

Explorations 1: Alberta Curriculum Correlations
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OUR CHANGING WORLD	
Engage	
How do things change? (p. 42)	<p>English Language Arts: <i>General Outcome 1:</i> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore— talk with others about something recently learned; 1.2 Clarify and Extend— ask questions to get additional ideas and information on topics of interest;</p> <p><i>General Outcome 5:</i> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work with a group—take turns sharing ideas and information</p> <p>Science: <i>Topic B: Seasonal Changes</i>—1–6 Describe seasonal changes, and interpret the effects</p> <p>Social Studies: <i>Skills and Processes: Dimensions of Thinking</i>—1.S.2 Develop skills of historical thinking—Recognize that some activities or events occur on a seasonal basis;</p> <p><i>1.2 Moving Forward with the Past: My Family, My History and My Community</i>—Values and Attitudes— 1.2.1 Appreciate how stories and events of the past connect their families and communities to the present—Recognize how their families and communities might have been different in the past than they are today</p>
What changes for us when the weather changes? (p. 43)	<p>English Language Arts: <i>General Outcome 3:</i> Students will listen, speak, read, write, view and represent to manage ideas and information—3.3 Organize, Record and Evaluate—represent and explain key facts and ideas in own words; recognize and use gathered information to communicate new learning</p> <p>Science: <i>Topic B: Seasonal Changes</i>—1–6 Describe seasonal changes, and interpret the effects—1. Describe the regular and predictable cycle of seasonal changes; 2. Identify and describe examples of plant and animal changes that occur on a seasonal basis</p>
What changes when seasons change? (p. 44)	<p>English Language Arts: <i>General Outcome 3:</i> Students will listen, speak, read, write, view and represent to manage ideas and information—3.3 Organize, Record and Evaluate—represent and explain key facts and ideas in own words; recognize and use gathered information to communicate new learning</p> <p>Science: <i>Topic B: Seasonal Changes</i>—1–6 Describe seasonal changes, and interpret the effects</p>
How can we change our shadows? (p. 45)	<p>Physical Education: <i>Basic Skills</i>—Nonlocomotor—A1-3 perform nonlocomotor skills through a variety of activities; <i>Safety</i>—D1-3 show a willingness to listen to directions and simple explanations; <i>Goal Setting/Personal Challenge</i>—D1-7 try a challenging movement experience based on personal abilities</p> <p>Health and Life Skills: <i>Relationship Choices: Group Roles and Processes</i>—R-1.8 work cooperatively with a partner</p> <p>Science: <i>Topic B: Seasonal Changes</i>—1–6 Describe seasonal changes, and interpret the effects—1. Describe the regular and predictable cycle of seasonal changes</p>
Invitations to Inquire: Cluster 1	
How does the weather change? (p. 51)	<p>English Language Arts: <i>General Outcome 1:</i> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.2 Clarify and Extend—group ideas and information into categories determined by an adult;</p> <p><i>General Outcome 2:</i> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.3 Understand Forms, Elements and Techniques—identify various forms of media texts;</p> <p><i>General Outcome 3:</i> Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—ask and answer questions to satisfy information needs on a specific topic; 3.2 Select and Process—find information on a topic using a variety of sources, such as picture books, concept books, people and field trips</p> <p>Science: <i>Topic B: Seasonal Changes</i>—1–6 Describe seasonal changes, and interpret the effects—1. Describe the regular and predictable cycle of seasonal changes</p>

