

Explorations 1: Saskatchewan Curriculum Correlations
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OUR CHANGING WORLD	
Engage	
How do things change? (p. 42)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.2 Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR1.2 Describe kinship patterns of the past and present and describe according to traditional teachings—a) Retell family stories that identify how family structures have changed over time</p>
What changes for us when the weather changes? (p. 43)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.2 Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location—a) Pose questions about plant, animal, and human adaptation to daily and seasonal changes</p>
What changes when seasons change? (p. 44)	<p>English Language Arts: <i>Compose and Create</i>—CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—a. Understand that making pictures, illustrations, and other representations clarify and extend understanding</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.1 Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording; DS1.2 Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location</p>
How can we change our shadows? (p. 45)	<p>Physical Education: <i>PE 1.6</i>—Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in space, effort, relationships</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.1 Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording—c) Observe daily and seasonal changes in the amount of heat and light from the sun, including the formation of shadows</p>
Invitations to Inquire: Cluster 1	
How does the weather change? (p. 51)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways— a. Understand that making pictures, illustrations, and other representations clarify and extend understanding</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.1 Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording—c) Observe daily and seasonal changes in the amount of heat and light from the sun, including the formation of shadows</p>

How can we measure temperature? (p. 52)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied</p> <p>Math: <i>Number</i>—N1.1 Say the number sequence, 0 to 100, 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; N1.4 Represent and describe whole numbers to 20 concretely, pictorially, and symbolically</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.1 Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording—e) Use a variety of tools and techniques to record changes in weather conditions that occur in daily and seasonal cycles</p>
How can we measure changes in the weather? (p. 54)	<p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.1 Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording—e) Use a variety of tools and techniques to record changes in weather conditions that occur in daily and seasonal cycles</p>
How do puddles change? (p. 56)	<p>Math: <i>Shape and Space</i>—SS1.1 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; SS1.2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule</p> <p>Science: <i>Physical Science</i>—Using Objects and Materials—OM1.1 Investigate observable characteristics and uses of natural and constructed objects and materials in their environment—e) Compare the properties of materials that appear in familiar natural and constructed objects</p>
How does ice change? (p. 57)	<p>English Language Arts: <i>Compose and Create</i>—CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—a. Understand that making pictures, illustrations, and other representations clarify and extend understanding; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—d. Share and talk about what is being learned, and stay on topic when speaking; e. Participate in small-group work; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—f. Write brief explanations and descriptions of real objects, persons, and places</p> <p>Science: <i>Physical Science</i>—Using Objects and Materials—OM1.1 Investigate observable characteristics and uses of natural and constructed objects and materials in their environment—e) Compare the properties of materials that appear in familiar natural and constructed objects</p>
Invitations to Inquire: Cluster 2	
In what ways do living things change? (p. 59)	<p>Arts: <i>Creative/Productive</i>—CP1.1 Create movements and movement patterns in response to stimuli such as stories, poems, music, or objects as starting points</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.2 Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location</p>

What changes can we observe in our adopted space? (p. 60)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—</p> <p>a. Understand that making pictures, illustrations, and other representations clarify and extend understanding; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—d. Share and talk about what is being learned, and stay on topic when speaking</p> <p>Arts: <i>Creative/Productive</i>—CP1.7 Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work; CP1.8 Create art works that express own ideas and explore different forms and media</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.2 Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location</p>
Invitations to Inquire: Cluster 3	
How do shadows change? (p. 62)	<p>English Language Arts: <i>Compose and Create</i>—CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—d. Share and talk about what is being learned, and stay on topic when speaking</p> <p>Math: <i>Shape and Space</i>—SS1.1 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; SS1.2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule</p> <p>Physical Education: <i>PE 1.6</i>—Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in space, effort, relationships</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.1 Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording—c) Observe daily and seasonal changes in the amount of heat and light from the sun, including the formation of shadows</p>
Does everything have a shadow? (p. 64)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.1 Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording—c) Observe daily and seasonal changes in the amount of heat and light from the sun, including the formation of shadows</p>
In what ways can we change shadows? (p. 65)	<p>English Language Arts: <i>Compose and Create</i>—CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—a. Understand that making pictures, illustrations, and other representations clarify and extend understanding; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—d. Share and talk about what is being learned, and stay on topic when speaking</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.1 Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording—c) Observe daily and seasonal changes in the amount of heat and light from the sun, including the formation of shadows</p>

