

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

OUR CHANGING WORLD	
Engage	
How do things change? (p. 42)	<p>Language: <i>Oral Communication</i>—Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Visual Aids—2.7 Use one or more appropriate visual aids to support or enhance oral presentations</p> <p>Science: <i>Understanding Life Systems</i>—2. Developing Investigation and Communication Skills—2.3 investigate and compare the physical characteristics of a variety of plants and animals, including humans</p> <p>Social Studies: <i>Heritage and Identity</i>—A1. Application—Why Roles and Responsibilities Change—A1.3 compare some of the significant events in their own lives and/or the lives of their family members with those in the lives of their peers</p>
What changes for us when the weather changes? (p. 43)	<p>Language: <i>Writing</i>—Developing Ideas—1.2 Generate ideas about a potential topic; Classifying Ideas—1.4 Sort ideas and information for their writing in a variety of ways, with support and direction</p> <p>Mathematics: <i>Data Management and Probability</i>—Collection and Organization of Data—collect and organize primary data that is categorical, and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs, and a variety of recording methods</p> <p>Science: <i>Understanding Earth and Space Systems</i>—1. Relating Science and Technology to Society and the Environment—1.1 assess the impact of daily and seasonal changes on human outdoor activities</p>
What changes when seasons change? (p. 44)	<p>Language: <i>Writing</i>—Classifying Ideas—1.4 Sort ideas and information for their writing in a variety of ways, with support and direction</p> <p>Science: <i>Understanding Earth and Space Systems</i>—1. Relating Science and Technology to Society and the Environment—1.2 assess ways in which daily and seasonal changes have an impact on society and the environment</p>
How can we change our shadows? (p. 45)	<p>Health and Physical Education: <i>Movement Competence</i>—Skills, Concepts, and Strategies—Movement Strategies—B2.2 apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities</p> <p>Science: <i>Understanding Earth and Space Systems</i>—2. Developing Investigation and Communication Skills—2.2 investigate the changes in the amount of light from the sun that occur throughout the day and year</p>
Invitations to Inquire: Cluster 1	
How does the weather change? (p. 51)	<p>Language: <i>Writing</i>—Classifying Ideas—1.4 Sort ideas and information for their writing in a variety of ways, with support and direction; <i>Media Literacy</i>—Purpose and Audience—1.1 Identify the purpose and intended audience of some simple media texts; Form—2.1 Identify some of the elements and characteristics of a few simple media forms</p> <p>Mathematics: <i>Data Management and Probability</i>—Collection and Organization of Data—collect and organize primary data that is categorical, and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs, and a variety of recording methods; Data Relationships—read primary data presented in concrete graphs and pictographs, and describe the data using comparative language; pose and answer questions about collected data</p> <p>Science: <i>Understanding Earth and Space Systems</i>—1. Relating Science and Technology to Society and the Environment—1.1 assess the impact of daily and seasonal changes on human outdoor activities; 1.2 assess ways in which daily and seasonal changes have an impact on society and the environment</p>
How can we measure temperature? (p. 52)	<p>Mathematics: <i>Number Sense and Numeration</i>—Quantity Relationships—read and print in words whole numbers to ten, using meaningful contexts</p> <p>Science: <i>Understanding Earth and Space Systems</i>—2. Developing Investigation and Communication Skills—2.3 investigate the changes in the amount of heat from the sun that occur throughout the day and in the various seasons; 2.5 use appropriate science and technology vocabulary</p>

How can we measure changes in the weather? (p. 54)	Science: <i>Understanding Earth and Space Systems</i> —2. Developing Investigation and Communication Skills—2.4 use scientific inquiry/research skills, including generating questions and knowledge acquired from previous investigations, to identify daily and/or seasonal changes and their effects
How do puddles change? (p. 56)	Mathematics: <i>Measurement</i> —Measurement Relationships—compare two or three objects using measurable attributes Science: <i>Understanding Earth and Space Systems</i> —2. Developing Investigation and Communication Skills—2.6 use a variety of forms to communicate with different audiences and for a variety of purposes
How does ice change? (p. 57)	Language: <i>Oral Communication</i> —Visual Aids—2.7 Use one or more appropriate visual aids to support or enhance oral presentations; <i>Writing</i> —Purpose and Audience—1.1 Identify the topic purpose, audience and form for writing, initially with support and direction; Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns; Sentence Fluency—2.4 Write simple but complete sentences that make sense Science: <i>Understanding Earth and Space Systems</i> —2. Developing Investigation and Communication Skills—2.4 use scientific inquiry/research skills, including generating questions and knowledge acquired from previous investigations, to identify daily and/or seasonal changes and their effects
