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# **Write Where We Belong**

## **Language**

### **Including:**

**Rules! Rules! Rules!**  
**Everyone has Responsibilities**  
**What Are My Responsibilities?**  
**One Thing Leads to Another**  
**Consequences!**  
**The Write Consequence**  
**Remarkable Relationships**  
**How Can I Ever Thank You?**  
**Special Places**  
**Important Events in My Life**  
**Personal Timeline**

**An Integrated Unit for Grade 1**

**Written by:**

**The Curriculum Review Team 2005**

**Length of Unit: approximately: 17.3 hours**

**August 2005**

# **Write Where We Belong**

## **Language An Integrated Unit for Grade 1**

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The Arts, Grades 1-8

Health & Physical Education, Grades 1-8

Language, Grades 1-8

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The Council of Ontario Directors of Education

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### **An Integrated Unit for Grade 1**

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**The Curriculum Review Team 2005**

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This unit was written using the Curriculum Unit Planner, 1999-2002, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

## Write Where We Belong

Language An Integrated Unit for Grade 1

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### Unit Context

In this unit, Grade 1 students are immersed in a variety of personally meaningful activities to further develop their ability to communicate ideas through writing, to organize information in proper sequence, and to write simple sentences using capitals and periods. This unit is designed to be taught in conjunction with or following the Social Studies unit, Relationships, Rules and Responsibilities. Not only do the activities in this unit enrich students' ongoing development of writing skills, but they also provide opportunities for students to examine important connections in their own lives.

Students are motivated to write when writing activities focus on their own experiences. Therefore, the Writing and Social Studies expectations chosen for this unit naturally complement each other. Students produce various forms of fictional and nonfictional writing including: posters, cloze procedure booklets, journals, short stories, thank you cards, class books, and timeline assignments. Each subtask builds on the knowledge, skills, and attitudes developed in the previous subtasks.

Throughout the unit, students explore a variety of materials that exhibit sequenced events. To demonstrate application of their new learning, students produce a personal timeline that includes a written description of the people, places, and events they consider important.

### Unit Summary

Students explore their personal relationships, rules and responsibilities while improving their writing skills.

The subtasks are meaningful on their own but when taught together they provide a solid framework for writing. Lessons are sequenced to promote student success. As new skills are developed and built upon, the lessons become more challenging leading to the culminating activity. By participating in the activities, students gain a wealth of knowledge, skills, and attitudes from which they can produce their final product.

The culminating task is an open-ended activity that allows students to demonstrate their new learning in both Writing and Social Studies. Students choose their own medium to produce personal timelines.

### Culminating Task Assessment

Students produce timelines to depict significant people, places, and events for each year of their lives. Timelines should include both pictorial and written information. Students choose a variety of presentation methods, such as a poster, a big book, or a display to share their information. Both the process and the finished product allow students to demonstrate their knowledge of and attitudes toward the Social Studies concepts and their skills in Writing. Students present their timelines to the rest of the class.

For the Writing strand, students are assessed using a rubric that considers their reasoning skills, communication skills, organization of ideas, and application of language conventions. The Social Studies strand is assessed using a separate rubric that considers the student's understanding of concepts, communication of required knowledge, and application of concepts and skills. The teacher examines each student's writing portfolio which contains the various tasks completed during the unit.

### Links to Prior Knowledge

The Grade 1 students should be able to:

- hold a pencil properly
- print the letters of the alphabet
- identify the letters of the alphabet and their corresponding sounds
- blend some sounds together when attempting to spell words
- write simple messages using pictures, symbols, letters, phonetic spellings, and familiar words

## Write Where We Belong

### Language An Integrated Unit for Grade 1

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- write simple messages using pictures, symbols, letters, phonetic spellings, and familiar words
- write using a variety of tools and media
- contribute words or sentences to a class narrative that is written on a chart by the teacher
- have previous experience creating story maps (e.g., for books read aloud to them and other writing experiences).

## Considerations

ESL/ELD students should be positioned close to the teacher during direct instruction and demonstrations. Peer coaches may also be beneficial.

## Notes to Teacher

This curriculum unit represents the approach a group of teachers took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

Teachers should be sensitive to the personal nature of the experience and discussion of sensitive issues. Teachers must follow board policies in situations of disclosure.

- 1) This unit should be taught midway through the school year after students have developed some basic writing skills.
- 2) Each student should be provided with a writing portfolio to collect writing samples completed within this unit. Portfolios can be handmade or commercially prepared.
- 3) Estimation of lesson times is only approximate. The teacher may decide to present longer lessons in an individual session or over the course of several days.
- 4) There are several opportunities to assess student performance during this unit, with assessment tools suggested in each subtask. However, the teacher is encouraged to use other appropriate strategies and tools.
- 5) Resources listed are only suggestions. The teacher should incorporate other appropriate resources located in his or her own school, school board, local library, or on the Internet. It is vital that the teacher previews any materials before utilizing them with students. Resources should be collected in advance and made available in the classroom.
- 6) To provide a rich environment for writers, incorporate word walls, word worms, word webs, labelled items,

**Write Where We Belong****Language An Integrated Unit for Grade 1**

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pocket chart words and phrases, chart stories, personal dictionaries, big books, pattern books, and language rich books in your program. Encourage students to refer to such resources throughout the unit.

7) The URLs for the websites were verified to be operational and appropriate prior to publication. However, the teacher should always preview websites prior to assigning them for student use.

8) The teacher needs to consult board policies regarding the use of copyrighted materials. Before reproducing materials for students from printed publications, the teacher needs to ensure that his or her board has a Cancopy licence and that this licence covers the wanted resources. Before viewing videos or films with students, the teacher needs to ensure that the board has obtained the appropriate public performance videocassette licence from an authorized distributor. The teacher is reminded that much of the material on the Internet is protected by copyright. Copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

**Adaptations**

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

- Students who have not yet developed independent writing skills may present their ideas orally as the teacher scribes, then students could copy the text or trace over the text.
- Students with fine motor difficulty may need teacher assistance for hand-over-hand writing or the teacher may have to scribe for them.
- Some students may require additional time to complete tasks.

## **Write Where We Belong**

### **Language An Integrated Unit for Grade 1**

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#### **1 Rules! Rules! Rules!**

In the introductory subtask, students think and write about the rules they encounter in their day-to-day lives. The topic is introduced with a story about rules. Students discuss the fact that rules are needed at home, at school, and in the community. In small groups, students brainstorm some rules and report to the whole class. To demonstrate their learning, each student creates a poster that depicts one rule from home, school, or community. The teacher monitors the small group activities, the creation of the posters, and the final products to obtain an initial assessment of each student's writing ability.

#### **2 Everyone has Responsibilities**

On Day One, students brainstorm a number of community helpers and the teacher creates a word web of their responses. Family members may be included on this list. The class discusses some of the responsibilities of each community helper. Following the brainstorming session, students play a game "Who Am I?". On day two, the teacher reviews the ideas presented in the previous day's activities and provides the students with a writing book. Students complete and illustrate the sentences to demonstrate their acquired skills and knowledge. The finished product may be presented to reading buddies or another class.

#### **3 What Are My Responsibilities?**

In this subtask, students recall some of their own responsibilities and act them out by playing charades. The teacher models the writing process and then students create individual journals. On the following day, the teacher presents a journal and elicits students' suggestions for adding capitals and periods in the appropriate places. The teacher verbalizes the thinking. Students refer to their own journals and edit for capitals and periods.

#### **4 One Thing Leads to Another**

The concept of sequencing events is introduced using a story. Students visit four stations within the classroom and work as a group to sequence events. Students discuss the fact that some events must be preceded by other events. Individually, they draw or paste pictures in the proper sequence and write a corresponding statement for each picture.

#### **5 Consequences!**

Students learn that for every action there is a reaction, whether positive or negative. In small groups, the students create puppet shows that demonstrate the consequences of not following a rule or fulfilling one's responsibility. They present the puppet shows to classmates. Following the presentations, students complete a written group assessment.

#### **6 The Write Consequence**

The teacher models each stage of the writing process to create a class story. By verbalizing the thinking process, the teacher helps the students perceive how writers develop ideas. Subsequently, the students follow the writing process to create their own short story in which the main character must face the consequences of his or her actions. Completed stories are shared with others and/or displayed.

#### **7 Remarkable Relationships**

Students consider the variety of people with whom they have a relationship. A story or song could be used to introduce the topic. The teacher may bring in photographs of various family members, friends, pets and/or community members to describe the kind of relationship he or she has with each. Students offer examples of their own relationships and the teacher lists them on chart paper. As a class, briefly discuss why each relationship might be important. To demonstrate their learning students complete a Relationship Mini-book.

## **Write Where We Belong**

Language An Integrated Unit for Grade 1

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### **8 How Can I Ever Thank You?**

After being introduced to the concept of being thankful, students refer to the list of people with whom they share a relationship and think of reasons why they might want to thank someone on the list. The teacher displays a variety of thank-you cards and explains to the class that they will be designing and writing their own thank-you card to someone of their choice. Either the teacher or a local artist models how to design and write a thank-you card. Students create handmade or computer-generated thank-you cards and distribute them to the appropriate recipients.

### **9 Special Places**

The teacher displays photographs or pictures of various important places and explains reasons why they might be considered special. The teacher uses one of the pictures to model how to write a paragraph. Students close their eyes and imagine a place they consider special and think of reasons why this is a special place. For the application, each student draws an important place in his or her life and writes a paragraph to tell about it. The students' paragraphs are bound together in a class book for sharing.

### **10 Important Events in My Life**

The teacher presents a page with photographs or illustrations of important events in his or her life. Under each photograph, the teacher writes a caption that explains why the event is special. Students brainstorm a list of important events in their own lives and choose four events to illustrate and write a caption about. When the writing activity is complete, students cut their sheets to separate the four events. Students exchange their four cards with a partner, and the partner attempts to sequence the events in the proper order to create a mini-timeline.

### **11 Personal Timeline**

Students produce timelines to depict significant people, places, and events for each year of their lives. Timelines should include both pictorial and written information. Students choose a variety of presentation methods, such as a poster, a big book, or a display to share their information. Both the process and the finished product allow students to demonstrate their knowledge of and attitudes toward the Social Studies concepts and their skills in Writing. Students present their timelines to the rest of the class.

For the Writing strand, students are assessed using a rubric that considers their reasoning skills, communication skills, organization of ideas, and application of language conventions. The Social Studies strand is assessed using a separate rubric that considers the student's understanding of concepts, communication of required knowledge, and application of concepts and skills. The teacher examines each student's writing portfolio which contains the various tasks completed during the unit.

**Write Where We Belong****Language** An Integrated Unit for Grade 1

~ 120 mins

**Description**

In the introductory subtask, students think and write about the rules they encounter in their day-to-day lives. The topic is introduced with a story about rules. Students discuss the fact that rules are needed at home, at school, and in the community. In small groups, students brainstorm some rules and report to the whole class. To demonstrate their learning, each student creates a poster that depicts one rule from home, school, or community. The teacher monitors the small group activities, the creation of the posters, and the final products to obtain an initial assessment of each student's writing ability.

**Expectations**

- 1e1 A • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);
- 1e9 A – write simple but complete sentences;
- 1e15 A – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months);
- 1e17 A – print legibly (capitals and small letters);
- 1e18 A – leave spaces between words.
- 1e14 A – use phonics to spell unfamiliar words;
- 1e7 A • use and spell correctly the vocabulary appropriate for this grade level;
- 1z11 A – use primary and secondary sources to locate information about relationships, rules, and responsibilities in their home, school, and community (e.g., primary sources: interviews, eyewitness visitors, class trips; secondary sources: maps, illustrations, print materials, technology);
- 1z19 A • use a variety of resources and tools to gather, process, and communicate information about the distinguishing physical features and community facilities in their area;
- 1e3 A • write simple sentences using proper punctuation (i.e., periods);
- 1e8 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

**Groupings**

- Students Working As A Whole Class
- Students Working In Small Groups
- Students Working Individually

**Teaching / Learning Strategies**

- Read Aloud
- Oral Presentation

**Assessment****Checklist**

Use as a quick means to gain an initial assessment of the student's writing ability. Observations can be made both during the writing process and of the final product. The checklist can be used throughout the unit to assess growth in writing.

**Anecdotal Record**

Use to expand on any ideas not covered by the checklist. The teacher may make notes on several or all students.

**Rating Scale**

This four-point scale is used to quickly assess the final product.

**Presentation**

The teacher may or may not choose to formally assess the presentation of the posters.

**Assessment Strategies**

- Observation
- Classroom Presentation

**Assessment Recording Devices**

- Checklist
- Anecdotal Record
- Rating Scale



**Write Where We Belong**

Language An Integrated Unit for Grade 1

~ 120 mins

**Teaching / Learning**Introduction

Rules are important in many aspects of our lives. The topic may be introduced with a story that discusses rules (e.g., *Officer Buckle & Gloria* by Peggy Rathman). See the resource list for other appropriate suggestions.

Establishing the New Learning

Following the introduction, the teacher asks the students why rules are important (e.g., for safety, to make situations run smoothly, to make situations fair, etc.). Students name situations where there are rules. Through discussion, the teacher leads the class to understand that rules are needed at home, at school, and in the community.

The teacher divides the class into six small groups. Two groups discuss their rules at home, two groups discuss their rules at school, and two groups discuss their rules in the community.

Each group records their ideas on a piece of chart paper, using pictures and/or words.

The teacher monitors discussions to provide prompting and to keep conversations on task.

After a given amount of time, each group reports its ideas to the class. Each group's chart paper is posted for reference. Anecdotal records and/or checklists (BLM 1.1) are completed during this activity.

Application - Rule Posters

To demonstrate learning, each student creates a poster that depicts one rule from home, school, or community.

The teacher reviews the features of an effective poster with the class (e.g., simple message; large, easy-to-read text; large, neat illustrations; bold colours; etc.) using appropriate examples of manufactured or handmade posters.

Students work individually to complete their posters.

The teacher circulates and offer suggestions and assistance, as required. Final products are assessed using a four-point rating scale (BLM 1.2). The teacher should display and discuss the rating scale before students begin their work.

**Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

An exceptional student could be provided with a model to follow, shape and letter templates to trace, magazines to cut out pictures.

**Resources****BLM 1.1 Writing Checklist**

BLM\_1.1\_WritingChecklist\_T.cwk

**BLM 1.2 Rule Poster Rating Scale**













BLM\_1.2\_PosterRatingScale.cwk

**Write Where We Belong**

Language An Integrated Unit for Grade 1

~ 120 mins

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 <b>Officer Buckle and Gloria</b>	Peggy Rathman
 <b>Franklin's Bicycle Helmet</b>	Paulette Bourgeois
 <b>Franklin Plays the Game</b>	Paulette Bourgeois
 <b>Watch Out for Banana Peels and Other Important Sesame Street Safety Tips</b>	Sarah Albee
 <b>Arthur Makes the Team</b>	Marc Brown
 <b>Franklin Plays the Game</b>	USA Home Video
 <b>Arthur: Arthur Makes the Team</b>	Sony Wonder Home Video
 <b>Chart Paper</b>	6 sheets
 <b>Poster Paper 12" x 18"</b>	1
 <b>Markers</b>	1 set
 <b>Colouring Materials</b>	1 set
 <b>Sample posters</b>	

**Write Where We Belong**

Language An Integrated Unit for Grade 1

~ 120 mins

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**Notes to Teacher**

- 1) This subtask may be extended over two days.
- 2) The teacher may choose to laminate rule posters.
- 3) The teacher needs to be sensitive to the fact that there may be a wide variance in the rules in students' homes.
- 4) When discussing rules at home, it is possible that a student may disclose possible abuse issues. Teachers should deal with disclosures sensitively to support the student. In dealing with cases of suspected abuse, teachers must follow board policy and procedures for reporting.
- 5) The teacher should collect a variety of sample posters to serve as models for the students.
- 6) Students may present their posters to other classes in the school. The posters are displayed throughout the school.

**Teacher Reflections**

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

### Description

On Day One, students brainstorm a number of community helpers and the teacher creates a word web of their responses. Family members may be included on this list. The class discusses some of the responsibilities of each community helper. Following the brainstorming session, students play a game "Who Am I?". On day two, the teacher reviews the ideas presented in the previous day's activities and provides the students with a writing book. Students complete and illustrate the sentences to demonstrate their acquired skills and knowledge. The finished product may be presented to reading buddies or another class.

### Expectations

- 1e1 • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);
- 1e4 A • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
- 1e14 A – use phonics to spell unfamiliar words;
- 1e16 – use words from their oral vocabulary as well as less familiar words from class-displayed word lists;
- 1e17 A – print legibly (capitals and small letters);
- 1e18 A – leave spaces between words.
- 1e7 • use and spell correctly the vocabulary appropriate for this grade level;
- 1e13 A – correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);
- 1z9 A – describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g., by sharing, being courteous, cooperating, not littering).
- 1z10 A – brainstorm and ask simple questions (e.g., How? Why?) to gain information about relationships, rules, and responsibilities;
- 1z19 A • use a variety of resources and tools to gather, process, and communicate information about the distinguishing physical features and community facilities in their area;

### Groupings

- Students Working As A Whole Class
- Students Working Individually
- Students Working In Pairs

### Teaching / Learning Strategies

- Think / Pair / Share
- Mind Map
- Game
- Review

### Assessment

**Checklist**  
 Previous day's checklist can be used to assess both the process and the completed work.

**Anecdotal Record**  
 The teacher may continue jot notes about students, using the previous day's anecdotal record, or create a new record. Use to expand on any ideas not covered by the checklist. The teacher may make notes on several or all students.

Assess "Responsibility" booklets for completion and accuracy. Using an anecdotal record, note the student's effort to print legibly and leave spaces between words, use of phonics, and/or spelling ability.

### Assessment Strategies

- Observation

### Assessment Recording Devices

- Checklist
- Anecdotal Record

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## Teaching / Learning

### Day One

#### Introduction

There are many people in our community and each of them has certain responsibilities. A song could be played or sung to introduce this topic (e.g., *People in Your Neighborhood* by Sesame Street).

#### Establishing the New Learning

On Day One, students participate in a Think/Pair/Share activity. The teacher instructs students to think of as many community helpers as they can without verbalizing any of their ideas. Then, students discuss their ideas with a partner. The class regroups and the teacher creates a word web or mind map (e.g., BLM 2.1) using their ideas. The teacher uses this as an opportunity to reinforce student knowledge of spelling patterns. The teacher and the class discuss what "responsibility" means (i.e., fulfilling your duties, being accountable for your actions) and some of the responsibilities of each person on the word web.

#### Application - Who Am I?

Following the discussion, students play a game, "Who Am I?" Each student has a picture of a community helper taped on his or her back. Students guess their own community helper by asking other students questions that require yes or no answers (e.g., "Do I wear a uniform?" or "Am I responsible for taking care of animals?") If students guess their community helper, they move it to the front of their shirts. After a specified amount of time, the teacher asks the students to regroup. If they have not guessed their community helpers, they can check to see who they were. The teacher concludes the lesson by reviewing what it means to be responsible.

### Day Two

#### Review

On Day Two, the teacher reviews the ideas presented in the previous day's activities, using the pictures of the community helpers to have recall of the responsibilities of each. There are also many fiction and non-fiction books that complement this topic (e.g., *Community Helpers A to Z* by Bobbie Kalman).

#### Application - Responsibility Mini-Book

Following the refresher, the teacher provides the students with a writing assignment book which includes a story starter (BLM 2.2, BLM 2.3, BLM 2.4). Students complete the sentences and draw the community helpers to demonstrate their acquired skills and knowledge. The finished product may be presented to their reading buddies or another class.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

The student with writing difficulties may need a scribe.

