

Alberta Milk
Power to Play Program

Alberta Curriculum Links
Grade 1

Grade 1

Lesson 1: Meet our Superheroes!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 1 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

STEP ONE: MEET BROCK AND COCO

Health and Life Skills
Physical Education
Language Arts

STEP TWO: THE SUPER MISSION

Health and Life Skills
Language Arts

STEP THREE: SUPERHERO IDENTITIES

Health and Life Skills
Language Arts
Art

STEP FOUR: SING "OPEN YOUR BACKPACK"

Health and Life Skills
Music

Health and Life Skills & Physical Education

Grade 1

Lesson 1: Meet our Superheroes!

LESSON OVERVIEW

In this start-up lesson, we introduce students to the main characters of the program, Brock Lee and Coco Lait, and to their super powers and the power snacks they enjoy.

Students will also:

- ❖ Learn about healthy eating through discussion, watching a DVD episode and singing a song about healthy eating, “Open Your Backpack”
- ❖ Create their own personal superhero identity

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 1 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>STEP ONE: MEET BROCK AND COCO</p> <ul style="list-style-type: none"> ❖ Identify healthy food and activity choices ❖ Start a picture and word bank 	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast <p>Physical Education</p> <p>General Outcome B: Benefits Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> 6 describe how physical activity makes you feel <input type="checkbox"/> 8 understand the connections between physical activity and emotional well-being; e.g., feels good
<p>STEP TWO: THE SUPER MISSION</p> <ul style="list-style-type: none"> ❖ Reflect on healthy food choices 	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast
<p>STEP FOUR: SING “OPEN YOUR BACKPACK”</p> <ul style="list-style-type: none"> ❖ Describe healthy foods and active bodies 	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast

These activities reinforce and support the development of the following outcomes from the Language Arts program of studies:

General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts

2.2 Respond to Texts

Experience various texts

- Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons
- Illustrate and enact stories, rhymes and songs
- Remember and retell familiar stories and rhymes

Grade 1

Lesson 2: All Sorts of Foods!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 1 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: ALL SORTS OF FOODS

Health and Life Skills
Language Arts
Mathematics

EXTENSION: SUPER STORE

Health and Life Skills
Language Arts
Art

ACTIVITY B: WATCH DVD EPISODE 6 "OPERATION: FOOD GROUPS"

Health and Life Skills
Language Arts
Mathematics

FUN CORNER

Art

HOME CONNECTION: LUNCH IN A SNAP

Health and Life Skills
Language Arts
Mathematics

ACTIVITY C: GO AND SORT!

Health and Life Skills
Language Arts
Mathematics

ENERGY BLAST: MOVE IT LIKE A SUPERHERO!

Physical Education
Daily Physical Activity

ACTIVITY D: DISCUSSION

Health and Life Skills
Physical Education
Language Arts
Mathematics

WRAP UP: SUPERHERO IDENTITY CARDS

Health and Life Skills
Language Arts
Mathematics

POWER SNACK: TORTILLA SPIRALS

Health and Life Skills

Health and Life Skills & Physical Education

Grade 1

Lesson 2: All Sorts of Foods!

LESSON OVERVIEW

In this lesson, students are introduced to the four food groups outlined in Eating Well with Canada’s Food Guide.

By the end of this lesson, student will be able to:

- ❖ Name the four food groups in Canada’s Food Guide
- ❖ Identify and classify some healthy foods from each food group
- ❖ Identify healthy food choices from the four food groups for a healthy body

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 2 of the Grade 1 *Power to Play* program.

** Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.*

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: ALL SORTS OF FOODS</p> <ul style="list-style-type: none"> ❖ Sort food picture cards into groups <p>ACTIVITY B: WATCH DVD EPISODE 6 “OPERATION: FOOD GROUPS”</p> <ul style="list-style-type: none"> ❖ Discuss categories used to sort foods <p>ACTIVITY C: GO AND SORT!</p> <ul style="list-style-type: none"> ❖ Match food picture cards to food groups <p>ACTIVITY D: DISCUSSION</p> <ul style="list-style-type: none"> ❖ Identify healthy snack food preference <p>WRAP UP: SUPERHERO IDENTITY CARDS</p> <ul style="list-style-type: none"> ❖ Sort food cards according to Canada’s Food Guide ❖ Present sorted food groups ❖ Make a class list <p>POWER SNACK: TORTILLA SPIRALS</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>EXTENSION: SUPER STORE</p> <ul style="list-style-type: none"> ❖ Create a class supermarket bulletin board 	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast <input type="checkbox"/> R-1.8 <i>work cooperatively with a partner; e.g., take turns, respect space and property of others</i> <p>Physical Education</p> <p>General Outcome B: Benefits Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 identify healthy nutritional habits [ACTIVITIES ONLY] <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 perform locomotor skills through a variety of activities <input type="checkbox"/> 3 perform nonlocomotor skills through a variety of activities <input type="checkbox"/> 8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music <input type="checkbox"/> 10 demonstrate body and space awareness when performing space awareness games <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 develop and demonstrate respectful communication skills appropriate to context <input type="checkbox"/> 3 identify and demonstrate etiquette and fair play <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 show willingness to participate regularly in short periods of activity with frequent rest intervals <input type="checkbox"/> 2 demonstrate effort while participating in physical activities