Invitations to Inquire: Cluster 2	
In what ways do living things change? (p. 59)	The Arts: <i>Dance</i> —A1. Creating and Presenting—A1.1 use dance as a language to express feelings and ideas suggested by stories and poems, with a focus on the element of body, particularly body shapes; <i>Drama</i> —B1. Creating and Presenting—B1.2 demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played Science: <i>Understanding Earth and Space Systems</i> —1. Relating Science and Technology to Society and the Environment—1.2 assess ways in which daily and seasonal changes have an impact on society and the environment
What changes can we observe in our adopted space? (p. 60)	Language: <i>Oral Communication</i> — Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4. Choose appropriate words to communicate their meaning accurately and engage the interest of their audience; <i>Writing</i> —Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns; Form—2.1 Write short texts using a few simple forms The Arts: <i>Visual Arts</i> —D1. Creating and Presenting—D1.3 use elements of design in art works to communicate ideas, messages, and personal understandings Science: <i>Understanding Life Systems</i> —2. Developing Investigation and Communication Skills—2.3 investigate and compare the physical characteristics of a variety of plants and animals, including humans; 2.6 use appropriate science and technology vocabulary, including investigation, explore, needs, space, and food, in oral and written communication
Invitations to Inquire: Cluster 3	
How do shadows change? (p. 62)	Language: <i>Oral Communication</i> — Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4. Choose appropriate words to communicate their meaning accurately and engage the interest of their audience Health and Physical Education: <i>Movement Competence</i> —Skills, Concepts, and Strategies—Movement Strategies— B2.2 apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities Mathematics: <i>Measurement</i> —Measurement Relationships—compare two or three objects using measurable attributes Science: <i>Understanding Matter and Energy</i> —2. Developing Investigation and Communication Skills—2.5 use scientific inquiry/ experimentation skills, and knowledge acquired from previous investigations, to explore the effects of light and heat from the sun

Does everything have a shadow? (p. 64)	<p>Language: <i>Writing</i>—Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns</p> <p>Science: <i>Understanding Matter and Energy</i>—2. Developing Investigation and Communication Skills—2.5 use scientific inquiry/experimentation skills, and knowledge acquired from previous investigations, to explore the effects of light and heat from the sun</p>
In what ways can we change shadows? (p. 65)	<p>Language: <i>Oral Communication</i>—Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4. Choose appropriate words to communicate their meaning accurately and engage the interest of their audience; Visual Aids—2.7 Use one or more appropriate visual aids to support or enhance oral presentations</p> <p>Science: <i>Understanding Matter and Energy</i>—2. Developing Investigation and Communication Skills—2.5 use scientific inquiry/experimentation skills, and knowledge acquired from previous investigations, to explore the effects of light and heat from the sun</p>
Wrapping Up an Inquiry (p. 66)	<p>Language: <i>Oral Communication</i>—Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4. Choose appropriate words to communicate their meaning accurately and engage the interest of their audience;</p> <p><i>Writing</i>—Classifying Ideas—1.4 Sort ideas and information for their writing in a variety of ways, with support and direction; Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns; Form—2.1 Write short texts using a few simple forms; Voice—2.2 Begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feelings towards the subject or audience; Word Choice—2.3 Use familiar words and phrases to convey a clear meaning; Sentence Fluency—2.4 Write simple but complete sentences that make sense; Point of View—2.5 Begin to identify, with support and direction, their point of view about the topic</p> <p>Science: <i>Understanding Earth and Space Systems</i>—1. Relating Science and Technology to Society and the Environment—1.2 assess ways in which daily and seasonal changes have an impact on society and the environment</p>
PATTERNS AND CYCLES	
Engage	
What patterns can we find? (p. 72)	<p>Language: <i>Oral Communication</i>—Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner</p> <p>Mathematics: <i>Patterning and Algebra</i>—Patterns and Relationships—identify, describe, and extend, through investigation, geometric repeating patterns involving one attribute</p> <p>Science: <i>Understanding Structures and Mechanisms</i>—3. Understanding Basic Concepts—3.4 describe the function/purpose of the observable characteristics of various objects and structures, using information gathered through their senses</p>