## Resources



**BLM 2.1 Word Web (Sample)**

BLM\_2.1\_WordWebSample\_T.cwk

# Everyone has Responsibilities








Subtask 2

## Write Where We Belong

Language An Integrated Unit for Grade 1

~ 80 mins

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 <b>BLM 2.2 Responsibilities - Page 1</b>	BLM_2.2_BookStarter_Spg1.cwk
 <b>BLM 2.3 Responsibilities - Page 2</b>	BLM_2.3_BookStarter_Spg2.cwk
 <b>BLM 2.4 Responsibilities - Page 3</b>	BLM_2.4_BookStarter_Spg3.cwk
 <b>Sesame Street Busy Little Neighborhood</b>	Anna Ross, Joe Ewers
 <b>My Town</b>	Rebecca Treays
 <b>My Street</b>	Rebecca Treays
 <b>Franklin's Neighbourhood</b>	Paulette Bourgeois
 <b>Come Out and Play Little Mouse</b>	Robert Kraus
 <b>Canadian Garbage Collectors</b>	Paulette Bourgeois
 <b>Canadian Firefighters</b>	Paulette Bourgeois
 <b>Canadian Police Officers</b>	Paulette Bourgeois
 <b>Canadian Postal Workers</b>	Paulette Bourgeois
 <b>Firefighters Fight Fires</b>	Carol Greene
 <b>Police Officers Protect People</b>	Carol Greene
 <b>Postal Workers Take Care of Mail</b>	Carol Greene
 <b>Community Helpers from A To Z</b>	Bobbie Kalman
 <b>Veterinarians Help Animals</b>	Carol Greene
 <b>Pilots Fly Airplanes</b>	Fay Robinson
 <b>Doctors Help People</b>	Amy Moses
 <b>Zookeepers Care for Animals</b>	Amy Moses
 <b>Dentists Care for People's Mouths</b>	Carol Greene
 <b>Astronauts Work in Space</b>	Carol Greene
 <b>Teachers Help Us Learn</b>	Carol Greene
 <b>We Learn All About Community Helpers</b>	Sharon Macdonald

# Everyone has Responsibilities

Subtask 2

## Write Where We Belong

Language An Integrated Unit for Grade 1

~ 80 mins

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 I Fix Phones	Nelson Language Arts (Book E)
 Career Day	Anne Rockwell
 Gerbert in "My Neighborhood"	Home Sweet Home Educational Media Co.
 Platinum All Time Favorites	Sesame Street
 Masking Tape	1 roll
 Pictures of Community Helpers	1
 Chart Paper	1 sheet
 Markers	1 set
 Cassette and/or CD Player	1
 Baker Sample Graphic	

### Notes to Teacher

- 1) The teacher should be sensitive to diverse family structures that may exist in the classroom. There may also be a wide variance in the roles and responsibilities of family members. Care should be taken to avoid stereotypes.
- 2) The teacher needs to be aware that students' experiences and perspectives may be influenced by social and cultural beliefs and values.
- 3) Different community helpers and/or parents may be invited into the classroom to discuss their roles and responsibilities. Teachers may wish to schedule a field trip to various local sites to view community members engaged in their responsibilities.

### Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

## Write Where We Belong

Language An Integrated Unit for Grade 1

~ 120 mins

### Description

In this subtask, students recall some of their own responsibilities and act them out by playing charades. The teacher models the writing process and then students create individual journals. On the following day, the teacher presents a journal and elicits students' suggestions for adding capitals and periods in the appropriate places. The teacher verbalizes the thinking. Students refer to their own journals and edit for capitals and periods.

### Expectations

- 1e1 A • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);
- 1e2 A • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);
- 1e3 • write simple sentences using proper punctuation (i.e., periods);
- 1e4 • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
- 1e6 A • begin to revise written work, with the assistance of the teacher;
- 1e9 – write simple but complete sentences;
- 1e11 – use a period at the end of a statement;
- 1e14 – use phonics to spell unfamiliar words;
- 1e15 – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months);
- 1e17 – print legibly (capitals and small letters);
- 1e18 – leave spaces between words.
- 1z9 – describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g., by sharing, being courteous, cooperating, not littering).
- 1z10 A – brainstorm and ask simple questions (e.g., How? Why?) to gain information about relationships, rules, and responsibilities;
- 1z3 • explain how and why relationships, rules, and responsibilities may change over time, and in different places.
- 1e8 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

### Groupings

Students Working As A Whole Class  
Students Working In Small Groups  
Students Working Individually  
Students Working In Pairs

### Teaching / Learning Strategies

Review  
Game

### Assessment

Anecdotal Record

The teacher records observations regarding several or all students.

Conference

The teacher and students meet informally to discuss ideas and mechanics of journal writing. The teacher uses an anecdotal record to record findings.

Rubric

Students are presented with rubrics prior to task completion.

### Assessment Strategies

Observation  
Conference

### Assessment Recording Devices

Anecdotal Record

## Teaching / Learning

### Day One



# What Are My Responsibilities?

Subtask 3

## Write Where We Belong

Language An Integrated Unit for Grade 1

~ 120 mins

### Introduction

After reviewing the class definition for responsibility, the teacher poses questions to elicit answers from the students such as: "Who is responsible for fighting fires?" or "Who at your house is responsible for making dinner?" "Do you have any responsibilities at home? (e.g., make bed, feed pet), at school? (e.g., be a good listener), in the community? (e.g., don't litter)."

### Establishing the New Learning - Charades

The teacher divides the class into two groups. Students brainstorm some of their own responsibilities at home, school, and in the community. Some care should be taken that the groups do not hear one another's conversations. Each group elects a secretary to record its ideas. The ideas are recorded on individual strips of paper and put into a container. The teacher monitors discussions to provide prompting and to keep conversations on task. After a given amount of time, the class reassembles in two teams to play charades. Each team takes turns sending a player to the front. The player chooses a slip of paper from the other team's container and acts out the responsibility for his or her own team. The teacher may choose to record points for the each team.

### Application - Journals

Following the game of charades, students create individual journals about their own responsibilities consisting of a minimum of three sentences and an illustration. As the students write, the teacher moves about the classroom, reading the students' work and offering comments and suggestions. At the end of the writing session, students share their work with someone in the class. Students should bring a pencil with them as they may wish to edit some ideas while reading it to friends. The teacher may have student volunteers read their journal entries to the entire class.

## **Day Two**

### Introduction

Students focus on editing their work. A book or video, such as, "Arthur Writes a Story," could be used to highlight the writing process. See Resources for other appropriate books.

### Establishing the New Learning

After a review of capitalization and punctuation, the teacher displays on chart paper a sample journal that contains no capitals or punctuation (BLM 3.1). Students add capitals and periods in the appropriate places. The teacher verbalizes the thinking as the editing is completed. Student-generated punctuation rules (e.g., every sentence begins with a capital letter) are recorded on chart paper and posted as a student resource.

### Application - Editing Journals

Students refer to their journals from the previous day and edit for capitals and periods. Students may choose to work with a partner when editing their work.

## **Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students with writing difficulties may need a scribe or could create an oral journal.

## **Resources**



Rubric for Journals

# What Are My Responsibilities?

























Subtask 3

## Write Where We Belong

Language An Integrated Unit for Grade 1

~ 120 mins

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 <b>BLM 3.1 Sample Journal Entry (Teacher Reference)</b>	BLM_3.1_JournalSample_T.cwk
 <b>Cinderella</b>	Walt Disney
 <b>Come Out and Play Little Mouse</b>	Robert Kraus
 <b>Franklin Goes to School</b>	Paulette Bourgeois
 <b>Froggy Goes to School</b>	Jonathan London
 <b>Get Out of Bed</b>	Robert Munsch
 <b>Grover Goes to School</b>	Dan Elliot
 <b>Arthur Clean Your Room</b>	Marc Brown
 <b>Arthur in a Pickle</b>	Marc Brown
 <b>Arthur's Pet Business</b>	Marc Brown
 <b>Franklin Fibs</b>	Paulette Bourgeois
 <b>Franklin Forgets</b>	Paulette Bourgeois
 <b>Franklin Wants a Pet</b>	Paulette Bourgeois
 <b>Just a Mess</b>	Mercer Mayer
 <b>Purple, Green, and Yellow</b>	Robert Munsch
 <b>Franklin is Messy</b>	Paulette Bourgeois
 <b>Arthur Writes A Story</b>	Marc Brown
 <b>Arthur Writes a Story (with audio cassette)</b>	Marc Brown
 <b>Piggybook</b>	Anthony Browne
 <b>Arthur: Arthur's Lost Library Book</b>	Sony Wonder Home Video
 <b>Arthur: Arthur's New Puppy</b>	Sony Wonder Home Video
 <b>Arthur: Arthur's Pet Business</b>	Sony Wonder Home Video
 <b>Franklin Goes to School</b>	USA Home Video
 <b>Arthur: Arthur Writes a Story</b>	Sony Wonder Home Video

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## What Are My Responsibilities?







Subtask 3

### Write Where We Belong

Language An Integrated Unit for Grade 1

~ 120 mins

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 Chart paper	2 sheets
 Markers	1 set
 Journals	1
 Paper	2 sheets
 Containers	2
 Television and VCR	1

### Notes to Teacher

- 1) The teacher should be sensitive to diverse family structures which may exist in the classroom. There may also be a wide variance in the roles and responsibilities of family members. Care should be taken to avoid stereotypes.
- 2) The teacher needs to be aware that students' experiences and perspectives may be influenced by social and cultural beliefs and values.
- 3) When discussing rules at home, it is possible that a student may disclose possible abuse issues. Teachers should deal with disclosures sensitively to support the student. In dealing with cases of suspected abuse, teachers must follow board policy and procedures for reporting.

### Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

## Write Where We Belong

Language An Integrated Unit for Grade 1

~ 60 mins

### Description

The concept of sequencing events is introduced using a story. Students visit four stations within the classroom and work as a group to sequence events. Students discuss the fact that some events must be preceded by other events. Individually, they draw or paste pictures in the proper sequence and write a corresponding statement for each picture.

### Expectations

- 1e2 • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);
- 1e3 A • write simple sentences using proper punctuation (i.e., periods);
- 1e9 A – write simple but complete sentences;
- 1e11 A – use a period at the end of a statement;
- 1e14 – use phonics to spell unfamiliar words;
- 1e18 – leave spaces between words.
- 1e4 • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
- 1e5 • use some materials from other media (e.g., computer clip-art) to enhance their writing;
- 1e7 • use and spell correctly the vocabulary appropriate for this grade level;
- 1e8 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 1e17 – print legibly (capitals and small letters);
- 1e1 • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);
- 1z23 A – list the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);
- 1e15 A – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months);

### Groupings

- Students Working As A Whole Class
- Students Working In Small Groups
- Students Working Individually

### Teaching / Learning Strategies

- Read Aloud
- Activity/learning Centres

### Assessment

- Anecdotal Record**  
The teacher may jot down observations regarding several or all students. The focus of the observations is the student's ability to verbally communicate reasons for the selected sequence in each task.
- Checklist**  
A quick checklist is used to confirm the number of items students are able to sequence accurately.
- Assess the students' ability to sequence events. Check writing for complete sentences, use of capitals and periods.

### Assessment Strategies

- Observation

### Assessment Recording Devices

- Anecdotal Record
- Checklist

### Teaching / Learning

#### Introduction

The teacher introduces "sequencing events" with a cause and effect story such as *If You Give a Mouse a Cookie* by Laura Joffe Numeroff (see Resources for other possibilities). Following the story, the teacher and students discuss the chain of events (e.g., one thing leads to another, one action results in another reaction, some things have to happen before others can occur).

### Write Where We Belong

Language An Integrated Unit for Grade 1

~ 60 mins

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#### Establishing the New Learning

The teacher sets up four stations in the classroom, each with a sequencing activity. The stations might include:

- 1) objects to sequence (e.g., undershirt, t-shirt, sweater, coat)
- 2) pictures to sequence (prepared by the teacher)
- 3) words to sequence (BLM 4.1)
- 4) sentences to sequence (BLM 4.2)

The teacher divides the class into four groups and each group rotates through the stations, spending 5 to 10 minutes working together to sequence the given items. The teacher circulates to provide prompting questions and encouragement. After each group has visited all four stations, the teacher discusses the activities with the class. Possible questions might include: "Why don't you put your coat on before your sweater?" or "Why don't you wash the dishes before you eat your dinner?" Conclude that some events must follow a certain order or sequence.

#### Application - Sequencing Worksheet

To demonstrate their learning, students draw or paste pictures in the proper sequence and write corresponding sentences (BLM 4.3).

### Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students with special needs may work with a "buddy" to complete sheet.

### Resources



**BLM 4.1 Words to Sequence**

BLM\_4.1\_WordCards.cwk



**BLM 4.2 Sentences to Sequence**

BLM\_4.2\_SentenceCards.cwk



**BLM 4.3 What's the Correct Order?**

BLM\_4.3\_CorrectOrder\_S.cwk



**BLM 4.4 Sequencing Checklist**

BLM\_4.4\_SequenceChecklist\_T.cwk



**If You Give a Bear a Brownie**

Laura Joffe Numeroff



**If You Give a Cat a Cupcake**

Laura Joffe Numeroff



**If You Give a Moose a Muffin**

Laura Joffe Numeroff



**If You Give a Mouse a Cookie**

Laura Joffe Numeroff



**If You Give a Pig a Pancake**

Laura Joffe Numeroff

## Write Where We Belong

Language An Integrated Unit for Grade 1

~ 60 mins

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**Alexander and the Terrible, Horrible, No Good, Very Bad Day**

Judith Viorst



**Alexander, Who Used to Be Rich Last Sunday**

Judith Viorst



**Four Seasons for Toby**

Dorothy Joan Harris



**The Giving Tree**

Shel Silverstein



**The Very Hungry Caterpillar**

Eric Carle

### Notes to Teacher

This subtask provides an excellent opportunity to view and discuss posters, calendars, books, video clips, and websites which present sequenced events.

### Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

**Write Where We Belong**

Language An Integrated Unit for Grade 1

**Description**

Students learn that for every action there is a reaction, whether positive or negative. In small groups, the students create puppet shows that demonstrate the consequences of not following a rule or fulfilling one's responsibility. They present the puppet shows to classmates. Following the presentations, students complete a written group assessment.

**Expectations**

- 1e1 A • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);
- 1z3 • explain how and why relationships, rules, and responsibilities may change over time, and in different places.
- 1z9 A – describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g., by sharing, being courteous, cooperating, not littering).
- 1z10 – brainstorm and ask simple questions (e.g., How? Why?) to gain information about relationships, rules, and responsibilities;
- 1z11 – use primary and secondary sources to locate information about relationships, rules, and responsibilities in their home, school, and community (e.g., primary sources: interviews, eyewitness visitors, class trips; secondary sources: maps, illustrations, print materials, technology);
- 1z12 A – use illustrations, key words, and simple sentences (e.g., chart, picture book, cartoon) to sort, classify, and record information about relationships, rules, and responsibilities;

**Groupings**

- Students Working As A Whole Class
- Students Working In Small Groups

**Teaching / Learning Strategies**

- Read Aloud
- Discussion
- Puppetry

**Assessment**

**Anecdotal Record**  
The teacher may jot down observations regarding several or all students. The focus of the observations may be the ability to understand rules and responsibilities.

**Group-Assessment Rating Scale**  
Each student completes an assessment to determine how well his/her group worked. The assessment consists of a rating scale (happy, medium, sad faces) and written comments.

**Class Presentation**  
Note how well students follow instructions and work together to communicate their message. Anecdotal record may be used to record observations.

**Assessment Strategies**

- Observation
- Classroom Presentation
- Self Assessment

**Assessment Recording Devices**

- Anecdotal Record
- Rating Scale

**Write Where We Belong**

Language An Integrated Unit for Grade 1

**Teaching / Learning**Introduction

The teacher reads a story such as, *Franklin Says Sorry* by Paulette Bourgeois that clearly illustrates the consequence of not being a good friend. (See Resources for other possibilities.)

Establishing the New Learning

The teacher introduces the concept of consequences and leads the class in a guided discussion.

The following ideas may be presented:

- There are both good and unpleasant consequences.
  
- There are good consequences when we follow the rules.  
(e.g., You use your hands for helping, not hurting. Therefore, you have many friends).
  
- There are unpleasant consequences when we don't follow the rules.  
(e.g., You don't wear your bicycle helmet. You fall off your bike and bump your head).
  
- There are good consequences when we fulfil our responsibilities.  
(e.g., You finish your homework. Therefore, you're allowed to watch TV).
  
- There are unpleasant consequences when we don't fulfil our responsibilities.  
(e.g., You keep forgetting to feed your goldfish. Therefore, your goldfish gets sick).

To conclude, the students explain in their own words what consequence means.

Application - Puppet Show

Students recall some of the rules they should follow and some of the responsibilities they should fulfil.

In groups of three or four, students create a cause and effect scenario using puppets. Orally and visually (e.g., on chart paper) the teacher presents instructions:

1. Choose at least one rule or responsibility.
2. In a group of three or four, create a puppet show to show what happens when you:
  - a) do not follow the ruleOR
  - b) do not fulfil your responsibility.
3. Conclude the puppet show by resolving the problem.
4. Present your puppet show to the class.











Students are given sufficient time to develop and rehearse their ideas. The teacher circulates among the groups and monitors their activities. Each group presents its puppet show to the whole class. Following the presentations, students complete an assessment to determine how well their group worked. The assessment consists of a rating scale (happy, medium, sad faces) and written comments (BLM 5.1).

**Adaptations****Resources**



**Write Where We Belong**

Language An Integrated Unit for Grade 1

 <b>BLM 5.1 Puppet Show Assessment</b>	BLM_5.1_GrpAssessCheck_S.cwk
 <b>Arthur in a Pickle</b>	Marc Brown
 <b>Franklin Fibs</b>	Paulette Bourgeois
 <b>Franklin Forgets</b>	Paulette Bourgeois
 <b>Franklin is Bossy</b>	Paulette Bourgeois
 <b>Franklin is Messy</b>	Paulette Bourgeois
 <b>Franklin Says Sorry</b>	Paulette Bourgeois
 <b>Arthur: Arthur's Lost Library Book</b>	Sony Wonder Home Video
 <b>Chart paper</b>	1
 <b>Puppets</b>	1

**Notes to Teacher**

- 1) Puppets can be purchased or student-made. Store-bought puppets can be people or animals. If puppet people are used, care should be taken that they represent a variety of races and/or skin tones.
- 2) Instead of puppet presentations, students may depict their scene using role play.
- 3) If time permits, the teacher may wish to videotape the puppet/role-play productions. Teachers must follow school and board policies when photographing or video-taping students.
- 4) When discussing rules, responsibilities and consequences at home, it is possible that a student may disclose possible abuse issues. Teachers should deal with disclosures sensitively to support the student. In dealing with cases of suspected abuse, teachers must follow board policy and procedures for reporting.
- 5) Puppet shows may be presented in other classrooms or at a school assembly. Students may be required to write a simple script for their puppet shows.

**Teacher Reflections**

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

## Description

The teacher models each stage of the writing process to create a class story. By verbalizing the thinking process, the teacher helps the students perceive how writers develop ideas. Subsequently, the students follow the writing process to create their own short story in which the main character must face the consequences of his or her actions. Completed stories are shared with others and/or displayed.

## Expectations

- 1e2 A • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);
- 1e3 A • write simple sentences using proper punctuation (i.e., periods);
- 1e4 • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
- 1e6 A • begin to revise written work, with the assistance of the teacher;
- 1e7 • use and spell correctly the vocabulary appropriate for this grade level;
- 1e8 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 1e9 – write simple but complete sentences;
- 1e11 – use a period at the end of a statement;
- 1e13 A – correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);
- 1e14 A – use phonics to spell unfamiliar words;
- 1e15 – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months);
- 1z9 – describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g., by sharing, being courteous, cooperating, not littering).
- 1z11 – use primary and secondary sources to locate information about relationships, rules, and responsibilities in their home, school, and community (e.g., primary sources: interviews, eyewitness visitors, class trips; secondary sources: maps, illustrations, print materials, technology);
- 1z12 A – use illustrations, key words, and simple sentences (e.g., chart, picture book, cartoon) to sort, classify, and record information about relationships, rules, and responsibilities;

### Groupings

- Students Working As A Whole Class
- Students Working Individually
- Students Working In Pairs

### Teaching / Learning Strategies

- Story Mapping
- Demonstration

### Assessment

#### Anecdotal Record

The teacher may jot down observations regarding several or all students. The observations focus on the student's revision process.

