Learning Outcomes for June Reporting Period:

Speaking and Listening:

1.2 ask/respond to questions, seeking information (who? what? why? where? when?)  
2.2 begin to use gestures and tone of voice to convey meaning  
2.4 engage in simple oral presentations and respond to oral presentations and other texts.

Writing & Representing:

8.2 use writing and other forms of representing to convey meaning (communicate messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning) - Reported on for all 3 reporting periods.  
9.1 create written and media texts using some familiar forms (e.g., lists, letters, personal narratives/retellings, messages, finger plays, drawings, puppetry.  
9.3 begin to consider that readers’/listeners’/viewers’ questions, comments about their work.

* 1. begin to develop strategies for prewriting, drafting, revising, editing, and presenting e.g.,

-  use drawing and talking as a way to rehearse writing

-  take risks with temporary spelling as a strategy for getting ideas on paper (drafting)

-  confer with others, respond orally to comments, and begin to add on (simple revision strategies)

-  use simple editing  
Reported on for all 3 reporting periods.

10.2 use some conventions of written language

-  use drawings, letters, and approximations to record meaning

-  develop the concept of directionality (left to right; top to bottom)

-  establish one-to-one correspondence between spoken and written words

-  begin to use spacing between words

-  write complete sentences (although they are not always punctuated correctly with periods)

-  experiment with punctuation (sometimes overgeneralize use of periods - e.g., periods after every word)

-  understand the letters can be written in upper and lower case forms (but often tend to use them indiscriminately)

-  use letters to represent the predominant sounds in words (e.g., beginning to sound; beginning and final sound; beginning, middle, and ending sounds)

-  begin to spell some words conventionally  
Reported on for all 3 reporting periods.

10.3 demonstrate engagement with writing and other forms of representation

-  choose to write when given a choice of activities

-  sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, telling a story through drawings and writing)

-  write in play situations (e.g., making grocery lists, making signs, playing school, preparing menus)

-  engage in writing and representing activities everyday

-  share writing and other representations willingly with others

10.5 with assistance, engage in the research process to construct and communicate meaning

-  interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community resources

-  record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces or writing)

-  share information with others in a variety of ways

‘I can’ statements taken from the Parent Checklist for marked June writing sample:

|  |
| --- |
| I can begin to use finger spaces between my words. (June) |
| I can begin to use a period at the end of my sentences. (June) |
| I can use upper and lower case letters appropriately. (June) |
| I can start to use an upper case letter at the beginning of my sentence. (June) |
| I can write a story with more than one sentence. (June) |
| I can put “describing” words in my sentences. (June) |

Reading & Viewing:  
4.3 select, with teacher assistance, texts appropriate to their interests and learning needs.

4.5 use, with support, the various cueing systems and a variety of strategies to construct meaning from text (reported on for all 3 reporting periods)

-  use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct

-  use knowledge of oral language patterns (syntax) to predict, confirm/self-correct

-  begin to use knowledge of sound-symbol relationships as one reading cue (e.g., initial and final consonants)

-  begin to match one-to-one spoken to printed word

-  begin to recognize some high frequency sight words

* 1. respond personally to text in variety of ways
  2. express opinions about texts such as author, illustrator, and the title

7.2 recognize some basic components of texts such as author, illustrator, and title

7.3 begin to ask questions of text  
7.4 begin to develop an understanding and respect for diversity.

Math June Reporting Period:

N1: Say the number sequence 0 to 10

* Recite the number sequence forward from 1.
* Recite the number sequence backwards from 10.
* Recite the number sequence forward starting at any number (between 1 and 10)
* Recite the number sequence backwards starting at any number (between 1 and 10)
* Name the number after any number (between 1 and 10)
* Name the number before any number (between 1 and 10)

N2: Revisit – Recognize at a glance and name familiar arrangement (subitizing): 1 to 5 objects

* Look briefly at a given familiar arrangement of objects or dots and identify without counting the number represented
* Look briefly at a given familiar arrangement of objects and identify without counting the number represented by arrangements which have a combination of objects, shapes, sizes and/or colours
* Explain, verbally, how you know how many are in an arrangement
* Create various arrangements of objects or shapes representing a given number up to 5