Wrapping Up an Inquiry (p. 66)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—d. Create stories and short informational texts of several sentences to communicate ideas and information about self, others, and the natural and constructed environments; e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; b. Select and use appropriate before, during, and after strategies when speaking to communicate meaning; d. Share and talk about what is being learned, and stay on topic when speaking; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—a. Recognize that writing is a process focused upon conveying meaning to self and others; d. Write about familiar topics using the learned vocabulary to express ideas; e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model; f. Write brief explanations and descriptions of real objects, persons, and places;</p> <p><i>Assess and Reflect</i>—AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do— a. Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions</p>
PATTERNS AND CYCLES	
Engage	
What patterns can we find? (p. 72)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied</p> <p>Math: <i>Patterns and Relations</i>—P1.1 Demonstrate an understanding of repeating patterns by: describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds and actions</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.2 Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location—b) Make predictions about plant, animal, and human adaptations to daily and seasonal changes based on observed patterns</p>
How can we show patterns when we move? (p. 73)	<p>Arts: <i>Dance</i>—Creative/Productive—CP1.2 Create short dance phrases using the elements of dance including actions, body, dynamics, relationships, and space</p> <p>Physical Education: <i>PE 1.7</i>—Explore and demonstrate rhythmical movement in response to different rhythms and dance patterns, using locomotor skills and non-locomotor skills</p>
What cycles can we find in nature? (p. 74)	<p>English Language Arts: <i>Compose and Create</i>—CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—a. Understand that making pictures, illustrations, and other representations clarify and extend understanding; b. Select and use the appropriate before, during, and after strategies when using various forms of representing to communicate meaning; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; b. Select and use the appropriate before, during, and after strategies when speaking to communicate meaning; i. Relate an important event or personal experience in a simple sequence</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.2 Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location—a) Pose questions about plant, animal, and human adaptation to daily and seasonal changes; b) Make predictions about plant, animal, and human adaptations to daily and seasonal changes based on observed patterns</p>

What comes before, between, and after in that number pattern? (p.75)	Math: Number —N1.1 Say the number sequence, 0 to 100, 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
Invitations to Inquire: Cluster 1	
What patterns can we find in stories and songs? (p. 81)	<p>English Language Arts: Comprehend and Respond—CR1.3 Listen to and comprehend a variety of texts to retell to the sequence and key points—a. Listen and respond appropriately to a range of oral communications including selected works of children's literature and traditional and contemporary First Nations and Métis stories; b. Select and use the appropriate before, during, and after strategies when listening; c. Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when listening</p> <p>Arts: Creative/Productive—CP1.6 Demonstrate understanding of patterns and the elements of music</p> <p>Science: Earth and Space Science—DS1.2 Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location—e) Explore ways in which plant, animal, and human adaptations to daily and seasonal changes are represented through fiction and non-fiction writing and the arts</p> <p>Social Studies: Cross-curricular Competencies—Developing Literacies—Constructing knowledge related to various literacies; exploring and interpreting the world through various literacies; expressing understanding and communicating meaning using various literacies</p>
What sound patterns can we hear and make with instruments? (p. 83)	<p>English Language Arts: Comprehend and Respond—CR1.3 Listen to and comprehend a variety of texts to retell to the sequence and key points—b. Select and use the appropriate before, during, and after strategies when listening; c. Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when listening</p> <p>Arts: Creative/Productive—CP1.5 Create music expressions and contribute to decisions about ideas, sounds, instruments, and order; CP1.6 Demonstrate understanding of patterns and the elements of music;</p> <p>Cultural/Historical—CH1.1 Describe the arts and cultural traditions found in own home and school community</p>
How do artists use patterns in their work? (p. 85)	<p>English Language Arts: Comprehend and Respond—CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts—b. Select and use the appropriate before, during, and after strategies when viewing</p> <p>Arts: Creative/Productive—CP1.7 Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work</p> <p>Science: Earth and Space Science—Daily and Seasonal changes—DS1.1 Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording—d) Examine ways in which various cultures, including First Nations and Métis, represent daily and seasonal changes through oral traditions and artistic works; DS1.2 Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location—e) Explore ways in which plant, animal, and human adaptations to daily and seasonal changes are represented through fiction and non-fiction writing and the arts</p>