#### Conference

Teacher attempts to conference with each student. Anecdotal records may be used to make jot notes of the student's revision process.

Students are presented with the checklist prior to task completion.

### Assessment Strategies

- Observation
- Conference

### Assessment Recording Devices

- Anecdotal Record
- Checklist
- Rubric

## Write Where We Belong

Language An Integrated Unit for Grade 1

~ 160 mins

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### Teaching / Learning

#### Day One

##### Introduction

The teacher selects the topic for this writing experience. The students produce a short story in which the main character(s) must face the consequence of his or her actions. The teacher informs students that they are going to write short stories about characters who do not follow the rules or who do not fulfil their responsibilities and what happens to the characters as a result. The stories may or may not have a humorous twist. The teacher displays a blank story map on chart paper (see BLM 6.1) and models for students possible story lines. The story map establishes a clear beginning, middle, and end for the developing story (e.g., A boy named Ralph is responsible for taking out the garbage but he is too lazy to do it. Garbage starts piling up inside his house until it is bulging out the windows and doors. The roof is just about to pop off. No one wants to visit Ralph or be his friend. Eventually Ralph cleans up the garbage, wins his friends back, and promises never to neglect his responsibility again.).

##### Establishing the New Learning

The teacher elicits ideas from the students and creates the skeleton of a class story, using pictures, key words, and/or sentences on a story map. The teacher verbalizes his or her thinking and decision making as ideas are recorded.

When the teacher is satisfied with the ideas developed for the story, the story map is posted nearby and the teacher begins writing the first draft. Students are encouraged to offer ideas as the teacher scribes. Again, the teacher verbalizes his or her thinking as he or she develops and revises the sentences of the story. The teacher also comments when adding capitals, punctuation, and when beginning a new sentence. Day Two's lesson focusses on editing the first draft, so the teacher should ensure that there are some ideas and mechanics to revise.

##### Application - The Writing Process

Students plan their own story (BLM 6.1) by adding pictures, key words, and/or sentences to their blank story map. Students present their completed story maps first to a peer and then to the teacher before they begin their first drafts.

Students receive lined paper to write their first draft. Students keep their story maps on their desks/tables as references while they complete the first draft of their stories. The teacher circulates to assist students, as needed. The teacher may invite parents and/or older students into the classroom to assist students with recording their ideas.

#### Day Two

##### Introduction

The teacher reviews the writing process with the class. Grade 1 students are beginning writers so the teacher may wish to present a simplified writing process such as: planning, writing a first draft, editing, writing the final draft. With the whole group, the teacher reviews the plan and first draft of the class story and explains that the task is to edit the first draft and write a final draft.

##### Establishing the New Learning

With the story map posted nearby, the teacher rereads the first draft of the class story. The teacher tells the class that this is a good start to the story but together they can make the ideas and sentences even better. The teacher should edit the first draft, eliciting some ideas from the students and making some changes. Words should be crossed out, replaced and inserted so students can visualize the editing process. Again, it is important to verbalize any changes made. A list of the kinds of changes (capitals, periods, use of word wall) could be generated and placed beside the story as an editing resource for students. When complete, the teacher rereads the edited story to ensure that it makes sense. Finally, the teacher neatly rewrites the story to produce a final draft.

##### Application - The Writing Process

Students refer to their own first draft from the previous day. With a partner, students edit the first draft for ideas, capitals, and punctuation. The teacher circulates to assist students, as needed. The teacher may choose to invite parents and/or older students into the classroom to assist students with their editing.

When editing is complete, students are given new sheets of lined paper to write their final drafts. Students are

## Write Where We Belong

Language An Integrated Unit for Grade 1

~ 160 mins

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











encouraged to use a sharp pencil, to take their time, and to print neatly to produce their best work. It is essential that students are given the opportunity to share their completed stories with other students, other classes, parents and/or school staff. The teacher may display the stories on a bulletin board.

### Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students who have difficulty with the writing process may require a scribe.

### Resources

-  **Rubric for the Writing Process**
-  **BLM 6.1 Story Map** BLM\_6.1\_StoryMapSample\_T.cwk
-  **Easybook Deluxe**
-  **Storybook Weaver**
-  **Storybook Weaver deluxe**
-  **Storytime V2.0**
-  **ClarisWorks 2.1 (English)**
-  **ClarisWorks 3.0 (English)**
-  **ClarisWorks 4.0 (English)**
-  **ClarisWorks 5.0 (English)**
-  **The Writing Process** 1
-  **Parent or Community Volunteers**



### Peer Helpers

### Notes to Teacher

- 1) This may be the students' first experience with the formal writing process. The teacher needs to explain the procedure carefully and provide support. Community members, parents or peer helpers may help students in the writing process.
- 2) The teacher can post the steps of the writing process as a reference. This may be purchased or teacher-made.
- 3) The teacher may provide students with a "Draft" stamp and/or date stamp for their first drafts.
- 4) The teacher may decide to break this subtask into four smaller lessons rather than the two presented.
- 5) Students may complete the final draft of their short stories using a word processor on the computer.

### Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

Write Where We Belong

Language An Integrated Unit for Grade 1

~ 60 mins

**Description**

Students consider the variety of people with whom they have a relationship. A story or song could be used to introduce the topic. The teacher may bring in photographs of various family members, friends, pets and/or community members to describe the kind of relationship he or she has with each. Students offer examples of their own relationships and the teacher lists them on chart paper. As a class, briefly discuss why each relationship might be important. To demonstrate their learning students complete a Relationship Mini-book.

**Expectations**

- 1e1 A • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);
- 1e4 A • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
- 1e14 A – use phonics to spell unfamiliar words;
- 1e17 – print legibly (capitals and small letters);
- 1e18 – leave spaces between words.
- 1z4 A – state in simple terms what “relationships”, “rules”, and “responsibilities” are;
- 1e13 A – correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);
- 1e7 A • use and spell correctly the vocabulary appropriate for this grade level;

**Groupings**

- Students Working As A Whole Class
- Students Working Individually

**Teaching / Learning Strategies**

- Read Aloud
- Visual Stimuli
- Discussion

**Assessment**

Anecdotal Record  
 The teacher may jot down observations regarding spelling strategies used by several or all students.

Checklist

Checklist can be used for ongoing assessment of the students' growth in writing.

Students identify important relationships by completing Relationship Mini-books. Review the final product to assess each student's ability to use phonics/spelling to communicate his or her ideas.

**Assessment Strategies**

- Observation

**Assessment Recording Devices**

- Anecdotal Record
- Checklist

**Teaching / Learning**

Introduction

Students consider the variety of people with whom they have a relationship. The teacher uses a story or a song that describes various relationships such as, *Love You Forever* by Robert Munsch and *Guess How Much I Love You* by Sam McBratney, *You've Got a Friend in Me*, from Toy Story. (See Resources for further suggestions.)

## Write Where We Belong

Language An Integrated Unit for Grade 1

~ 60 mins

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### Establishing the New Learning

The teacher displays photographs of various family members, friends, pets and/or community members in a pocket chart to describe the kind of relationship he or she has with each. A word identifying the person/pet and a sentence describing why the relationship is important, is displayed with each picture.

Students offer examples of their own relationships and the teacher lists them on chart paper (e.g., mother, uncle, brother, sister, friend, librarian, etc.). The teacher and students briefly describe orally why each relationship is important. Using the word wall, words webs, pocket chart words, etc., the teacher models how to write a sentence which describes the importance of the relationship to that person/pet.

### Application - Relationship Mini-Book

To demonstrate what they learned, students complete a Relationship Mini-book in which they identify relationships, describe the importance of the relationships and illustrate each example (BLM 7.1 and 7.2).

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students with special needs may cut out pictures as illustrations and may need a scribe for writing.

## Resources



**BLM 7.1 Relationship Book - Page 1**

BLM\_7.1\_MiniBookSample\_Sp1.cwk



**BLM 7.1 Relationship Book - Page 2**

BLM\_7.2\_MiniBookSample\_Sp2.cwk



**Come Out and Play Little Mouse**

Robert Kraus



**Guess How Much I Love You**

Sam McBratney



**Love You Forever**

Robert Munsch



**Stellaluna**

Janell Cannon



**The New Baby**

Mercer Mayer



**Just Grandma and Me**

Mercer Mayer



**Just Me and My Dad**

Mercer Mayer



**Just Me and My Mom**

Mercer Mayer



**Just Grandpa and Me**

Mercer Mayer



















**Just Me and My Family**

Mercer Mayer

## Write Where We Belong

Language An Integrated Unit for Grade 1

~ 60 mins

	<b>Just My Friend and Me</b>	Mercer Mayer
	<b>Me Too</b>	Mercer Mayer
	<b>Arthur's Family Vacation</b>	Marc Brown
	<b>Arthur's Family Vacation (with audio cassette)</b>	Marc Brown
	<b>Franklin and Harriet</b>	Paulette Bourgeois
	<b>Franklin and the Baby</b>	Paulette Bourgeois
	<b>Franklin Helps Out</b>	Paulette Bourgeois
	<b>Franklin is Bossy</b>	Paulette Bourgeois
	<b>Franklin Says Sorry</b>	Paulette Bourgeois
	<b>Franklin's Baby Sister</b>	Paulette Bourgeois
	<b>Franklin's New Friend</b>	Paulette Bourgeois
	<b>Arthur's Baby</b>	Sony Wonder Home Video
	<b>Arthur's Family Vacation</b>	Sony Wonder Home Video
	<b>Mercer Mayer: Just Me and My Dad</b>	Sony Wonder Home Video
	<b>Disney's Greatest, Volume One</b>	Disney
	<b>Photographs</b>	

### Notes to Teacher

When discussing relationships with others, it is possible that a student may disclose possible abuse issues. Teachers should deal with disclosures sensitively to support the student. In dealing with cases of suspected abuse, teachers must follow board policy and procedures for reporting.

### Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



## Write Where We Belong

Language An Integrated Unit for Grade 1

~ 60 mins

### Description

After being introduced to the concept of being thankful, students refer to the list of people with whom they share a relationship and think of reasons why they might want to thank someone on the list. The teacher displays a variety of thank-you cards and explains to the class that they will be designing and writing their own thank-you card to someone of their choice. Either the teacher or a local artist models how to design and write a thank-you card. Students create handmade or computer-generated thank-you cards and distribute them to the appropriate recipients.

### Expectations

- 1e1 A • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);
- 1e2 A • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);
- 1e3 • write simple sentences using proper punctuation (i.e., periods);
- 1e4 • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
- 1e5 • use some materials from other media (e.g., computer clip-art) to enhance their writing;
- 1e9 – write simple but complete sentences;
- 1e11 – use a period at the end of a statement;
- 1e14 – use phonics to spell unfamiliar words;
- 1e15 – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months);
- 1e17 A – print legibly (capitals and small letters);
- 1e18 A – leave spaces between words.
- 1z4 – state in simple terms what “relationships”, “rules”, and “responsibilities” are;
- 1e12 A – use a comma after a salutation in a letter or note (e.g., Dear Mom,);

### Groupings

- Students Working As A Whole Class
- Students Working Individually

### Teaching / Learning Strategies

- Read Aloud
- Discussion
- Demonstration

### Assessment

Anecdotal Record  
The teachers may jot down observations regarding several or all students.

#### Checklist

Checklist can be used for ongoing assessment of the students' growth in writing.

Evaluate thank-you notes for communication of ideas, organization, punctuation, and neatness.

### Assessment Strategies

- Observation

### Assessment Recording Devices

- Anecdotal Record
- Checklist

### Teaching / Learning

#### Introduction

The teacher posts a thank-you poem on chart paper. Possible sources for poems include thank-you cards, children's poetry books, or the Internet. Students read the poem to themselves and then a student reads it to the class. Students offer their ideas about what it means to be thankful.

## Write Where We Belong

Language An Integrated Unit for Grade 1

~ 60 mins

### Establishing the New Learning

Students refer to the class list of people with whom they share a relationship and think of reasons why they might want to thank someone on the list. For example, a girl may decide to thank the father for teaching her how to ride a bike. The teacher asks for ways they could show someone that they are thankful (e.g., write a thank-you card). The teacher displays a variety of thank-you cards and explains to the class that they will be designing and writing their own thank-you card to someone of their choice. A local artist may visit the classroom to model how to design and write a thank-you card. Otherwise, the teacher gives an appropriate demonstration. Electronic versions of thank-you cards can also be demonstrated.








After the teacher and students have examined the variety of thank you cards, the teacher leads an exploratory lesson to discover the components of an effective thank-you card. The students' suggestions re: communication of ideas; organization; punctuation; and neatness are recorded on chart paper and used as a resource throughout the creation of the thank-you cards. The teacher circulates to give reminders concerning an effective thank-you card.

### Application - Thank You Cards

Students create handmade or computer-generated thank-you cards. Handmade cards can be made on heavy stock paper, placed in an envelope, addressed, and mailed to the appropriate recipient. Computer-generated cards can be made using a publishing program. A hardcopy can be printed for mailing. Electronic cards can also be created on an appropriate website and sent via email. Peer helpers from another grade may be paired with students who choose to use the computer to create their card. The teacher circulates to assist, where necessary and to keep students on task.

## Adaptations

## Resources

	<b>Richard Scarry's Please and Thank You Book</b>	Richard Scarry
	<b>Thank You, Amelia Bedelia</b>	Peggy Parish
	<b>Circle of Thanks</b>	Susi Gregg Fowler
	<b>Thank You</b>	Andrews & McMeel Staff
	<b>Thank You, Nicky!</b>	Harriet Ziefert
	<b>123 Greetings</b>	
	<b>Blue Mountain</b>	
	<b>Hallmark.com</b>	
	<b>Variety of Thank You Cards</b>	
	<b>Heavy Stock Paper or Cards</b>	1

## Write Where We Belong

Language An Integrated Unit for Grade 1

~ 60 mins

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Envelopes and Stamps

1



Computers



Local Artist



Peer Helpers



Postal Carrier

### Notes to Teacher

1) Students who choose to create an electronic thank-you card should have previous experience with computers and/or an appropriate software program. If the Internet is used, teachers must ensure that students know and follow board policies related to Internet use.

2) Before the original thank-you cards are sent to the recipients, the teacher should photocopy the final product to insert into student portfolios.

3) There is an opportunity for students to visit the Post Office to mail their thank-you cards. Teachers could arrange a tour of the building so students could witness the responsibilities of the employees. Otherwise, teachers could invite a postal carrier to the classroom for a visit. Teachers will need to consult the field trip policy of their school and board.

### Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

**Write Where We Belong**

Language An Integrated Unit for Grade 1

**Description**

The teacher displays photographs or pictures of various important places and explains reasons why they might be considered special. The teacher uses one of the pictures to model how to write a paragraph. Students close their eyes and imagine a place they consider special and think of reasons why this is a special place. For the application, each student draws an important place in his or her life and writes a paragraph to tell about it. The students' paragraphs are bound together in a class book for sharing.

**Expectations**

- 1e1 A • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);
- 1e2 • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);
- 1e3 • write simple sentences using proper punctuation (i.e., periods);
- 1e4 A • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
- 1e5 • use some materials from other media (e.g., computer clip-art) to enhance their writing;
- 1e9 – write simple but complete sentences;
- 1e11 – use a period at the end of a statement;
- 1e14 – use phonics to spell unfamiliar words;
- 1e15 – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months);
- 1e17 – print legibly (capitals and small letters);
- 1e18 – leave spaces between words.
- 1z6 A – identify important relationships in their lives (e.g., with family members, friends, pets, teachers) and name some responsibilities that are part of these relationships;

**Groupings**

- Students Working As A Whole Class
- Students Working Individually

**Teaching / Learning Strategies**

- Visual Stimuli
- Demonstration

**Assessment**

**Anecdotal Record**  
The teacher may jot down observations of the editing process regarding several or all students.

**Checklist**  
A checklist can be used for ongoing assessment of the students' growth in writing.

Each student's ability to write a paragraph describing a special place is assessed.

**Assessment Strategies**

- Observation

**Assessment Recording Devices**

- Anecdotal Record
- Checklist

**Teaching / Learning**

Introduction

The teacher displays photographs or pictures of various places which are personally important and explains reasons why they are considered special. For example, the teacher might show a photograph of a tree house and explain that his/her big sister helped build the fort when he/she was eight. The images presented may be in the form of photographs, slides or digital images. Digital images presented on a computer screen would be appealing since they are larger than photographs and are easily viewed by an entire class.

**Write Where We Belong**

**Language An Integrated Unit for Grade 1**

**~ 60 mins**

Establishing the New Learning

The teacher chooses one of the photographs or illustrations and models how to write a paragraph about a special place. Verbalizing thought processes is key to this demonstration. The teacher emphasizes on how to write a paragraph. "Paragraph Writing Tips" are recorded and displayed for future reference. Students close their eyes and imagine a place they consider special and think of reasons why this is a special place.

Application - Class Book


For the application, each student draws an important place in his or her life and writes a paragraph to tell about it. The teacher laminates and binds the pages together to create a class book, which may be entitled, *Special Places*. Each student receives a turn to take the book home to share with family members.

**Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

For students with special needs, the length of the story may be reduced or produced using a simple word processing program.

**Resources**

	<b>My Messy Room</b>	Mary Packard
	<b>My Street</b>	Rebecca Treays
	<b>My Town</b>	Rebecca Treays
	<b>The Giving Tree</b>	Shel Silverstein
	<b>The Seasons of Arnold's Apple Tree</b>	Gail Gibbons
	<b>Writing Paper</b>	1
	<b>Book Binding Machine</b>	1
	<b>Laminator</b>	1
	<b>Computer / Scanner</b>	1

**Write Where We Belong****Language** An Integrated Unit for Grade 1**Notes to Teacher**

When discussing "Special Places," it is possible that a student may disclose possible abuse issues. Teachers should deal with disclosures sensitively to support the student. In dealing with cases of suspected abuse, teachers must follow board policy and procedures for reporting.

An imaginary character or storybook character could be used as an alternative to a personal approach to the lesson.

**Teacher Reflections**

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

Write Where We Belong

Language An Integrated Unit for Grade 1

~ 60 mins

**Description**

The teacher presents a page with photographs or illustrations of important events in his or her life. Under each photograph, the teacher writes a caption that explains why the event is special. Students brainstorm a list of important events in their own lives and choose four events to illustrate and write a caption about. When the writing activity is complete, students cut their sheets to separate the four events. Students exchange their four cards with a partner, and the partner attempts to sequence the events in the proper order to create a mini-timeline.

**Expectations**

- 1e1 • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);
- 1e2 A • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);
- 1e3 • write simple sentences using proper punctuation (i.e., periods);
- 1e4 • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
- 1e9 – write simple but complete sentences;
- 1e11 – use a period at the end of a statement;
- 1e14 – use phonics to spell unfamiliar words;
- 1e15 – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months);
- 1e17 – print legibly (capitals and small letters);
- 1e18 – leave spaces between words.
- 1z7 A – describe significant people and places in their lives (e.g., parents, sports figures; bedroom, park, playground, community centre) and the rules associated with them;
- 1z23 A – list the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);
- 1z8 A – identify significant events in their lives (e.g., their first day of school, a trip) and the rules associated with them;

**Groupings**

- Students Working As A Whole Class
- Students Working Individually
- Students Working In Pairs

**Teaching / Learning Strategies**

- Media Presentation
- Visual Stimuli
- Demonstration

**Assessment**

- Anecdotal Record  
The teacher may jot down observations regarding several or all students. Assess students' ability to identify and order significant events in their lives.
- Checklist  
A checklist can be used for ongoing assessment of the students' growth in writing.

**Assessment Strategies**

- Observation

**Assessment Recording Devices**

- Anecdotal Record
- Checklist

**Teaching / Learning**

Introduction

To introduce this activity, the teacher might present a home video of an important event in his or her life. For example, he or she might show an segment of his or her graduation from university. It would also be appropriate to read a story or to a view video such as *Arthur's Baby* (see Resources).