How can we measure temperature? (p. 52)	<p>Mathematics: <i>Number</i>—1. Say the number sequence 0 to 100 by 1s forward between any two given numbers, 1s backward from 20 to 0, 2s forward from 0 to 20, 5s and 10s forward from 0 to 100; 4. Represent and describe numbers to 20, concretely, pictorially and symbolically</p> <p>Science: <i>Topic B: Seasonal Changes</i>—1–6 Describe seasonal changes, and interpret the effects—4. Record observable seasonal changes over a period of time</p>
How can we measure changes in the weather? (p. 54)	<p>Science: <i>Topic B: Seasonal Changes</i>—1–6 Describe seasonal changes, and interpret the effects—1. Describe the regular and predictable cycle of seasonal changes</p>
How do puddles change? (p. 56)	<p>Mathematics: <i>Patterns and Relations</i>—Patterns--3. Sort objects, using one attribute, and explain the sorting rule; <i>Shape and Space</i>—Measurement--1. Demonstrate an understanding of measurement as a process of comparing by identifying attributes that can be compared, ordering objects, making statements of comparison, filling, covering or matching; 3-D Objects and 2-D Shapes—2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule</p> <p>Science: <i>Topic B: Seasonal Changes</i>—1–6 Describe seasonal changes, and interpret the effects—4. Record observable seasonal changes over a period of time</p>
How does ice change? (p. 57)	<p>English Language Arts: <i>General Outcome 3:</i> Students will listen, speak, read, write, view and represent to manage ideas and information—3.3 Organize, Record and Evaluate—list related ideas and information on a topic, and make statements to accompany pictures; represent and explain key facts and ideas in own words; recognize and use gathered information to communicate new learning;</p> <p><i>General Outcome 5:</i> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work with a group—work in partnerships and groups</p> <p>Science: <i>Topic B: Seasonal Changes</i>—1–6 Describe seasonal changes, and interpret the effects—4. Record observable seasonal changes over a period of time</p>
Invitations to Inquire: Cluster 2	
In what ways do living things change? (p. 59)	<p>Arts: <i>Drama</i>—Dramatic Movement: discover how to use the body as a vehicle for expressing and interpreting feelings and ideas; Mime: observe and study the animal kingdom, the size, shape and weight of animals, and the ways they move and react to their environment</p> <p>Science: <i>Topic B: Seasonal Changes</i>—1–6 Describe seasonal changes, and interpret the effects—2. Identify and describe examples of plant and animal changes that occur on a seasonal basis</p> <p>Social Studies: <i>Skills and Processes: Dimensions of Thinking</i>—1.S.2 Develop skills of historical thinking—Recognize that some activities or events occur on a seasonal basis</p>
What changes can we observe in our adopted space? (p. 60)	<p>English Language Arts: <i>General Outcome 1:</i> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—make observations about activities, experiences and oral, print and other media texts;</p> <p><i>General Outcome 3:</i> Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—ask and answer questions to satisfy information needs on a specific topic; 3.3 Organize, Record and Evaluate—list related ideas and information on a topic, and make statements to accompany pictures; represent and explain key facts and ideas in own words</p> <p>Arts: <i>Art</i>—Depiction: 6. Qualities and Details: represent surface qualities of objects and forms; Expression: 10(i) Purpose 1: record or document activities, people and discoveries</p> <p>Science: <i>Topic B: Seasonal Changes</i>—1–6 Describe seasonal changes, and interpret the effects—2. Identify and describe examples of plant and animal changes that occur on a seasonal basis; 3. Identify human preparations for seasonal change and identify activities that are done on a seasonal basis</p> <p>Social Studies: <i>Skills and Processes: Dimensions of Thinking</i>—1.S.2 Develop skills of historical thinking—Recognize that some activities or events occur on a seasonal basis</p>

Invitations to Inquire: Cluster 3	
How do shadows change? (p. 62)	<p>English Language Arts: <i>General Outcome 1:</i> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—make observations about activities, experiences and oral, print and other media texts; 1.2 Clarify and Extend—ask questions to get additional ideas and information on topics of interest; <i>General Outcome 3:</i> Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—explore and share own ideas on topics of study and discussion</p> <p>Physical Education: <i>General Outcome A: Basic Skills—Nonlocomotor—</i>A1-3 Perform nonlocomotor skills through a variety of activities; <i>General Outcome C: Communication—</i>C1-1 Develop and demonstrate respectful communication skills appropriate to the context; <i>General Outcome D: Goal Setting/Personal Challenge—</i>D1-7 try a challenging movement experience based on personal abilities</p> <p>Health and Life Skills: <i>Relationship Choices: Group Roles and Processes—</i>R-1.8 work cooperatively with a partner</p> <p>Mathematics: <i>Patterns and Relations—Patterns—</i>3. Sort objects, using one attribute, and explain the sorting rule; <i>Shape and Space—Measurement—</i>1. Demonstrate an understanding of measurement as a process of comparing by identifying attributes that can be compared, ordering objects, making statements of comparison, filling, covering or matching; 3-D Objects and 2-D Shapes—2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule</p> <p>Science: <i>Topic B: Seasonal Changes—</i>1–6 Describe seasonal changes, and interpret the effects—4. Record observable seasonal changes over a period of time</p>
Does everything have a shadow? (p. 64)	<p>English Language Arts: <i>General Outcome 3:</i> Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—explore and share own ideas on topics of study and discussion; <i>General Outcome 5:</i> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work with a group—work in partnerships and groups</p> <p>Science: <i>Topic B: Seasonal Changes—</i>1–6 Describe seasonal changes, and interpret the effects—4. Record observable seasonal changes over a period of time</p>
In what ways can we change shadows? (p. 65)	<p>English Language Arts: <i>General Outcome 3:</i> Students will listen, speak, read, write, view and represent to manage ideas and information—3.3 Organize, Record and Evaluate—list related ideas and information on a topic, and make statements to accompany pictures; represent and explain key facts and ideas in own words; recognize and use gathered information to communicate new learning; <i>General Outcome 5:</i> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work with a group—work in partnerships and groups</p> <p>Science: <i>Topic B: Seasonal Changes—</i>1–6 Describe seasonal changes, and interpret the effects—4. Record observable seasonal changes over a period of time</p>