Invitations to Inquire: Cluster 2	
What is the life cycle of our class insect? (p. 87)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—d. Create stories and short informational texts of several sentences to communicate ideas and information about self, others, and the natural and constructed environments; e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—a. Understand that making pictures, illustrations, and other representations clarify and extend understanding; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; b. Share and talk about what is being learned, and stay on topic when speaking; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—a. Recognize that writing is a process focused upon conveying meaning to self and others; f. Write brief explanations and descriptions of real objects, persons, and places</p> <p>Science: <i>Life Science</i>—Needs and Characteristics of Living Things—LT1.1 Differentiate between living things according to observable characteristics, including appearance and behaviour—d) Engage in personal, scientific, and Indigenous ways of organizing understanding of living things; g) Record information, using written language, pictures, and tables, about the appearance and behaviour of familiar animals, such as classroom or personal pets, at regular intervals over a specific time interval; j) Compare characteristics of plants and animals at different stages of their lives</p>
How do patterns help animals? (p. 88)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts—b. Select and use the appropriate before, during, and after strategies when viewing;</p> <p><i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—d. Create stories and short informational texts of several sentences to communicate ideas and information about self, others, and the natural and constructed environments; CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—a. Understand that making pictures, illustrations, and other representations clarify and extend understanding; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—b. Share and talk about what is being learned, and stay on topic when speaking; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—a. Recognize that writing is a process focused upon conveying meaning to self and others; f. Write brief explanations and descriptions of real objects, persons, and places</p> <p>Arts: <i>Creative/Productive</i>—CP1.7 Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.2 Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location—d) Examine seasonal changes in the characteristics, behaviours, and location of plants, animals, and humans</p>
How does the moon seem to change? (p. 89)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal changes—DS1.1 Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording—f) Document the visibility and position of objects in the sky at different times of the day and year; g) Record observations of the shape and position of the moon throughout a month</p>

Invitations to Inquire: Cluster 3	
What comes next in the counting pattern? (p. 91)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.3 Listen to and comprehend a variety of texts to retell to the sequence and key points—a. Listen and respond appropriately to a range of oral communications including selected works of children’s literature and traditional and contemporary First Nations and Métis stories; b. Select and use the appropriate before, during, and after strategies when listening; c. Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when listening;</p> <p><i>Compose and Create</i>—CC1.1—Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—c. Create stories, explanations, poems, and dramatizations using known patterns and later developing own patterns; CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—a. Understand that making pictures, illustrations, and other representations clarify and extend understanding; c. Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when using various forms of representing</p> <p>Math: <i>Number</i>—N1.1 Say the number sequence, 0 to 100, 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>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—c. Create stories, explanations, poems, and dramatizations using known patterns and later developing own patterns; CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—a. Understand that making pictures, illustrations, and other representations clarify and extend understanding; c. Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when using various forms of representing; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—a. Recognize that writing is a process focused upon conveying meaning to self and others</p> <p>Math: <i>Patterns and Relations</i>—P1.1 Demonstrate an understanding of repeating patterns 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>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—c. Create stories, explanations, poems, and dramatizations using known patterns and later developing own patterns; CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—a. Understand that making pictures, illustrations, and other representations clarify and extend understanding; c. Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when using various forms of representing</p> <p>Math: <i>Patterns and Relations</i>—P1.1 Demonstrate an understanding of repeating patterns by: describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds and actions</p>

Wrapping Up an Inquiry (p. 96)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—c. Create stories, explanations, poems, and dramatizations using known patterns and later developing own patterns; d. Create stories and short informational texts of several sentences to communicate ideas and information about self, others, and the natural and constructed environments; e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; b. Select and use appropriate before, during, and after strategies when speaking to communicate meaning; d. Share and talk about what is being learned, and stay on topic when speaking; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—a. Recognize that writing is a process focused upon conveying meaning to self and others; d. Write about familiar topics using the learned vocabulary to express ideas; e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model; f. Write brief explanations and descriptions of real objects, persons, and places;</p> <p><i>Assess and Reflect</i>—AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do— a. Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions</p>
OUR COMMUNITIES	
Engage	
What and who is in our community? (p.102)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—a. Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues related to identity, community, and social responsibility; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; d. Share and talk about what is being learned, and stay on topic when speaking</p> <p>Social Studies: <i>Interactions and Interdependence of Nations</i>—IN1.3 Assess ways in which relationships help to meet human needs— b) Identify the groups to which individuals belong, and the needs met by membership within a group; c) Compare how various groups, including family, classmates, friends, and significant adults within students' lives, contribute to meeting needs</p>
What do we know about us? (p. 103)	<p>English Language Arts: <i>Compose and Create</i>—CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—d. Share and talk about what is being learned, and stay on topic when speaking; e. Participate in small group-work</p> <p>Social Studies: <i>Interactions and Interdependence of Nations</i>—IN1.2 Discuss cultural diversity in the family and classroom, including exploration of similarities and differences</p>