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>HOME CONNECTION: LUNCH IN A SNAP</p> <ul style="list-style-type: none"> ❖ Complete a friends and family survey <p>ENERGY BLAST: MOVE IT LIKE A SUPERHERO! [PHYSICAL EDUCATION OUTCOMES]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 3 show a willingness to listen to directions and simple explanations <input type="checkbox"/> 4 participate in safe warm-up and cool-down activities <input type="checkbox"/> 5 move safely and sensitively through all environments; e.g., space awareness activities

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
	<p>Mathematics (2007)</p>	<p>topic</p> <p>Determine information needs</p> <p><input type="checkbox"/> Follow spoken directions for gathering ideas and information</p> <p>3.2 Select and Process</p> <p>Use a variety of sources</p> <p><input type="checkbox"/> Find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips</p> <p>Evaluate sources</p> <p><input type="checkbox"/> Match information to research needs</p> <p>3.3 Organize, Record and Evaluate</p> <p>Organize information</p> <p><input type="checkbox"/> Identify or categorize information according to sequence, or similarities and differences</p> <p><input type="checkbox"/> <i>List related ideas and information on a topic, and make statements to accompany pictures</i></p> <p>Evaluate information</p> <p><input type="checkbox"/> <i>Recognize and use gathered information to communicate new learning</i></p> <p>3.4 Share and Review</p> <p>Review research process</p> <p><input type="checkbox"/> <i>Talk about information-gathering experiences by describing what was interesting, valuable or helpful</i></p> <p>General Outcome 4: Enhance the clarity and artistry of communication</p> <p>4.1 Enhance and Improve</p> <p>Enhance artistry</p> <p><input type="checkbox"/> <i>Use words and pictures to add sensory detail in oral, print and other media texts</i></p> <p>4.3 Present and Share</p> <p>Present information</p> <p><input type="checkbox"/> Present ideas and information to a familiar audience, and respond to questions</p> <p>Enhance presentation</p> <p><input type="checkbox"/> <i>Add such details as labels, captions and pictures to oral, print and other media texts</i></p> <p>Strand: Number</p> <p>General Outcome: Develop number sense.</p> <p><input type="checkbox"/> 4. Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V]</p> <p><input type="checkbox"/> 5. Compare sets containing up to 20 elements, using</p> <ul style="list-style-type: none"> ○ referents ○ one-to-one correspondence <p>to solve problems. [C, CN, ME, PS, R, V]</p>

Grade 1

Lesson 3: Super Colourful Vegetables and Fruit!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 1 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: PAINT ME POWERFUL

Health and Life Skills

Language Arts

Mathematics

EXTENSION: SAME FRUIT, DIFFERENT TASTE

Health and Life Skills

Science

Art

ACTIVITY B: I SPY GAME AND DISCUSSION

Health and Life Skills

Physical Education

Language Arts

FUN CORNER

Health and Life Skills

Science

Art

WRAP UP: COLOURFUL SNACKS

Health and Life Skills

Language Arts

Mathematics

Art

ENERGY BLAST: PARACHUTE GAMES

Physical Education

Daily Physical Activity

POWER SNACK: TO CRUNCH OR NOT TO CRUNCH

Health and Life Skills

Mathematics

Health and Life Skills & Physical Education

Grade 1

Lesson 3: Super Colourful Vegetables and Fruit!

LESSON OVERVIEW

In this lesson, we identify and classify all sorts of colourful vegetables and fruit, with a focus on healthy snacking.

By the end of this lesson, student will be able to:

- ❖ Identify and classify vegetables and fruit
- ❖ Understand that vegetables and fruit make healthy, tasty snacks that can give you the power to play, grow and feel great!

