing one jumping jack for each letter.).

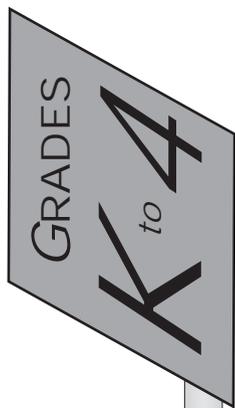
**Grades K–4**

Using “Hot Potatoes,” students demonstrate understanding of new vocabulary by completing a teacher-created activity (e.g., cloze passage, crossword puzzle, multiple choice, or matching quiz), using new vocabulary in context.

**Grades 1–4**

Using presentation software, students create an interactive four-slide riddle for new vocabulary words. Students create three clues for each new vocabulary word, entering one clue for each of the first three slides. The fourth slide contains the vocabulary word that answers the riddle. Students share their riddles with peers who use the clues to guess the vocabulary word.

**Grades 1–4**



*Cumulative Skills Chart*

Appendix E

Appendix E

Code	Kindergarten	Grade 1	Grade 2
<b>S-100</b>	<p>Students will...</p> <p><b>0-S-100</b> Cooperate and collaborate with others. <i>Examples: take turns, share space and resources...</i></p>	<p>Students will...</p> <p><b>1-S-100</b> Cooperate and collaborate with others. <i>Examples: share space and resources, assume responsibilities, seek agreement...</i></p>	<p>Students will...</p> <p><b>2-S-100</b> Cooperate and collaborate with others. <i>Examples: make collective decisions, share responsibilities, seek agreement...</i></p>
<b>S-101</b>	<p><b>0-S-101</b> Consider others' needs when working and playing together.</p> <p><b>0-S-102</b> Interact fairly and respectfully with others.</p> <p><b>0-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.</p>	<p><b>1-S-101</b> Consider others' needs when working and playing together.</p> <p><b>1-S-102</b> Interact fairly and respectfully with others.</p> <p><b>1-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.</p>	<p><b>2-S-101</b> Resolve conflicts peacefully and fairly.</p> <p><b>2-S-102</b> Interact fairly and respectfully with others.</p> <p><b>2-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.</p> <p><b>2-S-104</b> Consider the rights and opinions of others during interactions.</p>
<b>S-102</b>			
<b>S-103</b>			
<b>S-104</b>			

## Appendix E

Grade 3		Grade 4		Code
Students will...	Students will...			
<b>3-S-100</b> Collaborate with others to share ideas, decisions, and responsibilities in groups.	<b>4-S-100</b> Collaborate with others to share ideas, decisions, and responsibilities in groups.			<b>S-100</b>
<b>3-S-101</b> Resolve conflicts peacefully and fairly.	<b>4-S-101</b> Resolve conflicts peacefully and fairly.			<b>S-101</b>
<b>3-S-102</b> Interact fairly and respectfully with others.	<b>4-S-102</b> Interact fairly and respectfully with others.			<b>S-102</b>
<b>3-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.	<b>4-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.			<b>S-103</b>
<b>3-S-104</b> Consider the rights and opinions of others during interactions.	<b>4-S-104</b> Negotiate constructively with others to build consensus.			<b>S-104</b>

## Appendix E

Code	Kindergarten		Grade 1		Grade 2	
	Students will...		Students will...		Students will...	
<b>S-200</b>	0-S-200 Gather information from oral, visual, material, or print sources.		1-S-200 Gather information from oral, visual, material, print, or electronic sources.		2-S-200 Select information from oral, visual, material, print, or electronic sources.	
<b>S-201</b>	0-S-201 Sort information using selected criteria.		1-S-201 Categorize information using selected criteria.		2-S-201 Organize and record information using visual organizers.	
<b>S-202</b>	0-S-202 Use appropriate terms or expressions to describe periods of time.		1-S-202 Use appropriate terms or expressions to describe periods of time.		2-S-202 Use appropriate terms or expressions to describe periods of time.	
<b>S-203</b>	0-S-203 Use tools and technologies to accomplish given tasks.		1-S-203 Use tools and technologies to accomplish given tasks.		2-S-203 Use tools and technologies to accomplish given tasks.	
<b>S-204</b>			1-S-204 Use simple timelines to organize information chronologically.		2-S-204 Use simple timelines to organize information chronologically.	
<b>S-205</b>			1-S-205 Construct simple maps to represent familiar places and locations.		2-S-205 Construct maps that include a title, legend, and symbols.	
<b>S-206</b>			1-S-206 Interpret simple maps as representations of familiar places and locations.		2-S-206 Interpret maps that include a title, legend, and symbols.	
<b>S-207</b>			1-S-207 Use relative terms to describe familiar locations.		2-S-207 Use cardinal directions to describe location.	
<b>S-208</b>						

## Appendix E

Grade 3		Grade 4		Code
Students will...	Students will...			
<p><b>3-S-200</b> Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i></p> <p><b>3-S-201</b> Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i></p> <p><b>3-S-202</b> Use appropriate terms or expressions to describe periods of time.</p>	<p><b>4-S-200</b> Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i></p> <p><b>4-S-201</b> Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i></p> <p><b>4-S-202</b> Use appropriate terms or expressions to describe periods of time. <i>Examples: decade, generation, century, when the Earth was new, in the time of our ancestors...</i></p>			<b>S-200</b>
<p><b>3-S-203</b> Select and use appropriate tools and technologies to accomplish tasks.</p> <p><b>3-S-204</b> Use timelines to organize information chronologically.</p> <p><b>3-S-205</b> Construct maps that include a title, legend, and compass rose.</p>	<p><b>4-S-203</b> Select and use appropriate tools and technologies to accomplish tasks.</p> <p><b>4-S-204</b> Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.</p> <p><b>4-S-205</b> Construct maps that include a title, legend, compass rose, and grid.</p>			<b>S-203</b>
<p><b>3-S-206</b> Interpret maps that include a title, legend, and compass rose.</p> <p><b>3-S-207</b> Use cardinal directions to describe the relative locations of places on maps and globes.</p>	<p><b>4-S-206</b> Interpret maps that include a title, legend, compass rose, and grid.</p> <p><b>4-S-207</b> Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.</p> <p><b>4-S-208</b> Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. <i>Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS)...</i></p>			<b>S-206</b>
				<b>S-207</b>
				<b>S-208</b>

Appendix E

Code	Kindergarten	Grade 1	Grade 2
	Students will...	Students will...	Students will...
<b>S-300</b>	0-S-300 Use comparison in investigations.	1-S-300 Use comparison in investigations.	2-S-300 Formulate questions for research.
<b>S-301</b>	0-S-301 Identify consequences of their decisions and actions.	1-S-301 Identify consequences of their decisions and actions.	2-S-301 Consider advantages and disadvantages of solutions to a problem.
<b>S-302</b>		1-S-302 Use information or observation to form opinions.	2-S-302 Use information or observation to form opinions.
<b>S-303</b>		1-S-303 Revise ideas and opinions based on new information.	2-S-303 Revise ideas and opinions based on new information.
<b>S-304</b>			
<b>S-305</b>			

## Appendix E

Grade 3	Grade 4	Code
Students will... 3-S-300 Formulate questions for research.	Students will... 4-S-300 Formulate questions for research.	<b>S-300</b>
3-S-301 Consider advantages and disadvantages of solutions to a problem.	4-S-301 Consider advantages and disadvantages of solutions to a problem.	<b>S-301</b>
3-S-302 Draw conclusions based on information and evidence.	4-S-302 Draw conclusions based on information and evidence.	<b>S-302</b>
3-S-303 Revise ideas and opinions based on new information.	4-S-303 Evaluate personal assumptions based on new information and ideas.	<b>S-303</b>
3-S-304 Distinguish fact from opinion.	4-S-304 Distinguish fact from opinion.	<b>S-304</b>
	4-S-305 Observe and analyze material or visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	<b>S-305</b>

Appendix E

Code	Kindergarten	Grade 1	Grade 2
<b>S-400</b>	Students will... 0-S-400 Listen actively to others.	Students will... 1-S-400 Listen actively to others.	Students will... 2-S-400 Listen actively to others.
<b>S-401</b>	0-S-401 Use language that is respectful of others.	1-S-401 Use language that is respectful of others.	2-S-401 Use language that is respectful of others.
<b>S-402</b>	0-S-402 Express reasons for their ideas and opinions.	1-S-402 Express reasons for their ideas and opinions.	2-S-402 Express reasons for their ideas and opinions.
<b>S-403</b>	0-S-403 Present information and ideas orally, visually, or concretely.	1-S-403 Present information and ideas orally, visually, concretely, or electronically.	2-S-403 Present information and ideas orally, visually, concretely, or electronically.
<b>S-404</b>	0-S-404 Relate events and stories in chronological order.	1-S-404 Relate events and stories in chronological order.	2-S-404 Relate events and stories in chronological order.