Wrapping Up an Inquiry (p. 66)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned; make observations about activities, experiences and oral, print and other media texts;</p> <p><i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.4 Create Original Text—write, represent and tell brief narratives about own ideas and experiences;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—explore and share own ideas on topics of discussion and study; ask and answer questions to satisfy information needs on a specific topic; 3.3 Organize, Record and Evaluate—represent and explain key facts and ideas in own words; recognize and use gathered information to communicate new learning; 3.4 Share and Review—talk about information gathering experiences by describing what was interesting, valuable or helpful</p> <p>Science: <i>Topic B: Seasonal Changes</i>—1–6 Describe seasonal changes, and interpret the effects</p> <p>Social Studies: <i>Skills and Processes: Dimensions of Thinking</i>—1.S.2 Develop skills of historical thinking—Recognize that some activities or events occur on a seasonal basis</p>
PATTERNS AND CYCLES	
Engage	
What patterns can we find? (p. 72)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—make observations about activities, experiences and oral, print and other media texts; 1.2 Clarify and Extend—group ideas and information into categories determined by an adult;</p> <p><i>General Outcome 5</i>— Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work with a group—work in partnerships and groups</p> <p>Mathematics: <i>Patterns and Relations</i>—Patterns—1. Demonstrate an understanding of repeating patterns (two to four elements) by, describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds and actions</p> <p>Science: <i>Topic B: Seasonal Changes</i>—1–6 Describe seasonal changes, and interpret the effects</p> <p>Social Studies: <i>Skills and Processes: Dimensions of Thinking</i>—1.S.2 Develop skills of historical thinking—Recognize that some activities or events occur on a seasonal basis</p>
How can we show patterns when we move? (p. 73)	<p>Physical Education: <i>General Outcome A: Basic Skills</i>—Nonlocomotor—A1-3 perform nonlocomotor skills through a variety of activities; Application of Basic Skills in Dance—A1-9 demonstrate body awareness when performing dance activities</p> <p>Health and Life Skills: <i>Life Learning Choices: Learning Strategies</i>—L-1.2 explore different ways to know, or come to know, new things</p>
What cycles can we find in nature? (p. 74)	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.3 Organize, Record and Evaluate—identify or categorize information according to sequence, or similarities and differences; list related ideas and information on a topic, and make statements to accompany pictures; represent and explain key facts and ideas in own words</p> <p>Science: <i>Topic B: Seasonal Changes</i>—1–6 Describe seasonal changes, and interpret the effects—1. Describe the regular and predictable cycle of seasonal changes</p>
What comes before, between, and after in that number pattern? (p.75)	<p>Mathematics: <i>Number</i>—1. Say the number sequence 0 to 100 by: 1s forward between any two given numbers, 1s backward from 20 to 0, 2s forward from 0 to 20, 5s and 10s forward from 0 to 100</p>

Invitations to Inquire: Cluster 1	
What patterns can we find in stories and songs? (p. 81)	English Language Arts: <i>General Outcome 1</i> —Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Clarify and Extend—group ideas and information into categories determined by an adult; <i>General Outcome 2</i> —Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.1 Use Strategies and Cues—use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning; 2.3 Understand Forms, Elements and Techniques—demonstrate interest in repetition, rhyme and rhythm in share language experiences, such as action songs and word play Arts: <i>Music</i> —Form: understand that (2) a section may be repeated
What sound patterns can we hear and make with instruments? (p. 83)	English Language Arts: <i>General Outcome 2:</i> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.3 Understand Forms, Elements and Techniques—demonstrate interest in repetition, rhyme and rhythm in share language experiences, such as action songs and word play; <i>General Outcome 4</i> —Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—be attentive and show interest during listening or viewing activities Arts: <i>Music</i> —Rhythm: understand that (5) long sounds, short sounds and silences may be grouped to form rhythm patterns; Listening: (2) identify and compare sounds
How do artists use patterns in their work? (p. 85)	English Language Arts: <i>General Outcome 1</i> —Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—make observations about activities, experiences and oral, print and other media texts; <i>General Outcome 4</i> —Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—be attentive and show interest during listening or viewing activities Arts: <i>Art</i> —Reflection: 3. Appreciation: interpret artworks literally; Composition: 8. Unity: create unity through density and rhythm
Invitations to Inquire: Cluster 2	
What is the life cycle of our class insect? (p. 87)	English Language Arts: <i>General Outcome 1</i> —Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned; make observations about activities, experiences and oral, print and other media texts; 1.2 Clarify and Extend—ask questions to get additional ideas and information on topics of interest; <i>General Outcome 3:</i> Students will listen, speak, read, write, view and represent to manage ideas and information—3.2 Select and Process—find information on a topic using a variety of sources, such as picture books, concept books, people and field trips; 3.3 Organize, Record and Evaluate—represent and explain key facts and ideas in own words; recognize and use gathered information to communicate new learning Science: <i>Topic E: Needs of Animals and Plants</i> —1–11 Describe some common living things, and identify needs of those living things—1. Observe, describe and compare living things

