

Explorations 1: Manitoba Curriculum Correlations
Please use the “Find” function to search for specific outcomes.

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—1.2 Clarify and Extend—1.2.4 Extend Understanding—Ask questions to make sense of experiences; <i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.4. Present and Share—4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies; <i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community—5.2 Encourage, Support, and Work with Others—5.2.2 Work in Groups—Take turns sharing ideas and information Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-01 Use appropriate vocabulary related to changes over time</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—3.1 Plan and Focus—3.1.4 Create and Follow a Plan—Listen actively and recall and follow directions for gathering information; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts in own words Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-01 Use appropriate vocabulary related to changes over time; 1-4-08 Investigate and describe changes that occur in characteristics and behaviours of living things throughout a day</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 Assess—3.3.1 Organize Information—Identify and categorize information according to similarities, differences, and sequences; 3.3.3 Evaluate Information—Recognize and use gathered information as a basis for communication Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-01 Use appropriate vocabulary related to changes over time; 1-4-10 Describe how humans prepare for seasonal changes Social Studies: <i>Cluster 2—My Environment</i>—1-KH-019 Describe how the repeating patterns of the seasons influence their lives</p>
How can we change our shadows? (p. 45)	<p>Health and Physical Education: 1. <i>Movement:</i> Knowledge— K.1.1.A.1 Recognize the basic movement skills used in different physical activities; K.1.1.B.3b Recognize terms describing different body shapes; 2. <i>Fitness Management:</i> Skills—Active Participation—S.2.1.A.1a Participate in a wide variety of physical activities using basic movement skills that contribute to skill/fitness development and enjoyment Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-01 Use appropriate vocabulary related to changes over time; 1-4-05 Recognize that shadows are caused by blocking light; 1-4-06 Observe and describe how the Sun appears to change position over the course of a day</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—1.1 Discover and Explore—1.1.3 Experiment with Language and Form—Use a variety of forms to express and explore familiar events, ideas, and information; 1.2 Clarify and Extend—1.2.3 Combine Ideas—Group and sort ideas and information to make sense; 1.2.4 Extend Understanding—Ask questions to make sense of experiences; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.2 Select and Process—3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-14 Describe safety precautions related to daily weather, the changing of the seasons, and weather extremes</p>

How can we measure temperature? (p. 52)	<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—3.1.4 Create and Follow a Plan—Listen actively and recall and follow directions for gathering information</p> <p>Mathematics: <i>Number</i>—1.N.1. Say the number sequence by 1s forward and backward between any two given numbers; 2s to 20, forward starting at 0; 5s and 10s to 100, forward starting at 0; 1.N.4. Represent and describe numbers to 20, concretely, pictorially, and symbolically</p> <p>Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-07 Record, describe, and compare changes in temperature at different times of the day</p>
How can we measure changes in the weather? (p. 54)	<p>Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-09 Compare characteristics of the four seasons</p>
How do puddles change? (p. 56)	<p>Mathematics: <i>Shape and Space</i>—Measurement—1.S.S.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—1.S.S.2. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule</p> <p>Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-04 Sequence and record events and activities that occur over the course of a day, a week, or a year</p>
How does ice change? (p. 57)	<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—1.1.1 Express Ideas—Talk about personal experiences and familiar events; 1.1.3 Experiment with Language and Form—Use a variety of forms to express and explore familiar events, ideas, and information; 1.2 Clarify and Extend—1.2.4 Extend Understanding—Ask questions to make sense of experiences;</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—3.2.5 Make Sense of Information—Make and check predictions using prior knowledge and oral, visual, and written text features to understand information; 3.3 Organize, Record, and Assess—3.3.2 Record Information – Represent and tell key facts in own words;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in cooperative and collaborative partnerships and groups</p> <p>Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-04 Sequence and record events and activities that occur over the course of a day, a week, or a year</p>
Invitations to Inquire: Cluster 2	
In what ways do living things change? (p. 59)	<p>Arts: <i>Drama</i>—K–4 DR–L2.1 use voice, dialogue, body, gesture, and movement selectively to establish characters and roles and to express feelings</p> <p>Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-08 Investigate and describe changes that occur in characteristics and behaviours of living things throughout a day; 1-4-10 Describe how humans prepare for seasonal changes; 1-4-16 Identify physical and behavioural changes that occur seasonally among Manitoba plants and animals, and discuss possible reasons for these changes</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—1.1.1 Express Ideas - Talk about personal experiences and familiar events; 1.1.3 Experiment with Language and Form—Use a variety of forms to express and explore familiar events, ideas, and information; 1.2 Clarify and Extend—1.2.4 Extend Understanding—Ask questions to make sense of experiences;</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—3.2.5 Make Sense of Information—Make and check predictions using prior knowledge and oral, visual, and written text features to understand information; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts in own words</p> <p>Arts: <i>Visual Arts</i>—K–1 A–L1.3 describe lines, colours, textures, and shapes observed in artworks and in own surroundings; K–2 A–L3.1 observe, talk about, and use various art media to depict visual details in