**Appendix E**

Grade 3		Grade 4		Code
Students will...	Students will...			
<b>3-S-400</b> Listen actively to others to understand their perspectives.	<b>4-S-400</b> Listen actively to others to understand their perspectives.			<b>S-400</b>
<b>3-S-401</b> Use language that is respectful of human diversity.	<b>4-S-401</b> Use language that is respectful of human diversity.			<b>S-401</b>
<b>3-S-402</b> Support their ideas and opinions with information or observations.	<b>4-S-402</b> Support their ideas and opinions with information or observations.			<b>S-402</b>
<b>3-S-403</b> Present information and ideas orally, visually, concretely, or electronically.	<b>4-S-403</b> Present information and ideas orally, visually, concretely, or electronically.			<b>S-403</b>
				<b>S-404</b>

*Recommended Learning Resources*

Appendix F

GRADE

1

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This is an alphabetical list of resources for Grade 1. The annotations are either in paragraph form or by topic. This list combines Integrated Resources, Series, Atlases, and Stand-Alone Resources.

These resources were evaluated and recommended in 2003 by a group of Manitoba teachers who were nominated by their school divisions. As additional materials are evaluated, this resource list will be updated. Please check for updates online at <[www.edu.gov.mb.ca/ks4/cur/socstud/index.html](http://www.edu.gov.mb.ca/ks4/cur/socstud/index.html)>.

A complete K-8 annotated bibliography of recommended learning resources is available online at <[www.edu.gov.mb.ca/ks4/learnres/bibliographies.html](http://www.edu.gov.mb.ca/ks4/learnres/bibliographies.html)>.

For information regarding the purchase of learning resources, please contact:

The Manitoba Text Book Bureau  
Box 910  
Souris, MB R0K 2C0  
Toll free (in Manitoba and Saskatchewan): 1-866-771-6822  
Telephone (outside Manitoba and Saskatchewan): (204) 483-5040  
Fax: (204) 483-5041  
Email: [mtbb@merlin.mb.ca](mailto:mtbb@merlin.mb.ca)  
Search and order online at <[www.mtbb.mb.ca](http://www.mtbb.mb.ca)>.

Many of the resources listed are available for loan by contacting:

Instructional Resources Unit (IRU)  
Manitoba Education, Citizenship and Youth  
1181 Portage Avenue  
Winnipeg, MB R3G 0T3  
Telephone: (204) 945-7830/7851 (in Winnipeg)  
1-800-282-8069, ext. 7830/7851 (Manitoba only)  
Fax: (204) 945-8756  
Email: [iruref@gov.mb.ca](mailto:iruref@gov.mb.ca)  
Internet: <<http://library.edu.gov.mb.ca:4100>>

**Grade-Level Resources**

(Resources organized by cluster follow this section.)

**The 100th Day of School**

(Picture Book). Medearis, Angela Shelf.  
Scholastic Canada Ltd. (SCH), 1996. ISBN 0-590-25944-X.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**African Dancing**

(Picture Book). Thomas, Mark.  
Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23066-2.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Alexander and the Terrible, Horrible, No Good, Very Bad Day**

(Fiction). Viorst, Judith.  
Aladdin Books (SSI), 1987. 32 p. ISBN 0-689-71173-5.

Grade 1 - Cluster 1 - I Belong

- My family

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move**

(Picture Book). Viorst, Judith.  
Scholastic Canada Ltd. (SCH), 1995. ISBN 0-590-89982-1.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**All About Things People Do**

(Non-Fiction). Rice, Melanie.

Scholastic Canada Ltd. (SCH), 1989. 45 p. ISBN 0-590-45164-2.

Grade 1 - Cluster 3 - Connecting with Others

- Interdependence

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Angel Child, Dragon Child**

(Picture Book). Syurat, Michele Maria.

Scholastic Canada Ltd. (SCH), 1983. 35 p. ISBN 0-590-41170-5.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Arielle and the Hanukkah Surprise**

(Picture Book). Chocolate, Debbi.

Scholastic Canada Ltd. (SCH), 1992. ISBN 0-590-46125-7.

Grade 1 - Cluster 1 - I Belong

- My family
- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**At a construction site**

(Non-Fiction). Kilby, Don. ((Wheels at work) Series).

Kids Can Press (KCP), 2003. ISBN 1-55337-378-2.

Grade 1 - Cluster 2 - My Environment

- Environment

Note: Focus is on machines in a community.

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

**Back to the Cabin**

(Picture Book). Blades, Ann.

Orca Book Publishers Ltd. (ORC), 1996. ISBN 1-55143-051-7.

Grade 1 - Cluster 1 - I Belong

- My family

Grade 1 - Cluster 2 - My Environment

- Environment

Suggested Use: Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Beginner's Classroom Atlas of Canada and the World**

(Atlas). Book, Rick.

Rand McNally Canada (RNC), 2002. 48 p. ISBN 0-88640-921-7.

This is a well-organized, user-friendly resource that meets specific learning outcomes from Grades 1, 2, and 3 of the Manitoba social studies curriculum.

This is a comprehensive resource with age-appropriate, clearly labelled maps that make effective use of colour. It also includes mapping skills, geographical terms, symbols, legends, compass rose, bar scale, longitude and latitude, cultural links, regional links, timelines for development of countries, and a complete glossary with page references.

Suggested Use:

Grade 1; Grade 1 - Cluster 2;

Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 3; Grade 3 - Cluster 2; Grade 3 - Cluster 3; Atlas - Systems International Metric Standards

Student - Breadth and Depth

Date Recommended: 2003-Mar-10

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**Canadian Holidays: Christmas**

(Non-Fiction). Foran, Jill. (Canadian Holidays).

Weigl Educational Publishers (WEI), 2003. 24 p. ISBN 1-894705-96-3.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Note: Teacher Read-Aloud. It provides detailed information on Christmas, and is well organized and up-to-date.

Suggested Use: Grade 1; Grade 1 - Cluster 1; Teacher Reference

Date Recommended: 2004-Aug-23

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**Canadian Holidays: Easter**

(Non-Fiction). Foran, Jill. (Canadian Holidays).  
Weigl Educational Publishers (WEI), 2003. 24 p. ISBN 1-894705-99-8.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Note: Teacher Read-Aloud. It provides detailed information on Easter, and is well organized and up-to-date.

Suggested Use: Grade 1; Grade 1 - Cluster 1; Teacher Reference

Date Recommended: 2004-Aug-23

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**Can't You Be Still**

(Fiction). Yates, Sarah.  
Gemma B. Publishing (Gemma), 1992. ISBN 0-9696477-0-0.

Grade 1 - Cluster 1 - I Belong

- My family

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Caring, Sharing and Getting Along: 50 Perfect Poems for Promoting Good Behaviour in the Classroom**

(Non-Fiction). Franco, Betsy.  
Scholastic Canada Ltd. (SCH), 2000. 64 p. ISBN 0-439-20105-5.

Grade 1 - Cluster 3 - Connecting with Others

- Rules and laws

Suggested Use: Grade 1; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2003-Aug-25

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**Celebrations: Let's Get Ready for Earth Day**

(Picture Book). Douglas, Lloyd G.  
Scholastic Canada Ltd. (SCH), 2003. 24 p. ISBN 0-516-24354-3.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

**Celebrations: Let's Get Ready for Passover**

(Picture Book). Douglas, Lloyd G.  
Scholastic Canada Ltd. (SCH), 2003. 24 p. ISBN 0-516-24352-7.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**The following three books are part of the Cross-Curricular Resource Centre Series:**

- Bridges
- What's in a Park?
- Where Does it Park?

**Cross-Curricular Resource Centre: Bridges**

(Picture Book). Canizares, Susan.  
Scholastic Canada Ltd. (SCH), 1999. 14 p. ISBN 0-7791-0474-9.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Cross-Curricular Resource Centre: What's in a Park?**

(Picture Book). Chesson, Betsey.  
Scholastic Canada Ltd. (SCH), 1999. 14 p. ISBN 0-7791-0471-4.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Cross-Curricular Resource Centre: Where Does it Park?**

(Picture Book). Canizares, Susan.  
Scholastic Canada Ltd. (SCH), 1999. 14 p. ISBN 0-7791-0475-7.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Crow Boy**

(Fiction). Yashima, Taro.

Penguin Books Canada Limited (PBC), 1976. 40 p. ISBN 0-14-050172-X.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Different Just Like Me**

(Fiction). Mitchell, Lori.

Charlesbridge Publishing (MON), 1999. ISBN 1-57091-490-7.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Everybody Cooks Rice**

(Picture Book). Dooley, Norah.

Scholastic Canada Ltd. (SCH), 1991. ISBN 0-590-45597-4.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**The Family of Earth**

(Picture Book). Schimmel, Schim.

North Winds Press (FEN), 2001. ISBN 1-55971-790-4.

Grade 1 - Cluster 2 - My Environment

- Environment

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

**Feathers and Fools**

(Fiction). Fox, Mem.

Harcourt Canada Ltd. (HBJ), 1996. ISBN 0-15-202365-8.

Grade 1 - Cluster 1 - I Belong

- Remembrance Day

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Frederick**

(Fiction). Lionni, Leo.

Knopf, Alfred A. (RAN), 1973. 32 p. ISBN 0-394-82614-0.

Grade 1 - Cluster 2 - My Environment

- Needs and wants

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Ginn Social Studies Grade 1**

(Integrated Resource).

Pearson Education Canada (PRN).

This resource supports Clusters 1, 2, and 3 of the Manitoba Grade 1 social studies curriculum. It focuses on citizenship and belonging, and includes concepts relating to family, friends, rules, and celebrations. It also includes an introduction to community studies that focuses on people at work.