N3: Revisit – Relate a numeral to its respective quantity 6 to 10

* Name the number for a given set of objects (one-to-one correspondence and stable order)
* Name the number for a given set of pictures (one-to-one correspondence and stable order)
* Name the number for a given set of objects (cardinality) (Count set of objects and ask “How many are there?”)
* Name the number for a given set of objects (order irrelevance) (Have a line of objects, point to an object in the center and ask them to count starting there)
* Name the number for a given set of objects (conservation) (count how many in a row, push them together and ask “How many?”)
* Name the number for a given set of objects (abstraction) (count a set of blocks, present a number of small objects, ask is there enough to sit on each block)
* Match numerals with their given pictorial representations (numeral recognition)
* Create a set of objects, hold up fingers, make claps, etc., corresponding to a given numeral
* Demonstrate an understanding of the quantity of zero

N4: Revisit – Represent and describe numbers 2-10

* Represent and describe concretely numbers to 5
* Represent and describe pictorially numbers to 5
* Represent and describe concretely numbers to 10
* Represent and describe pictorially numbers to 10
* Name the number of objects in each part when given the objects separated into two parts and tell the quantity in the whole group without recounting each object (use objects and pictures)
* Partition a given quantity into two parts, identify the number of objects in each part and tell the quantity in the whole group without recounting each object (use objects)
* Represent pictorially a given quantity in two parts and identify the number of objects in each part and tell the quantity in the whole group without recounting each object
* Demonstrate an understanding that numbers grow by one each time (nested inside each other) (hierarchical inclusion)

N5: Compare quantities, 1 to 10, using one-to-one correspondence

* Construct a set to show more than, fewer than, or as many as a given set
* Describe two sets of objects using words such as more, fewer, the same number as
* Compare and describe pictorial representations (e.g., or objects or dots) using words such as “more”, “fewer”, “the same number as”

PR1: Revisit – Demonstrate an understanding of repeating patterns (2 to 3 elements) by identifying, reproduction, extending and creating patterns.

* Describe a repeating pattern by identifying the part that repeats (core)
* Distinguish between repeating patterns and non-repeating sequences in a given set by identifying if the sequence has a part that repeats (core)
* Copy a given repeating pattern (e.g., action, sound, colour, size, shape, orientation and describe the pattern)
* Extend a given repeating pattern to two more repetitions
* Create a repeating pattern using manipulatives, musical sounds, instruments, actions, and words
* Identify and describe a repeating pattern in the classroom, school and outdoors by identifying the core and the elements

SS1: Revisit – Use direct comparison to compare 2 objects based on a single attribute (length, mass or volume) (non-standard units)

* Make reasonable predictions and compare the length (height) or two given objects and explain the comparison, using the words shorter, longer (taller) or almost the same
* Use a common starting point (base line) when 2 objects are close in length to get an accurate comparison
* Make reasonable predictions and compare the mass (weight) of two given objects and explain the comparison, using the words lighter, heavier or almost the same
* Make reasonable predictions and compare the volume (capacity) of two given objects and explain the comparison, using the words less, more, bigger, smaller or almost the same

SS2: Revisit – Sort 3-D objects using a single attribute (focus on attributes)

* Sort a given set of familiar 3-D objects using a single attribute, such as size or shape
* Explain the sorting rule of objects (sorted by student) (Note: the focus is on students using the attribute of the object, not the name of the object)
* Determine the difference between two given pre-sorted sets by explaining a sorting rule used to sort them

SS3: Build and describe 3-D objects.

* Create a representation of a given 3-D object, using materials such as modeling clay and building blocks, and compare the representation to the original 3-D object
* Describe a given 3-D object, using words such as big, little, round, like a box and like a can (focus on student using the attribute of the shape/object, not the name of the shape or object)

You and Your World Outcomes June Reporting Period:

Unit 3: Our Senses

This unit has students consider how their senses help them understand and connect to the world around them. It provides a number of learning experiences to extend the students’ understanding of their senses.

Students will be expected to

K 3.1 identify the five senses and describe methods to care for them

K 3.2 use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated

K 3.3 develop vocabulary about sensory experiences that permits meaningful communication of ideas

Unit 4: Place and Community

In this unit students will explore various features of their community. This exploration will include an examination of physical features, the importance of safety, as well as connection to other communities.

Students will be expected to

K 4.1 describe and locate some of the natural and constructed features of their community

K 4.2 demonstrate an awareness of safety in the community

K 4.3 demonstrate an awareness of the need for personal safety in the home, school and community, and be able to act accordingly

K 4.4 identify connections between their community and other communities (local, national, and global).