How do patterns help animals? (p. 88)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned; make observations about activities, experiences and oral, print and other media texts; 1.2 Clarify and Extend—ask questions to get additional ideas and information on topics of interest;</p> <p><i>General Outcome 3:</i> Students will listen, speak, read, write, view and represent to manage ideas and information—3.3 Organize, Record and Evaluate—list related ideas and information on a topic, and make statements to accompany pictures; represent and explain key facts and ideas in own words</p> <p>Arts: <i>Art</i>—Reflection: 1. Analysis: notice commonalities within classes of natural objects or forms; Expression: 10(iii) Media and Techniques: use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography, and technographic arts</p> <p>Science: <i>Topic E: Needs of Animals and Plants</i>—1–11 Describe some common living things, and identify needs of those living things—1. Observe, describe and compare living things; 6. Identify the requirements of animals to maintain life</p>
How does the moon seem to change? (p. 89)	<p>Science: <i>Topic B: Seasonal Changes</i>—1–6 Describe seasonal changes, and interpret the effects—4. Record observable seasonal changes over a period of time</p>
Invitations to Inquire: Cluster 3	
What comes next in the counting pattern? (p. 91)	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.1 Use Strategies and Cues—use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning; 2.3 Understand Forms, Elements and Techniques—demonstrate interest in repetition, rhyme and rhythm in share language experiences, such as action songs and word play; 2.4 Create Original Text—change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media</p> <p>Mathematics: <i>Number</i>—1. Say the number sequence 0 to 100 by 1s forward between any two given numbers, 1s backward from 20 to 0, 2s forward from 0 to 20, 5s and 10s forward from 0 to 100</p>
How can patterns help us solve problems? (p. 92)	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—explore and share own ideas on topics of discussion and study; 3.3 Organize, Record and Evaluate—list related ideas and information on a topic, and make statements to accompany pictures</p> <p>Mathematics: <i>Patterns and Relations</i>—Patterns—1. Demonstrate an understanding of repeating patterns (two to four elements) by, describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds and actions</p>
What “add-more” patterns can we make? (p. 94)	<p>Mathematics: <i>Patterns and Relations</i>—Patterns—1. Demonstrate an understanding of repeating patterns (two to four elements) by, describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds and actions</p>

Wrapping Up an Inquiry (p. 96)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned; make observations about activities, experiences and oral, print and other media texts;</p> <p><i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.4 Create Original Text—write, represent and tell brief narratives about own ideas and experiences;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—explore and share own ideas on topics of discussion and study; ask and answer questions to satisfy information needs on a specific topic; 3.3 Organize, Record and Evaluate—represent and explain key facts and ideas in own words; recognize and use gathered information to communicate new learning; 3.4 Share and Review—talk about information gathering experiences by describing what was interesting, valuable or helpful;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.1 Respect Others and Strengthen Community—share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class achievements</p>
OUR COMMUNITIES	
Engage	
What and who is in our community? (p.102)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned; make observations about activities, experiences and oral, print and other media texts; 1.2 Clarify and Extend—group ideas and information into categories determined by an adult;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.3 Organize, Record and Evaluate—list related ideas and information on a topic, and make statements to accompany pictures</p> <p>Social Studies: <i>1.1 My World: Home, School, and Community</i>—Values and Attitudes—1.1.2 Value the groups and communities to which they belong; Knowledge and Understanding—1.1.3 Examine how they belong and are connected to their world; 1.1.5 Distinguish geographic features in their own community</p>
What do we know about us? (p. 103)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.3 Organize, Record and Evaluate—represent and explain key facts and ideas in own words;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work with a group—work in partnerships and groups</p> <p>Social Studies: <i>1.1 My World: Home, School, and Community</i>— Values and Attitudes—1.1.1 Value self and others as unique individuals in relation to their world; 1.1.2 Value the groups and communities to which they belong; Knowledge and Understanding—1.1.3 Examine how they belong and are connected to their world</p>

What can we learn about each other from our stories? (p. 104)	<p>English Language Arts: <i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—present ideas and information to a familiar audience, and respond to questions; speak in a clear voice, with appropriate volume, to an audience; be attentive and show interest during listening or viewing activities;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.1 Respect Others and Strengthen Community—share personal experiences and family traditions related to oral, print and other media texts</p> <p>Social Studies: <i>1.2 Moving Forward with the Past: My Family, My History and My Community</i>—1.2.1 Appreciate how stories and events of the past connect their families and communities to the present</p>
How can an interview help us find information? (p. 105)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.2 Clarify and Extend—listen and respond appropriately to experiences and feelings shared by others; ask questions to get additional ideas and information on topics of interest;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—ask questions to clear up confusing information; be attentive and show interest during listening or viewing activities</p> <p>Social Studies: <i>Skills and Processes</i>—Research for Deliberative Inquiry—Ask questions, process information</p>
Invitations to Inquire: Cluster 1	
What do we want to find out about us? (p. 111)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.2 Clarify and Extend—listen and respond appropriately to experiences and feelings shared by others; ask questions to get additional ideas and information on topics of interest;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—ask and answer questions to satisfy information needs on a specific topic</p> <p>Social Studies: <i>Skills and Processes</i>—Research for Deliberative Inquiry—Ask questions, compare and contrast information gathered, process information, draw conclusions, make predictions</p>
What do objects and spaces in our classroom tell about us? (p. 113)	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—explore and share ideas on topics of discussion and study; 3.3 Organize, Record and Evaluate—list related ideas and information on a topic, and make statements to accompany pictures; represent and explain key facts and ideas in own words</p> <p>Social Studies: <i>1.1 My World: Home, School, and Community</i>—1.1.3 examine how they belong and are connected to their world</p>
What can we learn about each other from our family treasures? (p. 114)	<p>English Language Arts: <i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—present ideas and information to a familiar audience, and respond to questions; speak in a clear voice, with appropriate volume, to an audience; be attentive and show interest during listening or viewing activities;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.1 Respect Others and Strengthen Community—share personal experiences and family traditions related to oral, print and other media texts</p> <p>Social Studies: <i>1.2 Moving Forward with the Past: My Family, My History and My Community</i>—1.2.1 Appreciate how stories and events of the past connect their families and communities to the present</p>