How can we show patterns when we move? (p. 73)	<p>The Arts: <i>Dance</i>—A1. Creating and Presenting—A1.3 create dance phrases using a variety of ways to connect movements</p> <p>Health and Physical Education: <i>Active Participation</i>—A1.1 actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</p>
What cycles can we find in nature? (p. 74)	<p>Language: <i>Writing</i>—Classifying Ideas—1.4 Sort ideas and information for their writing in a variety of ways, with support and direction</p> <p>Mathematics: <i>Measurement</i>—Attributes, Units, and Measurement Sense—estimate, measure, and describe the passage of time, through investigation using non-standard units</p> <p>Science: <i>Understanding Earth and Space Systems</i>—2. Developing Investigation and Communication Skills—2.4 use scientific inquiry/research skills, including generating questions and knowledge acquired from previous investigations, to identify daily and/or seasonal changes and their effects</p>

What comes before, between, and after in that number pattern? (p. 75)	Mathematics: <i>Patterning and Algebra</i> —Patterns and Relationships—identify and extend, through investigation, numeric repeating patterns
Invitations to Inquire: Cluster 1	
What patterns can we find in stories and songs? (p. 81)	<p>Language: <i>Oral Communication</i>—Comprehension Strategies—1.3 Identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction; Making Inferences/Interpreting Texts—1.5 Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions</p> <p><i>Reading</i>—Demonstrating Understanding—1.4 Demonstrate an understanding of the information and ideas of a text by retelling the story or restating the information from the text, including the main idea; Making Inferences/Interpreting Texts—1.5 Use stated and implied information and ideas in texts, initially with support and direction, to make inferences and reasonable predictions about them; Analysing Texts—1.7 Identify the main idea and a few elements of texts, initially with support and direction; Text Patterns—2.2 Recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the text</p> <p>The Arts: <i>Music</i>—C1. Creating and Performing—C1.2 apply the elements of music when singing, playing, and moving</p>
What sound patterns can we hear and make with instruments? (p. 83)	<p>Language: <i>Oral Communication</i>—Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner</p> <p>The Arts: <i>Music</i>—C1. Creating and Performing—C1.2 apply the elements of music when singing, playing, and moving; C1.3 create compositions for a specific purpose and a familiar audience; C3. Exploring Forms and Cultural Contexts—C3.2 identify a variety of musical pieces from different cultures through performing and/or listening to them</p>
How do artists use patterns in their work? (p. 85)	<p>Language: <i>Oral Communication</i>—Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner</p> <p>The Arts: <i>Visual Arts</i>—D1. Creating and Presenting—D1.4 use a variety of materials, tools, and techniques to respond to design challenges; D2. Reflecting, Responding, and Analysing—D2.1 express their feelings and ideas about art works and art experiences; D3. Exploring Forms and Cultural Contexts—D3.1 identify and describe visual art forms they see in their home, at school, in their community, and in visual arts experiences</p>
Invitations to Inquire: Cluster 2	
What is the life cycle of our class insect? (p. 87)	<p>Language: <i>Oral Communication</i>—Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Demonstrating Understanding—1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner</p> <p><i>Writing</i>—Purpose and Audience—1.1 Identify the topic, purpose, audience, and form for writing, initially with support and direction; Word Choice—2.3 Use familiar words and phrases to convey a clear meaning</p>
How do patterns help animals? (p. 88)	<p>Language: <i>Oral Communication</i>—Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; <i>Writing</i>—Purpose and Audience—1.1 Identify the topic, purpose, audience, and form for writing, initially with support and direction; Word Choice—2.3 Use familiar words and phrases to convey a clear meaning</p> <p>The Arts: <i>Visual Arts</i>—D1. Creating and Presenting—D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic; D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p>

How does the moon seem to change? (p. 89)	Science: <i>Understanding Earth and Space Systems</i> —2. Developing Investigation and Communication Skills—2.4 use scientific inquiry/research skills, including generating questions and knowledge acquired from previous investigations, to identify daily and/or seasonal changes and their effects
Invitations to Inquire: Cluster 3	
What comes next in the counting pattern? (p. 91)	Language: <i>Reading</i> —Demonstrating Understanding—1.4 Demonstrate an understanding of the information and ideas of a text by retelling the story or restating the information from the text, including the main idea; Making Inferences/Interpreting Texts—1.5 Use stated and implied information and ideas in texts, initially with support and direction, to make inferences and reasonable predictions about them; Text Patterns—2.2 Recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the text <i>Writing</i> —Purpose and Audience—1.1 Identify the topic, purpose, audience, and form for writing, initially with support and direction; Form—2.1 Write short texts using a few simple forms Mathematics: <i>Patterning and Algebra</i> —Patterns and Relationships—identify and extend, through investigation, numeric repeating patterns