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 3 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: PAINT ME POWERFUL</p> <ul style="list-style-type: none"> ❖ Identify a variety of fruit and vegetable choices ❖ Create a class chart <p>ACTIVITY B: I SPY GAME AND DISCUSSION</p> <ul style="list-style-type: none"> ❖ Identify healthy fruit and vegetable choices and benefits for snacks and meals <p>WRAP UP: COLOURFUL SNACKS</p> <ul style="list-style-type: none"> ❖ Tally and select healthy vegetable and fruit snack choices <p>POWER SNACK: TO CRUNCH OR NOT TO CRUNCH</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>EXTENSION: SAME FRUIT, DIFFERENT TASTE</p> <ul style="list-style-type: none"> ❖ Conduct a taste experiment <p>FUN CORNER</p> <ul style="list-style-type: none"> ❖ Conduct a sniff test ❖ Create fruit or vegetable art <p>ENERGY BLAST: PARACHUTE GAMES [PHYSICAL EDUCATION OUTCOMES]</p>	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast <p>Physical Education</p> <p>General Outcome B: Benefits Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 identify healthy nutritional habits [ACTIVITIES ONLY] <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 perform locomotor skills through a variety of activities <input type="checkbox"/> 3 perform nonlocomotor skills through a variety of activities <input type="checkbox"/> 5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others <input type="checkbox"/> 8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 develop and demonstrate respectful communication skills appropriate to context <input type="checkbox"/> 3 identify and demonstrate etiquette and fair play <input type="checkbox"/> 5 display a willingness to play cooperatively with others in large and small groups <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 show willingness to participate regularly in short periods of activity with frequent rest intervals <input type="checkbox"/> 2 demonstrate effort while participating in physical activities <input type="checkbox"/> 3 show a willingness to listen to directions and simple explanations <input type="checkbox"/> 4 participate in safe warm-up and cool-down activities <input type="checkbox"/> 5 move safely and sensitively through all environments; e.g., space awareness activities

Alberta Cross-Curricular Links Grade 1

Lesson 3: Super Colourful Vegetables and Fruit!

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 3 of the Grade 1 *Power to Play* program.

* Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
<p>ACTIVITY A: PAINT ME POWERFUL</p> <ul style="list-style-type: none"> ❖ Identify a variety of fruit and vegetable choices ❖ Create a class chart <p>ACTIVITY B: I SPY GAME AND DISCUSSION</p> <ul style="list-style-type: none"> ❖ Identify healthy fruit and vegetable choices and benefits for snacks and meals 	<p>Language Arts</p>	<p>General Outcome 1: Explore thoughts, ideas, feelings and experiences</p> <p>1.1 Discover and Explore Express ideas and develop understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share personal experiences that are clearly related to oral, print and other media texts <input type="checkbox"/> Talk with others about something recently learned <p>1.2 Clarify and Extend Combine ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group ideas and information into categories determined by an adult <p><i>Extend understanding</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Ask questions to get additional ideas and information on topics of interest</i> <p>General Outcome 3: Manage ideas and information</p> <p>3.1 Plan and Focus Plan to gather information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions to satisfy information needs on a specific topic <p>Determine information needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow spoken directions for gathering ideas and information <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify or categorize information according to sequence, or similarities and differences <p>General Outcome 4: Enhance the clarity and artistry of communication</p> <p>4.3 Present and Share Present information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present ideas and information to a familiar audience, and respond to questions <p><i>Enhance presentation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Add such details as labels, captions and pictures to oral, print and other media texts</i> <p>General Outcome 5: Respect, support and collaborate with others</p> <p>5.2 Work within a Group Cooperate with others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work in partnerships and groups <p>Work in groups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions and contribute ideas related to class investigations on topics of interest <input type="checkbox"/> Take turns sharing ideas and information

Grade 1

Lesson 4: Go For Grains!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 1 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: WATCH DVD EPISODE 2 “OPERATION:
POWER BREAKFAST”
Health and Life Skills
Physical Education
Language Arts

ACTIVITY B: BREAKFAST SURVEY
Health and Life Skills
Language Arts
Mathematics

WRAP UP: PAPER-PLATE BREAKFAST!
Health and Life Skills
Physical Education
Language Arts
Art

POWER SNACK: SUPER SNACK MIX
Health and Life Skills

EXTENSION: BAKER’S BREAKFAST
Health and Life Skills
Language Arts

HOME CONNECTION: PANCAKE BREAKFAST
Health and Life Skills
Language Arts

FUN CORNER
Health and Life Skills
Physical Education

ENERGY BLAST: FIELD OF DREAMS
Physical Education
Daily Physical Activity

Health and Life Skills & Physical Education

Grade 1

Lesson 4: Go For Grains!