Comment: This series does not have to be purchased as a complete package.

Date Recommended: 2003-Mar-10

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**Ginn Social Studies Grade 1 Flip Chart Book**

(Integrated Resource).

Pearson Education Canada (PRN), 2001. ISBN 0-13-028844-6.

This coil-bound 41-x-63 centimetre flip chart supports Clusters 1, 2, and 3 of the Manitoba Grade 1 social studies curriculum, and is a supplement to the Ginn Social Studies Grade 1 Students' Book. It provides clear visuals that are engaging, and duplicates many of the visuals that are in the student text.

Suggested Use:

Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth

Date Recommended: 2003-Mar-10

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### **Ginn Social Studies Grade 1 Students' Books**

(Integrated Resource).

Pearson Education Canada (PRN), 2000. ISBN 0-13-028855-1.

This five-book resource package comprises the following topics: People at Work, My Family and Friends, I Live Here, Special Times, and All About Rules. Throughout the resource, the material encourages student discussion, group and individual learning, as well as hands-on activity suggestions for students. This is a well-organized, user-friendly resource with stimulating visuals, a wide variety of learning strategies, and developmentally appropriate activities. It is a durable resource that is easy to store.

Suggested Use:

Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Mar-10

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### **Ginn Social Studies Grade 1 Teacher's Guide**

(Integrated Resource).

Pearson Education Canada (PRN), 2000. 110 p. ISBN 0-13-019769-6.

This resource is a Teacher's Guide for the Ginn Social Studies Grade 1 Students' Book.

This Teacher's Guide is well organized and contains many activities that reflect various learning styles.

Suggested Use:

Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2003-Mar-10

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### **Going to Grandma's**

(Picture Book). Drew, David.

Scholastic Canada Ltd. (SCH), 1998. 9 p. ISBN 0-590-16894-0.

Grade 1 - Cluster 2 - My Environment

- Mapping (globes, maps, land and water masses)

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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### **Grandfather's Journey**

(Fiction). Say, Allen.

Houghton Mifflin Company (SBC), 1993. 32 p. ISBN 0-395-57035-2.

Grade 1 - Cluster 1 - I Belong

- Family connections to the past

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

**Hands-on Social Studies Grade One**

(Stand-Alone).

Portage & Main Press (PEG), 2001. 178 p. ISBN 1-55379-004-9.

This made-in-Manitoba resource is based on the specific learning outcomes in the Manitoba Grade 1 social studies curriculum, and supports teaching in all three clusters (I Belong, My Environment, and Connecting with Others). It provides a variety of student activities, background information for teachers, theme vocabulary, learning extensions, Canadian Literature Links, and blackline masters.

This is a well-organized resource that includes creative, interactive, and meaningful student learning activities that connect to social studies, English language arts, art, and science. Assessment strategies are provided and include teacher, student, and group forms.

The resource contains both Canadian and Manitoba content. When learning about languages, cultures, and celebrations, specific references are made to Aboriginal (Ojibway and Cree) and francophone communities. When sensitive issues are addressed in learning experiences, teacher notes provide suggestions for approaching the experience with sensitivity to individual, family, and cultural differences. The resource focuses on respecting cultural differences, and reinforces pride in one's own culture.

The resource is coil-bound. It includes a detailed table of contents, and a consistent format for learning experiences including background information for teachers, materials needed, activities, extensions, and activity centres.

Suggested Use:

Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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**The Handmade Alphabet**

(Non-Fiction). Rankin, Laura.

Penguin Books Canada Limited (PBC), 1996. 32 p. ISBN 0-14-055876-4.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**I Can't Have Bannock, but the Beaver Has a Dam**

(Fiction). Wheeler, Bernelda.

Peguis Publishers Limited (PEG), 1991. 32 p. ISBN 1-895411-48-3.

Grade 1 - Cluster 3 - Connecting with Others

- Interdependence

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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## I Hate English!

(Fiction). Levine, Ellen.

Scholastic Canada Ltd. (SCH0, 1989. 9p. ISBN 0-590-42304-5

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3;

Student - Depth

Date Recommended: 2003-Aug-25

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## In the Global Classroom 1

(Stand-Alone). Pike, Graham.

Pippin Publishing Corporation (UTP), 1998. 255 p. ISBN 0-88751-081-7.

This is a softcover Kindergarten to Grade 8 teacher reference resource. This resource emphasizes a teaching and learning strategy that combines child-centred and world-minded educational thinking. It builds frameworks for cross-curricular delivery and offers a wealth of practical and engaging activities for students.

Themes within the text include: interconnections (perceptions, local and global communities); environment and sustainability (natural, built, social, and inner); health (physical, mental, emotional, spiritual, social, societal, and environmental); perception (perceptions and cross-cultural encounters); technology (benefits, tools, problem solving, technological change, social values, and consequences in the future); and futures (alternative, probable, and preferred).

The resource includes materials related to citizenship, diverse perspectives, global, identity, and economic learning outcome experiences.

Comment: Charts are included at the beginning of each chapter to indicate activities within the chapter and the index. The grade level for which the activities are suggested is not included.

Suggested Use:

Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3;

Grade 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3;

Grade 2; Grade 2 - Cluster 3;

Grade 3; Grade 3 - Cluster 3;

Grade 4; Grade 4 - Cluster 2; Grade 4 - Cluster 3;

Grade 5; Grade 5 - Cluster 4;

Grade 6; Grade 6 - Cluster 2; Grade 6 - Cluster 4;

Grade 7; Grade 7 - Cluster 1; Grade 7 - Cluster 2; Grade 7 - Cluster 3; Grade 7 - Cluster 4;

Grade 8; Grade 8 - Cluster 2; Grade 8 - Cluster 3; Grade 8 - Cluster 4; Grade 8 - Cluster 5;

Teacher Reference

Date Recommended: 2003-Mar-10

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## Recommended Learning Resources

**Info-Active: The World**

(Picture Book). Drew, David.

Scholastic Canada Ltd. (SCH), 1997. 8 p. ISBN 0-590-16519-4.

Grade 1 - Cluster 2 - My Environment

- Mapping (globes, maps, land and water masses)

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Info-Active: You Are Here**

(Picture Book). Drew, David.

Scholastic Canada Ltd. (SCH), 1997. 9 p. ISBN 0-590-16549-6.

Grade 1 - Cluster 2 - My Environment

- Mapping

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Irish Step Dancing**

(Picture Book). Thomas, Mark.

Grolier Limited (SCH), 2001. 24 p. ISBN 0-516-23068-9.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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### **Is That Right? Critical Thinking and the Social World of the Young Learner**

(Stand-Alone). Wright, Ian.

Pippin Publishing Corporation (UTP), 2002. 139 p. ISBN 0-88751-094-9.

This teacher resource emphasizes the value and rewards of critical thinking. It defines critical thinking as the ability to make reasoned judgments in problematic situations. It also demonstrates how critical thinking can be applied to social studies and other subject areas. It includes practical activities and assessment approaches (including rubrics). Chapters focus on critical thinking, teaching critical thinking, and assessing critical thinking.

This resource is based on current research. It is suitable for a wide range of learning styles, promotes active learning and creativity, and is well organized.

Suggested Use:

Kindergarten; Kindergarten - Cluster 2;

Grade 1; Grade 1 - Cluster 3;

Grade 2; Grade 2 - Cluster 3;

Grade 3; Grade 3 - Cluster 1; Grade 3 - Cluster 3;

Grade 4; Grade 4 - Cluster 2;

Grade 5; Grade 5 - Cluster 1;

Grade 6; Grade 6 - Cluster 4;

Grade 7; Grade 7 - Cluster 3; Grade 7 - Cluster 4;

Grade 8; Grade 8 - Cluster 1;

Teacher Reference

Date Recommended: 2003-Mar-10

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### **It's Okay to be Different. First Edition**

(Non-Fiction). Parr, Todd.

Little, Brown and Co. (FEN), 2001. ISBN 0-316-66603-3.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

**Jewels: Children's Play Rhymes**

(Picture Book). Harwayne, Shelley.  
Mondo Publishing (SCH), 1995. 24 p. ISBN 1-57255-029-5.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**King of the Skies**

(Picture Book). Khan, Rukhsana.  
North Winds Press (SCH), 2001. 28 p. ISBN 0-439-98725-3.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Last One Picked**

(Picture Book). Feely, Jenny.  
Scholastic Canada Ltd. (SCH), 2000. 16 p. ISBN 0-7791-1166-4.

Grade 1 - Cluster 3 - Connecting with Others

- Interdependence

Note: Use this resource as a discussion starter, as only the narrator's feelings are considered and not those of others in the group.

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Lessons from Mother Earth**

(Fiction). McLeod, Elaine.  
Groundwood Books (GROUND), 2002. ISBN 0-88899-312-9.

Grade 1 - Cluster 1 - I Belong

- Family connections to the past

Grade 1 - Cluster 2 - My Environment

- Environment

Suggested Use: Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms**

(Stand-Alone). Jones, Guy W. (MON),  
2002. 175 p. ISBN 1-929610-25-4.

This 175-page softcover professional resource contains valuable information on stereotypes and misconceptions about Aboriginal peoples in America. It has a U.S. focus, and is a general introduction to Aboriginal culture. Inuit or Canadian First Nations cultures are not featured.