How can patterns help us solve problems? (p. 92)	Language: <i>Writing</i> —Purpose and Audience—1.1 Identify the topic, purpose, audience, and form for writing, initially with support and direction; Form—2.1 Write short texts using a few simple forms Mathematics: <i>Patterning and Algebra</i> —Expressions and Equality—create a set in which the number of objects is greater than, less than, or equal to the number of objects in a given set
What “add-more” patterns can we make? (p. 94)	Language: <i>Writing</i> —Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns; Form—2.1 Write short texts using a few simple forms Mathematics: <i>Patterning and Algebra</i> —Expressions and Equality—create a set in which the number of objects is greater than, less than, or equal to the number of objects in a given set
Wrapping Up an Inquiry (p. 96)	Language: <i>Oral Communication</i> —Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4 Choose appropriate words to communicate their meaning accurately and engage the interest of their audience <i>Writing</i> —Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns; Form—2.1 Write short texts using a few simple forms; Voice—2.2 Begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feelings towards the subject or audience; Word Choice—2.3 Use familiar words and phrases to convey a clear meaning; Sentence Fluency—2.4 Write simple but complete sentences that make sense; Point of View—2.5 Begin to identify, with support and direction, their point of view about the topic
OUR COMMUNITIES	
Engage	
What and who is in our community? (p.102)	Language: <i>Oral Communication</i> —Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; <i>Writing</i> —Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns Social Studies: <i>People and Environments: The Local Community</i> —B3. Understanding Context: The Elements of the Local Community—B3.1 identify some of the natural and built features of their community

What do we know about us? (p. 103)	<p>Language: <i>Writing</i>—Developing ideas—1.2 Generate ideas about a potential topic, using a variety of strategies and resources</p> <p>Mathematics: <i>Data Management and Probability</i>—Collection and Organization of Data—collect and organize primary data that is categorical, and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs, and a variety of recording methods</p> <p>Social Studies: <i>Heritage and Identity</i>—A2. Inquiry: Roles, Responsibilities, and Identity—A2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self; A3. Understanding Context: Roles, Relationships, and Respect—A3.2 identify some of the significant people, places, and things in their life, including their life in the community</p>
What can we learn about each other from our stories? (p. 104)	<p>Language: <i>Oral Communication</i>—Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4 Choose appropriate words to communicate their meaning accurately and engage the interest of their audience; Visual Aids—2.7 Use one or more appropriate visual aids to support or enhance oral presentations</p> <p>Social Studies: <i>Heritage and Identity</i>—A2. Inquiry: Roles, Responsibilities, and Identity—A2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity; Heritage and Identity—A3. Understanding Context: Roles, Relationships, and Respect—A3.1 describe some of their own roles, relationships, and responsibilities</p>
How can an interview help us find information? (p. 105)	<p>Language: <i>Oral Communication</i>—Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Comprehension Strategies—1.3 Identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction; Demonstrating Understanding—1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea</p>
Invitations to Inquire: Cluster 1	
What do we want to find out about us? (p. 111)	<p>Language: <i>Oral Communication</i>—Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4 Choose appropriate words to communicate their meaning accurately and engage the interest of their audience</p> <p>Mathematics: <i>Data Management and Probability</i>—Data Relationships—read primary data presented in concrete graphs and pictographs, and describe the data using comparative language; pose and answer questions about collected data</p> <p>Social Studies: <i>Heritage and Identity</i>—A2. Inquiry: Roles, Responsibilities, and Identity—A2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self</p>
What do objects and spaces in our classroom tell about us? (p. 113)	<p>Language: <i>Writing</i>—Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns; Review—1.6 Determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose</p> <p>Social Studies: <i>People and Environments: The Local Community</i>—B2. Inquiry: Interrelationships and their Impact—B2.2 gather and organize information on the interrelationship between people and the natural and built features of their community, and on the effects of this interrelationship, using sources that they have located themselves or that have been provided to them</p>