LESSON OVERVIEW

In this lesson, students will practice identifying and classifying healthy food choices in the Grain Products group, with a focus on enjoying a healthy breakfast.

By the end of this lesson, student will be able to:

- ❖ Identify and classify grain products
- ❖ Identify healthy breakfast choices that will give them power to play, think and feel great!
- ❖ Explain that grain products are healthy, tasty foods

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 4 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: WATCH DVD EPISODE 2 “OPERATION: POWER BREAKFAST”</p> <ul style="list-style-type: none"> ❖ Identify healthy grain products <p>ACTIVITY B: BREAKFAST SURVEY</p> <ul style="list-style-type: none"> ❖ Complete a breakfast foods survey <p>WRAP UP: PAPER-PLATE BREAKFAST!</p> <ul style="list-style-type: none"> ❖ Create a paper plate breakfast <p>POWER SNACK: SUPER SNACK MIX</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>EXTENSION: BAKER’S BREAKFAST</p> <ul style="list-style-type: none"> ❖ Identify breakfast foods made from grain products <p>HOME CONNECTION: PANCAKE BREAKFAST</p> <ul style="list-style-type: none"> ❖ Create a class pancake recipe book <p>FUN CORNER</p> <p>ENERGY BLAST: FIELD OF DREAMS [PHYSICAL EDUCATION OUTCOMES]</p>	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W–1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast <p>Physical Education</p> <p>General Outcome B: Benefits Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 identify healthy nutritional habits [ACTIVITIES ONLY] <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 perform locomotor skills through a variety of activities <input type="checkbox"/> 5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others <input type="checkbox"/> 8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 develop and demonstrate respectful communication skills appropriate to context <input type="checkbox"/> 3 identify and demonstrate etiquette and fair play <input type="checkbox"/> 5 display a willingness to play cooperatively with others in large and small groups <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 show willingness to participate regularly in short periods of activity with frequent rest intervals <input type="checkbox"/> 2 demonstrate effort while participating in physical activities <input type="checkbox"/> 3 show a willingness to listen to directions and simple explanations <input type="checkbox"/> 4 participate in safe warm-up and cool-down activities <input type="checkbox"/> 5 move safely and sensitively through all environments; e.g., space awareness activities

Alberta Cross-Curricular Links Grade 1

Lesson 4: Go For Grains!

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 2 of the Grade 1 *Power to Play* program.

* Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
ACTIVITY A: WATCH DVD EPISODE 2 "OPERATION: POWER BREAKFAST" ❖ Identify healthy grain products	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Combine ideas <input type="checkbox"/> Group ideas and information into categories determined by an adult
ACTIVITY B: BREAKFAST SURVEY ❖ Complete a breakfast foods survey	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Combine ideas <input type="checkbox"/> Group ideas and information into categories determined by an adult Extend understanding <input type="checkbox"/> Ask questions to get additional ideas and information on topics of interest General Outcome 3: Manage ideas and information 3.1 Plan and Focus Plan to gather information <input type="checkbox"/> Ask and answer questions to satisfy information needs on a specific topic Determine information needs <input type="checkbox"/> Follow spoken directions for gathering ideas and information 3.2 Select and Process Use a variety of sources <input type="checkbox"/> Find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips Evaluate sources <input type="checkbox"/> Match information to research needs 3.3 Organize, Record and Evaluate Organize information <input type="checkbox"/> Identify or categorize information according to sequence, or similarities and differences 3.4 Share and Review <i>Review research process</i> <input type="checkbox"/> <i>Talk about information-gathering experiences by describing what was interesting, valuable or helpful</i>

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
<p>EXTENSION: BAKER'S BREAKFAST</p> <ul style="list-style-type: none"> ❖ Identify breakfast foods made from grain products <p>HOME CONNECTION</p> <ul style="list-style-type: none"> ❖ Create a class pancake recipe book 	<p>Language Arts</p>	<p>General Outcome 4: Enhance the clarity and artistry of communication</p> <p><i>4.1 Enhance and Improve</i> <i>Enhance artistry</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use words and pictures to add sensory detail in oral, print and other media texts <p><i>4.3 Present and Share</i> Enhance presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add such details as labels, captions and pictures to oral, print and other media texts <p>General Outcome 5: Respect, support and collaborate with others</p> <p><i>5.1 Respect Others and Strengthen Community</i> Appreciate diversity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share personal experiences and family traditions related to oral, print and other media texts <p><i>5.2 Work within a Group</i> Cooperate with others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work in partnerships and groups <p><i>Work in groups</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions and contribute ideas related to class investigations on topics of interest <input type="checkbox"/> Take turns sharing ideas and information <p><i>Evaluate group process</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize personal contributions to group process