It provides a detailed bibliography on Aboriginal culture, values, and heritage, including children's literature, with suggested activities that support integration across subject areas. It partially supports the Manitoba social studies curriculum outcomes for Kindergarten, Grades 1, 2, 4, and 5. It also provides age-appropriate learning activities.

Suggested Use:

Kindergarten; Kindergarten - Cluster 2;

Grade 1; Grade 1 - Cluster 3;

Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2;

Grade 4; Grade 4 - Cluster 3;

Grade 5; Grade 5 - Cluster 1;

Teacher Reference

Date Recommended: 2003-Mar-10

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**The following six books are part of the Let's Go Series:**

- Boat Rides
- Car Rides
- Ferry Rides
- Plane Rides
- Subway Rides
- Train Rides

**Let's Go: Boat Rides**

(Picture Book). Walker, Pamela.  
Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23024-7.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

**Let's Go: Car Rides**

(Picture Book). Walker, Pamela.

Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23025-5.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Let's Go: Ferry Rides**

(Picture Book). Walker, Pamela.

Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23026-3.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Let's Go: Plane Rides**

(Picture Book). Walker, Pamela.

Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23027-1.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Let's Go: Subway Rides**

(Picture Book). Walker, Pamela.

Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23028-X.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Note: American content.

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Let's Go: Train Rides**

(Picture Book). Walker, Pamela.  
Grolier Limited (SCH), 2000. 24 p. ISBN 0-516-23029-8.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Let's Talk About: Needing Attention**

(Picture Book). Berry, Joy.  
Scholastic Canada Ltd. (SCH), 1996. ISBN 0-590-62424-5.

Grade 1 - Cluster 3 - Connecting with Others

- Interdependence

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Lionel and Amelia**

(Picture Book). Peguero, Leone.  
Mondo Publishing (SCH), 1996. ISBN 1-57255-197-6.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Madlenka**

(Picture Book). Sis, Peter.  
Groundwood Books (GROUND), 2000. ISBN 0-88899-412-5.

Grade 1 - Cluster 2 - My Environment

- Mapping

Note: American context.

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

**Memory Box**

(Picture Book). Bahr, Mary.

Albert Whitman & Co. (FHW), 1992. ISBN 0-8075-5053-1.

Grade 1 - Cluster 1 - I Belong

- Family connections to the past

Note: Deals with Alzheimer's disease.

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**My Dad Takes Care of Me**

(Fiction). Quinlan, Patricia.

Annick Press (FIR), 1987. 24 p. ISBN 0-920303-76-5.

Grade 1 - Cluster 1 - I Belong

- My family

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**My Family**

(Fiction). Condon, Penny.

Gabriel Dumont Institute of Native Studies (GDUMONT), 2001. 40 p. ISBN 0-920915-61-2.

Grade 1 - Cluster 1 - I Belong

- My family

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Nelson InfoRead Social Studies Grade 1**

(Series).

(Nelson InfoRead Social Studies). Nelson (NEL), 2004.

This series of 40 guided reading books and five big books is organized into 11 topic areas with a teacher guide for each topic.

**At Work in the Community**

- Carol Is a Daycare Worker
- Daniel Is an Actor
- George Is a Waiter
- Lena Is a Teacher
- Linh Is a Web Designer
- Nadia Is a Food Bank Volunteer
- Nora Is a Bus Driver
- Otto Is a Farmer
- Saro Is a Carpenter
- Shoba Is a Veterinarian
- Todd Is a Salesperson
- Tony Is a Security Officer
- Trudy Is a Nurse

**Caring and Participation**

- Friends of the Earth
- Good Neighbours
- The Clean-Up Team

**Change**

- Grandpa Moves In
- Moving Away
- My Dog Kam

**Identity**

- Computer Pals
- Family Scrapbook (Big Book)
- Meet Our Families
- Our Homes

**Needs and Wants**

- A Shopping Trip
- The Things We Need (Big Book)
- What If...?
- Yoma Helps a Friend

## Recommended Learning Resources

**Patterns and Events**

- A Trip by Train
- First Day
- My Busy Week
- My Day
- Picnic Plans
- Seasons Come and Go

**Place**

- My Place on the Map (Big Book)

**Relationships**

- I Miss Grandpa
- New Friends
- Part of the Team

**Rights and Responsibilities**

- My Jobs
- Signs in Our Neighbourhood
- We Treasure Our Rights (Big Book)
- Who Should...?

**Rules**

- Rules Are Cool
- Signs All Around
- Talking to the Animals

**Safety**

- Safety First (Big Book)

The guided reading books are available for purchase in packages of six and can also be used as a supplemental resource for ELA. Curricular connections can be made with art, math, music, drama, and science activities. The guided reading books are printed with a clear font and appropriately sized for Grade 1. These resources promote parental and family involvement and address citizenship issues.

Caution: It should be noted the guided reading books *I Miss Grandpa* and *My Dog Kam* deal with the sensitive issue of death.

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for At Work in the Community**

(Series). Farr, Carolyn, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626655-0.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Carol Is a Daycare Worker**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626877-4.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Daniel Is an Actor**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626874-X.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: George Is a Waiter**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626884-7.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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## Recommended Learning Resources

**Nelson InfoRead Social Studies Grade 1: Lena Is a Teacher**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626882-0.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Linh Is a Web Designer**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626886-3.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Nadia Is a Food Bank Volunteer**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626878-2.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Nora Is a Bus Driver**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626875-8.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Otto Is a Farmer**

(Series). Kennedy, Norma, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626885-5.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Saro Is a Carpenter**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626876-6.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Shoba Is a Veterinarian**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626883-9.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Todd Is a Salesperson**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626880-4.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Tony Is a Security Officer**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626881-2.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Trudy Is a Nurse**

(Series). Pegis, Jessica.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 8 p. ISBN 0-17-626879-0.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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## Recommended Learning Resources

**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Caring and Participation**

(Series). MacKenzie, Margaret.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626660-7.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Friends of the Earth**

(Series). Rolf von den Baumen, Amy.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626830-8.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Good Neighbours**

(Series). Rolf von den Baumen, Amy.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626902-9.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: The Clean-Up Team**

(Series). Rolf von den Baumen, Amy.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626903-7.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Change**

(Series). Steinberg, Evelyn.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626649-6.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Grandpa Moves In**

(Series). Wishinsky, Frieda.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626894-4.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Moving Away**

(Series). Wishinsky, Frieda.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626895-2.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: My Dog Kam**

(Series). Wishinsky, Frieda.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626893-6.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Identity**

(Series). Steinberg, Evelyn.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626654-2.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Computer Pals**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 24 p. ISBN 0-17-626889-8.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Family Scrapbook**

(Big Book) (Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. 24 p. ISBN 0-17-626653-4.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Meet Our Families**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 24 p. ISBN 0-17-626887-1.

Suggested Use: Grade 1; Student - Breadth and Depth; Kindergarten

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Our Homes**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 24 p. ISBN 0-17-626888-X.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Needs and Wants**

(Series). MacKenzie, Margaret.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626069-2.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: A Shopping Trip**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626891-X.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: The Things We Need (Big Book)**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. 24 p. ISBN 0-17-620365-6.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: What If...?**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626890-1.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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## Recommended Learning Resources

**Nelson InfoRead Social Studies Grade 1: Yoma Helps a Friend**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626892-8.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Patterns and Events**

(Series). MacKenzie, Margaret.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626661-5.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: A Trip by Train**

(Series). Wishinsky, Frieda.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626909-6.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: First Day**

(Series). Wishinsky, Frieda.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626907-X.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: My Busy Week**

(Series). Bever, Jill.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626906-1.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: My Day**

(Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626904-5.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Picnic Plans**

(Series). Wishinsky, Frieda.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626908-8.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Seasons Come and Go**

(Series). Currie, Sheilah.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626905-3.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Place**

(Series). Kennedy, Norma.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626662-3.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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## Recommended Learning Resources

**Nelson InfoRead Social Studies Grade 1: My Place on the Map (Big Book)**

(Series). Thibault, Nicole.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. 16 p. ISBN 0-17-626594-5.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Relationships**

(Series). MacKenzie, Margaret.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626656-9.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: I Miss Grandpa**

(Series). Rolf von den Baumen, Amy.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626827-8.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: New Friends**

(Series). Rolf von den Baumen, Amy.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626829-4.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Part of the Team**

(Series). Rolf von den Baumen, Amy.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626828-6.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rights and Responsibilities**

(Series). Farr, Carolyn, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626657-7.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: My Jobs**

(Series). Kennedy, Norma, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626896-0.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Signs in Our Neighbourhood**

(Series). Kennedy, Norma, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626897-9.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: We Treasure Our Rights**

(Big Book) (Series). Bever, Jill, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. 16 p. ISBN 0-17-626590-2.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Who Should...?**

(Series). Kennedy, Norma, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626898-7.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rules**

(Series). Hutchison, Jane.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626658-5.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Rules Are Cool**

(Series). Stein Dzaldov, Brenda, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626899-5.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Signs All Around**

(Series). Stein Dzaldov, Brenda, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626901-0.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Talking to the Animals**

(Series). Stein Dzaldov, Brenda, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2003. 16 p. ISBN 0-17-626900-2.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Safety**

(Series). Kennedy, Norma.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626659-3.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 1: Safety First**

(Big Book) (Series). Stein Dzaldov, Brenda, et al.