What can we learn about each other from our family treasures? (p. 114)	<p>Language: <i>Oral Communication</i>—Demonstrating Understanding—1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4 Choose appropriate words to communicate their meaning accurately and engage the interest of their audience; Visual Aids—2.7 Use one or more appropriate visual aids to support or enhance oral presentations</p> <p>Social Studies: <i>Heritage and Identity</i>—A2: Inquiry: Roles, Responsibilities, and Identity—A2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self using primary and/or secondary sources that they have located themselves or that have been provided to them</p>
Invitations to Inquire: Cluster 2	
What do objects and spaces in our school tell us? (p. 116)	<p>Language: <i>Writing</i>—Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns</p> <p>Social Studies: <i>People and Environments: The Local Community</i>—B2: Inquiry: Interrelationships and their Impact—B2.2 gather and organize information on the interrelationship between people and the natural and built features of their community, and on the effects of this interrelationship, using sources that they have located themselves or that have been provided to them</p>
What can we learn about our school community from the people who work and learn here? (p. 118)	<p>Language: <i>Oral Communication</i>—Comprehension Strategies—1.3 Identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction; Demonstrating Understanding—1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea;</p> <p><i>Writing</i>—Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns</p> <p>Social Studies: <i>Heritage and Identity</i>—A3: Understanding Context: Roles, Relationships, and Respect—A3.2 identify some of the significant people, places, and things in their life, including their life in the community</p>
Invitations to Inquire: Cluster 3	
What do objects and spaces in our neighbourhood tell us? (p. 120)	<p>Language: <i>Writing</i>—Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns</p>
How does a map help us learning about the community around our school? (p. 121)	<p>Social Studies: <i>People and Environments: The Local Community</i>—B2: Inquiry: Interrelationships and Their Impact—B2.3 analyse maps, and construct simple maps using appropriate elements, as part of their investigations into the interrelationship between people and significant natural and built features in their community</p>
What do we want to know about the school neighbourhood? (p. 123)	<p>Language: <i>Writing</i>—Purpose and Audience—1.1 Identify the topic, purpose, audience, and form for writing, initially with support and direction; Sentence Fluency—2.4 Write simple but complete sentences that make sense; Preparing for Revision—2.6 Identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers</p> <p>Social Studies: <i>People and Environments: The Local Community</i>—B2: Inquiry: Interrelationships and Their Impact—B2.1 formulate questions to guide investigations into some aspects of the interrelationship between people and the natural and built features of their community, with a focus on some of the short- and long-term effects of this interrelationship</p>

How do the jobs that different people have help our community? (p. 124)	<p>Language: <i>Reading</i>—Purpose—1.2 Identify a few different purposes for reading and choose reading materials appropriate for those purposes;</p> <p><i>Writing</i>—Purpose and Audience—1.1 Identify the topic, purpose, audience, and form for writing, initially with support and direction;</p> <p>Research—1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Sentence Fluency—2.4 Write simple but complete sentences that make sense</p> <p>Social Studies: <i>People and Environments: The Local Community</i>—B1. Application: Interrelationships Within the Community—B1.2 Identify some services and service-related occupations in their community; B. People and Environments: The Local Community—B3. Understanding Context: The Elements of the Local Community—B3.7 identify some of the services in the community for which the government is responsible</p>
Wrapping Up an Inquiry (p. 126)	<p>Language: <i>Oral Communication</i>—Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4. Choose appropriate words to communicate their meaning accurately and engage the interest of their audience;</p> <p><i>Writing</i>—Research—1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns; Form—2.1 Write short texts using a few simple forms; Voice—2.2 Begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feelings towards the subject or audience; Word Choice—2.3 Use familiar words and phrases to convey a clear meaning; Sentence Fluency—2.4 Write simple but complete sentences that make sense; Point of View—2.5 Begin to identify, with support and direction, their point of view about the topic</p>
SHARING STORIES AND INFORMATION	
Engage	
How do we share stories and information in our school? (p.132)	<p>Language: <i>Oral Communication</i>—Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4 Choose appropriate words to communicate their meaning accurately and engage the interest of their audience;</p> <p><i>Reading</i>—Variety of Texts—1.1 Read a few different types of literary texts and informational texts; Purpose—1.2 Identify a few different purposes for reading and choosing materials appropriate for those purposes</p>