a wide range of subjects found in images and in life</p> <p>Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-08 Investigate and describe changes that occur in characteristics and behaviours of living things throughout a day; 1-4-09 Compare characteristics of the four seasons; 1-4-14 Describe safety precautions related to daily weather, the changing of the seasons, and weather extremes; 1-4-16 Identify physical and behavioural changes that occur seasonally among Manitoba plants and animals, and discuss possible reasons for these changes</p> <p>Social Studies: <i>Cluster 2—My Environment—Values</i>—1-VL-008 Respect neighbourhood and community places and landmarks</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—1.1.1 Express Ideas - Talk about personal experiences and familiar events; 1.2 Clarify and Extend—1.2.4 Extend Understanding—Ask questions to make sense of 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—3.1.4 Create and Follow a Plan—Listen actively and recall and follow directions for gathering information</p> <p>Health and Physical Education: <i>1. Movement:</i> Knowledge— K.1.1.A.1 Recognize the basic movement skills used in different physical activities; <i>2. Fitness Management:</i> Skills—Active Participation—S.2.1.A.1a Participate in a wide variety of physical activities using basic movement skills that contribute to skill/fitness development and enjoyment; <i>4. Personal and Social Management:</i> Skills—Goal-Setting/Planning—S.4.1.A.1 Set simple short-term goals and participate in strategies for goal attainment</p> <p>Mathematics: <i>Shape and Space</i>—Measurement—1.S.S.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—1.S.S.2. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule</p> <p>Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-05 Recognize that shadows are caused by blocking light; 1-4-06 Observe and describe how the Sun appears to change position over the course of a day</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—3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts in own words;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in cooperative and collaborative partnerships and groups</p> <p>Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-05 Recognize that shadows are caused by blocking light; 1-4-06 Observe and describe how the Sun appears to change position over the course of a day</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—3.2 Select and Process—3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources; 3.2.5 Make Sense of Information—Make and check predictions using prior knowledge and oral, visual, and written text features to understand information; 3.3 Organize, Record, and Assess—3.3.3 Evaluate Information - Recognize and use gathered information as a basis for communication;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in cooperative and collaborative partnerships and groups</p> <p>Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-05 Recognize that shadows are caused by blocking light; 1-4-06 Observe and describe how the Sun appears to change position over the course of a day</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—1.1.3 Experiment with Language and Form—Use a variety of forms to express and explore familiar events, ideas, and information; 1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge; 1.2.2 Explain Opinions—Describe new experiences and ideas;</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—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic—3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; 3.3.3 Evaluate Information—Recognize and use gathered information as a basis for communication; 3.3.4 Develop New Understanding—Recall, talk about, and record information gathering experiences;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.2 Chose Information—Share ideas and experiences through talking, storytelling, pictures, singing, illustrations, and print; 4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas in a brief presentation to a familiar audience; use illustrations and other materials to aid the presentation</p> <p>Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-01 Use appropriate vocabulary related to changes over time; 1-4-08 Investigate and describe changes that occur in characteristics and behaviours of living things throughout a day</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—1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge; 1.2.3 Combine Ideas—Group and sort ideas and information to make sense;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in cooperative and collaborative partnerships and groups</p> <p>Mathematics: <i>Patterns and Relations</i>—Patterns—1.PR.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>Cluster 3—Characteristics of Objects and Materials</i>—1-3-10 Use the design process to construct a useful object by selecting, combining, joining, and shaping materials;</p> <p><i>Cluster 4—Daily and Seasonal Changes</i>—1-4-09 Compare characteristics of the four seasons; 1-4-13 Sort clothing to suit each season, and justify their decisions</p> <p>Social Studies: <i>Cluster 2—My Environment</i>—1-KH-019 Describe how the repeating patterns of the seasons influence their lives</p>

How can we show patterns when we move? (p. 73)	<p>Arts: <i>Dance</i>—K–1 DA C.1.1 experiment constructively with grade-appropriate dance elements, techniques, and forms to create dance ideas, patterns, and/or themes; K–1 DA C2.1 select and organize movement ideas as a class, as a group, or individually</p> <p>Health and Physical Education: 1. <i>Movement</i>—Knowledge—3. Movement Concepts—K.1.1.B.3c Recognize time, force and flow as qualities of effort in movement; Skills—Rhythmic Activities—S.1.1.D.1—Demonstrate transport skills applying movement concepts while responding to a variety of stimuli</p>
What cycles can we find in nature? (p. 74)	<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—1.1.3 Experiment with Language and Form—Use a variety of forms to express and explore familiar events, ideas, and information; 1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge; 1.2.3 Combine Ideas—Group and sort ideas and information to make sense;</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 Assess—3.3.1 Organize Information—Identify and categorize information according to similarities, differences, and sequences; 3.3.3 Evaluate Information—Recognize and use gathered information as a basis for communication</p> <p>Science: <i>Cluster 4</i>—Daily and Seasonal Changes—1-4-03 Recognize that a day is divided into day time and night time based on the presence or absence of sunlight; 1-4-08 Investigate and describe changes that occur in characteristics and behaviours of living things throughout a day; 1-4-09 Compare characteristics of the four seasons; 1-4-16 Identify physical and behavioural changes that occur seasonally among Manitoba plants and animals, and discuss possible reasons for these changes</p> <p>Social Studies: <i>Cluster 2—My Environment</i>—1-KH-019 Describe how the repeating patterns of the seasons influence their lives</p>