## Write Where We Belong

Language An Integrated Unit for Grade 1

~ 60 mins

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### Establishing the New Learning

The teacher models the writing activity for the class. Using a sheet of chart paper divided into four equal sections, the teacher attaches a photograph or illustration which depicts an important life event (e.g., Kindergarten graduation, first fish caught, etc.) in each section. Under each photograph, the teacher writes a caption that explains why the event in the photograph is special. The teacher should verbalize his or her thinking throughout the modelling. After the captions have been written, the teacher cuts the chart paper in four to separate each event and a volunteer sequences the events in the proper order by taping this mini-timeline to the board.

### Application - Mini-timelines











Students think of a list of important events in their lives and choose four events to illustrate and write a caption about (BLM 10.1). When the writing activity is complete, students cut their sheets to separate the four events. Students exchange their four cards with a partner and the partner attempts to sequence the events in the proper order to create a mini-timeline.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

For students with special needs the use of computer word processing software may be used.

## Resources

 <b>BLM 10.1 Mini-timeline</b>	BLM_10.1_MiniTimeline_S.cwk
 <b>Franklin and the Baby</b>	Paulette Bourgeois
 <b>Franklin Goes to School</b>	Paulette Bourgeois
 <b>Franklin Wants a Pet</b>	Paulette Bourgeois
 <b>Franklin's Baby Sister</b>	Paulette Bourgeois
 <b>Froggy Goes to School</b>	Jonathan London
 <b>Grover Goes to School</b>	Dan Elliot
 <b>The New Baby</b>	Mercer Mayer
 <b>Arthur: Arthur's Baby</b>	Sony Wonder Home Video
 <b>Arthur: Arthur's New Puppy</b>	Sony Wonder Home Video
 <b>Franklin Goes to School</b>	USA Home Video
 <b>Photographs or Illustrations</b>	



### Write Where We Belong

Language An Integrated Unit for Grade 1

~ 60 mins

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Blank Paper

1



Television and VCR

1

### Notes to Teacher

This subtask provides an excellent opportunity to view and discuss posters, calendars, books, video clips, and websites which present sequenced events. If this activity entails the use of the Internet, teacher must ensure that students know and follow board and school policies about Internet use.

### Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

**Write Where We Belong**

**Language An Integrated Unit for Grade 1**

**Description**

Students produce timelines to depict significant people, places, and events for each year of their lives. Timelines should include both pictorial and written information. Students choose a variety of presentation methods, such as a poster, a big book, or a display to share their information. Both the process and the finished product allow students to demonstrate their knowledge of and attitudes toward the Social Studies concepts and their skills in Writing. Students present their timelines to the rest of the class.

For the Writing strand, students are assessed using a rubric that considers their reasoning skills, communication skills, organization of ideas, and application of language conventions. The Social Studies strand is assessed using a separate rubric that considers the student's understanding of concepts, communication of required knowledge, and application of concepts and skills. The teacher examines each student's writing portfolio which contains the various tasks completed during the unit.

**Expectations**

- 1z2 A • use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community;
- 1z4 A – state in simple terms what “relationships”, “rules”, and “responsibilities” are;
- 1z6 A – identify important relationships in their lives (e.g., with family members, friends, pets, teachers) and name some responsibilities that are part of these relationships;
- 1z7 A – describe significant people and places in their lives (e.g., parents, sports figures; bedroom, park, playground, community centre) and the rules associated with them;
- 1e1 A • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);
- 1e2 A • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);
- 1e3 A • write simple sentences using proper punctuation (i.e., periods);
- 1e4 A • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
- 1e9 – write simple but complete sentences;
- 1e11 A – use a period at the end of a statement;
- 1e14 – use phonics to spell unfamiliar words;
- 1e15 A – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months);
- 1e16 – use words from their oral vocabulary as well as less familiar words from class-displayed word lists;
- 1e17 – print legibly (capitals and small letters);
- 1e18 – leave spaces between words.
- 1z23 – list the occupations of some people in the community

**Groupings**

- Students Working As A Whole Class
- Students Working Individually

**Teaching / Learning Strategies**

- Read Aloud
- Oral Presentation

**Assessment**

**Anecdotal Record**  
The teacher may jot down observations from the student portfolio regarding several or all students.

**Portfolios**  
The teacher reviews the progress and growth in writing skills achieved by individual students, using their writing portfolios.

**Rubrics**  
One rubric is used to assess writing expectations. A separate rubric is used to assess Social Studies expectations. Levels achieved on rubrics can be determined through observations, conferencing and during classroom presentations.

**Assessment Strategies**

- Observation
- Performance Task
- Classroom Presentation
- Portfolios

**Assessment Recording Devices**

- Anecdotal Record

**Write Where We Belong**

**Language An Integrated Unit for Grade 1**

<p>(e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);</p> <p>1z24 – identify the places in which people work and describe the technologies, tools, and vehicles they use;</p> <p>1e5 A • use some materials from other media (e.g., computer clip-art) to enhance their writing;</p> <p>1z18 A • recognize that communities consist of various physical features and community facilities that meet human needs;</p>	<p>Rubric</p>
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**Teaching / Learning**

Summarizing the Learning

Throughout the unit, students explored a variety of media, such as posters, calendars, books, video clips, and websites that present sequenced events. The teacher reviews the sequenced events previously viewed in class and provides some new examples to introduce the culminating activity. For example, the book or video version of *The Very Hungry Caterpillar* by Eric Carle could be used to demonstrate the sequence of the days of the week. Other examples that demonstrate a yearly timeline should be introduced and viewed.

Culminating Activity - Personal Timelines

To demonstrate application of their new learning, students produce a personal timeline depicting significant people, places, and events for each year of their own lives. Students can choose from a variety of presentation methods, such as a poster, a big book or a display to complete their personal timelines. For each year, the timeline should include:

1. The year  
(e.g., 1998.)
2. Photograph or illustration depicting a significant person, place or event  
(e.g., Mom and Dad with baby in hospital.)
3. A caption consisting of one or more sentences describing the photograph or illustration  
(e.g., I was born in the Pembroke General Hospital. It was a happy day.)

The process and finished product gives students the opportunity to demonstrate their knowledge and application of the Social Studies concepts and their writing skills. Students present their timelines to the rest of the class.

**Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students with special needs may need verbal prompting or picture cue cards as discussion starters.

**Resources**



**Timeline Rubric - Social Studies Component**



**Timeline Rubric - Language Arts Component**



**Alexander and the Terrible, Horrible, No Good, Very Bad Day**

Judith Viorst



**Alexander, Who Used to Be Rich Last Sunday**

Judith Viorst



**Come Out and Play Little Mouse**

Robert Kraus



**First Comes Spring**

Anne Rockwell



**Four Seasons for Toby**

Dorothy Joan Harris



**The Seasons of Arnold's Apple Tree**

Gail Gibbons



**The Very Hungry Caterpillar**

Eric Carle



**Alexander and the Terrible, Horrible, No Good, Very Bad Day**

Sony Wonder Home Video



**The Very Hungry Caterpillar**

Disney Home Video

**Notes to Teacher**

1) Students may be asked to gather photographs from home to complete their timelines. One photograph or picture for each year of their lives should be included. A letter to parents/guardians explaining the unit and the request for photographs should be sent home ahead of time. The letter should include a parental/guardian permission statement, other options if photographs are not available, procedure for use of photographs, etc. Where photographs are not available, children can draw themselves or use magazine pictures.

2) As a fun activity to conclude the unit, students participate in a "Talking Circles" activity. Students face a partner and the class creates two circles: an inner circle and an outer circle. The teacher asks each pair to discuss a given topic (e.g., What rules should you follow at home?) After one minute or less, the teacher signals for students to end their discussion. The inner circle remains in place and the outer circle moves one step clockwise to meet a new partner. The teacher then offers a new topic (e.g., What rules should you follow at school?) for this pair to discuss. The outer circle continues moving and each pair discusses new topics. Eventually each person reaches his or her original partner. (See possible topics below). At this time, all students sit down and the teacher asks questions to summarize the activity (e.g., From one of your discussions, describe someone's special place). Students share their responses with the whole group.

3) Possible Discussion Topics for Talking Circles

- Discuss some rules you follow at home.
- Discuss some rules you follow at school.
- Discuss some rules you follow in your community.
- Tell your partner about a time when you didn't follow the rules. What happened?
- What are some of your responsibilities?
- What is the consequence when you don't fulfil your responsibility?
- Describe some of the responsibilities of your family members.
- What responsibilities do you think you will have when you are older?
- Describe your relationship with an important person.
- Describe a place that is special to you? Why is it special?
- What's the best thing that has ever happened to you?
- What do you dream of doing someday?

**Teacher Reflections**

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



# **Appendices**

## **Write Where We Belong**

### **Language**

**Resource List:**  
**Blackline Masters:**  
**Rubrics:**  
**Unit Expectation List and Expectation Summary:**  
**Unit Analysis:**

## Write Where We Belong

### Language An Integrated Unit for Grade 1



### Rubric

- Rubric for Journals** ST 3  
2
- Rubric for the Writing Process** ST 6  
2
- Timeline Rubric - Language Arts Component** ST 11  
2
- Timeline Rubric - Social Studies Component** ST 11  
1



### Blackline Master / File

- BLM 1.1 Writing Checklist** ST 1  
BLM\_1.1\_WritingChecklist\_T.cwk  
Use as a quick means to gain an initial assessment of student writing ability. Observations can be made both during the process and of the final product. The checklist can also be used throughout the unit to assess growth.
- BLM 1.2 Rule Poster Rating Scale** ST 1  
BLM\_1.2\_PosterRatingScale.cwk  
A five-point scale used to assess the final product.
- BLM 10.1 Mini-timeline** ST 10  
BLM\_10.1\_MiniTimeline\_S.cwk  
Students illustrate four life events in random order and write captions for each. Each student cuts his or her page into four sections and gives the cards to a partner to sequence in the proper order.
- BLM 2.1 Word Web (Sample)** ST 2  
BLM\_2.1\_WordWebSample\_T.cwk  
Sample of a word web that may be created with the students on chart paper.
- BLM 2.2 Responsibilities - Page 1** ST 2  
BLM\_2.2\_BookStarter\_Spg1.cwk  
Sample booklet "Everyone has Responsibilities." Students complete sentences and colour illustrations.  
*Teacher may want to use graphics of a better quality.*
- BLM 2.3 Responsibilities - Page 2** ST 2  
BLM\_2.3\_BookStarter\_Spg2.cwk  
Sample booklet "Everyone has Responsibilities." Students complete sentences and colour illustrations.  
*Teacher may want to use graphics of a better quality.*
- BLM 2.4 Responsibilities - Page 3** ST 2  
BLM\_2.4\_BookStarter\_Spg3.cwk  
Sample booklet "Everyone has Responsibilities." Students complete sentences and colour illustrations.  
*Teacher may want to use graphics of a better quality.*

- BLM 3.1 Sample Journal Entry (Teacher Reference)** ST 3  
BLM\_3.1\_JournalSample\_T.cwk  
This sample journal entry may be copied onto chart paper to be used as a group editing exercise.
- BLM 4.1 Words to Sequence** ST 4  
BLM\_4.1\_WordCards.cwk  
Sample words for sequencing activity centres.
- BLM 4.2 Sentences to Sequence** ST 4  
BLM\_4.2\_SentenceCards.cwk  
Sample sentences for sequencing activity centres.
- BLM 4.3 What's the Correct Order?** ST 4  
BLM\_4.3\_CorrectOrder\_S.cwk  
Following the sequencing activity centres, students demonstrate their new learning by drawing four pictures in the proper sequence and writing a corresponding sentence for each.
- BLM 4.4 Sequencing Checklist** ST 4  
BLM\_4.4\_SequenceChecklist\_T.cwk  
A quick checklist to confirm the number of items each student can sequence.
- BLM 5.1 Puppet Show Assessment** ST 5  
BLM\_5.1\_GrpAssessCheck\_S.cwk  
Student complete an assessment to determine how well their group worked. The assessment consists of a rating scale (happy, medium, sad faces) and written comments.
- BLM 6.1 Story Map** ST 6  
BLM\_6.1\_StoryMapSample\_T.cwk  
Sample story map to be posted on chart paper for group writing exercise. Each student should also receive their own copy of the story map as they complete the writing process.
- BLM 7.1 Relationship Book - Page 1** ST 7  
BLM\_7.1\_MiniBookSample\_Sp1.cwk  
Sample booklet "Remarkable Relationships." Students complete the sentences and create illustrations to depict significant people in their lives.
- BLM 7.1 Relationship Book - Page 2** ST 7  
BLM\_7.2\_MiniBookSample\_Sp2.cwk  
Sample booklet "Remarkable Relationships." Students complete the sentences and create illustrations to depict significant people in their lives.

**Write Where We Belong**  
Language An Integrated Unit for Grade 1



**Licensed Software**

- ClarisWorks 2.1 (English) ST 6
- ClarisWorks 3.0 (English) ST 6
- ClarisWorks 4.0 (English) ST 6
- ClarisWorks 5.0 (English) ST 6
- Easybook Deluxe Unit
- Easybook Deluxe ST 6
- Hyperstudio Unit
- Kid Pix 2 Unit
- Storybook Weaver Unit
- Storybook Weaver ST 6
- Storybook Weaver deluxe Unit
- Storybook Weaver deluxe ST 6
- Storytime V2.0 Unit
- Storytime V2.0 ST 6
- The New Kids Pix Unit



**Print**

- Alexander and the Terrible, Horrible, No Good, Very Bad Day** Unit  
Judith Viorst  
0689711735  
This book depicts the sequence of events that occur during Alexander's Day and can therefore be used to reinforce timelines.
- Alexander and the Terrible, Horrible, No Good, Very Bad Day** ST 4  
Judith Viorst  
0689711735  
This book depicts the sequence of events that occur during Alexander's Day and can therefore be used to reinforce timelines.
- Alexander and the Terrible, Horrible, No Good, Very Bad Day** ST 11  
Judith Viorst  
0689711735  
This book depicts the sequence of events that occur during Alexander's Day and can therefore be used to reinforce timelines.
- Alexander, Who Used to Be Rich Last Sunday** Unit  
Judith Viorst  
0689711999  
This story is a useful resource to emphasize sequence of events.
- Alexander, Who Used to Be Rich Last Sunday** ST 4  
Judith Viorst  
0689711999  
This story is a useful resource to emphasize sequence of events.
- Alexander, Who Used to Be Rich Last Sunday** ST 11  
Judith Viorst  
0689711999  
This story is a useful resource to emphasize sequence of events.
- Arthur Clean Your Room** Unit  
Marc Brown  
067988467X  
This book can be used to discuss responsibilities.
- Arthur Clean Your Room** ST 3  
Marc Brown  
067988467X  
This book can be used to discuss responsibilities.
- Arthur in a Pickle** Unit  
Marc Brown  
0679884696  
This is a useful resource to discuss rules, relationships, and responsibilities.



## Write Where We Belong

## Language An Integrated Unit for Grade 1

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|---|-------------|---|-------------|
| <input type="checkbox"/> <b>Arthur in a Pickle</b><br>Marc Brown<br>0679884696<br>This is a useful resource to discuss rules, relationships, and responsibilities.  | <b>ST 3</b> | <input type="checkbox"/> <b>Arthur's Family Vacation (with audio cassette)</b><br>Marc Brown<br>0316110434<br>Arthur and D.W. learn all about going on holiday with the family... and getting along with each other in the process! | <b>ST 7</b> |
| <input type="checkbox"/> <b>Arthur in a Pickle</b><br>Marc Brown<br>0679884696<br>This is a useful resource to discuss rules, relationships, and responsibilities.  | <b>ST 5</b> | <input type="checkbox"/> <b>Arthur's Pet Business</b><br>Marc Brown<br>0316111821<br>Arthur's determination to prove he is responsible enough to have a puppy brings him a menagerie of animals to care for.                        | <b>Unit</b> |
| <input type="checkbox"/> <b>Arthur Makes the Team</b><br>Marc Brown<br>0316115517<br>This story can be used to discuss rules and relationships.   | <b>Unit</b> | <input type="checkbox"/> <b>Arthur's Pet Business</b><br>Marc Brown<br>0316111821<br>Arthur's determination to prove he is responsible enough to have a puppy brings him a menagerie of animals to care for.                        | <b>ST 3</b> |
| <input type="checkbox"/> <b>Arthur Makes the Team</b><br>Marc Brown<br>0316115517<br>This story can be used to discuss rules and relationships.   | <b>ST 1</b> | <input type="checkbox"/> <b>Astronauts Work in Space</b><br>Carol Greene<br>1567664067<br>This is a useful tool for discussing the responsibilities of astronauts.  | <b>Unit</b> |
| <input type="checkbox"/> <b>Arthur Writes a Story</b><br>Marc Brown<br>0593984835<br>This resource is useful to highlight the writing process.  | <b>Unit</b> | <input type="checkbox"/> <b>Astronauts Work in Space</b><br>Carol Greene<br>1567664067<br>This is a useful tool for discussing the responsibilities of astronauts.  | <b>ST 2</b> |
| <input type="checkbox"/> <b>Arthur Writes A Story</b><br>Marc Brown<br>059-398483-5<br>This book is useful to highlight the writing process.  | <b>ST 3</b> | <input type="checkbox"/> <b>Canadian Firefighters</b><br>Paulette Bourgeois<br>1550741373<br>This book and others in this series can be used to discuss the responsibilities of specific community helpers.                         | <b>Unit</b> |
| <input type="checkbox"/> <b>Arthur Writes a Story (with audio cassette)</b><br>Marc Brown<br>0316119768<br>This resource is useful to highlight the writing process.  | <b>Unit</b> | <input type="checkbox"/> <b>Canadian Firefighters</b><br>Paulette Bourgeois<br>1550741373<br>This book and others in this series can be used to discuss the responsibilities of specific community helpers.                         | <b>ST 2</b> |
| <input type="checkbox"/> <b>Arthur Writes a Story (with audio cassette)</b><br>Marc Brown<br>0316119768<br>This resource is useful to highlight the writing process.  | <b>ST 3</b> | <input type="checkbox"/> <b>Canadian Garbage Collectors</b><br>Paulette Bourgeois<br>1550741381<br>This book and others in this series can be used to discuss the responsibilities of specific community helpers.                   | <b>Unit</b> |
| <input type="checkbox"/> <b>Arthur's Family Vacation</b><br>Marc Brown<br>0316109584<br>Arthur and D.W. learn all about going on a holiday with the family... and getting along with each other in the process!                     | <b>Unit</b> | <input type="checkbox"/> <b>Canadian Garbage Collectors</b><br>Paulette Bourgeois<br>1550741381<br>This book and others in this series can be used to discuss the responsibilities of specific community helpers.                   | <b>ST 2</b> |
| <input type="checkbox"/> <b>Arthur's Family Vacation</b><br>Marc Brown<br>0316109584<br>Arthur and D.W. learn all about going on a holiday with the family... and getting along with each other in the process!                     | <b>ST 7</b> | <input type="checkbox"/> <b>Canadian Police Officers</b><br>Paulette Bourgeois<br>1550741330<br>This book and others in this series can be used to discuss the responsibilities of specific community helpers.                      | <b>Unit</b> |
| <input type="checkbox"/> <b>Arthur's Family Vacation (with audio cassette)</b><br>Marc Brown<br>0316110434<br>Arthur and D.W. learn all about going on holiday with the family... and getting along with each other in the process! | <b>Unit</b> | <input type="checkbox"/> <b>Canadian Police Officers</b><br>Paulette Bourgeois<br>1550741330<br>This book and others in this series can be used to discuss the responsibilities of specific community helpers.                      | <b>ST 2</b> |