What different ways can we share stories? (p. 133)	<p>Language: <i>Oral Communication</i>—Comprehension Strategies—1.3. Identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction;</p> <p>Demonstrating Understanding—1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea</p>
What story do we see when we listen? (p. 133)	<p>Language: <i>Oral Communication</i>—Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Comprehension Strategies—1.3 Identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction;</p> <p>Demonstrating Understanding—1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea</p>
How do we use our bodies to share stories? (p. 134)	<p>The Arts: <i>Drama</i>—B1. Creating and Presenting—B1.1 engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places; B1.2 demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played</p> <p>Health and Physical Education: <i>Interpersonal Skills</i>—1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p>

How can we share important information? (p. 135)	Language: <i>Oral Communication</i> —Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4 Choose appropriate words to communicate their meaning accurately and engage the interest of their audience
Invitations to Inquire: Cluster 1	
What pictures and stories do you hear in music? (p. 141)	Language: <i>Oral Communication</i> —Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations The Arts: <i>Dance</i> —A1. Creating and Presenting—A1.2 use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes; <i>Music</i> —C2. Reflecting, Responding, and Analysing—C2.1 express initial reactions and personal responses to musical performances in a variety of ways; <i>Visual Arts</i> —D1. Creating and Presenting—D1.3 use elements of design in art works to communicate ideas, messages, and personal understandings
How do artists show stories? (p. 142)	Language: <i>Oral Communication</i> —Interactive Strategies—2.2 Demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large- group discussions; Appropriate Language—2.3 Choose appropriate words to communicate their meaning accurately and engage the interest of their audience; <i>Writing</i> —Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns; <i>Voice</i> —2.2 Begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience; <i>Sentence Fluency</i> —2.4 Write simple but complete sentences that make sense; <i>Revision</i> —2.7 Make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies The Arts: <i>Visual Arts</i> —D2. Reflecting, Responding, and Analysing—D2.1 express their feelings and ideas about art works and art experiences
How can art tell a story through the people it shows? (p. 145)	Language: <i>Oral Communication</i> —Non-Verbal Cues—2.6 Identify some non-verbal cues, including facial expressions, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning The Arts: <i>Visual Arts</i> —D2. Reflecting, Responding, and Analysing—D2.1 express their feelings and ideas about art works and art experiences
What stories do poems tell? (p. 147)	Language: <i>Oral Communication</i> —Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Comprehension Strategies—1.3 Identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction; Demonstrating Understanding—1.4. Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea; Making Inferences/Interpreting Texts—1.5 Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions
What oral stories will you share? (p. 149)	Language: <i>Oral Communication</i> —Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4. Choose appropriate words to communicate their meaning accurately and engage the interest of their audience; Vocal Skills and Strategies—2.5 Begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning; Non-Verbal Cues—2.6 Identify some non-verbal cues, including facial expressions, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

Invitations to Inquire: Cluster 2	
How can we tell about the things we know? (p. 151)	Language: <i>Oral Communication</i> —Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Comprehension Strategies—1.3 Identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4 Choose appropriate words to communicate their meaning accurately and engage the interest of their audience; Visual Aids—2.7 Use one or more appropriate visual aids to support or enhance oral presentations
How can we share the information we find in non-fiction books? (p. 152)	Language: <i>Reading</i> —Variety of Texts—1.1 Read a few different types of literary texts, graphic texts, and informational texts; Purpose—1.2 Identify a few different purposes for reading and choose reading materials appropriate for those purposes; Comprehension Strategies—1.3 Identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction; Demonstrate Understanding—1.4 Demonstrate understanding of a text by retelling the story or restating the information from the text, including the main idea; Extend Understanding—1.6 Extend understanding of texts by connection the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them