Grade 1

Lesson 5: Time for Milk!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 1 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: DISCUSSION
Health and Life Skills
Language Arts

HOME CONNECTION: CLASS MILK CALENDAR
Health and Life Skills
Language Arts

ACTIVITY B: CREATE A MILK VERSE!
Health and Life Skills
Language Arts
Mathematics
Music

FUN CORNER
Health and Life Skills
Physical Education
Science

WRAP UP: EASY MILK MIND MAPPING
Health and Life Skills
Physical Education
Language Arts
Art

ENERGY BLAST: MOOOOVE IT!
Physical Education
Daily Physical Activity

POWER SNACK: SUPER POWERFUL SHAKE
Health and Life Skills

Health and Life Skills & Physical Education

Grade 1

Lesson 5: Time for Milk!

LESSON OVERVIEW

In this lesson, we learn about the Milk and Alternatives food group and all sorts of milk and milk alternatives we can enjoy at different times of the day.

By the end of this lesson, student will be able to:

- ❖ Identify and classify milk and alternatives
- ❖ Understand that milk and alternatives are healthy, tasty choices that can give you power to play, grow and feel great!

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 5 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: DISCUSSION</p> <ul style="list-style-type: none"> ❖ Create a word and picture chart about milk products <p>ACTIVITY B: CREATE A MILK VERSE!</p> <ul style="list-style-type: none"> ❖ Create a milk products verse ❖ Create a class word and picture chart <p>WRAP UP: EASY MILK MIND MAPPING</p> <ul style="list-style-type: none"> ❖ Create a mind map about milk products or benefits <p>POWER SNACK: SUPER POWERFUL SHAKE</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>HOME CONNECTION: CLASS MILK CALENDAR</p> <ul style="list-style-type: none"> ❖ Create a class calendar with healthy milk choices <p>FUN CORNER</p> <p>ENERGY BLAST: MOOOOVE IT! [PHYSICAL EDUCATION OUTCOMES]</p>	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast <p>Physical Education</p> <p>General Outcome B: Benefits Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 identify healthy nutritional habits [ACTIVITIES ONLY] <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 perform locomotor skills through a variety of activities <input type="checkbox"/> 5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others <input type="checkbox"/> 10 demonstrate body and space awareness when performing space awareness games <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 develop and demonstrate respectful communication skills appropriate to context <input type="checkbox"/> 3 identify and demonstrate etiquette and fair play <input type="checkbox"/> 4 identify different roles in a variety of physical activities <input type="checkbox"/> 5 display a willingness to play cooperatively with others in large and small groups <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 show willingness to participate regularly in short periods of activity with frequent rest intervals <input type="checkbox"/> 2 demonstrate effort while participating in physical activities <input type="checkbox"/> 3 show a willingness to listen to directions and simple explanations <input type="checkbox"/> 4 participate in safe warm-up and cool-down activities

Alberta Cross-Curricular Links Grade 1

Lesson 5: Time for Milk!

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 5 of the Grade 1 *Power to Play* program.

* Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
ACTIVITY A: DISCUSSION ❖ Create a word and picture chart about milk products	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Combine ideas <input type="checkbox"/> Group ideas and information into categories determined by an adult
ACTIVITY B: CREATE A MILK VERSE! ❖ Create a milk products verse ❖ Create a class word and picture chart	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore Express ideas and develop understanding <input type="checkbox"/> Share personal experiences that are clearly related to oral, print and other media texts <input type="checkbox"/> Talk with others about something recently learned 1.2 Clarify and Extend Combine ideas <input type="checkbox"/> Group ideas and information into categories determined by an adult <i>Extend understanding</i> <input type="checkbox"/> <i>Ask questions to get additional ideas and information on topics of interest</i> General Outcome 3: Manage ideas and information 3.1 Plan and Focus Plan to gather information <input type="checkbox"/> Ask and answer questions to satisfy information needs on a specific topic 3.3 Organize, Record and Evaluate Organize information <input type="checkbox"/> Identify or categorize information according to sequence, or similarities and differences General Outcome 4: Enhance the clarity and artistry of communication 4.3 Present and Share Present information <input type="checkbox"/> Present ideas and information to a familiar audience, and respond to questions Enhance presentation <input type="checkbox"/> Add such details as labels, captions and pictures to oral, print and other media texts General Outcome 5: Respect, support and collaborate with others