Invitations to Inquire: Cluster 2	
What do objects and spaces in our school tell us? (p. 116)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—make observations about activities, experiences and oral, print and other media texts; 1.2 Clarify and Extend—ask questions to get additional ideas and information on topics of interest;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.2 Select and Process—find information on a topic using a variety of sources, such as picture books, concept books, people and field trips; 3.3 Organize, Record and Evaluate—represent and explain key facts and ideas in own words</p> <p>Social Studies: <i>1.1 My World: Home, School, and Community</i>—1.1.3 Examine how they belong and are connected to their world—What helps us to recognize different groups or communities?</p>
What can we learn about our school community from the people who work and learn here? (p. 118)	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—ask and answer questions to satisfy information needs on a specific topic; 3.2 Select and Process—find information on a topic using a variety of sources, such as picture books, concept books, people and field trips; use questions to find specific information in oral, print and other media texts;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—be attentive and show interest during listening or viewing activities;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work with a group—work in partnerships and groups; ask questions and contribute ideas related to class investigations on topics of interest</p> <p>Social Studies: <i>1.1 My World: Home, School, and Community</i>—1.1.4 Determine what makes their communities thrive</p>
Invitations to Inquire: Cluster 3	
What do objects and spaces in our neighbourhood tell us? (p. 120)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—make observations about activities, experiences and oral, print and other media texts; 1.2 Clarify and Extend—ask questions to get additional ideas and information on topics of interest;</p> <p><i>General Outcome 3:</i> Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—follow spoken directions for gathering ideas and information;</p> <p>3.2 Select and Process—find information on a topic using a variety of sources, such as picture books, concept books, people and field trips—</p> <p>3.3 Organize, Record and Evaluate—list related ideas and information on a topic, and make statements to accompany pictures; represent and explain key facts and ideas in own words</p> <p>Social Studies: <i>1.1 My World: Home, School, and Community</i>—1.1.3 Examine how they belong and are connected to their world;</p> <p>1.1.5 Distinguish geographic features in their own community from other communities</p>
How does a map help us learning about the community around our school? (p. 121)	<p>Social Studies: <i>Skills and Processes</i>—Dimensions of Thinking—1.S.3 Develop skills of geographic thinking—Use a simple map to locate specific areas within the school and community</p>

What do we want to know about the school neighbourhood? (p. 123)	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—ask and answer questions to satisfy information needs on a specific topic—3.2 Select and Process—find information on a topic using a variety of sources, such as picture books, concept books, people and field trips; 3.4 Share and Review—talk about information gathering experiences by describing what was interesting, valuable or helpful;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work with a group—work in partnerships and groups; ask questions and contribute ideas related to class investigations on topics of interest</p> <p>Social Studies: <i>1.1 My World: Home, School, and Community</i>—1.1.3 Examine how they belong and are connected to their world; 1.1.5 Distinguish geographic features in their own community from other communities</p>
How do the jobs that different people have help our community? (p. 124)	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—ask and answer questions to satisfy information needs on a specific topic—3.2 Select and Process—find information on a topic using a variety of sources, such as picture books, concept books, people and field trips; 3.3 Organize, Record and Evaluate—represent and explain key facts and ideas in own words; recognize and use gathered information to communicate new learning;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work with a group—work in partnerships and groups; ask questions and contribute ideas related to class investigations on topics of interest</p> <p>Social Studies: <i>1.1 My World: Home, School, and Community</i>—1.1.4 Determine what makes their communities thrive</p>
Wrapping Up an Inquiry (p. 126)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned; make observations about activities, experiences and oral, print and other media texts;</p> <p><i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.4 Create Original Text—write, represent and tell brief narratives about own ideas and experiences;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—explore and share own ideas on topics of discussion and study; ask and answer questions to satisfy information needs on a specific topic; 3.3 Organize, Record and Evaluate—represent and explain key facts and ideas in own words; recognize and use gathered information to communicate new learning; 3.4 Share and Review—talk about information gathering experiences by describing what was interesting, valuable or helpful;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.1 Respect Others and Strengthen Community—share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class achievements</p> <p>Social Studies: <i>Skills and Processes</i>—Communication—1.S.8 Demonstrate skills of oral, written and visual literacy</p>
SHARING STORIES AND INFORMATION	
Engage	
How do we share stories and information in our school? (p.132)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—make observations about activities, experiences and oral, print and other media texts;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.2 Select and Process—find information on a topic using a variety of sources, such as picture books, concept books, people and field trips; 3.3 Organize, Record and Evaluate—list related ideas and information on a topic, and make statements to accompany pictures</p> <p>Social Studies: <i>1.1 My World: Home, School, and Community</i>—1.1.3 examine how they belong and are connected to their world;</p> <p><i>Skills and Processes</i>—Communication—1.S.8 Demonstrate skills of oral, written and visual literacy</p>