What can we learn about each other from our stories? (p. 104)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.3 Listen to and comprehend a variety of texts to retell to the sequence and key points—b. Select and use the appropriate before, during, and after strategies when listening;</p> <p><i>Compose and Create</i>—CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; b. Select and use the appropriate before, during, and after strategies when speaking to communicate meaning; d. Share and talk about what is being learned, and stay on topic when speaking; i. Relate an important event or personal experience in a simple sequence</p> <p>Social Studies: <i>Cross-curricular Competencies</i>—Developing Literacies—constructing knowledge related to various literacies; exploring and interpreting the world through various literacies; expressing understanding and communicating meaning using various literacies;</p> <p><i>Interactions and Interdependence of Nations</i>—IN1.1 Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school—c) Gather information regarding traditions, celebrations, or stories of others by identifying and accessing various resources; d) Retell stories about traditions and celebrations of members of the classroom</p>
How can an interview help us find information? (p. 105)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.3 Listen to and comprehend a variety of texts to retell to the sequence and key points—b. Select and use the appropriate before, during, and after strategies when listening; e. Listen to texts and retell the most important information; f. Listen courteously and attentively to understand the meaning and intent of others;</p> <p><i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied</p>
Invitations to Inquire: Cluster 1	
What do we want to find out about us? (p. 111)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—d. Share and talk about what is being learned, and stay on topic when speaking</p> <p>Social Studies: <i>Interactions and Interdependence of Nations</i>—IN1.1 Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school; IN1.2 Discuss cultural diversity in the family and classroom, including exploration of similarities and differences</p>
What do objects and spaces in our classroom tell about us? (p. 113)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—a. Recognize that writing is a process focused upon conveying meaning to self and others; f. Write brief explanations and descriptions of real objects, persons, and places</p>
What can we learn about each other from our family treasures? (p. 114)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 - Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; b. Select and use the appropriate before, during, and after strategies when speaking to communicate meaning</p> <p>Social Studies: <i>Interactions and Interdependence of Nations</i>—IN1.1 Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school—c) Gather information regarding traditions, celebrations, or stories of others by identifying and accessing various resources</p>

Invitations to Inquire: Cluster 2	
What do objects and spaces in our school tell us? (p. 116)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied</p> <p>Social Studies: <i>Power and Authority</i>—PA1.1 Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes</p>
What can we learn about our school community from the people who work and learn here? (p. 118)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied</p> <p>Social Studies: <i>Interactions and Interdependence of Nations</i>—IN1.3 Assess ways in which relationships help to meet human needs—b) Identify the groups to which individuals belong, and the needs met by membership within a group; c) Compare how various groups, including family, classmates, friends, and significant adults within students’ lives, contribute to meeting needs</p>
Invitations to Inquire: Cluster 3	
What do objects and spaces in our neighbourhood tell us? (p. 120)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 - Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied</p>
How does a map help us learning about the community around our school? (p. 121)	<p>Social Studies: <i>Dynamic Relationships</i>—DR1.5 Identify and represent the orientation in space and time of significant places and events in the lives of students—h) Construct and use maps to represent familiar places, such as the location of the student’s desk, part of the classroom or playground, incorporating the cardinal directions</p>
What do we want to know about the school neighbourhood? (p. 123)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 - Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—d. Share and talk about what is being learned, and stay on topic when speaking; e. Participate in small group-work; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—a. Recognize that writing is a process focused upon conveying meaning to self and others; e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model</p>
How do the jobs that different people have help our community? (p. 124)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 - Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—d. Share and talk about what is being learned, and stay on topic when speaking; e. Participate in small group-work; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—a. Recognize that writing is a process focused upon conveying meaning to self and others; e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model; f. Write brief explanations and descriptions of real objects, persons, and places</p> <p>Social Studies: <i>Resources and Wealth</i>—RW1.2 Discuss ways in which work may be managed and distributed in families, schools, and groups;</p> <p><i>Interactions and Interdependence of Nations</i>—IN1.3 Assess ways in which relationships help to meet human needs—c) Compare how various groups, including family, classmates, friends, and significant adults within students’ lives, contribute to meeting needs</p>