What comes before, between, and after in that number pattern? (p.75)	<p>Mathematics: <i>Number</i>—1.N.1. Say the number sequence by 1s forward and backward between any two given numbers; 2s to 20, forward starting at 0; 5s and 10s to 100, forward starting at 0</p>
Invitations to Inquire: Cluster 1	
What patterns can we find in stories and songs? (p. 81)	<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—1.2.3 Combine Ideas—Group and sort ideas and information to make sense;</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, literary, and media texts—2.2 Respond to Texts—2.2.1 Experience Various Texts—Participate in shared listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions; 2.3 Understand Forms and Techniques—2.3.3 Vocabulary— Experiment with parts of words, word combinations, and word patterns for a variety of purposes; 2.3.4 Experiment with Language—Appreciate repetition, rhyme, and rhythm in shared language experiences;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.4. Present and Share—4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies</p> <p>Arts: <i>Music</i>—1 M–L3.1 recognize, identify, and perform with others a steady beat and a variety of grade-appropriate rhythmic and accent patterns in a variety of metres</p>

What sound patterns can we hear and make with instruments? (p. 83)	<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, literary, and media texts—2.3 Understand Forms and Techniques—2.3.5 Experiment with Language—Appreciate repetition, rhyme, and rhythm in shared language experiences;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.4. Present and Share—4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies</p> <p>Arts: <i>Music</i>—K–4 M–L2.1 play and sing by ear, reproducing simple melodies, rhythms, and accompaniments; K–2 M–C1.1 experiment constructively with grade-appropriate music elements, concepts, and techniques to create musical patterns, themes, and/or motifs; K–2 M–U1.1 perform, listen to, and demonstrate awareness of music representative of different times and places; K–4 M–V3.2 describe and give reasons for own preferences regarding music experienced through performing and listening</p>
How do artists use patterns in their work? (p. 85)	<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—4.4. Present and Share—4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies</p> <p>Arts: <i>Visual Arts</i>—K–1 A–L1.4 describe various patterns in terms of repeating and varying elements; 1–4 A–L1.5 use repetition and variety to create and modify patterns using various art media</p>
Invitations to Inquire: Cluster 2	
What is the life cycle of our class insect? (p. 87)	<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—1.1.1 Express Ideas—Talk about personal experiences and familiar events; 1.2 Clarify and Extend—1.2.2 Explain Opinions—Describe new experiences and ideas; 1.2.4 Extend Understanding—Ask questions to make sense of 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—3.1.1 Use Personal Knowledge—Discuss personal knowledge of a topic to discover information needs; 3.2 Select and Process—3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Identify and categorize information according to similarities, differences, and sequences; 3.3.2 Record Information—Represent and tell key facts and ideas in own words</p> <p>Science: <i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-01 Use appropriate vocabulary related to their investigations of characteristics and needs of living things</p>
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—1.2 Clarify and Extend—1.2.1 Develop Understanding - Connect new experiences and information with prior knowledge;</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—3.1.1 Use Personal Knowledge—Discuss personal knowledge of a topic to discover information needs; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words</p> <p>Arts: <i>Visual Arts</i>—K–2 A–L3.1 observe, talk about, and use various art media to depict visual details in a wide range of subjects found in images and in life; K–1 A–C1.1 create images and objects in response to ideas derived from a variety of stimuli; K–2 A–C2.3 describe own decisions about the selection and use of art elements while working to solve artmaking problems</p> <p>Science: <i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-10 Describe how humans and other living things depend on their environment to meet their needs</p>
How does the moon seem to change? (p. 89)	<p>Science: <i>Cluster 4—Daily and Seasonal Changes</i>—1-4-04 Sequence and record events and activities that occur over the course of a day, a week, or a year</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, literary, and media texts—2.3 Understand Forms and Techniques—2.3.3 Vocabulary—Experiment with parts of words, word combinations, and word patterns for a variety of purposes; 2.3.4 Experiment with Language—Appreciate repetition, rhyme, and rhythm in shared language experiences; 2.3.5 Create Original Texts – Create original texts to communicate and demonstrate understanding of forms and techniques;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Form—4.1.3 Organize Ideas—Organize print and pictures to express ideas and tell stories; 4.2 Enhance and Improve—4.2.4—Experiment with words and sentence patterns using specific structures</p> <p>Mathematics: <i>Number</i>—1.N.1. Say the number sequence by 1s forward and backward between any two given numbers; 2s to 20, forward starting at 0; 5s and 10s to 100, forward starting at 0</p>