## Write Where We Belong

## Language An Integrated Unit for Grade 1

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| <input type="checkbox"/> <b>Canadian Postal Workers</b><br>Paulette Bourgeois<br>155074058X<br>This book and others in this series can be used to discuss the responsibilities of specific community helpers.  | <b>Unit</b> | <input type="checkbox"/> <b>Come Out and Play Little Mouse</b><br>Robert Kraus<br>0176031316<br>This book is an excellent resource to reinforce sequence of events, specifically days of the week. It also illustrates the relationship the mouse has with each of his family members.  | <b>ST 2</b>  |
| <input type="checkbox"/> <b>Canadian Postal Workers</b><br>Paulette Bourgeois<br>155074058X<br>This book and others in this series can be used to discuss the responsibilities of specific community helpers.  | <b>ST 2</b> | <input type="checkbox"/> <b>Come Out and Play Little Mouse</b><br>Robert Kraus<br>0176031316<br>This book is also an excellent resource to reinforce sequence of events, specifically days of the week. It also illustrates the relationship the mouse has with each of his family members.   | <b>ST 3</b>  |
| <input type="checkbox"/> <b>Career Day</b><br>Anne Rockwell<br>0060275650<br>The students in Mrs. Mdoeff's class take turns introducing special visitors.  | <b>Unit</b> | <input type="checkbox"/> <b>Come Out and Play Little Mouse</b><br>Robert Kraus<br>0176031316<br>This book is also an excellent resource to reinforce sequence of events, specifically days of the week. It also illustrates the relationship the mouse has with each of his family members.   | <b>ST 7</b>  |
| <input type="checkbox"/> <b>Career Day</b><br>Anne Rockwell<br>0060275650<br>The students in Mrs. Mdoeff's class take turns introducing special visitors.  | <b>ST 2</b> | <input type="checkbox"/> <b>Come Out and Play Little Mouse</b><br>Robert Kraus<br>0176031316<br>This book is also an excellent resource to reinforce sequence of events, specifically days of the week. It also illustrates the relationship the mouse has with each of his family members.   | <b>ST 11</b> |
| <input type="checkbox"/> <b>Cinderella</b><br>Walt Disney<br>0717284735<br>Cinderella is unfairly given the bulk of the household responsibilities thanks to her evil step-mother and step-sisters. <i>Please note that any version of Cinderella would be acceptable.</i>             | <b>Unit</b> | <input type="checkbox"/> <b>Community Helpers from A To Z</b><br>Bobbie Kalman<br>0865054045<br>Meet the people who make our communities cleaner, safer and more pleasant places to live! This alphabet book features pictures of and information about such helpers as police officers, firefighters, recycling workers and veterinarians. | <b>Unit</b>  |
| <input type="checkbox"/> <b>Cinderella</b><br>Walt Disney<br>0717284735<br>Cinderella is unfairly given the bulk of the household responsibilities thanks to her evil step-mother and step-sisters. <i>Please note that any version of Cinderella would be acceptable.</i>             | <b>ST 3</b> | <input type="checkbox"/> <b>Community Helpers from A To Z</b><br>Bobbie Kalman<br>0865054045<br>Meet the people who make our communities cleaner, safer and more pleasant places to live! This alphabet book features pictures of and information about such helpers as police officers, firefighters, recycling workers and veterinarians. | <b>ST 2</b>  |
| <input type="checkbox"/> <b>Circle of Thanks</b><br>Susi Gregg Fowler<br>0590100696<br>A selfless act prompts a chain reaction of rescues from other animals, including Raven, Mother Caribou, and Arctic Fox.   | <b>Unit</b> | <input type="checkbox"/> <b>Dentists Care for People's Mouths</b><br>Carol Greene<br>1567664059<br>This is a useful tool for discussing the responsibilities of dentists.   | <b>Unit</b>  |
| <input type="checkbox"/> <b>Circle of Thanks</b><br>Susi Gregg Fowler<br>0590100696<br>A selfless act prompts a chain reaction of rescues from other animals, including Raven, Mother Caribou, and Arctic Fox.   | <b>ST 8</b> | <input type="checkbox"/> <b>Dentists Care for People's Mouths</b><br>Carol Greene<br>1567664059<br>This is a useful tool for discussing the responsibilities of dentists.   | <b>ST 2</b>  |
| <input type="checkbox"/> <b>Come Out and Play Little Mouse</b><br>Robert Kraus<br>0176031316<br>This book is an excellent resource to reinforce sequence of events, specifically days of the week. It also illustrates the relationship the mouse has with each of his family members. | <b>Unit</b> | <input type="checkbox"/> <b>Doctors Help People</b><br>Amy Moses<br>1567663044<br>This is a useful tool for discussing the responsibilities of doctors.   | <b>Unit</b>  |

## Write Where We Belong

## Language An Integrated Unit for Grade 1

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| <p><input type="checkbox"/> <b>Doctors Help People</b><br/>Amy Moses<br/>1567663044<br/>This is a useful tool for discussing the responsibilities of doctors.</p>  | ST 2  | <p><input type="checkbox"/> <b>Franklin and Harriet</b><br/>Paulette Bourgeois<br/>1550748734<br/>This resource can be used to discuss family relationships.</p>   | ST 7  |
| <p><input type="checkbox"/> <b>Firefighters Fight Fires</b><br/>Carol Greene<br/>156766301X<br/>This resource describes what happens when a fire alarm goes off at a firehouse, from firefighters sliding down the poles to the rescue of a dog from a burning building. This is a useful tool for depicting the responsibilities of firefighters.</p> | Unit  | <p><input type="checkbox"/> <b>Franklin and the Baby</b><br/>Paulette Bourgeois<br/>0439083656<br/>This is a useful resource to emphasize the relationship between older and younger siblings.</p>                               | Unit  |
| <p><input type="checkbox"/> <b>Firefighters Fight Fires</b><br/>Carol Greene<br/>156766301X<br/>This resource describes what happens when a fire alarm goes off at a firehouse, from firefighters sliding down the poles to the rescue of a dog from a burning building. This is a useful tool for depicting the responsibilities of firefighters.</p> | ST 2  | <p><input type="checkbox"/> <b>Franklin and the Baby</b><br/>Paulette Bourgeois<br/>0439083656<br/>This is a useful resource to emphasize the relationship between older and younger siblings.</p>                               | ST 7  |
| <p><input type="checkbox"/> <b>First Comes Spring</b><br/>Anne Rockwell<br/>0690044542<br/>Throughout each of the four seasons, Bear Child experiences the sights and sounds of spring, summer, fall, and winter. This is an appropriate story to reinforce sequence of events.</p>  | Unit  | <p><input type="checkbox"/> <b>Franklin and the Baby</b><br/>Paulette Bourgeois<br/>0439083656<br/>This is a useful resource to emphasize the relationship between older and younger siblings.</p>                               | ST 10 |
| <p><input type="checkbox"/> <b>First Comes Spring</b><br/>Anne Rockwell<br/>0690044542<br/>Throughout each of the four seasons, Bear Child experiences the sights and sounds of spring, summer, fall, and winter. This is an appropriate story to reinforce sequence of events.</p>  | ST 11 | <p><input type="checkbox"/> <b>Franklin Fibs</b><br/>Paulette Bourgeois<br/>0590446479<br/>This resource is appropriate for discussing the importance of relationships with others and our responsibility to tell the truth.</p> | Unit  |
| <p><input type="checkbox"/> <b>First Steps: Writing Resource Book</b><br/>Addison Wesley Longman Australia Pty Ltd.<br/>ISBN 0-582-91574-0<br/>A writing resource book for teachers.</p>   | Unit  | <p><input type="checkbox"/> <b>Franklin Fibs</b><br/>Paulette Bourgeois<br/>0590446479<br/>This resource is appropriate for discussing the importance of relationships with others and our responsibility to tell the truth.</p> | ST 3  |
| <p><input type="checkbox"/> <b>Four Seasons for Toby</b><br/>Dorothy Joan Harris<br/>059071676X<br/>This is an excellent resource to reinforce sequence of events, specifically the four seasons.</p>  | Unit  | <p><input type="checkbox"/> <b>Franklin Fibs</b><br/>Paulette Bourgeois<br/>0590446479<br/>This resource is appropriate for discussing the importance of relationships with others and our responsibility to tell the truth.</p> | ST 5  |
| <p><input type="checkbox"/> <b>Four Seasons for Toby</b><br/>Dorothy Joan Harris<br/>059071676X<br/>This is an excellent resource to reinforce sequence of events, specifically the four seasons.</p>  | ST 4  | <p><input type="checkbox"/> <b>Franklin Forgets</b><br/>Paulette Bourgeois<br/>1550747266<br/>This story can be used to discuss responsibilities.</p>  | Unit  |
| <p><input type="checkbox"/> <b>Four Seasons for Toby</b><br/>Dorothy Joan Harris<br/>059071676X<br/>This is an excellent resource to reinforce sequence of events, specifically the four seasons.</p>  | ST 11 | <p><input type="checkbox"/> <b>Franklin Forgets</b><br/>Paulette Bourgeois<br/>1550747266<br/>This story can be used to discuss responsibilities.</p>  | ST 3  |
| <p><input type="checkbox"/> <b>Four Seasons for Toby</b><br/>Dorothy Joan Harris<br/>059071676X<br/>This is an excellent resource to reinforce sequence of events, specifically the four seasons.</p>  | ST 11 | <p><input type="checkbox"/> <b>Franklin Forgets</b><br/>Paulette Bourgeois<br/>1550747266<br/>This story can be used to discuss responsibilities.</p>  | ST 5  |
| <p><input type="checkbox"/> <b>Franklin and Harriet</b><br/>Paulette Bourgeois<br/>1550748734<br/>This resource can be used to discuss family relationships.</p>   | Unit  | <p><input type="checkbox"/> <b>Franklin Goes to School</b><br/>Paulette Bourgeois<br/>1550742760<br/>This book could be used to highlight rules, responsibilities, and relationships at school.</p>                              | Unit  |

## Write Where We Belong

## Language An Integrated Unit for Grade 1

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| <input type="checkbox"/> <b>Franklin Goes to School</b><br>Paulette Bourgeois<br>1550742760<br>This book could be used to highlight rules, responsibilities, and relationships at school.  | <b>ST 3</b>  | <input type="checkbox"/> <b>Franklin Plays the Game</b><br>Paulette Bourgeois<br>1550742558<br>This resource would be appropriate for discussing rules and relationships.   | <b>Unit</b>  |
| <input type="checkbox"/> <b>Franklin Goes to School</b><br>Paulette Bourgeois<br>1550742760<br>This book could be used to highlight rules, responsibilities, and relationships at school.  | <b>ST 10</b> | <input type="checkbox"/> <b>Franklin Plays the Game</b><br>Paulette Bourgeois<br>155074255<br>This resource would be appropriate for discussing rules and relationships.  | <b>ST 1</b>  |
| <input type="checkbox"/> <b>Franklin Helps Out</b><br>Paulette Bourgeois<br>1550748254<br>Sometimes a friend will appreciate your help and other times your help is not needed. Franklin learns how to be a good friend.   | <b>Unit</b>  | <input type="checkbox"/> <b>Franklin Says Sorry</b><br>Paulette Bourgeois<br>1550747142<br>Franklin has a lot to learn about friendship and relationships. After he spreads a secret Bear shared with him, Franklin begins to understand why it's essential to keep your word.                                | <b>Unit</b>  |
| <input type="checkbox"/> <b>Franklin Helps Out</b><br>Paulette Bourgeois<br>1550748254<br>Sometimes a friend will appreciate your help and other times your help is not needed. Franklin learns how to be a good friend.   | <b>ST 7</b>  | <input type="checkbox"/> <b>Franklin Says Sorry</b><br>Paulette Bourgeois<br>1550747142<br>Franklin has a lot to learn about friendship and relationships. After he spreads a secret Bear shared with him, Franklin begins to understand why it's essential to keep your word.                                | <b>ST 5</b>  |
| <input type="checkbox"/> <b>Franklin is Bossy</b><br>Paulette Bourgeois<br>1550742574<br>This story is appropriate for discussing relationships with friends.  | <b>Unit</b>  | <input type="checkbox"/> <b>Franklin Says Sorry</b><br>Paulette Bourgeois<br>1550747142<br>Franklin has a lot to learn about friendship and relationships. After he spreads a secret Bear shared with him, Franklin begins to understand why it's essential to keep your word.                                | <b>ST 7</b>  |
| <input type="checkbox"/> <b>Franklin is Bossy</b><br>Paulette Bourgeois<br>1550742574<br>This story is appropriate for discussing relationships with friends.  | <b>ST 5</b>  | <input type="checkbox"/> <b>Franklin Wants a Pet</b><br>Paulette Bourgeois<br>1550742493<br>More than anything else, Franklin wants a pet. One day, Franklins' parents finally take Franklin to the pet store to choose a new friend. This storybook teaches valuable lessons in patience and responsibility. | <b>Unit</b>  |
| <input type="checkbox"/> <b>Franklin is Bossy</b><br>Paulette Bourgeois<br>1550742574<br>This story is appropriate for discussing relationships with friends.  | <b>ST 7</b>  | <input type="checkbox"/> <b>Franklin Wants a Pet</b><br>Paulette Bourgeois<br>1550742493<br>More than anything else, Franklin wants a pet. One day, Franklins' parents finally take Franklin to the pet store to choose a new friend. This storybook teaches valuable lessons in patience and responsibility. | <b>ST 3</b>  |
| <input type="checkbox"/> <b>Franklin is Messy</b><br>Paulette Bourgeois<br>1550742450<br>This story teaches the importance of respecting other people's belongings and why it is necessary to clean up. Therefore, it is a helpful resource to discuss responsibilities. | <b>Unit</b>  | <input type="checkbox"/> <b>Franklin Wants a Pet</b><br>Paulette Bourgeois<br>1550742493<br>More than anything else, Franklin wants a pet. One day, Franklins' parents finally take Franklin to the pet store to choose a new friend. This storybook teaches valuable lessons in patience and responsibility. | <b>ST 10</b> |
| <input type="checkbox"/> <b>Franklin is Messy</b><br>Paulette Bourgeois<br>1550742450<br>This story teaches the importance of respecting other people's belongings and why it is necessary to clean up. Therefore, it is a helpful resource to discuss responsibilities. | <b>ST 3</b>  | <input type="checkbox"/> <b>Franklin's Baby Sister</b><br>Paulette Bourgeois<br>1550747940<br>When Franklin finds out he's going to be a big brother come next spring, he simply can't wait. This is a good resource to highlight family relationships.   | <b>Unit</b>  |
| <input type="checkbox"/> <b>Franklin is Messy</b><br>Paulette Bourgeois<br>1550742450<br>This story teaches the importance of respecting other people's belongings and why it is necessary to clean up. Therefore, it is a helpful resource to discuss responsibilities. | <b>ST 5</b>  |   |              |

## Write Where We Belong

## Language An Integrated Unit for Grade 1

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| <input type="checkbox"/> <b>Franklin's Baby Sister</b><br>Paulette Bourgeois<br>1550747940<br>When Franklin finds out he's going to be a big brother come next spring, he simply can't wait. This is a good resource to highlight family relationships. | <b>ST 7</b>  | <input type="checkbox"/> <b>Froggy Goes to School</b><br>Jonathan London<br>0590066935<br>This book could be used to highlight rules, relationships, and responsibilities at school.   | <b>ST 3</b>  |
| <input type="checkbox"/> <b>Franklin's Baby Sister</b><br>Paulette Bourgeois<br>1550747940<br>When Franklin finds out he's going to be a big brother come next spring, he simply can't wait. This is a good resource to highlight family relationships. | <b>ST 10</b> | <input type="checkbox"/> <b>Froggy Goes to School</b><br>Jonathan London<br>0590066935<br>This book could be used to highlight rules, relationships, and responsibilities at school.   | <b>ST 10</b> |
| <input type="checkbox"/> <b>Franklin's Bicycle Helmet</b><br>Paulette Bourgeois<br>1550747282<br>In this story, Franklin tries to avoid wearing his bicycle helmet. Therefore, safety rules may be reinforced using this book.                          | <b>Unit</b>  | <input type="checkbox"/> <b>Get Out of Bed</b><br>Robert Munsch<br>0590124730<br>Amy does not take the responsibility of going to bed on time. Therefore, she is unable to get up to go to school the next day.  | <b>Unit</b>  |
| <input type="checkbox"/> <b>Franklin's Bicycle Helmet</b><br>Paulette Bourgeois<br>1550747282<br>In this story, Franklin tries to avoid wearing his bicycle helmet. Therefore, safety rules can be reinforced using this book.                          | <b>ST 1</b>  | <input type="checkbox"/> <b>Get Out of Bed</b><br>Robert Munsch<br>0590124730<br>Amy does not take the responsibility of going to bed on time. Therefore, she is unable to get up to go to school the next day.  | <b>ST 3</b>  |
| <input type="checkbox"/> <b>Franklin's Neighbourhood</b><br>Paulette Bourgeois<br>1550747045<br>This book can be used to discuss the people in one's neighbourhood and their responsibilities.  | <b>Unit</b>  | <input type="checkbox"/> <b>Grover Goes to School</b><br>Dan Elliot<br>0679823972<br>This book can be used to highlight rules, relationships and responsibilities at school.   | <b>Unit</b>  |
| <input type="checkbox"/> <b>Franklin's Neighbourhood</b><br>Paulette Bourgeois<br>1550747045<br>This book can be used to discuss the people in one's neighbourhood and their responsibilities.  | <b>ST 2</b>  | <input type="checkbox"/> <b>Grover Goes to School</b><br>Dan Elliot<br>0679823972<br>This book can be used to highlight rules, relationships and responsibilities at school.   | <b>ST 3</b>  |
| <input type="checkbox"/> <b>Franklin's New Friend</b><br>Paulette Bourgeois<br>1550743635<br>This book teaches children not to be afraid of people who seem different on the outside. It is the similarities on the inside that count.                  | <b>Unit</b>  | <input type="checkbox"/> <b>Grover Goes to School</b><br>Dan Elliot<br>0679823972<br>This book can be used to highlight rules, relationships, and responsibilities at school.  | <b>ST 10</b> |
| <input type="checkbox"/> <b>Franklin's New Friend</b><br>Paulette Bourgeois<br>1550743635<br>This book teaches children not to be afraid of people who seem different on the outside. It is the similarities on the inside that count.                  | <b>ST 7</b>  | <input type="checkbox"/> <b>Guess How Much I Love You</b><br>Sam McBratney<br>1564024733<br>This wonderful story illustrates the relationship between a child and parent.  | <b>Unit</b>  |
| <input type="checkbox"/> <b>Froggy Goes to School</b><br>Jonathan London<br>0590066935<br>This book could be used to highlight rules, relationships, and responsibilities at school.  | <b>Unit</b>  | <input type="checkbox"/> <b>Guess How Much I Love You</b><br>Sam McBratney<br>1564024733<br>This wonderful story illustrates the relationship between a child and parent.  | <b>ST 7</b>  |
|   |              | <input type="checkbox"/> <b>I Fix Phones</b><br>Nelson Language Arts (Book E)<br>0176185488<br>This easy-to-read story provides colourful photographs and describes how Neita fixes telephones. This resource could be used when describing the responsibilities of community workers. | <b>Unit</b>  |