Wrapping Up an Inquiry (p. 126)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—a. Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues related to identity, community, and social responsibility; d. Create stories and short informational texts of several sentences to communicate ideas and information about self, others, and the natural and constructed environments; e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; b. Select and use appropriate before, during, and after strategies when speaking to communicate meaning; d. Share and talk about what is being learned, and stay on topic when speaking; i. Relate an important event or personal experience in a simple sequence; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—a. Recognize that writing is a process focused upon conveying meaning to self and others; d. Write about familiar topics using the learned vocabulary to express ideas; e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model; f. Write brief explanations and descriptions of real objects, persons, and places;</p> <p><i>Assess and Reflect:</i> AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do— a. Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions</p> <p>Social Studies: <i>Power and Authority</i>—PA1.1 Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes</p>
SHARING STORIES AND INFORMATION	
Engage	
How do we share stories and information in our school? (p.132)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts—a. Identify and locate the key information in pictures, charts, and other visual forms including traditional and contemporary First Nations and Métis resources and performances;</p> <p><i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied</p> <p>Social Studies: <i>Cross-curricular Competencies</i>—Developing Literacies—constructing knowledge related to various literacies; exploring and interpreting the world through various literacies; expressing understanding and communicating meaning using various literacies</p>
What different ways can we share stories? (p. 133)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.3 Listen to and comprehend a variety of texts to retell to the sequence and key points—a. Listen and respond appropriately to a range of oral communications including selected works of children's literature and traditional and contemporary First Nations and Métis stories; b. Select and use the appropriate before, during, and after strategies when listening; d. Retell stories by relating the sequence of story events by answering who, what, when, where, why, and how questions</p> <p>Social Studies: <i>Cross-curricular Competencies</i>—Developing Literacies—constructing knowledge related to various literacies; exploring and interpreting the world through various literacies; expressing understanding and communicating meaning using various literacies</p>
What story do we see when we listen? (p. 133)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.3 Listen to and comprehend a variety of texts to retell to the sequence and key points—a. Listen and respond appropriately to a range of oral communications including selected works of children's literature and traditional and contemporary First Nations and Métis stories; b. Select and use the appropriate before, during, and after strategies when listening;</p> <p><i>Compose and Create</i>—CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—a. Understand that making pictures, illustrations, and other representations clarify and extend understanding</p>

How do we use our bodies to share stories? (p. 134)	<p>English Language Arts: <i>Compose and Create</i>—CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—e. Dramatize a story; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—d. Share and talk about what is being learned, and stay on topic when speaking; e. Participate in small-group work</p> <p>Arts: <i>Creative/Productive</i>—CP1.1 Create movements and movement patterns in response to stimuli such as stories, poems, music, or objects as starting points; CP1.3 Enter into the fiction provided by the drama</p> <p>Physical Education: <i>PE 1.6</i>—Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in space, effort, relationships</p>
How can we share important information? (p. 135)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.3 Listen to and comprehend a variety of texts to retell to the sequence and key points—b. Select and use the appropriate before, during, and after strategies when listening; f. Listen courteously and attentively to understand the meaning and intent of others;</p> <p><i>Compose and Create</i>—CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; d. Share and talk about what is being learned, and stay on topic when speaking</p> <p>Social Studies: <i>Cross-curricular Competencies</i>—Developing Literacies—constructing knowledge related to various literacies; exploring and interpreting the world through various literacies; expressing understanding and communicating meaning using various literacies</p>
Invitations to Inquire: Cluster 1	
What pictures and stories do you hear in music? (p. 141)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.3 Listen to and comprehend a variety of texts to retell to the sequence and key points—b. Select and use the appropriate before, during, and after strategies when listening; f. Listen courteously and attentively to understand the meaning and intent of others</p> <p>Arts: <i>Creative/Productive</i>—CP1.1 Create movements and movement patterns in response to stimuli such as stories, poems, music, or objects as starting points;</p> <p><i>Critical/Responsive</i>—CR1.1 Demonstrate understanding that the arts are a way of expressing ideas</p>
How do artists show stories? (p. 142)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts—b. Select and use the appropriate before, during, and after strategies when viewing; g. Recognize feelings portrayed in visual and multimedia texts, including pictures, photographs, diagrams, pictographs, and icons;</p> <p><i>Compose and Create</i>—CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; d. Share and talk about what is being learned, and stay on topic when speaking; e. Participate in small-group work; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model; j. Share work with others for feedback;</p> <p><i>Assess and Reflect</i>—AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do—</p> <p>a. Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions;</p> <p>c. Seek feedback from peers, teacher, and others</p> <p>Arts: <i>Critical/Responsive</i>—CR1.1 Demonstrate understanding that the arts are a way of expressing ideas;</p> <p><i>Cultural/Historical</i>—CH1.1 Describe the arts and cultural traditions found in own home and school community</p> <p>Social Studies: <i>Cross-curricular Competencies</i>—Developing Literacies—constructing knowledge related to various literacies; exploring and interpreting the world through various literacies; expressing understanding and communicating meaning using various literacies</p>