How can patterns help us solve problems? (p. 92)	<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—1.1.3 Experiment with Language and Form—Use a variety of forms to express and explore familiar events, ideas, and information;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Form—4.1.3 Organize Ideas—Organize print and pictures to express ideas and tell stories; 4.2 Enhance and Improve—4.2.4—Experiment with words and sentence patterns using specific structures</p> <p>Mathematics: <i>Patterns and Relations</i>—Patterns—1.PR.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>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 Generate and Form—4.1.3 Organize Ideas—Organize print and pictures to express ideas and tell stories; 4.2 Enhance and Improve—4.2.4—Experiment with words and sentence patterns using specific structures</p> <p>Mathematics: <i>Patterns and Relations</i>—Patterns—1.PR.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—1.1.3 Experiment with Language and Form—Use a variety of forms to express and explore familiar events, ideas, and information; 1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge; 1.2.2 Explain Opinions—Describe new experiences and ideas;</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—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; 3.3.3 Evaluate Information—Recognize and use gathered information as a basis for communication; 3.3.4 Develop New Understanding—Recall, talk about, and record information gathering experiences;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.2 Share ideas and experiences through talking, storytelling, pictures, singing, illustrations, and print; 4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas in a brief presentation to a familiar audience; use illustrations and other materials to aid the presentation</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—1.1.1 Express Ideas—Talk about personal experiences and familiar events; 1.1.3 Experiment with Language and Form—Use a variety of forms to express and explore familiar events, ideas, and information; 1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge; 1.2.3 Combine Ideas—Group and sort ideas and information to make sense;</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 Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words</p> <p>Social Studies: <i>Cluster 2—My Environment</i>—1-KI-008 Identify characteristics of communities</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—1.1.3 Experiment with Language and Form—Use a variety of forms to express and explore familiar events, ideas, and information; 1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge;</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 Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in cooperative and collaborative partnerships and groups</p> <p>Social Studies: <i>Cluster 3—Connecting With Others</i>—1-KC-006 Describe various ways in which people depend upon and help one another; 1-KI-011 Identify similarities between diverse communities</p>
What can we learn about each other from our stories? (p. 104)	<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—1.1.2 Consider Others’ Ideas—Listen to and acknowledge experiences and feelings shared by others;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.2 Choose Forms—Share ideas and experiences through talking, storytelling, pictures, singing, illustrations, and print;</p> <p>4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas in a brief presentation to a familiar audience; use illustrations and other materials to aid the presentation; 4.4.2 Effective Oral Communication—Present information and ideas in sentences; 4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community—5.1 Develop and Celebrate Community—5.1.1 Compare Responses—Tell, draw, and write about self and family—5.1.2 Relate Texts to Culture—Listen to stories from oral, literary, and media texts from various communities</p> <p>Social Studies: <i>Cluster 1—I Belong—Values</i>—1-VI-003 Respect the stories, traditions, and celebrations of others; 1-KH-017F Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations</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—1.1 Discover and Explore—1.1.2 Consider Others’ Ideas—Listen to and acknowledge experiences and feelings shared by others;</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—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.2 Select and Process—3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.4 Present and Share—4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies</p> <p>Social Studies: <i>Social Studies Skills—Managing Information and Ideas</i>—1-S-200 Gather information from oral, visual, material, print, or electronic sources</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—1.1 Discover and Explore—1.1.2 Consider Others’ Ideas—Listen to and acknowledge experiences and feelings shared by others;</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—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.2 Select and Process—3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources</p> <p>Social Studies: <i>Social Studies Skills—Managing Information and Ideas</i>—1-S-200 Gather information from oral, visual, material, print, or electronic sources</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—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.2 Select and Process—3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; 3.3.3 Evaluate Information—Recognize and use gathered information as a basis for communication</p> <p>Social Studies: <i>Social Studies Skills—Managing Information and Ideas</i>—1-S-200 Gather information from oral, visual, material, print, or electronic sources</p>
What can we learn about each other from our family treasures? (p. 114)	<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—1.1.2 Consider Others’ Ideas—Listen to and acknowledge experiences and feelings shared by others;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas in a brief presentation to a familiar audience; use illustrations and other materials to aid the presentation; 4.4.2 Effective Oral Communication—Present information and ideas in sentences; 4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community; 5.1 Develop and Celebrate Community—5.1.1 Compare Responses—Tell, draw, and write about self and family</p> <p>Social Studies: <i>Cluster 1—I Belong</i>—1-KH-018 Identify family connections to previous generations;</p> <p><i>Values</i>—1-VI-005 Value the stories, languages, traditions, and celebrations of their families and communities</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 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.2 Select and Process—3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words</p> <p>Social Studies: <i>Social Studies Skills—Managing Information and Ideas</i>—1-S-200 Gather information from oral, visual, material, print, or electronic sources</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—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.2 Select and Process—3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; <i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.4 Present and