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
	<p>Mathematics (2007)</p> <p>Music</p>	<p>5.2 Work within a Group Cooperate with others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work in partnerships and groups <p>Work in groups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions and contribute ideas related to class investigations on topics of interest <input type="checkbox"/> Take turns sharing ideas and information <p><i>Evaluate group process</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Recognize personal contributions to group process</i> <p>Strand: Shape and Space (3-D Objects and 2-D Shapes) General Outcome: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule. [C, CN, R, V] <input type="checkbox"/> 3. Replicate composite 2-D shapes and 3-D objects. [CN, PS, V] <p>Skill: Creating</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make up new words to songs
<p>WRAP UP: EASY MILK MIND MAPPING</p> <ul style="list-style-type: none"> ❖ Create a mind map about milk products or benefits 	<p>Language Arts</p> <p>Art</p>	<p>General Outcome 1: Explore thoughts, ideas, feelings and experiences</p> <p>1.1 Discover and Explore Express ideas and develop understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share personal experiences that are clearly related to oral, print and other media texts <p>Experiment with language and forms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Experiment with different ways of exploring and developing stories, ideas and experiences <p>1.2 Clarify and Extend Combine ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group ideas and information into categories determined by an adult <p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify or categorize information according to sequence, or similarities and differences <p>Record information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Represent and explain key facts and ideas in own words <p>Expression</p> <ul style="list-style-type: none"> <input type="checkbox"/> Purpose 1: Students will record or document activities, people and discoveries.
<p>HOME CONNECTION: CLASS MILK CALENDAR</p> <ul style="list-style-type: none"> ❖ Create a class calendar 	<p>Language Arts</p>	<p>General Outcome 4: Enhance the clarity and artistry of communication</p> <p>4.3 Present and Share Enhance presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add such details as labels, captions and pictures to oral, print and other media texts

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
with healthy milk choices		
FUN CORNER	Science	Explore and Investigate <input type="checkbox"/> recognize and describe steps followed, based on independent activity, on directed activity and on observing the activity of others

Grade 1

Lesson 6: Amazing Meat and Alternatives

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 1 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: MEAT AND ALTERNATIVES STUDY

PRINT

Health and Life Skills

Language Arts

ACTIVITY B: WHAT IS AN ALTERNATIVE?

Health and Life Skills

Physical Education

Language Arts

Mathematics

WRAP UP: CREATE A SUPER SANDWICH!

Health and Life Skills

Language Arts

Art

POWER SNACK: YUMMY HUMMUS

Health and Life Skills

EXTENSION: BEAN SALAD MATH

Mathematics

HOME CONNECTION: THE FAMILY THAT EATS TOGETHER

Health and Life Skills

Language Arts

Art

FUN CORNER

Science

ENERGY BLAST: MOOOOVE IT!

Physical Education

Daily Physical Activity

Health and Life Skills & Physical Education

Grade 1

Lesson 6: Amazing Meat and Alternatives

LESSON OVERVIEW

This lesson uses a fun sandwich-based theme to teach children about the Meat and Alternatives food group.

By the end of this lesson, student will be able to:

- ❖ Identify and classify meat and alternatives
- ❖ Understand that meat and alternatives are tasty choices that can give them power to play, grow and feel great!

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 6 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: MEAT AND ALTERNATIVES STUDY PRINT</p> <ul style="list-style-type: none"> ❖ Match meat and alternative food choices to elements of a sandwich <p>ACTIVITY B: WHAT IS AN ALTERNATIVE?</p> <ul style="list-style-type: none"> ❖ Sort meat and alternatives into groups <p>WRAP UP: CREATE A SUPER SANDWICH</p> <ul style="list-style-type: none"> ❖ Design a super sandwich <p>POWER SNACK: YUMMY HUMMUS</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>HOME CONNECTION: THE FAMILY THAT EATS TOGETHER</p> <ul style="list-style-type: none"> ❖ Create a family illustration <p>ENERGY BLAST: FULL O' BEANS [PHYSICAL EDUCATION OUTCOMES]</p>	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast <p>Physical Education</p> <p>General Outcome B: Benefits Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 identify healthy nutritional habits [ACTIVITIES ONLY] <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 perform locomotor skills through a variety of activities <input type="checkbox"/> 3 perform nonlocomotor skills through a variety of activities <input type="checkbox"/> 5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others <input type="checkbox"/> 8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 develop and demonstrate respectful communication skills appropriate to context <input type="checkbox"/> 3 identify and demonstrate etiquette and fair play <input type="checkbox"/> 5 display a willingness to play cooperatively with others in large and small groups <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 show willingness to participate regularly in short periods of activity with frequent rest intervals <input type="checkbox"/> 2 demonstrate effort while participating in physical activities <input type="checkbox"/> 3 show a willingness to listen to directions and simple explanations <input type="checkbox"/> 4 participate in safe warm-up and cool-down activities <input type="checkbox"/> 5 experience moving safely and sensitively through all environments; e.g., space awareness activities