How can art tell a story through the people it shows? (p. 145)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts—b. Select and use the appropriate before, during, and after strategies when viewing; g. Recognize feelings portrayed in visual and multimedia texts, including pictures, photographs, diagrams, pictographs, and icons;</p> <p><i>Compose and Create</i>—CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—e. Dramatize a story; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model</p> <p>Arts: <i>Creative/Productive</i>—CP1.4 Use language, visual images, and other ways to represent ideas both in and out of role;</p> <p><i>Critical/Responsive</i>—CR1.1 Demonstrate understanding that the arts are a way of expressing ideas</p> <p>Social Studies: <i>Cross-curricular Competencies</i>—Developing Literacies—constructing knowledge related to various literacies; exploring and interpreting the world through various literacies; expressing understanding and communicating meaning using various literacies</p>
What stories do poems tell? (p. 147)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.3 Listen to and comprehend a variety of texts to retell to the sequence and key points—a. Listen and respond appropriately to a range of oral communications including selected works of children’s literature and traditional and contemporary First Nations and Métis stories.; b. Select and use the appropriate before, during, and after strategies when listening; f. Listen courteously and attentively to understand the meaning and intent of others;</p> <p><i>Compose and Create</i>—CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—a. Understand that making pictures, illustrations, and other representations clarify and extend understanding; e. Dramatize a story</p> <p>Social Studies: <i>Cross-curricular Competencies</i>—Developing Literacies—constructing knowledge related to various literacies; exploring and interpreting the world through various literacies; expressing understanding and communicating meaning using various literacies</p>
What oral stories will you share? (p. 149)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.3 Listen to and comprehend a variety of texts to retell to the sequence and key points—a. Listen and respond appropriately to a range of oral communications including selected works of children’s literature and traditional and contemporary First Nations and Métis stories; b. Select and use the appropriate before, during, and after strategies when listening;</p> <p><i>Compose and Create</i>—CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; h. Retell stories using a beginning, middle, and end, and include details regarding whom what, when, where, why, and how; i. Relate and important event or personal experience in a simple sequence</p> <p>Social Studies: <i>Cross-curricular Competencies</i>—Developing Literacies—constructing knowledge related to various literacies; exploring and interpreting the world through various literacies; expressing understanding and communicating meaning using various literacies;</p> <p><i>Interactions and Interdependence of Nations</i>—IN1.1 Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school—d) Retell stories about traditions and celebrations of members of the classroom</p>
Invitations to Inquire: Cluster 2	
How can we tell about the things we know? (p. 151)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.3 Listen to and comprehend a variety of texts to retell to the sequence and key points—b. Select and use the appropriate before, during, and after strategies when listening;</p> <p><i>Compose and Create</i>—CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; b. Select and use the appropriate before, during, and after strategies when speaking to communicate meaning; f. Answer questions in complete sentences; j. Rehearse and deliver brief short poems, rhymes, songs, stories or lines from a play and oral presentation about familiar experiences or interests</p> <p>Social Studies: <i>Cross-curricular Competencies</i>—Developing Literacies—constructing knowledge related to various literacies; exploring and interpreting the world through various literacies; expressing understanding and communicating meaning using various literacies</p>