(Nelson InfoRead Social Studies). Nelson (NEL), 2004. 16 p. ISBN 0-17-626135-4.

Suggested Use: Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3; Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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## Recommended Learning Resources

**Nelson Language Arts InfoRead**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL).

This series of seven books comprises the following: A Map to Fun, Dog Safety Rules, Season to Season, Snacktime, Solving Problems, We All Help, and We Care. They are part of a larger package that correlates with the Manitoba Kindergarten social studies curriculum outcomes to varying degrees. Each book is 16 pages in length and written at a level appropriate to beginning readers. Each book can be read aloud or used in guided reading.

Accompanying each book is a Teacher's Lesson Card that provides activities for before, during, and after delivery of the material to students.

Comment: Internet access is required in order to use the assessment strategies, which are only delivered online. The online material has not been reviewed.

Date Recommended: 2003-Mar-10

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**Nelson Language Arts InfoRead: A Map to Fun with accompanying Teacher's Lesson Card**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625335-1.

This book supports the Manitoba Grade 1 social studies curriculum outcomes for mapping skills (Cluster 2: I Belong), as well as the outcomes for Cluster 3 (The World Around Me) in the Kindergarten curriculum. It can also be used as a supplemental resource for English language arts, and curricular connections can be made with art.

This 186-word beginner reading book is printed with a font that is clear and appropriately sized for Grade 1. This resource promotes parental and family involvement, and addresses citizenship issues by modelling values of helping one another and promoting the use of community facilities.

Suggested Use:

Kindergarten; Kindergarten - Cluster 3;

Grade 1; Grade 1 - Cluster 2; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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**Nelson Language Arts InfoRead: Dog Safety Rules with accompanying Teacher's Lesson Card**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625319-X.

This book correlates with the Manitoba Grade 1 social studies curriculum. It is a 94-word beginner reading book that focuses on decision making, citizenship, rules and consequences, power, and authority.

It relates to other topics and subjects of interest for children, such as pets and treatment of animals. It also provides a model for relating to other people and to animals.

This book promotes respect for people and animals.

Suggested Use:

Kindergarten; Kindergarten - Cluster 1;

Grade 1; Grade 1 - Cluster 3; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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**Nelson Language Arts InfoRead: Season to Season with accompanying Teacher's Lesson Card**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625335-1.

This resource is well suited to the Manitoba Grade 1 social studies curriculum. It supports the outcomes related to timelines, changing seasons, working and playing together, and co-operation.

This resource is a 325-word poetry book that includes amusing and creative pictures. The book provides curricular connections to science and art.

Suggested Use:

Kindergarten; Kindergarten - Cluster 2;

Grade 1; Grade 1 - Cluster 3; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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**Nelson Language Arts InfoRead: Snacktime with accompanying Teacher's Lesson Card**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625312-2.

This resource can be used in Kindergarten and Grade 1 classrooms, correlating with the citizenship outcomes.

This 49-word beginner reading book includes current and accurate photographs. Curricular connections are made with English language arts and health.

Suggested Use:

Kindergarten; Kindergarten - Cluster 1;

Grade 1; Grade 1 - Cluster 3; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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**Nelson Language Arts InfoRead: Solving Problems with accompanying Teacher's Lesson Card**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625328-9.

This book supports many of the power and authority outcomes in the Manitoba Grade 1 social studies curriculum. It also supports learning outcomes related to bullying, decision making, and problem solving.

It is 247-word book that can be read aloud or used in guided reading. Curricular connections are made with health and English language arts.

Suggested Use:

Kindergarten; Kindergarten - Cluster 2;

Grade 1; Grade 1 - Cluster 3; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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### **Nelson Language Arts InfoRead: We All Help with accompanying Teacher's Lesson Card**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625315-7.

This book supports the Manitoba Grade 1 social studies learning outcomes related to citizenship in all three clusters.

This 59-word book is written at the Kindergarten and Grade 1 level, and promotes parental and family involvement. Curricular connections can be made to English language arts.

Suggested Use:

Kindergarten; Kindergarten - Cluster 2;

Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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### **Nelson Language Arts InfoRead: We Care with accompanying Teacher's Lesson Card**

(Series).

(Nelson Language Arts InfoRead series). Nelson Thomson Learning (NEL), 2002. 16 p. ISBN 0-17-625323-8.

This 146-word beginner reading book supports the Manitoba Grade 1 social studies curriculum outcomes in Cluster 2 (My Environment) and Cluster 3 (Connecting with Others). It focuses particularly on global and active citizenship. It provides a variety of vocabulary and some follow-up activities. Curricular connections can be made to art.

This book promotes active citizenship by providing models of other children helping and caring for others and the environment.

Suggested Use:

Kindergarten; Kindergarten - Cluster 3;

Grade 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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### **Nelson Language Arts: Let's Celebrate, Canada!**

(Non-Fiction). MacKenzie, Margaret.

Nelson (NEL), 2001. 24 p. ISBN 0-17-625763-2.

Grade 1 - Cluster 1 - I Belong

- Personal identity
- Remembrance Day

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

**Nobody Knew What to Do: A Story About Bullying**

(Picture Book). McCain, Becky R.  
Fitzhenry & Whiteside Limited. (FHW), 2001. ISBN 0-8075-5711-0.

Cluster 3 - Connecting with Others

- Conflict/bullying

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**O Canada: Our National Anthem**

(Picture Book).  
Scholastic Canada Ltd. North Winds Press (SCH), 2003. ISBN 0-7791-1408-6.

Cluster 2 - My Environment

- National anthem

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Our Brother Has Down's Syndrome**

(Fiction). Cairo, Shelley.  
Annick Press (FIR), 1985. 24 p. ISBN 0-920303-31-5.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**The Peaceful School: Models That Work**

(Print-Non-Fiction). Van Gorp, Hetty.  
Portage & Main Press (PEG), 2002. 115 p. ISBN 1-55379-000-6.

This teacher's reference fits the Manitoba K-4 social studies curriculum for the topics of conflict/bullying and Remembrance Day. The resource describes activities that would help K-4 students understand and promote a peaceful world.

Suggested Use: Grade 1; Grade 1 - Cluster 1; Teacher Reference

Date Recommended: 2004-Aug-23

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**A Perfect Father's Day**

(Picture Book). Bunting, Eve.  
Clarion Books (NEL), 1991. 29 p. ISBN 0-395-66416-0.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Revenge of the Small Small**

(Fiction). Little, Jean.  
Penguin Books Canada Limited (PBC), 1995. 32 p. ISBN 0-14-055563-3.

Grade 1 - Cluster 3 - Connecting with Others

- Conflict and bullying

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Roberto: The Insect Architect**

(Fiction). Laden, Nina.  
Chronicle Books (RAI), 2000. ISBN 0-8118-2465-9.

Grade 1 - Cluster 2 - My Environment

- Mapping
- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Geography: Canada**

(Picture Book). Marx, David F.  
Scholastic Canada Ltd. (SCH), 2000. 31 p. ISBN 0-516-27083-4.

Grade 1 - Cluster 2 - My Environment

- Canada

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

**The following fourteen books are part of the Rookie Read-About Holidays Series:**

- Canada Day
- Chanukah
- Chinese New Year
- Christmas
- Cinco de Mayo
- Diwali
- Earth Day
- Easter
- Holi
- Kwanzaa
- New Year's Day
- Passover
- Ramadan
- Rosh Hashanah and Yom Kippur

**Rookie Read-About Holidays: Canada Day**

(Picture Book). Murphy, Patricia J.  
Scholastic Canada Ltd. (SCH), 2002. 31 p. ISBN 0-516-27487-2.

Grade 1 - Cluster 2 - My Environment

- Canada

Suggested Use: Grade 1; Grade 1 - Cluster 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Chanukah**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2000. 32 p. ISBN 0-516-27152-0.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Chinese New Year**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2001. 32 p. ISBN 0-516-27375-2.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Christmas**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2000. 32 p. ISBN 0-516-27153-9.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Cinco de Mayo**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2003. 32 p. ISBN 0-516-27489-9.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Diwali**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2001. 32 p. ISBN 0-516-26311-0.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Earth Day**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2001. 32 p. ISBN 0-516-27174-1.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Easter**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2001. 32 p. ISBN 0-516-27175-X.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

**Rookie Read-About Holidays: Holi**

(Picture Book). Krishnaswami, Uma.

Grolier Limited (SCH), 2003. 32 p. ISBN 0-516-27764-2.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Kwanzaa**

(Picture Book). Marx, David F.

Grolier Limited (SCH), 2000. 32 p. ISBN 0-516-27155-5.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: New Year's Day**

(Picture Book). Marx, David F. (Rookie Read-About Holidays Series).

Grolier Limited (SCH), 2000. 32 p. ISBN 0-516-2716-3.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Passover**

(Picture Book). Marx, David F.

Grolier Limited (SCH), 2001. 32 p. ISBN 0-516-27178-4.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Ramadan**

(Picture Book). Marx, David F.