How can we use posters to communicate information and ideas? (p. 154)	Language: <i>Writing</i> —Purpose—1.1 Identify the topic, purpose, audience, and form for writing, initially with support and direction; Developing Ideas—1.2 Generate ideas about a potential topic, using a variety of strategies and resources; Research—1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns; Sentence Fluency—2.4 Write simple but complete sentences that make sense; Revision—2.7 Make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies; Publishing—3.7 Use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout; Producing Finished Works—3.8 Produce pieces of published work to meet criteria identified by the teacher, based on expectations <i>Media Literacy</i> —Purpose and Audience—3.1 Identify the topic, purpose, and audience for media texts they plan to create; Conventions and Techniques—3.3 Identify conventions and techniques appropriate to the form chosen for a media text they plan to create
Wrapping Up an Inquiry (p. 156)	Language: <i>Oral Communication</i> —Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4. Choose appropriate words to communicate their meaning accurately and engage the interest of their audience <i>Writing</i> —Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns; Form—2.1 Write short texts using a few simple forms; Voice—2.2 Begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feelings towards the subject or audience; Word Choice—2.3 Use familiar words and phrases to convey a clear meaning; Sentence Fluency—2.4 Write simple but complete sentences that make sense; Point of View—2.5 Begin to identify, with support and direction, their point of view about the topic

PLANTS ARE LIVING THINGS	
Engage	
What can we learn when we observe plants outdoors? (p.162)	<p>Language: <i>Writing</i>—Research—1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 Sort ideas and information for their writing in a variety of ways, with support and direction</p> <p>Science: <i>Understanding Life Systems</i>—1. Relating Science and Technology to Society and the Environment—1.2 describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life, taking different points of view into consideration</p>
How do our classroom plants grow? (p. 163)	<p>Language: <i>Writing</i>—Research—1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Classifying Ideas—1.4 Sort ideas and information for their writing in a variety of ways, with support and direction</p> <p>Science: <i>Understanding Life Systems</i>—2. Developing Investigation and Communication Skills—2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources; 2.4 investigate the physical characteristics of plants and explain how they help the plant meet its basic needs using a variety of methods and resources</p>
What do we learn observing lima beans sprout and grow? (p. 163)	<p>Language: <i>Writing</i>—Research—1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns; Sentence Fluency—2.4 Write simple but complete sentences that make sense</p> <p>Science: <i>Understanding Life Systems</i>—2. Developing Investigation and Communication Skills—2.4 investigate the physical characteristics of plants and explain how they help the plant meet its basic needs using a variety of methods and resources</p>
How do plants grow? (p. 164)	<p>Language: <i>Oral Communication</i>—Comprehension Strategies—1.3 Identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction; Demonstrating Understanding—1.4. Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea; Making Inferences/Interpreting Texts—1.5 Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions; Extending Understanding—1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>Science: <i>Understanding Life Systems</i>—2. Developing Investigation and Communication Skills—2.4 investigate the physical characteristics of plants and explain how they help the plant meet its basic needs using a variety of methods and resources</p>
Is it a plant? (p. 165)	<p>Math: <i>Measurement</i>—Measurement Relationships—compare two or three objects using measurable attributes, and describe the objects using relative terms; Data Management and Probability—Collection and Organization of Data—demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute, and by describing informal sorting experiences</p> <p>Science: <i>Understanding Life Systems</i>—2. Developing Investigation and Communication Skills—2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources</p>

Invitations to Inquire: Cluster 1	
What can we learn when we observe potatoes? (p. 171)	<p>Language: <i>Writing</i>—Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns</p> <p>The Arts: <i>Visual Arts</i>—D1. Creating and Presenting—D1.3 use elements of design in art works to communicate ideas, messages, and personal understandings</p> <p>Science: <i>Understanding Life Systems</i>—3. Understanding Basic Concepts—3.2 identify the physical characteristics of a variety of plants and animals</p>