## Write Where We Belong

## Language An Integrated Unit for Grade 1

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| <input type="checkbox"/> <b>I Fix Phones</b>   | <b>ST 2</b> | <input type="checkbox"/> <b>Just Grandpa and Me</b>   | <b>Unit</b> |
| Nelson Language Arts (Book E)<br>0176185488<br>This easy-to-read story provides colourful photographs and describes how Neita fixes telephones. This resource could be used when describing the responsibilities of community workers. |             | Mercer Mayer<br>030711936X<br>Little Critter and his grandpa have fun on a trip to the department store. This book describes a relationship between a child and his grandfather.                  |             |
| <input type="checkbox"/> <b>If You Give a Bear a Brownie</b>   | <b>ST 4</b> | <input type="checkbox"/> <b>Just Grandpa and Me</b>   | <b>ST 7</b> |
| Laura Joffe Numeroff<br>0060275723<br>This is an humorous resource to review consequences.   |             | Mercer Mayer<br>030711936X<br>Little Critter and his grandfather have fun on a trip to the department store. This book describes a relationship between a child and his grandfather.              |             |
| <input type="checkbox"/> <b>If You Give a Cat a Cupcake</b>  | <b>ST 4</b> | <input type="checkbox"/> <b>Just Me and My Dad</b>  | <b>Unit</b> |
| Laura Joffe Numeroff<br>0060266848<br>This is an humorous resource to review consequences.   |             | Mercer Mayer<br>0307118398<br>Father and son go camping, but who is really taking care of whom? This book describes a relationship between a child and a father.                                  |             |
| <input type="checkbox"/> <b>If You Give a Moose a Muffin</b>   | <b>ST 4</b> | <input type="checkbox"/> <b>Just Me and My Dad</b>  | <b>ST 7</b> |
| Laura Joffe Numeroff<br>0060244054<br>This is a resource to review consequences. This resource is also available with audio cassette or in big book format.  |             | Mercer Mayer<br>0307118398<br>Father and son go camping, but who is really taking care of whom? This book describes a relationship between a child and a father.                                  |             |
| <input type="checkbox"/> <b>If You Give a Mouse a Cookie</b>   | <b>ST 4</b> | <input type="checkbox"/> <b>Just Me and My Family</b>   | <b>Unit</b> |
| Laura Joffe Numeroff<br>0060245867<br>This is a resource to review consequences. This resource is also available with audio cassette or in big book format.  |             | Mercer Mayer<br>0307340945<br>This book describes a relationship between a child and his family.  |             |
| <input type="checkbox"/> <b>If You Give a Pig a Pancake</b>  | <b>ST 4</b> | <input type="checkbox"/> <b>Just Me and My Family</b>   | <b>ST 7</b> |
| Laura Joffe Numeroff<br>0060266864<br>It is a resource to review sequences and consequences. This resource is also available with audio cassette or in big book format.  |             | Mercer Mayer<br>0307340945<br>This book describes a relationship between a child and his family.  |             |
| <input type="checkbox"/> <b>Just a Mess</b>  | <b>Unit</b> | <input type="checkbox"/> <b>Just Me and My Mom</b>  | <b>Unit</b> |
| Mercer Mayer<br>0307119483<br>A boy cleans up his messy room to try to find his baseball mitt. This story can be used to discuss responsibilities.   |             | Mercer Mayer<br>030712584X<br>Little critter and his mother take a trip to the city exploring the department stores and museums. This is an appropriate book for discussing family relationships. |             |
| <input type="checkbox"/> <b>Just a Mess</b>  | <b>ST 3</b> | <input type="checkbox"/> <b>Just Me and My Mom</b>  | <b>ST 7</b> |
| Mercer Mayer<br>0307119483<br>A boy cleans up his messy room to try to find his baseball mitt. This story can be used to discuss responsibilities.   |             | Mercer Mayer<br>030712584X<br>Little critter and his mother take a trip to the city exploring the department stores and museums. This is an appropriate book for discussing family relationships. |             |
| <input type="checkbox"/> <b>Just Grandma and Me</b>  | <b>Unit</b> | <input type="checkbox"/> <b>Just My Friend and Me</b>   | <b>Unit</b> |
| Mercer Mayer<br>0307118932<br>Little Critter and Grandma take a trip to the beach. This book is appropriate for discussing family relationships.   |             | Mercer Mayer<br>0307119475<br>Though playing with a friend can be a great deal of fun, it's good to be alone sometimes too. This book describes a relationship between a child and his friend.    |             |
| <input type="checkbox"/> <b>Just Grandma and Me</b>  | <b>ST 7</b> |   |             |
| Mercer Mayer<br>0307118932<br>Little Critter and Grandma take a trip to the beach. This book is appropriate for discussing family relationships.   |             |   |             |

Write Where We Belong

Language An Integrated Unit for Grade 1

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| <p><input type="checkbox"/> <b>Just My Friend and Me</b> <span style="float: right;">ST 7</span><br/>                 Mercer Mayer<br/>                 0307119475<br/>                 Though playing with a friend can be a great deal of fun, it's good to be alone sometimes too. This book describes a relationship between a child and his friend.</p>             | <p><input type="checkbox"/> <b>My Street</b> <span style="float: right;">ST 2</span><br/>                 Rebecca Treays<br/>                 0746030770<br/>                 This map book describes in much detail the various locations on a typical street. It would be a useful example of a special place and can also be used to discuss community helpers.</p>   |
| <p><input type="checkbox"/> <b>Love You Forever</b> <span style="float: right;">Unit</span><br/>                 Robert Munsch<br/>                 0920668372<br/>                 This heart-warming story describes the relationship between a mother and son.</p>  | <p><input type="checkbox"/> <b>My Street</b> <span style="float: right;">ST 9</span><br/>                 Rebecca Treays<br/>                 0746030770<br/>                 This map book describes in much detail the various locations on a typical street. It would be a useful example of a special place and could also be used to discuss community helpers.</p> |
| <p><input type="checkbox"/> <b>Love You Forever</b> <span style="float: right;">ST 7</span><br/>                 Robert Munsch<br/>                 0920668372<br/>                 This heart-warming story describes the relationship between a mother and son.</p>  | <p><input type="checkbox"/> <b>My Town</b> <span style="float: right;">Unit</span><br/>                 Rebecca Treays<br/>                 0746030797<br/>                 This map book describes a town in much detail. It gives several examples of special places and could also be used to discuss community helpers.</p>  |
| <p><input type="checkbox"/> <b>Me Too</b> <span style="float: right;">Unit</span><br/>                 Mercer Mayer<br/>                 0307119416<br/>                 Little Critter thinks that sharing with his little sister can be an awful bother, but it has its rewards too. This book describes a relationship between a boy and his little sister.</p>       | <p><input type="checkbox"/> <b>My Town</b> <span style="float: right;">ST 2</span><br/>                 Rebecca Treays<br/>                 0746030797<br/>                 This map book describes a town in much detail. It gives several examples of special places and can also be used to discuss community helpers.</p>  |
| <p><input type="checkbox"/> <b>Me Too</b> <span style="float: right;">ST 7</span><br/>                 Mercer Mayer<br/>                 0307119416<br/>                 Little Critter thinks that sharing with his little sister can be an awful bother, but it has its rewards too. This book describes a relationship between a boy and his little sister.</p>       | <p><input type="checkbox"/> <b>My Town</b> <span style="float: right;">ST 9</span><br/>                 Rebecca Treays<br/>                 0746030797<br/>                 This map book describes a town in much detail. It gives several examples of special places and could also be used to discuss community helpers.</p>  |
| <p><input type="checkbox"/> <b>My Family and Friends</b> <span style="float: right;">Unit</span><br/>                 Ginn Social Studies<br/>                 0130197599<br/>                 This grade one social studies resource discusses friends and families and how we change over time.</p>  | <p><input type="checkbox"/> <b>Officer Buckle and Gloria</b> <span style="float: right;">Unit</span><br/>                 Peggy Rathman<br/>                 0590925695<br/>                 Officer Buckle and his police dog Gloria entertain students with their safety rules.</p>  |
| <p><input type="checkbox"/> <b>My Messy Room</b> <span style="float: right;">Unit</span><br/>                 Mary Packard<br/>                 0590461915<br/>                 This "Hello Reader" story depicts a little girl's messy room and could be used as an example of a special place.</p>   | <p><input type="checkbox"/> <b>Officer Buckle and Gloria</b> <span style="float: right;">ST 1</span><br/>                 Peggy Rathman<br/>                 0590925695<br/>                 Officer Buckle and his police dog Gloria entertain students with their safety rules.</p>  |
| <p><input type="checkbox"/> <b>My Messy Room</b> <span style="float: right;">ST 9</span><br/>                 Mary Packard<br/>                 0590461915<br/>                 This "Hello Reader" story depicts a little girl's messy room and could be used as an example of a special place.</p>   | <p><input type="checkbox"/> <b>People at Work</b> <span style="float: right;">Unit</span><br/>                 Ginn Social Studies<br/>                 0130279048<br/>                 This Grade 1 social studies resource illustrates different workers and encourages children to think about their responsibilities.</p>  |
| <p><input type="checkbox"/> <b>My Street</b> <span style="float: right;">Unit</span><br/>                 Rebecca Treays<br/>                 0746030770<br/>                 This map book describes in much detail the various locations on a typical street. It would be a useful example of a special place and could also be used to discuss community helpers.</p> | <p><input type="checkbox"/> <b>Piggybook</b> <span style="float: right;">Unit</span><br/>                 Anthony Browne<br/>                 0394884167<br/>                 This is a useful resource to discuss not fulfilling one's responsibilities.</p>  |

Write Where We Belong

Language An Integrated Unit for Grade 1

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| <p><input type="checkbox"/> <b>Piggybook</b><br/>Anthony Browne<br/>0394884167<br/>This is a useful resource to discuss not fulfilling one's responsibilities.</p>  | <p><b>ST 3</b></p> | <p><input type="checkbox"/> <b>Richard Scarry's Please and Thank You Book</b><br/>Richard Scarry<br/>0394826817<br/>A series of stories featuring Huckle, Lowly, Pig Will, Pig Won't, and other characters who demonstrate the good will generated by nice manners. This could be used to generate reasons for sending someone a thank-you note.</p> | <p><b>ST 8</b></p> |
| <p><input type="checkbox"/> <b>Pilots Fly Airplanes</b><br/>Fay Robinson<br/>1567663087<br/>This is a useful tool for discussing the responsibilities of pilots.</p>  | <p><b>Unit</b></p> | <p><input type="checkbox"/> <b>Sesame Street Busy Little Neighborhood</b><br/>Anna Ross , Joe Ewers<br/>0679802525<br/>This book can be used to review members of the community and their responsibilities.</p>  | <p><b>Unit</b></p> |
| <p><input type="checkbox"/> <b>Pilots Fly Airplanes</b><br/>Fay Robinson<br/>1567663087<br/>This is a useful tool for discussing the responsibilities of pilots.</p>  | <p><b>ST 2</b></p> | <p><input type="checkbox"/> <b>Sesame Street Busy Little Neighborhood</b><br/>Anna Ross, Joe Ewers<br/>0679802525<br/>This book can be used to review members of the community and their responsibilities.</p>   | <p><b>ST 2</b></p> |
| <p><input type="checkbox"/> <b>Police Officers Protect People</b><br/>Carol Greene<br/>1567663117<br/>This is a useful tool for depicting the responsibilities of police officers.</p>  | <p><b>Unit</b></p> | <p><input type="checkbox"/> <b>Stellaluna</b><br/>Janell Cannon<br/>015201540X<br/>Stellaluna, the bat, develops a relationship with a family of birds.</p>  | <p><b>Unit</b></p> |
| <p><input type="checkbox"/> <b>Police Officers Protect People</b><br/>Carol Greene<br/>1567663117<br/>This is a useful tool for depicting the responsibilities of police officers.</p>  | <p><b>ST 2</b></p> | <p><input type="checkbox"/> <b>Stellaluna</b><br/>Janell Cannon<br/>015201540X<br/>Stellaluna, the bat, develops a relationship with a family of birds.</p>  | <p><b>ST 7</b></p> |
| <p><input type="checkbox"/> <b>Postal Workers Take Care of Mail</b><br/>Carol Greene<br/>1567664032<br/>This is a useful tool for discussing the responsibilities of postal workers.</p>  | <p><b>Unit</b></p> | <p><input type="checkbox"/> <b>Teachers Help Us Learn</b><br/>Carol Greene<br/>1567664040<br/>Simple text and photographs describe what teachers do. This is a useful tool for discussing the responsibilities of teachers.</p>  | <p><b>Unit</b></p> |
| <p><input type="checkbox"/> <b>Postal Workers Take Care of Mail</b><br/>Carol Greene<br/>1567664032<br/>This is a useful tool for discussing the responsibilities of postal workers.</p>  | <p><b>ST 2</b></p> | <p><input type="checkbox"/> <b>Teachers Help Us Learn</b><br/>Carol Greene<br/>1567664040<br/>Simple text and photographs describe what teachers do. This is a useful tool for discussing the responsibilities of teachers.</p>  | <p><b>ST 2</b></p> |
| <p><input type="checkbox"/> <b>Purple, Green, and Yellow</b><br/>Robert Munsch<br/>1550372564<br/>In this humorous story, Brigid proves that she is responsible enough to have new colouring markers. Eventually, Brigid gets bored and forgets to be responsible with her new markers!</p>   | <p><b>Unit</b></p> | <p><input type="checkbox"/> <b>Thank You</b><br/>Andrews &amp; McMeel Staff<br/>0836236475<br/>How many ways are there to say thanks? This pop-up book displays colorful and truly unique new approaches that perfectly express the sentiment.</p>   | <p><b>Unit</b></p> |
| <p><input type="checkbox"/> <b>Purple, Green, and Yellow</b><br/>Robert Munsch<br/>1550372564<br/>In this humorous story, Brigid proves that she is responsible enough to have new colouring markers. Eventually, Brigid gets bored and forgets to be responsible with her new markers!</p>   | <p><b>ST 3</b></p> | <p><input type="checkbox"/> <b>Thank You</b><br/>Andrews &amp; McMeel Staff<br/>0836236475<br/>How many ways are there to say thanks? This pop-up book displays colorful and truly unique new approaches that perfectly express the sentiment.</p>   | <p><b>ST 8</b></p> |
| <p><input type="checkbox"/> <b>Richard Scarry's Please and Thank You Book</b><br/>Richard Scarry<br/>0394826817<br/>A series of stories featuring Huckle, Lowly, Pig Will, Pig Won't, and other characters who demonstrate the good will generated by nice manners. This could be used to generate reasons for sending someone a thank- you note.</p> | <p><b>Unit</b></p> |  |                    |



## Write Where We Belong

## Language An Integrated Unit for Grade 1

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| <input type="checkbox"/> <b>Thank You, Amelia Bedelia</b><br>Peggy Parish<br>0064441717<br>Preparing for the arrival of an important visitor, a wacky housekeeper follows her employer's instructions with humorous results. | <b>Unit</b>  | <input type="checkbox"/> <b>The Seasons of Arnold's Apple Tree</b><br>Gail Gibbons<br>0152712435<br>In a fun book that teaches about the changing seasons, Arnold enjoys the pleasures of his apple tree. This resource is useful for emphasizing special places and sequence of events.       | <b>Unit</b>  |
| <input type="checkbox"/> <b>Thank You, Amelia Bedelia</b><br>Peggy Parish<br>0064441717<br>Preparing for the arrival of an important visitor, a wacky housekeeper follows her employer's instructions with humorous results. | <b>ST 8</b>  | <input type="checkbox"/> <b>The Seasons of Arnold's Apple Tree</b><br>Gail Gibbons<br>0152712435<br>In a fun book that teaches about the changing seasons, Arnold enjoys the pleasures of his apple tree. This resource is useful for emphasizing special places and sequence of events.       | <b>ST 9</b>  |
| <input type="checkbox"/> <b>Thank You, Nicky!</b><br>Harriet Ziefert<br>0140508384<br>Nicky the cat has nothing to do so he goes for a walk and helps people in his neighbourhood along the way.                             | <b>Unit</b>  | <input type="checkbox"/> <b>The Seasons of Arnold's Apple Tree</b><br>Gail Gibbons<br>0152712435<br>In a fun book that teaches about the changing seasons, Arnold enjoys the pleasures of his apple tree. This resource is useful for emphasizing special places and sequence of events.       | <b>ST 11</b> |
| <input type="checkbox"/> <b>Thank You, Nicky!</b><br>Harriet Ziefert<br>0140508384<br>Nicky the cat has nothing to do so he goes for a walk and helps people in his neighbourhood along the way.                             | <b>ST 8</b>  | <input type="checkbox"/> <b>The Very Hungry Caterpillar</b><br>Eric Carle<br>0399213015<br>On each day of the week, a caterpillar eats different foods as he prepares for metamorphosis. This book may be used to reinforce sequence of events.  | <b>Unit</b>  |
| <input type="checkbox"/> <b>The Giving Tree</b><br>Shel Silverstein<br>0590396218<br>This book illustrates the relationship between a boy and a tree. The story can be used to discuss special places.                       | <b>Unit</b>  | <input type="checkbox"/> <b>The Very Hungry Caterpillar</b><br>Eric Carle<br>0399213015<br>On each day of the week, a caterpillar eats different foods as he prepares for metamorphosis. This book may be used to reinforce sequence of events.  | <b>ST 4</b>  |
| <input type="checkbox"/> <b>The Giving Tree</b><br>Shel Silverstein<br>0590396218<br>This book illustrates the relationship between a boy and a tree. The story can be used to discuss special places.                       | <b>ST 4</b>  | <input type="checkbox"/> <b>The Very Hungry Caterpillar</b><br>Eric Carle<br>0399213015<br>On each day of the week, a caterpillar eats different foods as he prepares for metamorphosis. This book may be used to reinforce sequence of events.  | <b>ST 11</b> |
| <input type="checkbox"/> <b>The Giving Tree</b><br>Shel Silverstein<br>0590396218<br>This book illustrates the relationship between a boy and a tree. The story can be used to discuss special places.                       | <b>ST 9</b>  | <input type="checkbox"/> <b>Veterinarians Help Animals</b><br>Carol Greene<br>1567663109<br>This is a useful tool for depicting the responsibilities of veterinarians.   | <b>Unit</b>  |
| <input type="checkbox"/> <b>The New Baby</b><br>Mercer Mayer<br>0307119424<br>This book describes a relationship between a child and a new baby sister.  | <b>Unit</b>  | <input type="checkbox"/> <b>Veterinarians Help Animals</b><br>Carol Greene<br>1567663109<br>This is a useful tool for depicting the responsibilities of veterinarians.   | <b>ST 2</b>  |
| <input type="checkbox"/> <b>The New Baby</b><br>Mercer Mayer<br>0307119424<br>This book describes a relationship between a child and a new baby sister.  | <b>ST 7</b>  | <input type="checkbox"/> <b>Watch Out for Banana Peels and Other Important Sesame Street Safety Tips</b><br>Sarah Albee<br>037580482X<br>Officer Grover and Safety Deputy Elmo teach children important safety tips. This book is an amusing way to learn about safety in and out of the home. | <b>Unit</b>  |
| <input type="checkbox"/> <b>The New Baby</b><br>Mercer Mayer<br>0307119424<br>This book describes a relationship between a child and a new baby sister.  | <b>ST 10</b> |  |              |

## Write Where We Belong

## Language An Integrated Unit for Grade 1

- Watch Out for Banana Peels and Other Important Sesame Street Safety Tips** ST 1

Sarah Albee  
037580482X

Officer Grover and Safety Deputy Elmo teach children important safety tips. This book is an amusing way to learn about safety in and out of the home.

- We Learn All About Community Helpers** Unit

Sharon Macdonald  
0822445999

This book describes several community helpers and their responsibilities.

- We Learn All About Community Helpers** ST 2

Sharon Macdonald  
0822445999

This book describes several community helpers and their responsibilities.

- Zookeepers Care for Animals** Unit

Amy Moses  
1567663036

This is a useful tool for discussing the responsibilities of zookeepers.

- Zookeepers Care for Animals** ST 2

Amy Moses  
1567663036

This is a useful tool for discussing the responsibilities of zookeepers.



## Media

- Alexander and the Terrible, Horrible, No Good, Very Bad Day** Unit

Sony Wonder Home Video

UPC: 074644954234

It's a terrible, horrible, no good, very bad day for Alexander! He's been scolded and bullied and picked on and bossed around and even got a cavity. But maybe it's not so bad, "Mom says some days are like this. Even in Australia."

- Alexander and the Terrible, Horrible, No Good, Very Bad Day** ST 11

Sony Wonder Home Video

UPC: 074644954234

It's a terrible, horrible, no good, very bad day for Alexander! He's been scolded and bullied and picked on and bossed around and even got a cavity. But maybe it's not so bad, "Mom says some days are like this. Even in Australia."

- Arthur: Arthur Makes the Team** Unit

Sony Wonder Home Video

UPC: 074644943139

In this video, Arthur and his friends try out for the baseball team. They learn that hard work and sticking together are the most important parts of playing on any team. As a bonus, Francine learns the ins and outs of being nice to people.