Grolier Limited (SCH), 2002. 32 p. ISBN 0-516-27377-9.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Holidays: Rosh Hashanah and Yom Kippur**

(Picture Book). Marx, David F.  
Grolier Limited (SCH), 2001. 32 p. ISBN 0-516-26313-7.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**A Screaming Kind of Day**

(Fiction). Gilmore, Rachna.  
Fitzhenry & Whiteside Limited. (FHW), 1999. 38 p. ISBN 1-55041-514-X.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Note: Deals with a hearing disability.

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Shrinking Violet**

(Fiction). Best, Cari.  
Groundwood Books (GROUND), 2000. ISBN 0-374-26882-1.

Grade 1 - Cluster 3 - Connecting with Others

- Conflict/bullying

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Sid, the Mad Little Bad Little Dragon**

(Picture Book). Daniels, Chris.  
Oddity's End, Inc. (ODD), 1998. ISBN 0-9683414-0-3.

Grade 1 - Cluster 3 - Connecting with Others

- Conflict/bullying

Note: Bullying

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

**The following five books are part of the Signs in My World Series:**

- Signs at School
- Signs at the Airport
- Signs at the Park
- Signs at the Store
- Signs on the Road

**Signs in My World: Signs at School**

(Picture Book). Hill, Mary.

Grolier Limited (SCH), 2003. 24 p. ISBN 0-516-24366-7.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Signs in My World: Signs at the Airport**

(Picture Book). Hill, Mary.

Grolier Limited (SCH), 2003. 24 p. ISBN 0-516-24364-0.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Signs in My World: Signs at the Park**

(Picture Book). Hill, Mary.

Grolier Limited (SCH), 2003. 24 p. ISBN 0-516-24365-9.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Signs in My World: Signs at the Store**

(Picture Book). Hill, Mary.

Grolier Limited (SCH), 2003. 24 p. ISBN 0-516-24363-2.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Signs in My World: Signs on the Road**

(Picture Book). Hill, Mary.  
Grolier Limited (SCH), 2003. 24 p. ISBN 0-516-24362-4.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Note: Refers to “handicap” parking.

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**So Many Birthdays**

(Picture Book). Barnard, Neville.  
Scholastic Canada Ltd. (SCH), 1999. 12 p. ISBN 0-7791-1826-X.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**The following eight books recommended for Grade 1 are part of the Social Studies Resource Centre Series:**

- Canada
- Festivals
- Hello!
- In Our Country
- Markets
- School
- Shelter
- Wheat

## Recommended Learning Resources

**Social Studies Resource Centre: Canada. Canadian Edition**

(Picture Book). Hehner, Barbara.  
Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-7791-0416-1.

Grade 1 - Cluster 2 - My Environment

- Canada

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Social Studies Resource Centre: Festivals. Canadian Edition**

(Picture Book). Berger, Samantha.  
Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-7791-0419-6.

Grade 1 - Cluster 2 - My Environment

- Canada

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Social Studies Resource Centre: Hello!. Canadian Edition**

(Picture Book). Chesson, Betsey.  
Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-7791-0420-X.

Grade 1 - Cluster 2 - My Environment

- Canada

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Social Studies Resource Centre: In Our Country. Canadian Edition**

(Picture Book). Hehner, Barbara.  
Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-791-0417-X.

Grade 1 - Cluster 2 - My Environment

- Environment

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Social Studies Resource Centre: Markets. Canadian Edition**

(Picture Book). Chanko, Pamela.

Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-7791-0424-2.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Social Studies Resource Centre: School. Canadian Edition**

(Picture Book). Berger, Samantha.

Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-7791-0425-0.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Social Studies Resource Centre: Shelter. Canadian Edition**

(Picture Book). Canizares, Susan.

Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-7791-0421-8.

Grade 1 - Cluster 2 - My Environment

- Needs and wants

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Social Studies Resource Centre: Wheat. Canadian Edition**

(Picture Book). Canizares, Susan.

Scholastic Canada Ltd. (SCH), 2001. 14 p. ISBN 0-7791-0418-8.

Grade 1 - Cluster 2 - My Environment

- Environment
- Needs and wants

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

**Somewhere Today: A Book of Peace**

(Picture Book). Thomas, Shelley Moore.  
Fitzhenry & Whiteside Limited. (FHW), 1998. ISBN 0-8075-7544-5.

Grade 1 - Cluster 3 - Connecting with Others

- Interdependence

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**The Song, Within My Heart**

(Picture Book). Bouchard, Dave.  
Raincoast Books (RAI), 2002. ISBN 1-55192-559-1.

Grade 1 - Cluster 1 - My Family

- Family connections to the past

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**The Spring Celebration**

(Picture Book). Umpherville, Tina.  
Pemmican Publications Inc. (PEM), 1995. ISBN 0-921827-46-6.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Thanks for Thanksgiving**

(Picture Book). Barnard, Neville.  
Scholastic Canada Ltd. (SCH), 1998. 29 p. ISBN 0-590-12484-6.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**This Is Where I Live**

(Picture Book). Anderson, Isabel.  
Scholastic Canada Ltd. (SCH), 1999. 12 p. ISBN 0-7791-1792-1.

Grade 1 - Cluster 2 - My Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**This Next New Year**

(Picture Book). Wong, Janet S. Frances  
Foster Books (GROUND), 2000. ISBN 0-374-35503-7.

Grade 1 - Cluster 1 - I Belong

- Family celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**The Ugly Vegetables**

(Fiction). Lin, Grace.  
Charlesbridge Publishing (MON), 1999. ISBN 1-57091-491-5.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**The Walking Stick**

(Fiction). Trottier, Maxine.  
Fitzhenry & Whiteside Limited. (FHW), 1998. ISBN 0-7737-3101-6.

Grade 1 - Cluster 3 - Connecting with Others

- Global connections

Note: This can also be a teacher read-aloud book.

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

**Whoever you are**

(Non-Fiction). Fox, Mem.  
Harcourt Canada Ltd. (HBJ), 1996. ISBN 0-15-216406-5.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**The following seven books recommended for Grade 1 are part of the Yellow Umbrella Books for Early Readers Series:**

- Communities
  - Earth's Land and Water
  - Families
  - Needs and Wants
  - Our Favorite Things to Do
  - Peoples and Places
  - What Is a Map?
- 

**Yellow Umbrella Books for Early Readers: Communities**

(Picture Book). Trumbauer, Lisa. (Yellow Umbrella Books for Early Readers Series).  
Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-0744-6.

Grade 1 - Cluster 2 - My Environment

- Mapping
- Community landmarks and places
- Environment

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Yellow Umbrella Books for Early Readers: Earth's Land and Water**

(Picture Book). Beers, Bonnie. (Yellow Umbrella Books for Early Readers Series).  
Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-7016-4.

Grade 1 - Cluster 2 - My Environment

- Mapping

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Yellow Umbrella Books for Early Readers: Families**

(Picture Book). Trumbauer, Lisa. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-0734-9.

Grade 1 - Cluster 1 - Belong

- Families

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Yellow Umbrella Books for Early Readers: Needs and Wants**

(Picture Book). Ring, Susan. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2003. 16 p. ISBN 0-7368-1725-5.

Grade 1 - Cluster 2 - My Environment

- Needs and wants

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Yellow Umbrella Books for Early Readers: Our Favorite Things to Do**

(Picture Book). Trumbauer, Lisa. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2001. 16 p. ISBN 0-7368-0739-X.

Grade 1 - Cluster 1 - I Belong

- Personal identity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Yellow Umbrella Books for Early Readers: Peoples and Places**

(Picture Book). Weidenman, Lauren. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-7022-9.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

**Yellow Umbrella Books for Early Readers: What is a Map?**

(Picture Book). Weidenman, Lauren. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-1722-0.

Grade 1 - Cluster 2 - My Environment

- Mapping

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Z is for Zamboni: A Hockey Alphabet**

(Fiction). Napier, Matt M.

Sleeping Bear Press (FEN), 2002. ISBN 1-58536-065-1. Grade 1 - Cluster 2 - My Environment

- Manitoba, Canada

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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## Grade 1: Alphabetical List of Resources by Cluster

### Grade 1 Cluster 1

The 100th Day of School  
African Dancing  
Alexander and the Terrible, Horrible, No Good, Very Bad Day  
Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move  
Angel Child, Dragon Child  
Arielle and the Hanukkah Surprise  
Back to the Cabin  
Canadian Holidays: Christmas  
Canadian Holidays: Easter  
Can't You Be Still  
Celebrations: Let's Get Ready for Earth Day  
Celebrations: Let's Get Ready for Passover  
Feathers and Fools  
Ginn Social Studies Grade 1 Flip Chart Book  
Ginn Social Studies Grade 1 Students' Books  
Ginn Social Studies Grade 1 Teacher's Guide  
Grandfather's Journey  
Hands-on Social Studies Grade One  
Irish Step Dancing  
It's Okay to be Different  
Jewels: Children's Play Rhymes  
King of the Skies  
Lessons From Mother Earth  
Lionel and Amelia  
Memory Box  
My Dad Takes Care of Me  
My Family  
Nelson InfoRead Social Studies Grade 1: A Shopping Trip  
Nelson InfoRead Social Studies Grade 1: A Trip by Train  
Nelson InfoRead Social Studies Grade 1: Carol is a Daycare Worker  
Nelson InfoRead Social Studies Grade 1: Computer Pals  
Nelson InfoRead Social Studies Grade 1: Daniel is an Actor  
Nelson InfoRead Social Studies Grade 1: Family Scrapbook (Big Book)  
Nelson InfoRead Social Studies Grade 1: First Day