Alberta Cross-Curricular Links Grade 1

Lesson 6: Amazing Meat and Alternatives

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 6 of the Grade 1 *Power to Play* program.

* Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
ACTIVITY A: MEAT AND ALTERNATIVES STUDY PRINT ❖ Match meat and alternative food choices to elements of a sandwich	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Combine ideas <input type="checkbox"/> Group ideas and information into categories determined by an adult General Outcome 5: Respect, support and collaborate with others 5.2 Work within a Group Cooperate with others <input type="checkbox"/> Work in partnerships and groups Work in groups <input type="checkbox"/> Ask questions and contribute ideas related to class investigations on topics of interest <input type="checkbox"/> Take turns sharing ideas and information
ACTIVITY B: WHAT IS AN ALTERNATIVE? ❖ Sort meat and alternatives into groups	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Combine ideas <input type="checkbox"/> Group ideas and information into categories determined by an adult General Outcome 3: Manage ideas and information 3.1 Plan and Focus Focus attention <input type="checkbox"/> Explore and share own ideas on topics of discussion and study Determine information needs <input type="checkbox"/> Follow spoken directions for gathering ideas and information 3.2 Select and Process Evaluate sources <input type="checkbox"/> Match information to research needs 3.3 Organize, Record and Evaluate Organize information <input type="checkbox"/> Identify or categorize information according to sequence, or similarities and differences <input type="checkbox"/> <i>List related ideas and information on a topic, and make statements to accompany pictures</i> <i>Record information</i> <input type="checkbox"/> <i>Represent and explain key facts and ideas in own words</i> Evaluate information <input type="checkbox"/> Recognize and use gathered information to communicate new learning

Grade 1

Lesson 7: Classification Notification!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 1 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: LEARN AND SING CD SONG 6 “ON TOP OF OUR PIZZA”

Health and Life Skills
Language Arts

ACTIVITY B: WATCH DVD EPISODE 7 “OPERATION: AIM FOR FOUR”

Health and Life Skills
Language Arts
Mathematics

ACTIVITY C: PLAN A PARTY!

Health and Life Skills
Physical Education
Language Arts
Mathematics

WRAP UP: PARTY INVITATION

Health and Life Skills
Language Arts
Art

POWER SNACK: FOUR FOOD GROUP PIZZAS

Health and Life Skills

EXTENSION: PARTY!

Health and Life Skills

FUN CORNER

Health and Life Skills
Physical Education
Language Arts

ENERGY BLAST: SUPER CIRCUIT

Physical Education
Daily Physical Activity

Health and Life Skills & Physical Education

Grade 1

Lesson 7: Classification Notification!

LESSON OVERVIEW

This lesson is an overview of the classification of foods into the four food groups and explores when students can choose healthy snacks from the four food groups.

By the end of this lesson, student will be able to:

- ❖ Identify and classify foods from the four food groups
- ❖ Identify the benefits of fun, physical activities for a healthy body
- ❖ List occasions when they can choose healthy foods and snacks
- ❖ Explain that healthy foods from the four food groups are tasty and provide power to play!

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 7 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: LEARN AND SING CD SONG 6 “ON TOP OF OUR PIZZA”</p> <ul style="list-style-type: none"> ❖ Identify foods from each of the four food groups <p>ACTIVITY B: WATCH DVD EPISODE 7 “OPERATION: AIM FOR FOUR”</p> <ul style="list-style-type: none"> ❖ Identify healthy food choices from all four food groups <p>ACTIVITY C: PLAN A PARTY!</p> <ul style="list-style-type: none"> ❖ Assess food choices to develop a meal plan for an occasion with all four food groups <p>WRAP UP: PARTY INVITATION</p> <ul style="list-style-type: none"> ❖ Create a class party invitation, identifying healthy food choices from each food group <p>POWER SNACK: FOUR FOOD GROUP PIZZAS</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>EXTENSION: PARTY!</p> <ul style="list-style-type: none"> ❖ Vote on healthy food choices from food groups <p>FUN CORNER</p> <ul style="list-style-type: none"> ❖ Identify personal snack choices from each food group 	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W–1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast <p>Physical Education</p> <p>General Outcome B: Benefits Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 identify healthy nutritional habits [ACTIVITIES ONLY] <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 perform locomotor skills through a variety of activities <input type="checkbox"/> 3 perform nonlocomotor skills through a variety of activities <input type="checkbox"/> 5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others <input type="checkbox"/> 8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music <input type="checkbox"/> 9 demonstrate body awareness when performing dance activities <input type="checkbox"/> 10 demonstrate body and space awareness when performing space awareness games <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5 display a willingness to play cooperatively with others in large and small groups <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 show willingness to participate regularly in short