- Arthur: Arthur Makes the Team** ST 1

Sony Wonder Home Video

UPC: 074644943139

In this video, Arthur and his friends try out for the baseball team. They learn that hard work and sticking together are the most important parts of playing on any team. As a bonus, Francine learns the ins and outs of being nice to people.

- Arthur: Arthur Writes a Story** Unit

Sony Wonder Home Video

UPC: 074644994933

For a school assignment, Arthur must write the story of his life thus far. Arthur thinks there's not much to tell. So, in this video he takes liberties with his autobiography, filling the pages with tales of trips into space and invisible elephants. This is a useful resource to highlight the writing process.

- Arthur: Arthur Writes a Story** ST 3

Sony Wonder Home Video

UPC: 074644994933

For a school assignment, Arthur must write the story of his life thus far. Arthur thinks there's not much to tell. So, in this video he takes liberties with his autobiography, filling the pages with tales of trips into space and invisible elephants. This is a useful resource to highlight the writing process.

- Arthur: Arthur's Baby** Unit

Sony Wonder Home Video

UPC: 074644934939

There's a new addition to the family, a little baby sister named Kate! Little sister means some big changes for Arthur and especially D.W., who's no longer the youngest and feels that the new baby is getting all the attention.


## Write Where We Belong

## Language An Integrated Unit for Grade 1

- Arthur: Arthur's Baby** **ST 10**  
 Sony Wonder Home Video  
 UPC: 074644934939  
 There's a new addition to the family, a little baby sister named Kate! Little sister means some big changes for Arthur and especially D.W., who's no longer the youngest and feels that the new baby is getting all the attention.
- Arthur: Arthur's Family Vacation** **Unit**  
 Sony Wonder Home Video  
 UPC: 074645167831  
 Arthur and D.W. learn all about going on holiday with the family... and getting along with each other in the process! They also learn what it means to help grandpa.
- Arthur: Arthur's Lost Library Book** **Unit**  
 Sony Wonder Home Video  
 UPC: 074644935035  
 Arthur loses a library book and he worries about where the book is. This video teaches a great lesson to young viewers about taking responsibility for mishaps, serious or not. This tape also includes a story about sibling relationships and how brothers and sisters must get along.
- Arthur: Arthur's Lost Library Book** **ST 3**  
 Sony Wonder Home Video  
 UPC: 074644935035  
 Arthur loses a library book and he worries about where the book is. This video teaches a great lesson to young viewers about taking responsibility for mishaps, serious or not. This tape also includes a story about sibling relationships and how brothers and sisters must get along.
- Arthur: Arthur's Lost Library Book** **ST 5**  
 Sony Wonder Home Video  
 UPC: 074644935035  
 Arthur loses a library book and he worries about where the book is. This video teaches a great lesson to young viewers about taking responsibility for mishaps, serious or not. This tape also includes a story about sibling relationships and how brothers and sisters must get along.
- Arthur: Arthur's New Puppy** **Unit**  
 Sony Wonder Home Video  
 UPC: 074644942736  
 Arthur has a dream come true when he gets a new dog. But a pet means a lot of responsibility, like feeding, cleaning up after and making sure it gets enough exercise. And there's making sure that the new puppy Pal stays out of trouble. Is Arthur ready to own a dog?
- Arthur: Arthur's New Puppy** **ST 3**  
 Sony Wonder Home Video  
 UPC: 074644942736  
 Arthur has a dream come true when he gets a new dog. But a pet means a lot of responsibility, like feeding, cleaning up after and making sure it gets enough exercise. And there's making sure that the new puppy Pal stays out of trouble. Is Arthur ready to own a dog?
- Arthur: Arthur's New Puppy** **ST 10**  
 Sony Wonder Home Video  
 UPC: 074644942736  
 Arthur has a dream come true when he gets a new dog. But a pet means a lot of responsibility, like feeding, cleaning up after and making sure it gets enough exercise. And there's making sure that the new puppy Pal stays out of trouble. Is Arthur ready to own a dog?
- Arthur: Arthur's Pet Business** **Unit**  
 Sony Wonder Home Video  
 UPC: 074644994834  
 Arthur really wants to show everyone that he's ready to own a pet. But is he? This video is appropriate to discuss responsibilities.
- Arthur: Arthur's Pet Business** **ST 3**  
 Sony Wonder Home Video  
 UPC: 074644994834  
 Arthur really wants to show everyone that he's ready to own a pet. But is he? This video is appropriate to discuss responsibilities.
- Arthur's Baby** **ST 7**  
 Sony Wonder Home Video  
 UPC: 074644934939  
 There's a new addition to the family, a little baby sister named Kate! Little sister means some big changes for Arthur and especially D.W., who's no longer the youngest and feels that the new baby is getting all the attention.
- Arthur's Family Vacation** **ST 7**  
 Sony Wonder Home Video  
 UPC: 074645167831  
 Arthur and D.W. learn all about going on holiday with the family... and getting along with each other in the process! They also learn what it means to help grandpa.
- Disney's Greatest, Volume One** **ST 7**  
 Disney  
 UPC: 50086069378  
 The fifth track on this CD, "You've Got a Friend in Me" from the movie Toy Story, is a upbeat tune that compliments this topic.
- Franklin Goes to School** **Unit**  
 USA Home Video  
 UPC: 625828050534  
 Franklin is so excited about going to school for the first time, he almost pops out of his shell. On his way to his first day, Franklin starts to worry about what the teacher will ask him to do. This video could be used to discuss rules, relationships, and responsibilities at school.
- Franklin Goes to School** **ST 3**  
 USA Home Video  
 UPC: 625828050534  
 Franklin is so excited about going to school for the first time, he almost pops out of his shell. On his way to his first day, Franklin starts to worry about what the teacher will ask him to do. This video could be used to discuss rules, relationships, and responsibilities at school.

## Write Where We Belong

## Language An Integrated Unit for Grade 1

- Franklin Goes to School** **ST 10**  
USA Home Video  
UPC: 625828050534  
Franklin is so excited about going to school for the first time, he almost pops out of his shell. On his way to his first day, Franklin starts to worry about what the teacher will ask him to do. This video could be used to discuss rules, relationships, and responsibilities at school.
- Franklin Plays the Game** **Unit**  
USA Home Video  
UPC: 044004425438  
Franklin learns to play soccer--and how to be sportsmanlike on the field with his pals. Therefore, this resource would be appropriate for discussing rules and relationships.
- Franklin Plays the Game** **ST 1**  
USA Home Video  
UPC: 044004425438  
This resource would be appropriate for discussing rules and relationships.
- Gerbert in "My Neighborhood"** **Unit**  
Home Sweet Home Educational Media Co.  
UPC: 092376073696  
This compilation of nine original songs is hosted by Gerbert and features children acting out various occupations. Includes interviews with real people in those professions.
- Gerbert in "My Neighborhood"** **ST 2**  
Home Sweet Home Educational Media Co.  
UPC: 092376073696  
This compilation of nine original songs is hosted by Gerbert and features children acting out various occupations. Includes interviews with real people in those professions.
- Mercer Mayer: Just Me and My Dad** **Unit**  
Sony Wonder Home Video  
UPC: 074644953534  
Little Critter's off to the woods for his first camp-out with Dad! While trying to prove he can do it all, his efforts result in near disasters. Dad reminds him that "helping" is a two-way street. This video can be used to discuss family relationships.
- Mercer Mayer: Just Me and My Dad** **ST 7**  
Sony Wonder Home Video  
UPC: 074644953534  
Little Critter's off to the woods for his first camp-out with Dad! While trying to prove he can do it all, his efforts result in near disasters. Dad reminds him that "helping" is a two-way street. This video can be used to discuss family relationships.
- Platinum All Time Favorites** **ST 2**  
Sesame Street  
UPC: 74646766026  
The third track on this CD "People in Your Neighborhood" could be used to compliment the topic "Everyone has Responsibilities".
- The Very Hungry Caterpillar** **Unit**  
Disney Home Video  
UPC: 786936160574  
On each day of the week, a caterpillar eats different foods as he prepares for metamorphosis. This video may be used to reinforce sequence of events
- The Very Hungry Caterpillar** **ST 11**  
Disney Home Video  
UPC: 786936160574  
On each day of the week, a caterpillar eats different foods as he prepares for metamorphosis. This video may be used to reinforce sequence of events
-  **Website**
- 123 Greetings** **Unit**  
<http://www.123greetings.com/>  
Send e-cards to your friends & loved ones. All cards are absolutely free!
- 123 Greetings** **ST 8**  
<http://www.123greetings.com/>  
Send e-cards to your friends & loved ones. All cards are absolutely free!
- Blue Mountain** **Unit**  
<http://free.bluemountain.com/cdb/F/TBF/>  
This website can be used to create free thank-you cards to send a friend via email. Using a web browser cards may also be printed.
- Blue Mountain** **ST 8**  
<http://free.bluemountain.com/cdb/F/TBF/>  
This website can be used to create free thank-you cards to send a friend via email. Using a web browser cards may also be printed.
- Hallmark.com** **Unit**  
<http://www.hallmark.com>  
This website can be used to send free e-cards and download free card templates.
- Hallmark.com** **ST 8**  
<http://www.hallmark.com>  
This website can be used to send free e-cards and download free card templates.
- Kid's Canadian History Timeline** **Unit**  
<http://www.cbc4kids.ca/general/time/history-challenge/winner1/startpage.html>  
This is an excellent example of a timeline created by Grade 7 and 8 school children. The timeline covers Canadian history from prehistory to the present. Students could view this timeline in both electronic and hard copy formats.

## Write Where We Belong

## Language An Integrated Unit for Grade 1



## Material

- |   |              |  |              |
|---|--------------|--|--------------|
| <input type="checkbox"/> <b>Blank Paper</b>   | <b>ST 10</b> | <input type="checkbox"/> <b>Markers</b>  | <b>ST 3</b>  |
| 1   |              | 1 set  |              |
| per person  |              | per class  |              |
| Instruct students to fold paper into four quadrants. Students draw one important life event in each of the four sections.   |              | <input type="checkbox"/> <b>Masking Tape</b>   | <b>ST 2</b>  |
| <input type="checkbox"/> <b>Chart Paper</b>   | <b>ST 1</b>  | 1 roll   |              |
| 6 sheets  |              | per class  |              |
| per class   |              | Masking tape is used by the teacher to attach one picture of a community helper on the back of each child.   |              |
| Each group of students records rules for their specified location (home, school, or community) on a sheet of chart paper.   |              | <input type="checkbox"/> <b>Paper</b>  | <b>ST 3</b>  |
| <input type="checkbox"/> <b>Chart Paper</b>   | <b>ST 2</b>  | 2 sheets   |              |
| 1 sheet   |              | per class  |              |
| per class   |              | Each team records responsibilities on a sheet of paper.  |              |
| Teacher will elicit responses from students to create a word web of community helpers.  |              | <input type="checkbox"/> <b>Photographs</b>  | <b>ST 7</b>  |
| <input type="checkbox"/> <b>Chart paper</b>   | <b>ST 3</b>  | Photographs of people with whom the teacher shares a relationship. (e.g., mother, baby, friend, etc.)  |              |
| 2 sheets  |              | <input type="checkbox"/> <b>Photographs or Illustrations</b>   | <b>ST 10</b> |
| per class   |              | The teacher presents a page with photographs or illustrations of important events in his or her life (e.g. Kindergarten graduation, First fish he or she caught, etc.)   |              |
| On day one, the teacher models the writing process by creating a journal entry on chart paper. On day two, the teacher presents a journal for the students to edit. |              | <input type="checkbox"/> <b>Pictures of Community Helpers</b>  | <b>ST 2</b>  |
| <input type="checkbox"/> <b>Chart paper</b>   | <b>ST 5</b>  | 1  |              |
| 1   |              | per person   |              |
| per class   |              | The teacher may find pictures of community workers using a publishing program such as Print Shop Deluxe. Please see sample graphics. The teacher will pin pictures of different community helpers on the backs of each student for an introductory activity. |              |
| Chart paper will be used to write instructions for the puppet show presentation.  |              | <input type="checkbox"/> <b>Poster Paper 12" x 18"</b>   | <b>ST 1</b>  |
| <input type="checkbox"/> <b>Colouring Materials</b>   | <b>ST 1</b>  | 1  |              |
| 1 set   |              | per person   |              |
| per person  |              | Students create a poster depicting a rule at home, at school or in the community.  |              |
| Markers, Pencil Crayons, Crayons, Pastels, and/or Paints  |              | <input type="checkbox"/> <b>Sample posters</b>   | <b>ST 1</b>  |
| <input type="checkbox"/> <b>Envelopes and Stamps</b>  | <b>ST 8</b>  | <input type="checkbox"/> <b>The Writing Process</b>  | <b>ST 6</b>  |
| 1   |              | 1  |              |
| per person  |              | per class  |              |
| Students can mail their thank-you cards to the appropriate recipient.   |              | Teachers may want to post the stages of the writing process, which can be purchased or teacher-made. See subtask notes.  |              |
| <input type="checkbox"/> <b>Heavy Stock Paper or Cards</b>  | <b>ST 8</b>  | <input type="checkbox"/> <b>Variety of Thank You Cards</b>   | <b>ST 8</b>  |
| 1   |              | The teacher displays a variety of Thank You card styles to give students ideas when generating their own Thank You cards. Electronic Thank You cards may also be viewed.   |              |
| per person  |              | <input type="checkbox"/> <b>Writing Paper</b>  | <b>ST 9</b>  |
| Students use to create their Thank You cards.   |              | 1  |              |
| <input type="checkbox"/> <b>Journals</b>  | <b>ST 3</b>  | per person   |              |
| 1   |              | Writing paper should have a large blank space for an illustration and lines for completing the writing.  |              |
| per person  |              | <input type="checkbox"/> <b>Writing Portfolios</b>   | <b>Unit</b>  |
| <input type="checkbox"/> <b>Markers</b>   | <b>ST 1</b>  | 1  |              |
| 1 set   |              | per person   |              |
| per group   |              | Writing portfolios will be used to collect student work throughout the unit.   |              |
| <input type="checkbox"/> <b>Markers</b>   | <b>ST 2</b>  |  |              |
| 1 set   |              |  |              |
| per class   |              |  |              |

**Write Where We Belong**  
**Language An Integrated Unit for Grade 1**



**Equipment / Manipulative**

- Book Binding Machine** ST 9  
 1  
 per class
- Cassette and/or CD Player** Unit  
 1  
 per class
- Cassette and/or CD Player** ST 2  
 1  
 per class
- Computer / Scanner** ST 9  
 1  
 per class  
 The teacher can scan photographs of his or her special places and display them to the students using a computer.
- Computers** Unit  
 per pair  
 Computers can be used for their word processing capabilities to create entire writing assignments or final copies. The computers can be used to create thank you cards. The computers should be connected to the internet and/or have appropriate child-friendly programs.
- Computers** ST 8  
 per pair  
 Computers can be used for their word processing capabilities to create entire writing assignments or final copies. The computers can be used to create thank you cards. The computers should be connected to the internet and/or have appropriate child-friendly programs.
- Containers** ST 3  
 2  
 per class  
 Student responsibilities are recorded on strips of paper and then put into containers in order to play "Charades".
- Laminator** ST 9  
 1  
 Each page submitted by the students is laminated before being bound into a class book.
- Puppets** ST 5  
 1  
 per person  
 Puppets can be purchased or student-made. Store-bought puppets can be people or animals. If puppet people are used, care should be taken that they represent a variety of races and/or skin tones.
- Television and VCR** Unit  
 1  
 per class
- Television and VCR** ST 3  
 1  
 per class

- Television and VCR** ST 10  
 1  
 per class



**Sample Graphic**

- Baker Sample Graphic** ST 2  
 Postal Carrier Sample Graphic



**Parent Community**

- Community Helpers** Unit  
 Local Community  
 Invite parents and/or community helpers into the classroom to discuss their various responsibilities.
- Local Artist** ST 8  
 Local Community  
 Invite a local artist to your classroom to demonstrate the process of making a Thank You card.
- Parent or Community Volunteers** Unit  
 Local Community  
 Parent and/or community volunteers are invited into the classroom to assist students with their writing assignments as necessary and to listen to students read their written work.
- Parent or Community Volunteers** ST 6  
 Local Community  
 Parent and/or community volunteers are invited into the classroom to assist students with their writing assignments as necessary and to listen to students read their written work.
- Peer Helpers** Unit  
 Local school  
 Pair Grade 1 students with peer helpers from an older grade. Grade 1 students share their work in progress and/or completed work. Older students may make comments and suggestions. Peer helpers may also work one-on-one with students to help them complete tasks on the computer.
- Peer Helpers** ST 6  
 Local school  
 Pair Grade 1 students with peer helpers from an older grade. Grade 1 students share their work in progress and/or completed work. Older students may make comments and suggestions.
- Peer Helpers** ST 8  
 Local school  
 Peer helpers may work one-on-one with students to help them complete tasks on the computer.
- Postal Carrier** ST 8  
 Local Community  
 Students can visit the local Post Office or invite a postal carrier into the classroom.



# Rule Poster Rating Scale

BLM 1.2

Student \_\_\_\_\_

Date \_\_\_\_\_

<b><u>Type of Rule:</u></b>	<b>Home</b>	<b>School</b>	<b>Community</b>
-----------------------------	-------------	---------------	------------------

	Needs Improvement			Excellent
<b>Appropriate rule</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Large text</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Text easy to read</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Neat illustration</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Illustration fills space</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**Comments:**



# Word Web

BLM 2.1

(Sample)



# Everyone Has Responsibilities

Student \_\_\_\_\_

Date \_\_\_\_\_

A teacher has responsibilities.

A teacher is responsible for \_\_\_\_\_

\_\_\_\_\_ .

A police officer has responsibilities.

A police officer is responsible for \_\_\_\_\_

\_\_\_\_\_

A firefighter has responsibilities.

A firefighter is responsible for \_\_\_\_\_

\_\_\_\_\_

A farmer has responsibilities.

A farmer is responsible for \_\_\_\_\_

\_\_\_\_\_

A doctor has responsibilities.

A doctor is responsible for \_\_\_\_\_

\_\_\_\_\_

.

**Sample Journal Entry**  
(Teacher Reference)

**BLM 3.1**

monday january 21 2002

at my house it is my responsibility to  
look after my dog fifi every morning  
when i get up i take her for a walk she  
stays in the house while i am at school  
as soon as i come home i play outside  
with her when we go in i give her some  
dinner at night she sleeps by my bed i  
love my dog fifi and she loves me

**Words to  
Sequence**

**BLM 4.1**

**infant**

**adult**

**teenager**

**grandparent**

After a few  
weeks, a  
butterfly crawls  
out of the  
cocoon.

A tiny  
caterpillar  
eats and eats.

One day, the  
caterpillar  
makes a fuzzy  
cocoon.

A beautiful  
butterfly flies  
away.

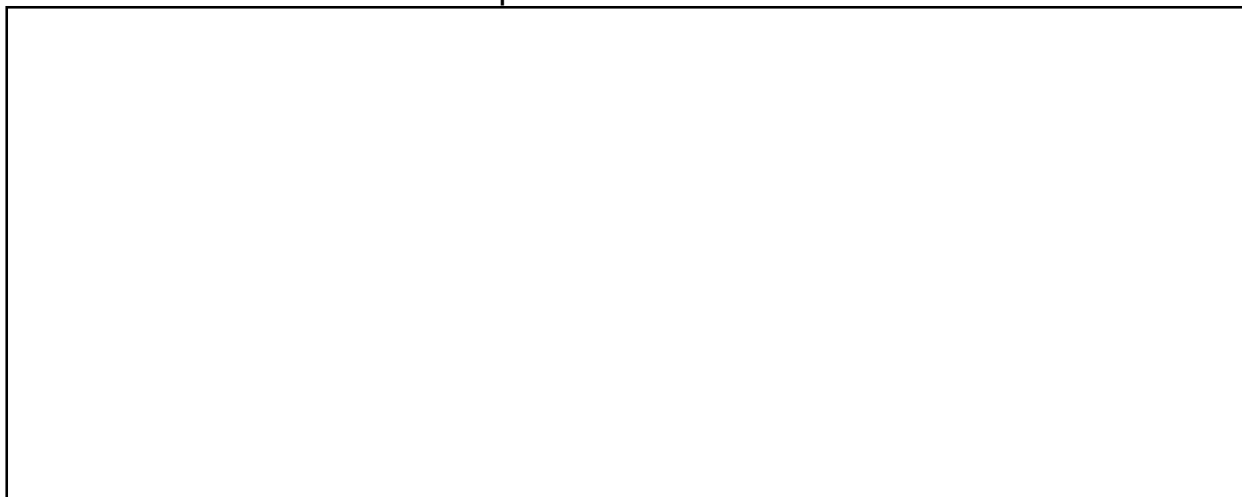
# What's the Correct Order?