## Recommended Learning Resources

Nelson InfoRead Social Studies Grade 1: Friends of the Earth  
Nelson InfoRead Social Studies Grade 1: George is a Waiter  
Nelson InfoRead Social Studies Grade 1: Good Neighbours  
Nelson InfoRead Social Studies Grade 1: Grandpa Moves In  
Nelson InfoRead Social Studies Grade 1: I Miss Grandpa  
Nelson InfoRead Social Studies Grade 1: Lena is a Teacher  
Nelson InfoRead Social Studies Grade 1: Linh is a Web Designer  
Nelson InfoRead Social Studies Grade 1: Meet Our Families  
Nelson InfoRead Social Studies Grade 1: Moving Away  
Nelson InfoRead Social Studies Grade 1: My Busy Week  
Nelson InfoRead Social Studies Grade 1: My Day  
Nelson InfoRead Social Studies Grade 1: My Dog Kam  
Nelson InfoRead Social Studies Grade 1: My Jobs  
Nelson InfoRead Social Studies Grade 1: My Place on the Map (Big Book)  
Nelson InfoRead Social Studies Grade 1: Nadia is a Food Bank Volunteer  
Nelson InfoRead Social Studies Grade 1: New Friends  
Nelson InfoRead Social Studies Grade 1: Nora is a Bus Driver  
Nelson InfoRead Social Studies Grade 1: Otto is a Farmer  
Nelson InfoRead Social Studies Grade 1: Our Homes  
Nelson InfoRead Social Studies Grade 1: Part of the Team  
Nelson InfoRead Social Studies Grade 1: Picnic Plans  
Nelson InfoRead Social Studies Grade 1: Rules Are Cool  
Nelson InfoRead Social Studies Grade 1: Safety First (Big Book)  
Nelson InfoRead Social Studies Grade 1: Saro is a Carpenter  
Nelson InfoRead Social Studies Grade 1: Seasons Come and Go  
Nelson InfoRead Social Studies Grade 1: Shoba is a Veterinarian  
Nelson InfoRead Social Studies Grade 1: Signs All Around  
Nelson InfoRead Social Studies Grade 1: Signs in Our Neighbourhood  
Nelson InfoRead Social Studies Grade 1: Talking to the Animals  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for At Work in the Community  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Caring and Participation  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Change  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Needs and Wants  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Patterns and Events  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Place  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Relationships  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rights and Responsibilities

Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rules  
Nelson InfoRead Social Studies Grade 1: The Clean-Up Team  
Nelson InfoRead Social Studies Grade 1: The Things We Need (Big Book)  
Nelson InfoRead Social Studies Grade 1: Todd is a Salesperson  
Nelson InfoRead Social Studies Grade 1: Tony is a Security Officer  
Nelson InfoRead Social Studies Grade 1: Trudy is a Nurse  
Nelson InfoRead Social Studies Grade 1: We Treasure Our Rights (Big Book)  
Nelson InfoRead Social Studies Grade 1: What If...?  
Nelson InfoRead Social Studies Grade 1: Who Should...?  
Nelson InfoRead Social Studies Grade 1: Yoma Helps a Friend  
Nelson Language Arts InfoRead: We All Help with accompanying Teacher's Lesson Card  
Nelson Language Arts: Let's Celebrate, Canada!  
The Peaceful School: Models That Work  
A Perfect Father's Day  
Rookie Read-About Holidays: Canada Day  
Rookie Read-About Holidays: Chanukah  
Rookie Read-About Holidays: Chinese New Year  
Rookie Read-About Holidays: Christmas  
Rookie Read-About Holidays: Cinco de Mayo  
Rookie Read-About Holidays: Diwali  
Rookie Read-About Holidays: Earth Day  
Rookie Read-About Holidays: Easter  
Rookie Read-About Holidays: Holi  
Rookie Read-About Holidays: Kwanzaa  
Rookie Read-About Holidays: New Year's Day  
Rookie Read-About Holidays: Passover  
Rookie Read-About Holidays: Ramadan  
Rookie Read-About Holidays: Rosh Hashanah and Yom Kippur  
So Many Birthdays  
The Song, Within My Heart  
The Spring Celebration  
Thanks for Thanksgiving  
This Next New Year  
Yellow Umbrella Books for Early Readers: Families  
Yellow Umbrella Books for Early Readers: Our Favorite Things To Do

## Recommended Learning Resources

**Grade 1 Cluster 2**

At a Construction Site

Back to the Cabin

Beginner's Classroom Atlas of Canada and the World

Cross-Curricular Resource Centre: Bridges

Cross-Curricular Resource Centre: What's in a Park?

Cross-Curricular Resource Centre: Where Does It Park?

The Family of Earth

Frederick

Ginn Social Studies Grade 1 Flip Chart Book

Ginn Social Studies Grade 1 Students' Books

Ginn Social Studies Grade 1 Teacher's Guide

Going to Grandma's

Hands-on Social Studies Grade One

In the Global Classroom 1

Info-Active: The World

Info-Active: You Are Here

Lessons from Mother Earth

Let's Go: Boat Rides

Let's Go: Car Rides

Let's Go: Ferry Rides

Let's Go: Plane Rides

Let's Go: Subway Rides

Let's Go: Train Rides

Madlenka

Nelson InfoRead Social Studies Grade 1: A Shopping Trip

Nelson InfoRead Social Studies Grade 1: A Trip by Train

Nelson InfoRead Social Studies Grade 1: Carol is a Daycare Worker

Nelson InfoRead Social Studies Grade 1: Computer Pals

Nelson InfoRead Social Studies Grade 1: Daniel is an Actor

Nelson InfoRead Social Studies Grade 1: Family Scrapbook (Big Book)

Nelson InfoRead Social Studies Grade 1: First Day

Nelson InfoRead Social Studies Grade 1: Friends of the Earth

Nelson InfoRead Social Studies Grade 1: George is a Waiter

Nelson InfoRead Social Studies Grade 1: Good Neighbours

Nelson InfoRead Social Studies Grade 1: Grandpa Moves In

Nelson InfoRead Social Studies Grade 1: I Miss Grandpa

Nelson InfoRead Social Studies Grade 1: Lena is a Teacher  
Nelson InfoRead Social Studies Grade 1: Linh is a Web Designer  
Nelson InfoRead Social Studies Grade 1: Meet Our Families  
Nelson InfoRead Social Studies Grade 1: Moving Away  
Nelson InfoRead Social Studies Grade 1: My Busy Week  
Nelson InfoRead Social Studies Grade 1: My Day  
Nelson InfoRead Social Studies Grade 1: My Dog Kam  
Nelson InfoRead Social Studies Grade 1: My Jobs  
Nelson InfoRead Social Studies Grade 1: My Place on the Map (Big Book)  
Nelson InfoRead Social Studies Grade 1: Nadia is a Food Bank Volunteer  
Nelson InfoRead Social Studies Grade 1: New Friends  
Nelson InfoRead Social Studies Grade 1: Nora is a Bus Driver  
Nelson InfoRead Social Studies Grade 1: Otto is a Farmer  
Nelson InfoRead Social Studies Grade 1: Our Homes  
Nelson InfoRead Social Studies Grade 1: Part of the Team  
Nelson InfoRead Social Studies Grade 1: Picnic Plans  
Nelson InfoRead Social Studies Grade 1: Rules Are Cool  
Nelson InfoRead Social Studies Grade 1: Safety First (Big Book)  
Nelson InfoRead Social Studies Grade 1: Saro is a Carpenter  
Nelson InfoRead Social Studies Grade 1: Seasons Come and Go  
Nelson InfoRead Social Studies Grade 1: Shoba is a Veterinarian  
Nelson InfoRead Social Studies Grade 1: Signs All Around  
Nelson InfoRead Social Studies Grade 1: Signs in Our Neighbourhood  
Nelson InfoRead Social Studies Grade 1: Talking to the Animals  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for At Work in the Community  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Caring and Participation  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Change  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Identity  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Needs and Wants  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Patterns and Events  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Place  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Relationships  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rights and Responsibilities  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rules  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Safety  
Nelson InfoRead Social Studies Grade 1: The Clean-Up Team  
Nelson InfoRead Social Studies Grade 1: The Things We Need (Big Book)