What different ways can we share stories? (p. 133)	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.2 Respond to Texts—participate in share listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons; remember and retell familiar stories and rhymes; relate aspects of stories and characters to personal feelings and experiences; retell interesting or important aspects of oral, print and other media texts</p> <p>Social Studies: <i>Skills and Processes</i>—Communication—1.S.8 Demonstrate skills of oral, written and visual literacy—Interact with others, respond appropriately, listen to others</p>
What story do we see when we listen? (p. 133)	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.2 Respond to Texts—participate in share listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons; illustrate and enact stories, rhymes and songs;</p> <p><i>General Outcome 4</i>—Students will listen, speak, red, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—be attentive and show interest during listening or viewing activities</p> <p>Social Studies: <i>Skills and Processes</i>—Communication—1.S.8 Demonstrate skills of oral, written and visual literacy—Interact with others, respond appropriately, listen to others</p>
How do we use our bodies to share stories? (p. 134)	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.2 Respond to Texts—illustrate and enact stories, rhymes and songs</p> <p>Arts: <i>Drama</i>—Dramatic Movement: discover how to use the body as a vehicle for expressing and interpreting feelings and ideas</p> <p>Physical Education: <i>General Outcome A: Basic Skills</i>—Nonlocomotor—A1-3 perform nonlocomotor skills through a variety of activities; Teamwork—display a willingness to play cooperatively with others in large or small groups;</p> <p>Health and Life Skills: <i>Relationship Choices: Understanding and Expressing Feelings</i>—R-1.1 recognize and demonstrate various ways to express feelings</p>
How can we share important information? (p. 135)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned; make observations about activities, experiences and oral, print and other media texts;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—connect information from oral, print and other media texts to topics of study</p> <p>Social Studies: <i>Skills and Processes</i>—Communication—1.S.8 demonstrate skills of oral, written and visual literacy</p>
Invitations to Inquire: Cluster 1	
What pictures and stories do you hear in music? (p. 141)	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.2 Respond to Texts—participate in share listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons; illustrate and enact stories, rhymes and songs;</p> <p><i>General Outcome 4</i>—Students will listen, speak, red, write, view and represent to enhance the clarity and artistry of communication—4.3 Present and Share—be attentive and show interest during listening or viewing activities</p> <p>Arts: <i>Music</i>—Listening: (8) follow a story told by music; Moving: (6) respond to music through movement in an individual manner</p>

How do artists show stories? (p. 142)	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.2 Respond to Texts—participate in share listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons; 2.4 Create Original Text—generate and contribute ideas for individual or group oral, print and other media texts; write, represent and tell brief narratives about own ideas and experiences;</p> <p><i>General Outcome 4</i>—Students will listen, speak, red, write, view and represent to enhance the clarity and artistry of communication—4.1 Enhance and Improve—ask or respond to questions or comments related to the content of own or other’s pictures, stories or talk;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work with a group—work in partnerships and groups; ask questions and contribute ideas related to class investigations on topics of interest</p> <p>Arts: <i>Art</i>—Reflection: 3. Appreciation: interpret artworks literally</p> <p>Social Studies: <i>Skills and Processes</i>—Dimensions of Thinking—1.S.1 Develop skills of critical thinking and creative thinking—Examine ideas and information from varied sources</p>
How can art tell a story through the people it shows? (p. 145)	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.2 Respond to Texts—participate in share listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons; 2.4 Create Original Text—write, represent and tell brief narratives about own ideas and experiences</p> <p>Arts: <i>Art</i>—Reflection: 3. Appreciation: interpret artworks literally;</p> <p><i>Drama</i>—Dramatic Movement: practise moving in different ways in response to a variety of stimuli; Mime: learn to express oneself physically and imaginatively through movement and gesture</p> <p>Social Studies: <i>Skills and Processes</i>—Dimensions of Thinking—1.S.1 Develop skills of critical thinking and creative thinking—Examine ideas and information from varied sources</p>
What stories do poems tell? (p. 147)	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.2 Respond to Texts—participate in share listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons; illustrate and enact stories, rhymes and songs</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work with a group—work in partnerships and groups; ask questions and contribute ideas related to class investigations on topics of interest</p> <p>Social Studies: <i>Skills and Processes</i>—Dimensions of Thinking—1.S.1 Develop skills of critical thinking and creative thinking—Examine ideas and information from varied sources</p>
What oral stories will you share? (p. 149)	<p>English Language Arts: <i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.2 Respond to Texts—participate in share listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons; retell interesting or important aspects of oral, print and other media texts;</p> <p><i>General Outcome 4</i>—Students will listen, speak, red, write, view and represent to enhance the clarity and artistry of communication—4.1 Enhance and Improve—ask or respond to questions or comments related to the content of own or other’s pictures, stories or talk;</p> <p>4.3 Present and Share—present ideas and information to a familiar audience, and respond to questions; speak in a clear voice, with appropriate volume, to an audience; be attentive and show interest during listening or viewing activities</p> <p>Social Studies: <i>1.2 Moving Forward with the Past: My Family, My History and My Community</i>—1.2.1 Appreciate how stories and events of the past connect their families and communities to the present</p>