<p>How can we share the information we find in non-fiction books? (p. 152)</p>	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.4 Read and comprehend grade-appropriate texts by relating the sequence, the key points, and the problems and solutions—b. Select and use the appropriate before, during, and after strategies when reading; f. Identify the sequence of an informational text and respond to who, what, when, where, why, and how questions; <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility; e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model; f. Write brief explanations and descriptions of real objects, persons, and places; j. Share work with others for feedback Social Studies: <i>Cross-curricular Competencies</i>—Developing Literacies—constructing knowledge related to various literacies; exploring and interpreting the world through various literacies; expressing understanding and communicating meaning using various literacies</p>
<p>How can we use posters to communicate information and ideas? (p. 154)</p>	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts—a. Identify and locate the key information in pictures, charts, and other visual forms including traditional and contemporary First Nations and Métis resources and performances; b. Select and use the appropriate before, during, and after strategies when viewing; <i>Compose and Create</i>—CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—a. Understand that making pictures, illustrations, and other representations clarify and extend understanding; b. Select and use the appropriate before, during, and after strategies when using various forms of representing to communicate meaning; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model; h. Attempt to choose interesting words in independent writing; j. Share work with others for feedback; <i>Assess and Reflect</i>—AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do— a. Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions; c. Seek feedback from peers, teacher, and others Social Studies: <i>Cross-curricular Competencies</i>—Developing Literacies—constructing knowledge related to various literacies; exploring and interpreting the world through various literacies; expressing understanding and communicating meaning using various literacies</p>
<p>Wrapping Up an Inquiry (p. 156)</p>	<p>English Language Arts: <i>Compose and Create</i>—CC1.1—Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways—e. Dramatize a story; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; b. Select and use appropriate before, during, and after strategies when speaking to communicate meaning; d. Share and talk about what is being learned, and stay on topic when speaking; i. Relate an important event or personal experience in a simple sequence; j. Rehearse and deliver brief short poems, rhymes, songs, stories or lines from a play and oral presentation about familiar experiences or interests; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences— a. Recognize that writing is a process focused upon conveying meaning to self and others; d. Write about familiar topics using the learned vocabulary to express ideas; e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model; f. Write brief explanations and descriptions of real objects, persons, and places; <i>Assess and Reflect:</i> AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do— a. Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions</p>

PLANTS ARE LIVING THINGS	
Engage	
What can we learn when we observe plants outdoors? (p.162)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—f. Write brief explanations and descriptions of real objects, persons, and places</p> <p>Science: <i>Life Science</i>—Needs and Characteristics of Living Things: LT1.1 Differentiate between living things according to observable characteristics, including appearance and behaviour—b) Make and record observations and measurements about the observable characteristics of plants and animals using written language, pictures, and charts; d) Engage in personal, scientific, and Indigenous ways of organizing understanding of living things</p>
How do our classroom plants grow? (p. 163)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied</p> <p>Science: <i>Life Science</i>—Needs and Characteristics of Living Things: LT1.1 Differentiate between living things according to observable characteristics, including appearance and behaviour—b) Make and record observations and measurements about the observable characteristics of plants and animals using written language, pictures, and charts; d) Engage in personal, scientific, and Indigenous ways of organizing understanding of living things</p>
What do we learn observing lima beans sprout and grow? (p. 163)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.3 Listen to and comprehend a variety of texts to retell to the sequence and key points—b. Select and use the appropriate before, during, and after strategies when listening; h. Listen to carry out directions with four to six simple steps;</p> <p><i>Compose and Create</i>—CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; d. Share and talk about what is being learned, and stay on topic when speaking; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model; f. Write brief explanations and descriptions of real objects, persons, and places</p> <p>Science: <i>Life Science</i>—Needs and Characteristics of Living Things: LT1.1 Differentiate between living things according to observable characteristics, including appearance and behaviour—b) Make and record observations and measurements about the observable characteristics of plants and animals using written language, pictures, and charts; d) Engage in personal, scientific, and Indigenous ways of organizing understanding of living things; f) Compare observable characteristics of plants of various types and sizes that live in different habitats</p>