## Recommended Learning Resources

Nelson InfoRead Social Studies Grade 1: Todd is a Salesperson  
Nelson InfoRead Social Studies Grade 1: Tony is a Security Officer  
Nelson InfoRead Social Studies Grade 1: Trudy is a Nurse  
Nelson InfoRead Social Studies Grade 1: We Treasure Our Rights (Big Book)  
Nelson InfoRead Social Studies Grade 1: What If...?  
Nelson InfoRead Social Studies Grade 1: Who Should...?  
Nelson InfoRead Social Studies Grade 1: Yoma Helps a Friend  
Nelson Language Arts InfoRead A Map to Fun with accompanying Teacher's Lesson Card  
Nelson Language Arts InfoRead: We All Help with accompanying Teacher's Lesson Card  
Nelson Language Arts InfoRead: We Care with accompanying Teacher's Lesson Card  
Oh Canada: Our National Anthem  
Roberto: The Insect Architect  
Rookie Read-About Geography: Canada  
Rookie Read-About Holidays: Canada Day  
Signs in My World: Signs At School  
Signs in My World: Signs At the Airport  
Signs in My World: Signs At the Park  
Signs in My World: Signs At the Store  
Signs in My World: Signs On the Road  
Social Studies Resource Centre: Canada  
Social Studies Resource Centre: Festivals  
Social Studies Resource Centre: Hello!  
Social Studies Resource Centre: In Our Country  
Social Studies Resource Centre: Markets  
Social Studies Resource Centre: School  
Social Studies Resource Centre: Shelter  
Social Studies Resource Centre: Wheat  
This is Where I Live  
Yellow Umbrella Books for Early Readers: Communities  
Yellow Umbrella Books for Early Readers: Earth's Land and Water  
Yellow Umbrella Books for Early Readers: Needs and Wants  
Yellow Umbrella Books for Early Readers: What is a Map?  
Z is for Zamboni: A Hockey Alphabet

**Grade 1 Cluster 3**

All About Things People Do

Angel Child, Dragon Child

Caring, Sharing and Getting Along: 50 Perfect Poems for Promoting Good Behaviour in the Classroom

Crow Boy

Different Just Like Me

Everybody Cooks Rice

Feathers and Fools

Ginn Social Studies Grade 1 Flip Chart Book

Ginn Social Studies Grade 1 Students' Books

Ginn Social Studies Grade 1 Teacher's Guide

The Handmade Alphabet

Hands-on Social Studies Grade One

I Can't Have Bannock, but the Beaver Has a Dam

I Hate English

In the Global Classroom 1

Is That Right? Critical Thinking and the Social World of the Young Learner

It's Okay to be Different

Last One Picked

Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms

Let's Talk About: Needing Attention

Nelson InfoRead Social Studies Grade 1: A Shopping Trip

Nelson InfoRead Social Studies Grade 1: A Trip by Train

Nelson InfoRead Social Studies Grade 1: Carol is a Daycare Worker

Nelson InfoRead Social Studies Grade 1: Computer Pals

Nelson InfoRead Social Studies Grade 1: Daniel is an Actor

Nelson InfoRead Social Studies Grade 1: Family Scrapbook (Big Book)

Nelson InfoRead Social Studies Grade 1: First Day

Nelson InfoRead Social Studies Grade 1: Friends of the Earth

Nelson InfoRead Social Studies Grade 1: George is a Waiter

Nelson InfoRead Social Studies Grade 1: Good Neighbours

Nelson InfoRead Social Studies Grade 1: Grandpa Moves In

Nelson InfoRead Social Studies Grade 1: I Miss Grandpa

Nelson InfoRead Social Studies Grade 1: Lena is a Teacher

Nelson InfoRead Social Studies Grade 1: Linh is a Web Designer

Nelson InfoRead Social Studies Grade 1: Meet Our Families

## Recommended Learning Resources

Nelson InfoRead Social Studies Grade 1: Moving Away  
Nelson InfoRead Social Studies Grade 1: My Busy Week  
Nelson InfoRead Social Studies Grade 1: My Day  
Nelson InfoRead Social Studies Grade 1: My Dog Kam  
Nelson InfoRead Social Studies Grade 1: My Jobs  
Nelson InfoRead Social Studies Grade 1: My Place on the Map (Big Book)  
Nelson InfoRead Social Studies Grade 1: Nadia is a Food Bank Volunteer  
Nelson InfoRead Social Studies Grade 1: New Friends  
Nelson InfoRead Social Studies Grade 1: Nora is a Bus Driver  
Nelson InfoRead Social Studies Grade 1: Otto is a Farmer  
Nelson InfoRead Social Studies Grade 1: Our Homes  
Nelson InfoRead Social Studies Grade 1: Part of the Team  
Nelson InfoRead Social Studies Grade 1: Picnic Plans  
Nelson InfoRead Social Studies Grade 1: Rules Are Cool  
Nelson InfoRead Social Studies Grade 1: Safety First (Big Book)  
Nelson InfoRead Social Studies Grade 1: Saro is a Carpenter  
Nelson InfoRead Social Studies Grade 1: Seasons Come and Go  
Nelson InfoRead Social Studies Grade 1: Shoba is a Veterinarian  
Nelson InfoRead Social Studies Grade 1: Signs All Around  
Nelson InfoRead Social Studies Grade 1: Signs in Our Neighbourhood  
Nelson InfoRead Social Studies Grade 1: Talking to the Animals  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for At Work in the Community  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Caring and Participation  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Change  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Identity  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Needs and Wants  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Patterns and Events  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Place  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Relationships  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rights and Responsibilities  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Rules  
Nelson InfoRead Social Studies Grade 1: Teacher's Resource for Safety  
Nelson InfoRead Social Studies Grade 1: The Clean-Up Team  
Nelson InfoRead Social Studies Grade 1: The Things We Need (Big Book)  
Nelson InfoRead Social Studies Grade 1: Todd is a Salesperson  
Nelson InfoRead Social Studies Grade 1: Tony is a Security Officer  
Nelson InfoRead Social Studies Grade 1: Trudy is a Nurse

Nelson InfoRead Social Studies Grade 1: We Treasure Our Rights (Big Book)  
Nelson InfoRead Social Studies Grade 1: What If...?  
Nelson InfoRead Social Studies Grade 1: Who Should...?  
Nelson InfoRead Social Studies Grade 1: Yoma Helps a Friend  
Nelson Language Arts InfoRead: Dog Safety Rules with accompanying Teacher's Lesson Card  
Nelson Language Arts InfoRead: Season to Season with accompanying Teacher's Lesson Card  
Nelson Language Arts InfoRead: Snacktime with accompanying Teacher's Lesson Card  
Nelson Language Arts InfoRead: Solving Problems with accompanying Teacher's Lesson Card  
Nelson Language Arts InfoRead: We All Help with accompanying Teacher's Lesson Card  
Nelson Language Arts InfoRead: We Care with accompanying Teacher's Lesson Card  
Nobody Knew What To Do: A Story About Bullying  
Our Brother Has Down's Syndrome  
Revenge of the Small Small  
A Screaming Kind of Day  
Shrinking Violet  
Sid, The Mad, Little Bad Little Dragon  
Social Studies Resource Centre: Hello!  
Somewhere Today: A Book about Peace  
The Ugly Vegetables  
The Walking Stick  
Whoever You Are  
Yellow Umbrella Books for Early Readers: People and Places

## Additional Aboriginal Resources Available from The Manitoba Text Book Bureau

<b>MTBB Number</b>	<b>Document Title</b>	<b>Cost</b>
84408	Native Studies: Early Years Framework & Teachers Resource Book	\$7.85
80388	Common Curriculum Framework: Aboriginal Language and Culture Programs (Kindergarten to Senior 4)	\$9.95
60022	The Way We Speak: An Annotated Bibliography of Aboriginal Language Resources in Manitoba (Kindergarten to Senior 4)	\$8.55
60021	Aboriginal Peoples: Resources Pertaining to First Nations, Inuit and Metis (Kindergarten to Senior 4)	\$8.50
9680	Seeking A Balance: A Parent's Guide to Helping Children Succeed (Kindergarten to Grade 4)	\$2.95
80420	Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators (2003)	\$7.75

Prices are subject to change without notice and may be subject to applicable taxes and shipping.

## Out-of-Print Titles

The following books were approved but are now out of print. This list has been included for those schools that may still have these out-of-print books in their libraries.

### Bobby Bluestem

(Out of Print) (Fiction). O'Grady, Rhonda.  
Pemmican Publications Inc. (PEM), 1999. 26 p. ISBN 0-921827-35-0.

Grade 1 - Cluster 2 - My Environment

- Environment

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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### The Eagle and the Wren

(Out of Print) (Fiction). Goodall, Jane.  
North-South Books (VAN), 2000. ISBN 0-7358-1706-5.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity
- Interdependence

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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### Festivals and Holidays: Fiesta!

(Out of Print) (Non-Fiction). Behrens, June.  
Grolier Limited (SCH), 1978. 32 p. ISBN 0-516-08815-7.

Grade 1 - Cluster 2 - My Environment

- Celebrations

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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### My Buddy

(Out of Print) (Fiction). Osofsky, Audrey.  
Henry Holt & Co., Inc. (FEN), 1992. 32 p. ISBN 0-8050-1747-X.

Grade 1 - Cluster 3 - Connecting with Others

- Diversity

Suggested Use: Grade 1; Grade 1 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

**Yellow Umbrella Books for Early Readers: Green Means Go**

(Out of Print)

(Picture Book). Ring, Susan. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2003. 16 p. ISBN 0-7368-1716-6.

Grade 1 - Cluster 3 - Connecting with Others

- Rules and laws

Suggested Use: Grade 1; Grade 1 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Yellow Umbrella Books for Early Readers: Signs**

(Out of Print) (Picture Book). Bauer, David. (Yellow Umbrella Books for Early Readers Series).

Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-1719-0.

Grade 1 - Cluster 2 - Environment

- Community landmarks and places

Suggested Use: Grade 1; Grade 1 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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