What do seeds need to grow? (p. 172)	<p>Language: <i>Oral Communication</i>—Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4. Choose appropriate words to communicate their meaning accurately and engage the interest of their audience; <i>Writing</i>—Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns</p> <p>Science: <i>Understanding Life Systems</i>—2. Developing Investigation and Communication Skills—2.4 investigate the physical characteristics of plants and explain how they help the plant meet its basic needs using a variety of methods and resources</p>
How does water travel through plants? (p. 174)	<p>Language: <i>Writing</i>—Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns; Form—2.1 Write short texts using a few simple forms; Word Choice—2.3 Use familiar words and phrases to convey a clear meaning</p>
What do roots look like and how do they grow? (p. 175)	<p>Language: <i>Oral Communication</i>—Comprehension Strategies—1.3 Identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction; Demonstrating Understanding—1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner</p> <p>Science: <i>Understanding Life Systems</i>—2. Developing Investigation and Communication Skills—2.3 investigate and compare the physical characteristics of a variety of plants and animals, including humans</p>
Invitations to Inquire: Cluster 2	
What can we find out if plants need sunlight? (p. 178)	<p>Language: <i>Oral Communication</i>—Making Inferences/Interpreting Texts—1.5 Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions; Extending Understanding—1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them; <i>Writing</i>—Research—1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns; Form—2.1 Write short texts using a few simple forms; Word Choice—2.3 Use familiar words and phrases to convey a clear meaning</p> <p>Science: <i>Understanding Life Systems</i>—2. Developing Investigation and Communication Skills—2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources</p>

How can we find out if plants need water? (p. 180)	<p>Language: <i>Oral Communication</i>—Making Inferences/Interpreting Texts—1.5 Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions; Extending Understanding—1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them;</p> <p><i>Writing</i>—Research—1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns; Form—2.1 Write short texts using a few simple forms; Word Choice—2.3 Use familiar words and phrases to convey a clear meaning</p> <p>Science: <i>Understanding Life Systems</i>—2. Developing Investigation and Communication Skills—2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources</p>
What do we think plants need to grow well? (p. 181)	<p>Language: <i>Oral Communication</i>—Making Inferences/Interpreting Texts—1.5 Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions; Extending Understanding—1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>Science: <i>Understanding Life Systems</i>—2. Developing Investigation and Communication Skills—2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources; 3. Understanding Basic Concepts—3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment</p>
Invitations to Inquire: Cluster 3	
What plants do we eat? (p. 183)	<p>Mathematics: <i>Measurement</i>—Measurement Relationships—compare two or three objects using measurable attributes, and describe the objects using relative terms;</p> <p><i>Data Management and Probability</i>—Collection and Organization of Data—demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute, and by describing informal sorting experiences</p> <p>Science: <i>Understanding Life Systems</i>—3. Understanding Basic Concepts—3.6 identify what living things provide for other living things</p>
In what other ways do we use plants? (p. 185)	<p>Science: <i>Understanding Life Systems</i>—3. Understanding Basic Concepts—3.5 describe how showing care and respect for all living things helps to maintain a healthy environment; 3.6 identify what living things provide for other living things;</p> <p><i>Understanding Matter and Energy</i>—3. Understanding Basic Concepts—3.3 identify food as a source of energy for themselves and other living things</p>
Wrapping Up an Inquiry (p. 186)	<p>Language: <i>Oral Communication</i>—Active Listening Strategies—1.2 Demonstrate an understanding of appropriate behaviour by using active listening strategies in a few different situations; Clarity and Coherence—2.3 Communicate ideas and information orally in a clear, coherent manner; Appropriate Language—2.4. Choose appropriate words to communicate their meaning accurately and engage the interest of their audience;</p> <p><i>Reading</i>—Variety of Texts—1.1. Read a few different types of literary texts and informational texts; Purpose—1.2 Identify a few different purposes for reading and choosing materials appropriate for those purposes;</p> <p><i>Writing</i>—Research—1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources; Organizing Ideas—1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns; Form—2.1 Write short texts using a few simple forms; Voice—2.2 Begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feelings towards the subject or audience; Word Choice—2.3 Use familiar words and phrases to convey a clear meaning; Sentence Fluency—2.4 Write simple but complete sentences that make sense; Point of View—2.5 Begin to identify, with support and direction, their point of view about the topic</p>