Name \_\_\_\_\_

Date \_\_\_\_\_

Paste or draw four pictures in the proper sequence.  
Write a sentence for each picture to describe the order of events.

1



---

---

2



---

---



# What's the Correct Order?

Name \_\_\_\_\_

Date \_\_\_\_\_

3



---

---

4



---

---



## Puppet Show: Group-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Group Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rule or Responsibility \_\_\_\_\_

\_\_\_\_\_

We followed instructions



We co-operated



We each did our share of the work



I'm proud of group because \_\_\_\_\_

\_\_\_\_\_

Our group could improve by \_\_\_\_\_

\_\_\_\_\_

# Story Map

Student \_\_\_\_\_ Date \_\_\_\_\_

## Beginning

When? \_\_\_\_\_

Who? \_\_\_\_\_

Where? \_\_\_\_\_

## Middle

Rule or  
Responsibility \_\_\_\_\_

Consequence \_\_\_\_\_

## Ending

Solution \_\_\_\_\_

\_\_\_\_\_

# Remarkable Relationships

Name \_\_\_\_\_ Date \_\_\_\_\_

My \_\_\_\_\_ is important to me because

\_\_\_\_\_ .

My \_\_\_\_\_ is important to me because

\_\_\_\_\_ .

My \_\_\_\_\_ is important to me because

\_\_\_\_\_ .

# Mini-timeline

Name \_\_\_\_\_

Date \_\_\_\_\_

Draw four important events in your life. Write a sentence for each. Cut your sheet. Give the four cards to a partner to put in order.

---

---

Cut



Cut

---

---

# Mini-timeline

Name \_\_\_\_\_

Date \_\_\_\_\_

---

---

Cut \_\_\_\_\_ Cut

---



## Timeline Rubric - Social Studies Component

for use with Subtask 11 : Personal Timeline

from the Grade 1 Unit: **Write Where We Belong**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Expectations for this Subtask to Assess with this Rubric:

- 1z2** • use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community;
- 1z4** – state in simple terms what “relationships”, “rules”, and “responsibilities” are;
- 1z6** – identify important relationships in their lives (e.g., with family members, friends, pets, teachers) and name some responsibilities that are part of these relationships;
- 1z7** – describe significant people and places in their lives (e.g., parents, sports figures; bedroom, park, playground, community centre) and the rules associated with them;
- 1z18** • recognize that communities consist of various physical features and community facilities that meet human needs;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>UNDERSTANDING OF CONCEPTS</b> Significant People, Places and Events	- people, places, and events shown on the time line have limited significance in the child's life	- people, places, and events shown on the time line have some significance in the child's life	- people, places, and events shown on the time line have considerable significance in the child's life	- people, places, and events shown on the time line have a high degree of significance in the child's life
<b>COMMUNICATION OF REQUIRED KNOWLEDGE</b> Information dates	- provides limited information for the ages of the child in each year	- provides some information for the ages of the child in each year	- provides considerable information for the ages of the child in each year	- provides thorough information for the ages of the child in each year
<b>COMMUNICATION OF REQUIRED KNOWLEDGE</b> Photographs and/or Pictures	- photographs or pictures included show limited appropriateness for the age of the child in the given year	- photographs or pictures included show some appropriateness for the age of the child in the given year	- photographs or pictures included show considerable appropriateness for the age of the child in the given year	- photographs or pictures included show a high degree of appropriateness for the age of the child in the given year
<b>COMMUNICATION OF REQUIRED KNOWLEDGE</b> Construction of Timeline	- drawings, printing, and overall project demonstrate limited neatness, and organization	- drawings, printing, and overall project demonstrate some neatness, and organization	- drawings, printing, and overall project demonstrate considerable neatness, and organization	- drawings, printing, and overall project demonstrate a high degree of neatness, and organization
<b>APPLICATION OF CONCEPTS AND SKILLS</b> Creates Simple Timeline to Describe Changes Over Time	- timeline presented with limited chronological order and completeness	- timeline presented with some chronological order and completeness	- timeline presented with considerable chronological order and completeness	- timeline presented with thorough chronological order and completeness

## Rubric for Journals

### for use with Subtask 3 : What Are My Responsibilities? from the Grade 1 Unit: Write Where We Belong

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Expectations for this Subtask to Assess with this Rubric:

- 1e1** • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);
- 1e2** • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);
- 1e8** • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 1z10** – brainstorm and ask simple questions (e.g., How? Why?) to gain information about relationships, rules, and responsibilities;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>REASONING</b> Identify and describe responsibilities in a journal entry	- describes his or her responsibility using a limited range of simple ideas	- describes his or her responsibility using some simple and related ideas	- describes his or her responsibility using a considerable range of simple ideas	- describes his or her responsibility using a thorough range of simple ideas
<b>COMMUNICATION</b> Communicate ideas in a journal entry	- demonstrates limited clarity in communicating purpose.	- demonstrates some clarity in communicating purpose.	- demonstrates considerable clarity in communicating purpose.	- demonstrates a high degree of clarity in communicating purpose.
<b>ORGANIZATION OF IDEAS</b> Organize information so writing conveys a clear message in a journal entry	- organization shows limited clarity and logic  - shows limited grouping of common ideas	- organization shows some clarity and logic  - shows some grouping of common ideas	- organization shows considerable clarity and logic  - shows a considerable grouping of common ideas	- organization shows a high degree of clarity and logic  - shows a thorough grouping of common ideas
<b>APPLICATION OF LANGUAGE CONVENTIONS</b> Uses correctly the conventions specified for this grade level	- uses capitals and periods with limited accuracy	- uses capitals and periods with some accuracy	- uses capitals and periods with considerable accuracy	- consistently uses capitals and periods with a high degree of accuracy

**Rubric for the Writing Process**  
**for use with Subtask 6 : The Write Consequence**  
**from the Grade 1 Unit: Write Where We Belong**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Expectations for this Subtask to Assess with this Rubric:**

- 1e2** • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);
- 1e3** • write simple sentences using proper punctuation (i.e., periods);
- 1e13** – correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);
- 1e14** – use phonics to spell unfamiliar words;
- 1z12** – use illustrations, key words, and simple sentences (e.g., chart, picture book, cartoon) to sort, classify, and record information about relationships, rules, and responsibilities;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>REASONING</b> Describes consequences of events and actions in a short story	- describes a consequence using a few simple ideas.	- describes a consequence using some simple and related ideas.	- describes an appropriate consequence using ideas of some complexity.	- describes appropriate consequence using complex ideas.
<b>COMMUNICATION</b> Writes simple sentences using proper punctuation in a short story	– there are a few simple, sometimes incomplete sentences and a reliance on a single sentence stem.	– there are some simple, complete sentences and some reliance on a single sentence stem.	– the sentences are simple and complete with some variation in the stem used.	– there are different patterns of simple, complete sentences.
<b>ORGANIZATION OF IDEAS</b> Organizes information so writing conveys a clear message in a short story	- organization of ideas using a story map plan is limited.	- organization of ideas follows story map plan in a mechanical and sequential way.	- organization of ideas follows story map plan with considerable appropriateness and logic.	- organization of ideas follows story map plan with a high degree of appropriateness and logic.
<b>APPLICATION OF LANGUAGE CONVENTIONS</b> Correctly spells words identified by the teacher Uses phonics	- use of charts or lists posted in classroom to spell words correctly is limited. - demonstrates limited ability to create approximations of words using phonics.	- sometimes refers to charts or lists posted in classroom to spell words correctly. - sometimes creates close approximations of words using phonics.	- usually refers to charts or lists posted in classroom to spell words correctly. - usually creates close approximations of words using phonics.	- always or almost always refers to charts or lists posted in classroom to spell words correctly. - always or almost always creates close approximations of words using phonics.

## Timeline Rubric - Language Arts Component

for use with Subtask 11 : Personal Timeline

from the Grade 1 Unit: **Write Where We Belong**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Expectations for this Subtask to Assess with this Rubric:

- 1e1** • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);
- 1e2** • organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);
- 1e4** • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
- 1e11** – use a period at the end of a statement;
- 1e15** – use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Reasoning</b> <b>1e4</b> Complexity of ideas and connection to the topic (e.g., significant people, places and events)	- the writer uses a few ideas relating to significant people, places, and events when creating a written timeline.	- the writer uses some ideas relating to significant people, places, and events when creating a written timeline.	- the writer uses most ideas relating to significant people, places, and events when creating a written timeline.	- the writer uses all or almost all ideas relating to significant people, places, and events when creating a written timeline.
<b>Communication</b> <b>1e1</b> Communicates ideas, thoughts, feelings and experiences in a written timeline	- the writer uses limited clarity when expressing thoughts, feelings and experiences in a written timeline.	- the writer uses some clarity when expressing thoughts, feelings and experiences in a written timeline.	- the student writes clearly when expressing thoughts, feelings and experiences in a written timeline.	- the student writes clearly and confidently when expressing thoughts, feelings and experiences in a written timeline.
<b>Organization of Ideas</b> <b>1e2</b> Organize information so that writing conveys a clear message (e.g., describe events in the proper sequence)	- the writer demonstrates limited ability to organize a few ideas in chronological order when producing a written timeline.	- the writer demonstrates the ability to organize some ideas in chronological order when producing a written timeline.	- the writer demonstrates the ability to organize ideas appropriately in chronological order when producing a written timeline.	- the writer demonstrates the ability to organize ideas effectively and logically in chronological order when producing a written timeline.
<b>Application of Language Conventions</b> <b>1e11, 1e15</b> Use a period at the end of a statement and capitals to begin sentences and differentiate certain words	- the writer demonstrates limited evidence of using capitals and periods appropriately when presenting a written timeline.	- the writer demonstrates some evidence of using capitals and periods appropriately when presenting a written timeline.	- the writer demonstrates increased accuracy of using capitals and periods appropriately when presenting a written timeline.	- the writer consistently uses capitals and periods appropriately when presenting a written timeline.

Write Where We Belong

Language An Integrated Unit for Grade 1

Selected **Assessed**

**English Language---Writing**

<input type="checkbox"/> 1e1	• communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);	3	7
<input type="checkbox"/> 1e2	• organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);	2	5
<input type="checkbox"/> 1e3	• write simple sentences using proper punctuation (i.e., periods);	4	4
<input type="checkbox"/> 1e4	• produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);	5	4
<input type="checkbox"/> 1e5	• use some materials from other media (e.g., computer clip-art) to enhance their writing;	3	1
<input type="checkbox"/> 1e6	• begin to revise written work, with the assistance of the teacher;		2
<input type="checkbox"/> 1e7	• use and spell correctly the vocabulary appropriate for this grade level;	3	2
<input type="checkbox"/> 1e8	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).	2	2
<input type="checkbox"/> 1e9	– write simple but complete sentences;	6	2
<input type="checkbox"/> 1e11	– use a period at the end of a statement;	5	2
<input type="checkbox"/> 1e12	– use a comma after a salutation in a letter or note (e.g., Dear Mom,);		1
<input type="checkbox"/> 1e13	– correctly spell words identified by the teacher (on charts/lists posted in the room and on individual word lists);		3
<input type="checkbox"/> 1e14	– use phonics to spell unfamiliar words;	6	4
<input type="checkbox"/> 1e15	– use capitals to begin sentences and to differentiate certain words (the pronoun I, names, days of the week, and months);	5	3
<input type="checkbox"/> 1e16	– use words from their oral vocabulary as well as less familiar words from class-displayed word lists;	2	
<input type="checkbox"/> 1e17	– print legibly (capitals and small letters);	6	3
<input type="checkbox"/> 1e18	– leave spaces between words.	6	3

**Social Studies---HC: Relationships, Rules, and Responsibilities**

<input type="checkbox"/> 1z2	• use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community;		1
<input type="checkbox"/> 1z3	• explain how and why relationships, rules, and responsibilities may change over time, and in different places.	2	
<input type="checkbox"/> 1z4	– state in simple terms what “relationships”, “rules”, and “responsibilities” are;	1	2
<input type="checkbox"/> 1z6	– identify important relationships in their lives (e.g., with family members, friends, pets, teachers) and name some responsibilities that are part of these relationships;		2
<input type="checkbox"/> 1z7	– describe significant people and places in their lives (e.g., parents, sports figures; bedroom, park, playground, community centre) and the rules associated with them;		2
<input type="checkbox"/> 1z8	– identify significant events in their lives (e.g., their first day of school, a trip) and the rules associated with them;		1
<input type="checkbox"/> 1z9	– describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g., by sharing, being courteous, cooperating, not littering).	2	2
<input type="checkbox"/> 1z10	– brainstorm and ask simple questions (e.g., How? Why?) to gain information about relationships, rules, and responsibilities;	1	2
<input type="checkbox"/> 1z11	– use primary and secondary sources to locate information about relationships, rules, and responsibilities in their home, school, and community (e.g., primary sources: interviews, eyewitness visitors, class trips; secondary sources: maps, illustrations, print materials, technology);	2	1
<input type="checkbox"/> 1z12	– use illustrations, key words, and simple sentences (e.g., chart, picture book, cartoon) to sort, classify, and record information about relationships, rules, and responsibilities;		2

**Social Studies---CWC: The Local Community**

<input type="checkbox"/> 1z18	• recognize that communities consist of various physical features and community facilities that meet human needs;		1
<input type="checkbox"/> 1z19	• use a variety of resources and tools to gather, process, and communicate information about the distinguishing physical features and community facilities in their area;		2
<input type="checkbox"/> 1z23	– list the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);	1	2
<input type="checkbox"/> 1z24	– identify the places in which people work and describe the technologies, tools, and vehicles they use;		1

# Expectation Summary

Selected **Assessed**

## Write Where We Belong

### Language An Integrated Unit for Grade 1

#### English Language

1e1	3	7	1e2	2	5	1e3	4	4	1e4	5	4	1e5	3	1	1e6	2	2	1e7	3	2	1e8	2	2	1e9	6	2	1e10
1e11	5	2	1e12		1	1e13		3	1e14	6	4	1e15	5	3	1e16	2		1e17	6	3	1e18	6	3	1e19			1e20
1e21			1e22			1e23			1e24			1e25			1e26			1e27			1e28			1e29			1e30
1e31			1e32			1e33			1e34			1e35			1e36			1e37			1e38			1e39			1e40
1e41			1e42			1e43			1e44			1e45			1e46			1e47			1e48			1e49			1e50
1e51			1e52			1e53			1e54			1e55			1e56			1e57			1e58			1e59			1e60

#### Mathematics

1m1		1m2		1m3		1m4		1m5		1m6		1m7		1m8		1m9		1m10
1m11		1m12		1m13		1m14		1m15		1m16		1m17		1m18		1m19		1m20
1m21		1m22		1m23		1m24		1m25		1m26		1m27		1m28		1m29		1m30
1m31		1m32		1m33		1m34		1m35		1m36		1m37		1m38		1m39		1m40
1m41		1m42		1m43		1m44		1m45		1m46		1m47		1m48		1m49		1m50
1m51		1m52		1m53		1m54		1m55		1m56		1m57		1m58		1m59		1m60
1m61		1m62		1m63		1m64		1m65		1m66		1m67		1m68		1m69		1m70
1m71		1m72		1m73		1m74		1m75		1m76								

#### Science and Technology

1s1		1s2		1s3		1s4		1s5		1s6		1s7		1s8		1s9		1s10
1s11		1s12		1s13		1s14		1s15		1s16		1s17		1s18		1s19		1s20
1s21		1s22		1s23		1s24		1s25		1s26		1s27		1s28		1s29		1s30
1s31		1s32		1s33		1s34		1s35		1s36		1s37		1s38		1s39		1s40
1s41		1s42		1s43		1s44		1s45		1s46		1s47		1s48		1s49		1s50
1s51		1s52		1s53		1s54		1s55		1s56		1s57		1s58		1s59		1s60
1s61		1s62		1s63		1s64		1s65		1s66		1s67		1s68		1s69		1s70
1s71		1s72		1s73		1s74		1s75		1s76		1s77		1s78		1s79		1s80
1s81		1s82		1s83		1s84		1s85		1s86		1s87		1s88		1s89		1s90
1s91		1s92		1s93		1s94		1s95		1s96		1s97		1s98		1s99		1s100
1s101		1s102		1s103		1s104		1s105		1s106		1s107						

#### Social Studies

1z1		1z2	1	1z3	2	1z4	1	2	1z5		1z6	2	1z7	2	1z8	1	1z9	2	2	1z10	1	2	
1z11	2	1	1z12	2	1z13	1z14			1z15		1z16		1z17		1z18		1z19		2	1z20			
1z21			1z22		1z23	1	2	1z24	1		1z25		1z26		1z27		1z28			1z29			1z30
1z31			1z32		1z33			1z34			1z35		1z36		1z37		1z38						

#### Health and Physical Education

1p1		1p2		1p3		1p4		1p5		1p6		1p7		1p8		1p9		1p10
1p11		1p12		1p13		1p14		1p15		1p16		1p17		1p18		1p19		1p20
1p21		1p22		1p23		1p24		1p25		1p26		1p27		1p28		1p29		1p30
1p31		1p32		1p33		1p34		1p35		1p36		1p37		1p38				

#### The Arts

1a1		1a2		1a3		1a4		1a5		1a6		1a7		1a8		1a9		1a10
1a11		1a12		1a13		1a14		1a15		1a16		1a17		1a18		1a19		1a20
1a21		1a22		1a23		1a24		1a25		1a26		1a27		1a28		1a29		1a30
1a31		1a32		1a33		1a34		1a35		1a36		1a37		1a38		1a39		1a40
1a41		1a42		1a43		1a44		1a45		1a46		1a47		1a48		1a49		1a50
1a51		1a52		1a53		1a54		1a55		1a56		1a57		1a58		1a59		1a60
1a61																		

**Write Where We Belong**  
Language An Integrated Unit for Grade 1

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**Analysis Of Unit Components**

- 11 Subtasks
- 136 Expectations
- 306 Resources
- 99 Strategies & Groupings
  
- Unique Expectations --
- 17 Language Expectations
- 14 Social Studies Expectations

**Resource Types**

- 4 Rubrics
- 16 Blackline Masters
- 15 Licensed Software
- 188 Print Resources
- 32 Media Resources
- 7 Websites
- 23 Material Resources
- 12 Equipment / Manipulatives
- 1 Sample Graphics
- 0 Other Resources
- 8 Parent / Community
- 0 Companion Bookmarks

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**Groupings**

- 11 Students Working As A Whole Class
- 4 Students Working In Pairs
- 4 Students Working In Small Groups
- 10 Students Working Individually

**Assessment Recording Devices**

- 11 Anecdotal Record
- 8 Checklist
- 2 Rating Scale
- 2 Rubric

**Teaching / Learning Strategies**

- 1 Activity/learning Centres
- 4 Demonstration
- 3 Discussion
- 2 Game
- 1 Media Presentation
- 1 Mind Map
- 2 Oral Presentation
- 1 Puppetry
- 6 Read Aloud
- 2 Review
- 1 Story Mapping
- 1 Think / Pair / Share
- 3 Visual Stimuli

**Assessment Strategies**

- 3 Classroom Presentation
- 2 Conference
- 11 Observation
- 1 Performance Task
- 1 Portfolios
- 1 Self Assessment