

<b>LESSON:</b> Assertive Behaviour. Module A, Lesson 4	
<b>GRADE LEVEL:</b> Grade 1	<b>PAGE(S):</b> 153-158
<b>LEARNING OUTCOMES</b> (This lesson can be used to help students achieve the following specific provincial curriculum outcomes):	
<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>• <b>students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences</b></li> <li>• express feelings and give examples of past experiences</li> <li>• begin to ask and respond to questions, seeking information (who? what? why? when?)</li> <li>• express opinions (I like...; I don't like...)</li> <li>• listen to the ideas and opinions of others</li> <li>• <b>students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically</b></li> <li>• participate in conversation and in small and whole group discussion</li> <li>• begin to use gestures and tone to convey meaning</li> <li>• respond to and give simple directions or instructions</li> <li>• engage in simple oral presentations and respond to oral presentations and other texts</li> <li>• <b>students will be able to interact with sensitivity and respect, considering the situation, audience and purpose</b></li> <li>• demonstrate that they are becoming aware of social conventions in group work and cooperative play</li> <li>• develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people</li> <li>• <b>students will be expected to select, read, and view with understanding a range of literature, information, media, visual and audio texts</b></li> <li>• regard reading/viewing as sources of interests, enjoyment, and information</li> <li>• understand basic concepts of print including directionality, word, space, letter, and sound</li> <li>• engage in reading or reading-like behaviour as they experience a variety of literature</li> <li>• use, with support, the various cueing systems and a variety of strategies to construct meaning from text <ul style="list-style-type: none"> <li>• use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct</li> <li>• begin to use knowledge of sound-symbol relationships as one reading cue (e.g., initial and final consonants)</li> <li>• begin to match one-to-one spoken to printed word</li> <li>• begin to recognize some high frequency sight words</li> </ul> </li> <li>• <b>students will be expected to respond personally to a range of texts</b></li> <li>• respond personally to texts in a variety of ways</li> <li>• express opinions about texts and the work of authors and illustrators</li> </ul>	

- **students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre**
- begin to ask questions of text
- **students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination**
- understand that print carries a message
- use writing and other forms of representing to convey meaning (communicating messages, experiences, recounting experiences, expressing feelings and imaginative ideas, exploring learning)
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)
- demonstrate a beginning awareness of audience and purpose
- begin to consider readers'/listeners'/viewers' questions/comments about their work
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- begin to develop strategies for prewriting, drafting, revising, editing, and presenting, e.g.,
  - use drawing and talking as ways to rehearse for writing
  - take risks with temporary spelling as a strategy for getting ideas on paper (drafting)
  - confer with others, respond orally to comments, and begin to add on (simple revision strategies)
  - use simple editing strategies such as adding more letters to one or two words, or putting in periods
  - share writing and other representations with others in a variety of ways
  - use some conventions of written language
  - use drawings, letters, and approximations to record meaning
  - develop the concept of directionality (left to right; top to bottom)
  - establish one-to-one correspondence between spoken and written words
  - begin to use spacing between words
  - write complete sentences (although they are not always punctuated correctly with periods)
  - experiment with punctuation (sometimes overgeneralize use of periods - e.g., periods after every word)
  - understand that letters can be written in upper and lower case form (but often tend to use them indiscriminately)
  - use letters to represent the predominant sounds in words (e.g., beginning sound; beginning and final sound)
  - begin to spell some words conventionally

- demonstrate engagement with writing and other forms of representation
  - choose to write when given choice of activities
  - take risks to express self in writing
  - sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role playing, telling a story through drawing or writing)
  - write in *play* situations (e.g., making grocery lists, making signs, playing school, preparing menus)
  - engage in writing and representing activities every day
  - share writing and other representations willingly with others
- with assistance, begin to use technology in writing and other forms of representing
  - use a tape recorder to tape a completed piece of writing, oral retelling, or a dramatization
  - use a drawing program/simple word processing program (computer software) to create illustrations for a group story or to draw a picture and write a caption
- with assistance engage in the research process to construct and communicate meaning
  - interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community resources
  - record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing)
  - share information with others in a variety of ways

## **Health**

### ***Environmental Health***

- recognize that each of us must help to keep our school environment clean and safe

### ***Mental Health***

- discuss situations which may evoke uncomfortable feelings and what a person can do about them

## **Religious Education**

### ***Key Principles***

- develop a caring attitude towards family members and others who are a part of their daily contacts

### ***Personal Growth***

- know and appreciate that what they think, say and do matters to other people, and see connections between actions and consequences
- acknowledge and come to terms with their own fears, anxieties, and frustrations, and express them in satisfying and acceptable ways

## Visual Arts

### *Creating, Making and Presenting: Visual Arts*

- **students will be expected to explore, develop, and express ideas, using the skills, language, technique, and processes of the arts**
- explore colour, shape, line, and texture and the principals of pattern and repetition in the visual environment
- visually communicate stories, ideas, and experiences, using a variety of materials
- explore basic art skills, techniques, and vocabulary
- explore a range of materials, tools, equipment, and processes
- **students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes**
- develop skills in interaction, co-operation, and collaboration through working with others in making visual images

### *Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts*

- **students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression**
- demonstrate an understanding that visual art is a universal means of expression among people
- demonstrate respect for the work of self and others
- **students will be expected to examine the relationship among the arts, societies, and environments**
- demonstrate sensitivity to and respect for others and the work they create

### *Perceiving and Responding: Visual Arts*

- **students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works**
- use descriptive language to talk about their own work and that of their peers
- explain how they make decisions during the art-making process
- recognize that people can respond emotionally to what they see
- **students will be expected to analyse the relationship between artistic intent and the expressive work**
- discuss their own visual images to share their interactions
- describe how people's experiences influence their art
- view and discuss the works of others and consider the intentions of those who made them

## Physical Education

- demonstrate the ability to cooperate and work with others
- **demonstrate basic safe practices and fair play when engaging in physical activity**
- demonstrate respect for the personal space of others.