

**Dunning-Foubert Elementary School  
Program Outline 2009 - 20010**

**Grade: 1    Teacher: Marlene Cox/Kelly Corbell    Term: 1**

<b>Subjects</b>	<b>Plans (grade 1 Term 1)</b>
<b>English</b>	<p><b>Oral and Visual Communication</b>            1.2 - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations            2.1 – identify a few purposes for speaking            2.6 - identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately</p> <p><b>Reading</b>            1.4 - demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea            1.6 - extended understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them            1.8 - express personal thoughts and feelings about what has been read</p> <p><b>Writing</b>            1.2 - generate ideas about a potential topic, using a variety of strategies and resources            1.5 - identify and order main ideas and supporting details, using graphic organizers and organizational patterns            2.1 - write short texts using several simple forms</p> <p><b>Media Literacy</b>            1.1 - identify the purpose and intended audience for some simple media texts            2.1 - identify some of the elements and characteristics of a few simple media forms</p> <p><b>Assessment:</b> PM Benchmarks, reading response worksheets, graphic organizers, centers, observation, one-on-one conferencing, checklists, self-assessment, rubrics, quizzes/tests, anecdotal comments, journal</p>
<b>Core French</b>  Taught by Kristen McCormick	<p>Using "Histoires en action" trousse #1 AIM,</p> <p><b>Oral Communication:</b> - follow basic classroom instructions, demonstrate active listening, ask questions pertaining to classroom routines, demonstrate an understanding of appropriate speaking behaviour in a few different situations, including large group discussions; review of visual and verbal cues to understand vocabulary, introduce the play "Les Trois Petits Cochons" and related vocabulary and songs</p> <p><b>Reading/Writing:</b> - read aloud familiar words (i.e. colours) on flashcards; read a few different types of literary texts (pattern books, dialogue); draw a picture to illustrate written words; copy and write simple words</p> <p><b>Language Conventions:</b></p> <ul style="list-style-type: none"> <li>- raise awareness of gender (il, elle)</li> <li>- singular and plural articles</li> <li>- singular pronouns (je, tu, on)</li> <li>- numbers 1-20 using visual aids</li> </ul> <p><b>Assessment:</b> ongoing daily observation of classroom participation, memorization of simple songs, poems and familiar sentences, mid-term evaluation</p>