How do plants grow? (p. 164)	<p>English Language Arts: <i>Comprehend and Respond</i>—CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts—b. Select and use the appropriate before, during, and after strategies when viewing; h. View and demonstrate understanding that visual texts are sources of information including ideas and information about First Nations, Métis, Inuit peoples, and other cultures;</p> <p><i>Compose and Create</i>—CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; d. Share and talk about what is being learned, and stay on topic when speaking</p> <p>Science: <i>Life Science</i>—Needs and Characteristics of Living Things: LT1.1 Differentiate between living things according to observable characteristics, including appearance and behaviour—b) Make and record observations and measurements about the observable characteristics of plants and animals using written language, pictures, and charts; LT1.2 Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs—b) Pose questions about ways in which plants interact with their environments to meet their basic needs</p>
Is it a plant? (p. 165)	<p>Math: <i>Shape and Space</i>—SS1.2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule</p> <p>Science: <i>Life Science</i>—Needs and Characteristics of Living Things: LT1.1 Differentiate between living things according to observable characteristics, including appearance and behaviour</p>
Invitations to Inquire: Cluster 1	
What can we learn when we observe potatoes? (p. 171)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied</p> <p>Arts: <i>Creative/Productive</i>—CP1.8 Create art works that express own ideas and explore different forms and media</p> <p>Science: <i>Life Science</i>—Needs and Characteristics of Living Things: LT1.2 Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs—a) Identify the physical needs that plants, animals, and humans require for survival; d) Engage in personal, scientific, and Indigenous ways of organizing understanding of living things; f) Compare observable characteristics of plants of various types and sizes that live in different habitats</p>
What do seeds need to grow? (p. 172)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—d. Share and talk about what is being learned, and stay on topic when speaking; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model—f. Write brief explanations and descriptions of real objects, persons, and places;</p> <p><i>Assess and Reflect</i>—AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do— a. Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions</p> <p>Science: <i>Life Science</i>—Needs and Characteristics of Living Things: LT1.2 Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs—a) Identify the physical needs that plants, animals, and humans require for survival; b) Pose questions about ways in which plants interact with their environments to meet their basic needs</p>

How does water travel through plants? (p. 174)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—d. Share and talk about what is being learned, and stay on topic when speaking; e. Participate in small-group work; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—f. Write brief explanations and descriptions of real objects, persons, and places</p> <p>Science: <i>Life Science</i>—Needs and Characteristics of Living Things: LT1.2 Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs—a) Identify the physical needs that plants, animals, and humans require for survival</p>
What do roots look like and how do they grow? (p. 175)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied</p> <p>Science: <i>Life Science</i>—Needs and Characteristics of Living Things: LT1.1 Differentiate between living things according to observable characteristics, including appearance and behaviour—f) Compare observable characteristics of plants of various types and sizes that live in different habitats</p>
Invitations to Inquire: Cluster 2	
What can we find out if plants need sunlight? (p. 178)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model;</p> <p><i>Assess and Reflect</i>—AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do—</p> <p>a. Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions</p> <p>Science: <i>Life Science</i>—Needs and Characteristics of Living Things—LT1.2 Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs—a) Identify the physical needs that plants, animals, and humans require for survival</p>
How can we find out if plants need water? (p. 180)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model;</p> <p><i>Assess and Reflect</i>—AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do—</p> <p>a. Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions</p> <p>Science: <i>Life Science</i>—Needs and Characteristics of Living Things—LT1.2 Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs—a) Identify the physical needs that plants, animals, and humans require for survival</p>

What do we think plants need to grow well? (p. 181)	<p>English Language Arts: <i>Compose and Create</i>—CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—d. Share and talk about what is being learned, and stay on topic when speaking; i. Relate an important event or personal experience in a simple sequence;</p> <p><i>Assess and Reflect</i>—AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do—</p> <p>a. Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions</p> <p>Science: <i>Life Science</i>—Needs and Characteristics of Living Things—LT1.2 Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs—a) Identify the physical needs that plants, animals, and humans require for survival</p>
Invitations to Inquire: Cluster 3	
What plants do we eat? (p. 183)	<p>Math: <i>Shape and Space</i>—SS1.1 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; SS1.2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR1.3 Demonstrate awareness of humans' reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants—a. Identify sources of food common in students' meals</p>
In what other ways do we use plants? (p. 185)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied</p> <p>Social Studies: <i>Dynamic Relationships</i>—DR1.3 Demonstrate awareness of humans' reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants—d) Explain the contribution of the natural environment to the satisfaction of basic human needs</p>
Wrapping Up an Inquiry (p. 186)	<p>English Language Arts: <i>Compose and Create</i>—CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility—e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied; CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate—a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read; b. Select and use appropriate before, during, and after strategies when speaking to communicate meaning; d. Share and talk about what is being learned, and stay on topic when speaking; e. Participate in small-group work; i. Relate an important event or personal experience in a simple sequence; CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences—a. Recognize that writing is a process focused upon conveying meaning to self and others; d. Write about familiar topics using the learned vocabulary to express ideas; e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model; f. Write brief explanations and descriptions of real objects, persons, and places;</p> <p><i>Assess and Reflect</i>—AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do—</p> <p>a. Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions</p> <p>Science: <i>Life Science</i>—Needs and Characteristics of Living Things: LT1.1 Differentiate between living things according to observable characteristics, including appearance and behaviour—k) Communicate knowledge about the observable characteristics of a favourite plant or animal</p>