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
ENERGY BLAST: SUPER CIRCUIT [PHYSICAL EDUCATION OUTCOMES]	<p>periods of activity with frequent rest intervals</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 demonstrate effort while participating in physical activities <input type="checkbox"/> 3 show a willingness to listen to directions and simple explanations <input type="checkbox"/> 4 participate in safe warm-up and cool-down activities <input type="checkbox"/> 5 experience moving safely and sensitively through all environments; e.g., space awareness activities

Alberta Cross-Curricular Links Grade 1

Lesson 7: Classification Notification!

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 7 of the Grade 1 *Power to Play* program.

* Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
<p>ACTIVITY A: LEARN AND SING CD SONG 6 “ON TOP OF OUR PIZZA”</p> <ul style="list-style-type: none"> ❖ Identify foods from each of the four food groups 	Language Arts	<p>General Outcome 1: Explore thoughts, ideas, feelings and experiences</p> <p>1.2 Clarify and Extend</p> <p>Consider the ideas of others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen and respond appropriately to experiences and feelings shared by others <p>Combine ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group ideas and information into categories determined by an adult <p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate</p> <p>Organize information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify or categorize information according to sequence, or similarities and differences
<p>ACTIVITY B: WATCH DVD EPISODE 7 “OPERATION: AIM FOR FOUR”</p> <ul style="list-style-type: none"> ❖ Identify healthy food choices from all four food groups <p>ACTIVITY C: PLAN A PARTY!</p> <ul style="list-style-type: none"> ❖ Assess food choices to develop a meal plan for an occasion with all four food groups 	<p>Language Arts</p> <p>Mathematics</p>	<p>General Outcome 1: Explore thoughts, ideas, feelings and experiences</p> <p>1.2 Clarify and Extend</p> <p>Consider the ideas of others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen and respond appropriately to experiences and feelings shared by others <p>Combine ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group ideas and information into categories determined by an adult <p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate</p> <p>Organize information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify or categorize information according to sequence, or similarities and differences <p>Evaluate information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize and use gathered <i>information to communicate new learning</i> <p>Strand: Patterns and Relations (Patterns)</p> <p>General Outcome: Use patterns to describe the world and to solve problems.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3. Sort objects, using one attribute, and explain the sorting rule. [C, CN, R, V]
<p>WRAP UP: PARTY INVITATION</p> <ul style="list-style-type: none"> ❖ Create a class party invitation, identifying 	Language Arts	<p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate</p> <p>Organize information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify or categorize information according to sequence, or similarities and differences <input type="checkbox"/> List related ideas and information on a topic, and make statements to

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
healthy food choices from each food group	Art	accompany pictures Record information <input type="checkbox"/> Represent and explain key facts and ideas in own words Evaluate information <input type="checkbox"/> Recognize and use gathered information to communicate new learning General Outcome 5: Respect, support and collaborate with others 5.1 Respect Others and Strengthen Community Celebrate accomplishments and events <input type="checkbox"/> Share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments Expression <input type="checkbox"/> Purpose 5: Students will create an original composition, object or space based on supplied motivation.
FUN CORNER ❖ Identify personal snack choices from each food group	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore <i>Express ideas and develop understanding</i> <input type="checkbox"/> <i>Share personal experiences that are clearly related to oral, print and other media texts</i> 1.2 Clarify and Extend Combine ideas <input type="checkbox"/> Group ideas and information into categories determined by an adult General Outcome 4: Enhance the clarity and artistry of communication 4.1 Enhance and Improve Expand knowledge of language <input type="checkbox"/> Identify and use an increasing number of words and phrases related to personal interests and topics of study <i>Enhance artistry</i> <input type="checkbox"/> <i>Use words and pictures to add sensory detail in oral, print and other media texts</i>