Share—4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies; <i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in cooperative and collaborative partnerships and groups</p> <p>Social Studies: <i>Cluster 3—Connecting with Others</i>—1-KC-005 Describe their responsibilities and rights in the school and community; 1-KG-021 Identify relationships or connections they have with people in other places in the world</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—1.1.3 Experiment with Language and Form—Use a variety of forms to express and explore familiar events, ideas, and information; 1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge; 1.2.2. Explain Opinions—Describe new experiences and ideas; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.1.4 Create and Follow a Plan—Listen actively and recall and follow directions for gathering information; 3.2 Select and Process—3.2.1 Identify Personal and Peer Knowledge—Identify and share personal knowledge related to experiences; 3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources; 3.2.5 Make Sense of Information—Make and check predictions using prior knowledge and oral, visual, and written text features to understand information</p> <p>Social Studies: <i>Cluster 2—My Environment</i>—1-KL-016 Identify and locate landmarks and significant places using relative terms; <i>Values</i>—1-VL-007 Appreciate the beauty and benefits that the natural environment brings to their lives</p>
How does a map help us learning about the community around our school? (p. 121)	<p>Social Studies: <i>Social Studies Skills—Managing Information and Facts</i>—1-S-206 Interpret simple maps as representations of familiar places and locations</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—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.2 Select and Process—3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; 3.3.4 Develop New Understanding—Recall, talk about, and record information gathering experiences;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in cooperative and collaborative partnerships and groups</p> <p>Social Studies: <i>Cluster 3—Connecting with Others</i>—1-KC-005 Describe their responsibilities and rights in the school and community; 1-KG-021 Identify relationships or connections they have with people in other places in the world</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—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic—3.2 Select and Process—3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; 3.3.4 Develop New Understanding—Recall, talk about, and record information gathering experiences;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in cooperative and collaborative partnerships and groups</p> <p>Social Studies: <i>Cluster 3—Connecting with Others</i>—1-KC-005 Describe their responsibilities and rights in the school and community; 1-KP-024 Explain purposes of rules and laws in the school and community</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—1.1.3 Experiment with Language and Form—Use a variety of forms to express and explore familiar events, ideas, and information; 1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge; 1.2.2 Explain Opinions—Describe new experiences and ideas;</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—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; 3.3.3 Evaluate Information—Recognize and use gathered information as a basis for communication; 3.3.4 Develop New Understanding—Recall, talk about, and record information gathering experiences;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.2 Share ideas and experiences through talking, storytelling, pictures, singing, illustrations, and print; 4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas in a brief presentation to a familiar audience; use illustrations and other materials to aid the presentation</p> <p>Social Studies: <i>Cluster 2—My Environment;</i> <i>Cluster 3— Connecting with Others;</i> <i>Social Studies Skills: Communication</i>—1-S-403 Present information and ideas orally, visually, concretely, or electronically</p>

SHARING STORIES AND INFORMATION

Engage	
How do we share stories and information in our school? (p.132)	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—1.1.3 Experiment with Language and Form—Use a variety of forms to express and explore familiar events, ideas, and information; 1.2 Clarify and Extend—1.2.2 Explain Opinions—Describe new experiences and ideas; <i>General Outcome 2</i> —Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts—2.1 Use Strategies and Cues—2.1.3 Textual Cues—Use textual cues to construct and confirm meaning; <i>General Outcome 3</i> —Students will listen, speak, read, write, view and represent to manage ideas and information—3.2. Select and Process—3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources Social Studies: <i>Social Studies Skills—Managing Information and Ideas</i> —1-S-200 Gather information from oral, visual, material, print, or electronic sources
What different ways can we share stories? (p. 133)	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, literary, and media texts—2.2 Respond to Texts—2.2.1 Experience Various Texts—Participate in shared listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions; 2.3 Understand Forms and Techniques—2.3.2 Techniques and Elements—Relate and represent the beginning, middle, and end of oral, literary, and media texts; <i>General Outcome 4</i> —Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.4 Present and Share—4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies Social Studies: <i>Communication</i> —1-S-403 Present information and ideas orally, visually, concretely, or electronically
What story do we see when we listen? (p. 133)	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—4.4 Present and Share—4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies
How do we use our bodies to share stories? (p. 134)	Arts: <i>Drama</i> —K–4 DR–L2.1 use voice, dialogue, body, gesture, and movement selectively to establish characters and roles and to express feelings; K–2 DR–C3.1 prepare, with teacher guidance, drama experiences to share with others Health and Physical Education: <i>1. Movement:</i> Knowledge—3. Movement Concepts— K.1.1.B.3b Recognize terms describing different body shapes; <i>4. Personal and Social Management: Skills</i> —Goal-Setting/Planning—S.4.1.A.1 Set simple short-term goals and participate in strategies for goal attainment; Interpersonal Skills
