* **Oct. Outcomes**

**Speaking and Listening:**
**GCO 1G –** Express opinions and give simple explanations for some of their opinions (I like...because..)
**GCO 1H –** Listen to others' ideas and opinions/ be willing to listen to others without interrupting/ Participate in sharing time, whole and small group conversations
**GCO 3D –** Demonstrate a growing awareness of social conventions such as turn -taking/ following two step directions/ how to enter a conversation

**Reading and Viewing:**
**4J –** Use a combination of cues to sample, predict and monitor/self-correct
**6C –** Make personal connections to text and share responses in a variety of ways

**Writing:**
**8C**-use writing and other forms of representing for a variety of functions(ex-to ask questions, to generate and organize ideas, to express feelings, opinion, and imaginative ideas, to inform/communicate information, to record experiences, to explore learning)
**8D**-begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps,
Point-form notes)
**9D**-use a variety of familiar text forms and other media (messages, letters, lists, recounts, role play)
**9E**-demonstrate some awareness of audience and purpose (ex choosing particular forms for specific audiences and purposes, realizing work to be shared needs editing)
**9F**-consider their readers’/viewers’/listeners’ questions/comments and begin to use such responses
to assess and extend their learning
**10B**-use some conventions of written language(ex spacing, most vowel and consonants are represented, increasing number of words spelled conventionally, simple sentence structure, attempt to use punctuation, use uppercase for names, I and sentence beginnings)
**10C**-demonstrate engagement with the creation of pieces of writing and other representations (ex-sustain choose writing in free time, share work, contribute during shared writing, contribute to observations field trips etc
**10D**-with assistance, begin using technology in writing and representing-use a tape recorder to tape a completed piece of writing or dramatization or oral retelling, use a drawing program/simple word processing to create illustrations for a group story or to draw a picture and write a caption
* Math: Sept.-Nov.

|  |
| --- |
| **N1**: Say the number sequence forward and backward, 0 to 100 by **2s** and **10s** using starting points that are **multiples of 2** and **10****N2**: Demonstrate if a number (**up to 20**) is even or odd**N4**: Represent and describe numbers to **50**, concretely, pictorially and symbolically**N5**: Compare and order numbers **up to 20****N7**: Illustrate, concretely and pictorially, the meaning of place value for numerals **to 20****N8**: Demonstrate and explain the effect of adding zero to or subtracting zero from any number (Do with N10)**N10**: Apply mental mathematics strategies to determine basic addition facts to 18 and related subtraction facts**: using doubles; making 10; one more, one less; two more, two less; building on a known double** |
| **PR1**: Demonstrate an understanding of repeating patterns (three to five elements) by describing, extending, comparing, creating patterns using manipulatives, diagrams, sounds and actions (numbers to 100) |
| **SS1**: **Note: Introduce informally through morning routine** (Relate the number of days to a week and the number of months to a year in a  problem-solving context) **SS7**: Describe, compare and construct 3-D objects, including: cubes, spheres, cones, cylinders, and pyramids**SS8**: Describe, compare and construct 2-D shapes, including: triangles, squares, rectangles, and circles |
| **SP1**:Gather and record data about self and others to answer questions**SP2**: Construct and interpret concrete graphs to solve problems |

* **You & Your World**
In You & Your World the focus in October is “Safety”.  We look at personal safety, playground safety, fire safety, stranger danger, etc.  There is also safe schools week at school.  During this week we discuss safety at school – particularly fire drill, lock down, and evacuation procedures.  Outcomes for this unit include:
**2.4.2A:** understand and practice personal safety skills
**2.4.2B:** identify community resources that offer help to children
**2.1.3B:** identify the private parts of the body

[Tips for Writing](https://secure1.nbed.nb.ca/sites/ASD-W/_layouts/CopyUtil.aspx?Use=id&Action=dispform&ItemId=923&ListId=6b089e7d-044e-4be6-8f50-a0abca3a8cc4&WebId=6307270d-e6a3-4ae7-a508-e82fdf043f20&SiteId=3fe80f47-a08d-4fe5-94b3-f8844deb94cb&Zone=2&Source=https%3A%2F%2Fsecure1%2Enbed%2Enb%2Eca%2Fsites%2FASD%2DW%2FRoyalRoad%2FTeachers%2Fpages%2Fcategory%2Easpx%3FCategoryId%3D15%26Name%3DMrs%2E%2BDenovan)September 26
Tips for Parents to Encourage Writing
Children need a lot of practice in writing for a variety of purposes.
\* Chalkboard, whiteboard or bulletin board for written messages for all family members
\* Involve your children in family writing activities such as making shopping lists, notes for school and instructions for care-givers
\* Children can write thank you letters, postcards or lists
\* Children like to write and draw cards to send to family and friends for special occasions - Christmas is just around the corner
\* letter writing to the grandparents, Tooth Fairy, Santa or pen pals
\* Children can make yard sale signs or posters
\* Diaries are fun to keep especially on family vacations
\* Fun stationary, journals, pens, stickers, envelopes encourage writing
\* Word games are fun to play and encourage spelling