Invitations to Inquire: Cluster 2	
How can we tell about the things we know? (p. 151)	<p>English Language Arts: <i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.1 Enhance and Improve—ask or respond to questions or comments related to the content of own or other’s pictures, stories or talk; 4.3 Present and Share—present ideas and information to a familiar audience, and respond to questions; speak in a clear voice, with appropriate volume, to an audience; be attentive and show interest during listening or viewing activities</p> <p>Social Studies: <i>Skills and Processes</i>—Social Participation As A Democratic Practice—1.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building; Communication—1.S.8 Demonstrate skills of oral, written and visual literacy—listen to others</p>
How can we share the information we find in non-fiction books? (p. 152)	<p>English Language Arts: <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.2 Select and Process—use questions to find specific information in oral, print and other media texts; understand that library materials are organized systematically; match information to research needs; 3.3 Organize, Record and Evaluate; represent and explain key facts and ideas in own words; recognize and use gathered information to communicate new learning; talk about information gathering experiences by describing what was interesting, valuable or helpful</p> <p>Social Studies: <i>Skills and Processes</i>—Research for Deliberative Inquiry—1.S.7 Apply the research process</p>
How can we use posters to communicate information and ideas? (p. 154)	<p>English Language Arts: <i>General Outcome 4</i>—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication—4.1 Enhance and Improve—use words and pictures to add sensory detail in oral, print and other media texts; 4.1 Present and Share—present ideas and information to a familiar audience, and respond to questions; add details such as labels, captions and pictures to oral, print and other media texts;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work with a group—work in partnerships and groups</p> <p>Social Studies: <i>Skills and Processes</i>—Communication—1.S.8 Demonstrate skills of oral, written and visual literacy—create visual images using paint and draw programs</p>
Wrapping Up an Inquiry (p. 156)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1. Discover and Explore—talk with others about something recently learned; make observations about activities, experiences and oral, print and other media texts;</p> <p><i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.4 Create Original Text—write, represent and tell brief narratives about own ideas and experiences;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—explore and share own ideas on topics of discussion and study; ask and answer questions to satisfy information needs on a specific topic; 3.3 Organize, Record and Evaluate—represent and explain key facts and ideas in own words; recognize and use gathered information to communicate new learning; 3.4 Share and Review—talk about information gathering experiences by describing what was interesting, valuable or helpful;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.1 Respect Others and Strengthen Community—share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class achievements</p>

PLANTS ARE LIVING THINGS	
Engage	
What can we learn when we observe plants outdoors? (p.162)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—make observations about activities, experiences and oral, print and other media texts; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.2 Select and Process—find information on a topic using a variety of sources, such as picture books, concept books, people and field trips</p> <p>Science: <i>Topic E: Needs of Animals and Plants</i>—1–11 Describe some common living things, and identify needs of those living things—1. Observe, describe and compare living things</p>
How do our classroom plants grow? (p. 163)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—make observations about activities, experiences and oral, print and other media texts; 1.2 Clarify and Extend—ask questions to get additional ideas and information on topics of interest; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.3 Organize, Record and Evaluate—recognize and use gathered information to communicate new learning</p> <p>Science: <i>Topic E: Needs of Animals and Plants</i>—1–11 Describe some common living things, and identify needs of those living things—1. Observe, describe and compare living things—1. Observe, describe and compare living things; 7. Identify the requirements of plants to maintain life; 8. Identify ways that land plants depend on soil</p>
What do we learn observing lima beans sprout and grow? (p. 163)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—make observations about activities, experiences and oral, print and other media texts; 1.2 Clarify and Extend—ask questions to get additional ideas and information on topics of interest; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.3 Organize, Record and Evaluate—list related ideas and information on a topic, and make statements to accompany pictures</p> <p>Science: <i>Topic E: Needs of Animals and Plants</i>—1–11 Describe some common living things, and identify needs of those living things—1. Observe, describe and compare living things—1. Observe, describe and compare living things; 7. Identify the requirements of plants to maintain life; 8. Identify ways that land plants depend on soil</p>
How do plants grow? (p. 164)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned; make observations about activities, experiences and oral, print and other media texts; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—explore and share own ideas on topics of discussion and study; connect information from oral, print and other media texts to topics of study; ask and answer questions to satisfy information needs on a specific topic</p> <p>Science: <i>Topic E: Needs of Animals and Plants</i>—1–11 Describe some common living things, and identify needs of those living things—1. Observe, describe and compare living things—1. Observe, describe and compare living things; 7. Identify the requirements of plants to maintain life; 8. Identify ways that land plants depend on soil</p>
Is it a plant? (p. 165)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.2 Clarify and Extend—group ideas and information into categories determined by an adult</p> <p>Mathematics: <i>Patterns and Relations</i>—Patterns--3. Sort objects, using one attribute, and explain the sorting rule; <i>Shape and Space</i>—3-D Objects and 2-D Shapes—2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule</p> <p>Science: <i>Topic E: Needs of Animals and Plants</i>—1–11 Describe some common living things, and identify needs of those living things—1. Observe, describe and compare living things—2. Contrast living and nonliving things; 3. Identify ways in which living things are valued</p>