How can we share important information? (p. 135)	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—1.1.1 Express Ideas—Talk about personal experience and familiar events; 1.1.2 Consider Others' Ideas—Listen to and acknowledge experiences and feelings shared by others; 1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge Social Studies: <i>Social Studies Skills—Active Democratic Citizenship</i> —1-S-102 Interact fairly and respectfully with others; <i>Communication</i> —1-S-403 Present information and ideas orally, visually, concretely, or electronically

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, literary, and media texts—2.2 Respond to Texts—2.2.1 Experience Various Texts—Participate in shared listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions; 2.2.3 Appreciate the Artistry of Texts—Share feelings and moods evoked by oral, literary, and 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—4.1 Generate and Focus—4.1.3 Organize Ideas—Organize print and pictures to express ideas and tell stories; 4.4 Present and Share—4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in cooperative and collaborative partnerships and groups</p> <p>Arts: <i>Dance</i>—K–4 DA–L3.1 respond kinesthetically to the flow of a wide variety of music;</p> <p><i>Music</i>—K–1 M–V3.1 reflect on and share personal responses evoked by various pieces of music and music-making experiences</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, literary, and media texts—2.2 Respond to Texts—2.2.1 Experience Various Texts—Participate in shared listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions; 2.3 Understand Forms and Techniques—2.3.5 Create Original Texts—Create original texts to communicate and demonstrate understanding of forms and techniques;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.2 Choose Forms—Share ideas and experiences through talking, storytelling, pictures, singing, illustrations, and print; 4.1.3 Organize Ideas—Organize print and pictures to express ideas and tell stories</p> <p>Arts: <i>Visual Arts</i>—K–8 A–U1.1 engage thoughtfully with artworks from various times, places, and peoples; K–1 A–V3.1 reflect on and share ideas about meaning in own and others’ artworks</p> <p>Social Studies: <i>Cluster 3—Connecting with Others</i>—1-KI-010 Give examples of diverse ways in which people live and express themselves</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, literary, and media texts—2.2 Respond to Texts—2.2.1 Experience Various Texts—Participate in shared listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions; 2.3 Understand Forms and Techniques—2.3.5 Create Original Texts—Create original texts to communicate and demonstrate understanding of forms and techniques;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.4 Present and Share—4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies</p> <p>Arts: <i>Drama</i>—K–4 DR–L2.1 use voice, dialogue, body, gesture, and movement selectively to establish characters and roles and to express feelings; K–1 DR–C1.1 use a variety of idea sources for dramatic play experiences;</p> <p><i>Visual Arts</i>—K–1 A–V3.1 reflect on and share ideas about meaning in own and others’ artworks</p> <p>Social Studies: <i>Cluster 1—I Belong</i>—1-KI-009 Describe ways in which their family expresses its culture and identity;</p> <p><i>Cluster 3—Connecting with Others</i>—1-KI-010 Give examples of diverse ways in which people live and express themselves</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, literary, and media texts—2.2 Respond to Texts—2.2.1 Experience Various Texts—Participate in shared listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions; 2.2.3 Appreciate the Artistry of Texts—Share feelings and moods evoked by oral, literary, and 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—4.1 Generate and Focus—4.1.3 Organize Ideas—Organize print and pictures to express ideas and tell stories; 4.4 Present and Share—4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies</p> <p>Social Studies: <i>Cluster 3—Connecting with Others</i>—1-KI-010 Give examples of diverse ways in which people live and express themselves</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, literary, and media texts—2.2 Respond to Texts—2.2.1 Experience Various Texts—Participate in shared listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions; 2.3 Understand Forms and Techniques—2.3.2 Techniques and Elements—Relate and represent the beginning, middle, and end of oral, literary, and 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—4.1 Generate and Focus—4.1.3 Organize Ideas—Organize print and pictures to express ideas and tell stories; 4.4 Present and Share—4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies;</p> <p><i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community—5.1 Develop and Celebrate Community—5.1.1. Compare Responses—Tell, draw, and write about self and family</p> <p>Social Studies: <i>Cluster 1—I Belong</i>—1-KH-017 Give examples of traditions and celebrations that connect them to the past;</p> <p><i>Values</i>—1-VI-003 Respect the stories, traditions, and celebrations of others</p>
Invitations to Inquire: Cluster 2	
How can we tell about the things we know? (p. 151)	<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—1.1.2 Consider Others’ Ideas—Listen to and acknowledge experiences and feelings shared by others;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas in a brief presentation to a familiar audience; use illustrations and other materials to aid the presentation; 4.4.2 Effective Oral Communication—Present information and ideas in sentences; 4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies</p> <p>Social Studies: <i>Social Studies Skills—Communication</i>—1-S-403 Present information and ideas orally, visually, concretely, or electronically</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—3.1 Plan and Focus—3.1.1 Use Personal Knowledge—Discuss personal knowledge of a topic to discover information needs; 3.1.2 Ask Questions—Ask questions to satisfy personal curiosity on a topic and discuss information needs; 3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.2 Select and Process—3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources; 3.2.3 Assess Sources—Recognize when information answers the questions asked; 3.2.4 Access Information—Understand that library materials have a specific organizational system, and use titles to locate information and ideas; use visual and auditory cues to make meaning; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; 3.3.3 Evaluate Information—Recognize and use gathered information as a basis for communication; 3.3.4 Develop New Understanding—Recall, talk about, and record information gathering experiences</p> <p>Social Studies: <i>Social Studies Skills—Communication</i>—1-S-403 Present information and ideas orally, visually, concretely, or electronically</p>

How can we use posters to communicate information and ideas? (p. 154)	<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—1.1.3 Experiment with Language and Form—Use a variety of forms to express and explore familiar events, ideas, and information;</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, literary, and media texts—2.3 Understand Forms and Techniques—2.3.5 Create Original Texts—Create original texts to communicate and demonstrate understanding of forms and techniques;</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 Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; 3.3.3 Evaluate Information—Recognize and use gathered information as a basis for communication; 3.3.4 Develop New Understanding—Recall, talk about, and record information gathering experiences;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.1 Generate Ideas—Contribute ideas from personal experiences for oral, written, and visual texts; 4.1.3 Organize Ideas—Organize print and pictures to express ideas and tell stories</p> <p>Social Studies: <i>Social Studies Skills—Communication</i>—1-S-403 Present information and ideas orally, visually, concretely, or electronically</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—1.1.3 Experiment with Language and Form—Use a variety of forms to express and explore familiar events, ideas, and information; 1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge; 1.2.2 Explain Opinions—Describe new experiences and ideas;</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—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; 3.3.3 Evaluate Information—Recognize and use gathered information as a basis for communication; 3.3.4 Develop New Understanding—Recall, talk about, and record information gathering experiences;</p> <p><i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.2 Share ideas and experiences through talking, storytelling, pictures, singing, illustrations, and print; 4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas in a brief presentation to a familiar audience; use illustrations and other materials to aid the presentation</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—1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge; 1.2.2 Explain Opinions—Describe new experiences and ideas;</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 Assess; 3.3.2 Record Information—Represent and tell key facts and ideas in own words</p> <p>Science: <i>Cluster 0—Overall Skills and Attitudes</i>—1-O-1a. Ask questions that lead to explorations of living things, objects, and events in the immediate environment;</p> <p><i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-05 Recognize that plants, as living things, come in different forms; 1-1-10 Describe how humans and other living things depend on their environment to meet their needs; 1-1-14 Show respect for living things in their immediate environment</p>

How do our classroom plants grow? (p. 163)	<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—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.2 Select and Process—3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; 3.3.3 Evaluate Information—Recognize and use gathered information as a basis for communication</p> <p>Science: <i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-05 Recognize that plants, as living things, come in different forms; 1-1-10 Describe how humans and other living things depend on their environment to meet their needs</p>
What do we learn observing lima beans sprout and grow? (p. 163)	<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—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.2 Select and Process—3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources; 3.2.5 Make Sense of Information—Make and check predictions using prior knowledge and oral, visual, and written text features to understand information; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words</p> <p>Science: <i>Cluster 0—Overall Skills and Attitudes</i>—1-0-1a. Ask questions that lead to explorations of living things, objects, and events in the immediate environment; <i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-05 Recognize that plants, as living things, come in different forms</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—1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge—1.2.2 Explain Opinions—Describe new experiences and ideas; 1.2.4 Extend Understanding—Ask questions to make sense of experiences</p> <p>Science: <i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-05 Recognize that plants, as living things, come in different forms; 1-1-14 Show respect for living things in their immediate environment</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—1.2.3 Combine Ideas—Group and sort ideas and information to make sense; <i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.4 Present and Share—4.4.3 Attentive Listening and Viewing—Demonstrate active listening and viewing skills and strategies</p> <p>Mathematics: <i>Shape and Space</i>—3-D Objects and 2-D Shapes—1.S.S.2. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule</p> <p>Science: <i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-05 Recognize that plants, as living things, come in different forms</p>

Invitations to Inquire: Cluster 1	
What can we learn when we observe potatoes? (p. 171)	<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—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.2 Select and Process—3.2.1 Identify Personal and Peer Knowledge—Identify and share personal knowledge related to experiences; 3.2.2 Identify Sources—Answer questions using oral, visual, and print information sources; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; 3.3.4 Develop New Understanding—Recall, talk about, and record information-gathering experiences</p> <p>Arts: <i>Visual Arts</i>—K–1 A–L1.3 describe lines, colours, textures, and shapes observed in artworks and in own surroundings; K–2 A–L3.1 observe, talk about, and use various art media to depict visual details in a wide range of subjects found in images and in life</p> <p>Science: <i>Cluster 0—Overall Skills and Attitudes</i>—1-0-1a Ask questions that lead to explorations of living things, objects, and events in the immediate environment; <i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-05 Recognize that plants, as living things, come in different forms; 1-1-10 Describe how humans and other living things depend on their environment to meet their needs</p>