Invitations to Inquire: Cluster 1	
What can we learn when we observe potatoes? (p. 171)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—make observations about activities, experiences and oral, print and other media texts; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.3 Organize, Record and Evaluate—list related ideas and information on a topic, and make statements to accompany pictures; represent and explain key facts and ideas in own words</p> <p>Arts: <i>Art</i>—Depiction: 6. Qualities and Details: represent surface qualities of objects and forms</p> <p>Science: <i>Topic E: Needs of Animals and Plants</i>—1–11 Describe some common living things, and identify needs of those living things—1. Observe, describe and compare living things; 7. Identify the requirements of plants to maintain life; 8. Identify ways that land plants depend on soil</p>
What do seeds need to grow? (p. 172)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned; make observations about activities, experiences and oral, print and other media texts; 1.2 Clarify and Extend—ask questions to get additional ideas and information on topics of interest; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.3 Organize, Record and Evaluate—represent and explain key facts and ideas in own words; <i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work with a group—work in partnerships and groups</p> <p>Science: <i>Topic E: Needs of Animals and Plants</i>—1–11 Describe some common living things, and identify needs of those living things—1. Observe, describe and compare living things; 7. Identify the requirements of plants to maintain life; 8. Identify ways that land plants depend on soil</p>
How does water travel through plants? (p. 174)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned; make observations about activities, experiences and oral, print and other media texts; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.3 Organize, Record and Evaluate—list related ideas and information on a topic, and make statements to accompany pictures; represent and explain key facts and ideas in own words; <i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work with a group—work in partnerships and groups</p> <p>Science: <i>Topic E: Needs of Animals and Plants</i>—1–11 Describe some common living things, and identify needs of those living things—1. Observe, describe and compare living things; 7. Identify the requirements of plants to maintain life</p>
What do roots look like and how do they grow? (p. 175)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned; make observations about activities, experiences and oral, print and other media texts; 1.2 Clarify and Extend—ask questions to get additional ideas and information on topics of interest</p> <p>Science: <i>Topic E: Needs of Animals and Plants</i>—1–11 Describe some common living things, and identify needs of those living things—1. Observe, describe and compare living things; 4. Classify some common local plants and animals into groups on the basis of visible characteristics</p>

Invitations to Inquire: Cluster 2	
What can we find out if plants need sunlight? (p. 178)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned; make observations about activities, experiences and oral, print and other media texts; 1.2 Clarify and Extend—ask questions to get additional ideas and information on topics of interest;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—explore and share own ideas on topics of discussion and study; 3.3 Organize, Record and Evaluate—represent and explain key facts and ideas in own words</p> <p>Science: <i>Topic E: Needs of Animals and Plants</i>—1–11 Describe some common living things, and identify needs of those living things—1. Observe, describe and compare living things; 7. Identify the requirements of plants to maintain life and recognize that we must provide these for plants in our care</p>
How can we find out if plants need water? (p. 180)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned; make observations about activities, experiences and oral, print and other media texts; 1.2 Clarify and Extend—ask questions to get additional ideas and information on topics of interest;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—explore and share own ideas on topics of discussion and study; 3.3 Organize, Record and Evaluate—represent and explain key facts and ideas in own words</p> <p>Science: <i>Topic E: Needs of Animals and Plants</i>—1–11 Describe some common living things, and identify needs of those living things—1. Observe, describe and compare living things; 7. Identify the requirements of plants to maintain life and recognize that we must provide these for plants in our care</p>
What do we think plants need to grow well? (p. 181)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned; make observations about activities, experiences and oral, print and other media texts;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—explore and share own ideas on topics of discussion and study; ask and answer questions to satisfy information needs on a specific topic</p> <p>Science: <i>Topic E: Needs of Animals and Plants</i>—1–11 Describe some common living things, and identify needs of those living things—1. Observe, describe and compare living things; 7. Identify the requirements of plants to maintain life and recognize that we must provide these for plants in our care; 8. Identify ways that land plants depend on soil</p>
Invitations to Inquire: Cluster 3	
What plants do we eat? (p. 183)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.2 Clarify and Extend—group ideas and information into categories determined by an adult;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others—5.2 Work with a group—work in partnerships and groups</p> <p>Mathematics: <i>Patterns and Relations</i>—Patterns--3. Sort objects, using one attribute, and explain the sorting rule;</p> <p><i>Shape and Space</i>—3-D Objects and 2-D Shapes—2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule</p> <p>Science: <i>Topic E: Needs of Animals and Plants</i>—1–11 Describe some common living things, and identify needs of those living things—3. Identify ways in which living things are valued</p>

In what other ways do we use plants? (p. 185)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.2 Clarify and Extend—group ideas and information into categories determined by an adult</p> <p>Science: <i>Topic E: Needs of Animals and Plants</i>—1–11 Describe some common living things, and identify needs of those living things—3. Identify ways in which living things are valued</p>
Wrapping Up an Inquiry (p. 186)	<p>English Language Arts: <i>General Outcome 1</i>—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences—1.1 Discover and Explore—talk with others about something recently learned—make observations about activities, experiences and oral, print and other media texts;</p> <p><i>General Outcome 2</i>—Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts—2.4 Create Original Text—write, represent and tell brief narratives about own ideas and experiences;</p> <p><i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—explore and share own ideas on topics of discussion and study; ask and answer questions to satisfy information needs on a specific topic; 3.3 Organize, Record and Evaluate—list related ideas and information on a topic, and make statements to accompany pictures; represent and explain key facts and ideas in own words; recognize and use gathered information to communicate new learning; 3.4 Share and Review—talk about information gathering experiences by describing what was interesting, valuable or helpful</p> <p>Science: <i>Skills:</i> Science Inquiry and Problem Solving Through Technology</p>