What do seeds need to grow? (p. 172)	<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—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; <i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in cooperative and collaborative partnerships and groups</p> <p>Science: <i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-05 Recognize that plants, as living things, come in different forms; 1-1-10 Describe how humans and other living things depend on their environment to meet their needs</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—1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.3 Organize, Record, and Assess—3.3.1 Organize Information—Identify and categorize information according to similarities, differences, and sequences; 3.3.2 Record Information—Represent and tell key facts and ideas in own words; <i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in cooperative and collaborative partnerships and groups</p> <p>Science: <i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-05 Recognize that plants, as living things, come in different forms; 1-1-10 Describe how humans and other living things depend on their environment to meet their needs</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—1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge; 1.2.2 Explain Opinions—Describe new experiences and ideas; 1.2.4 Extend Understanding—Ask questions to make sense of experiences</p> <p>Science: <i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-05 Recognize that plants, as living things, come in different forms; 1-1-10 Describe how humans and other living things depend on their environment to meet their needs</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—1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge; 1.2.2 Explain Opinions—Describe new experiences and ideas; 1.2.4 Extend Understanding—Ask questions to make sense of experiences; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic—3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; 3.3.4 Develop New Understanding—Recall, talk about, and record information gathering experiences</p> <p>Science: <i>Cluster 0—Overall Skills and Attitudes</i>—1-0-1a Ask questions that lead to explorations of living things, objects, and events in the immediate environment; <i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-05 Recognize that plants, as living things, come in different forms; 1-1-10 Describe how humans and other living things depend on their environment to meet their needs</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—1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge; 1.2.2 Explain Opinions—Describe new experiences and ideas; 1.2.4 Extend Understanding—Ask questions to make sense of experiences; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; 3.3.4 Develop New Understanding—Recall, talk about, and record information gathering experiences</p> <p>Science: <i>Cluster 0—Overall Skills and Attitudes</i>—1-0-1a Ask questions that lead to explorations of living things, objects, and events in the immediate environment; <i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-05 Recognize that plants, as living things, come in different forms; 1-1-10 Describe how humans and other living things depend on their environment to meet their needs</p>
What do we think plants need to grow well? (p. 181)	<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—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.2 Select and Process—3.2.1 Identify Personal and Peer Knowledge—Identify and share personal knowledge related to experiences; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; 3.3.4 Develop New Understanding—Recall, talk about, and record information gathering experiences</p> <p>Science: <i>Cluster 0—Overall Skills and Attitudes</i>—1-0-1a Ask questions that lead to explorations of living things, objects, and events in the immediate environment; <i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-05 Recognize that plants, as living things, come in different forms; 1-1-10 Describe how humans and other living things depend on their environment to meet their needs</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—1.2.3 Combine Ideas—Group and sort ideas and information to make sense; <i>General Outcome 5</i>—Students will listen, speak, read, write, view and represent to celebrate and build community—5.2 Encourage, Support, and Work with Others—5.2.1 Cooperate with Others—Work in cooperative and collaborative partnerships and groups</p> <p>Mathematics: <i>Shape and Space</i>—Measurement—1.S.S.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—1.S.S.2. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule</p> <p>Science: <i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-05 Recognize that plants, as living things, come in different forms</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—1.2.3 Combine Ideas—Group and sort ideas and information to make sense</p> <p>Science: <i>Cluster 1—Characteristics and Needs of Living Things</i>—1-1-10 Describe how humans and other living things depend on their environment to meet their needs</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—1.1.3 Experiment with Language and Form—Use a variety of forms to express and explore familiar events, ideas, and information; 1.2 Clarify and Extend—1.2.1 Develop Understanding—Connect new experiences and information with prior knowledge; 1.2.2 Explain Opinions—Describe new experiences and ideas; <i>General Outcome 3</i>—Students will listen, speak, read, write, view and represent to manage ideas and information—3.1 Plan and Focus—3.1.3 Contribute to Group Inquiry—Ask and answer questions to help satisfy group curiosity and information needs on a specific topic; 3.3 Organize, Record, and Assess—3.3.2 Record Information—Represent and tell key facts and ideas in own words; 3.3.3 Evaluate Information—Recognize and use gathered information as a basis for communication; 3.3.4 Develop New Understanding—Recall, talk about, and record information gathering experiences; <i>General Outcome 4</i>—Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication—4.1 Generate and Focus—4.1.2 Share ideas and experiences through talking, storytelling, pictures, singing, illustrations, and print; 4.4 Present and Share—4.4.1 Share Ideas and Information—Share information and ideas in a brief presentation to a familiar audience; use illustrations and other materials to aid the presentation</p> <p>Science: <i>Cluster 0—Overall Skills and Attitudes</i>—1-0-7a Propose an answer to the initial question based on their observations; 1-0-7e Describe, in a variety of ways, what was done and what was observed</p>