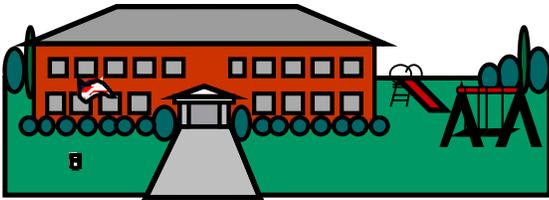


Eye Spy

Language



Including:

Eye Spy My School's World

Who Do You Spy?

Can You Spy?

Can You Spy a Sound?

Eye Spy Learning Centres

Eye Spy Books

Eye Spy a School Ambassador

A Unit for Grade 1

Written by:

Denise Donais, Dianne Lloyd, Carol Bryden (Project Leader)

Length of Unit: approximately: 20 hours

November 2002



Eye Spy

Language A Unit for Grade 1

Acknowledgements

The developers are appreciative of the suggestions and comments from teacher colleagues who provided input through the internal, external and theological reviews.

The following organizations have supported the elementary unit project through team building and leadership:

The Institute for Catholic Education
The Council of Directors of Ontario
The Ontario Curriculum Centre
The Ministry of Education, Curriculum and Assessment Policy Branch

Catholic Curriculum Cooperative (CCC)
Eastern Ontario Catholic Curriculum Cooperative (EOCCC)
Northern Ontario Catholic Curriculum Cooperative (NOCCC)

A special thank you to the Curriculum Committee from The Institute for Catholic Education who provided leadership, direction and support.

A Unit for Grade 1

Written by:

Denise Donais, Dianne Lloyd, Carol Bryden (Project Leader)

St. Clair Catholic District Board

Based on a unit by:

Denise Donais, Dianne Lloyd, Carol Bryden (Project Leader)

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This unit was written using the Curriculum Unit Planner, 1999-2001, 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.



Eye Spy Language A Unit for Grade 1

Task Context

In this unit, designed for the first term of the Grade 1 school year, students explore, discover, and apply new skills and knowledge based on the Grade 1 expectations for Language. Students communicate ideas, organize information, write simple sentences, read aloud, read independently, and pose questions about their immediate school environment. Students describe and explore various features and objects found within the school and develop effective communication skills to promote a sense of belonging in their school community. This awareness of their school environment should provide a sense of security and confidence about the elements found in their school community.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

Task Summary

Students use their senses to develop their vocabulary about features and objects found in the school environment. Using class-generated word lists, students will produce short pieces of writing and follow patterns to compose a poem and student published books. Through shared reading experiences, the emerging reader identifies features of the school environment and becomes aware of the elements of a published book.

Students pose questions about their classmates and the adults in their school. Using appropriate vocabulary, they record relevant observations using written language and conventions appropriate for this age level. The unit activities require students to observe common objects in their classroom and other school areas.

Language structures such as initial consonant sounds, colour words, and rhyming words are highlighted.

They progress from recording and reading single words to simple sentences. Media communications are promoted by arranging still pictures and photographs to create a poster. Students participate in independent, partner, and small and whole group language experiences intended to enhance their respect for the rights, responsibilities, and contributions of self and others.

Culminating Task Assessment

To promote a welcoming school environment and a sense of belonging to the school's faith community, students use the knowledge and skills acquired throughout the subtasks to assist them to become more effective communicators. Students become School Ambassadors to highlight important features within the school environment. Students create posters to highlight individual rooms, objects, and adults within the building. These posters are the focus of an oral presentation to reaffirm to classmates the unique elements within the school and to orientate any new students, families, or visitors to the school. The posters entice the audience to locate specific features found within an area of the school by using the I Spy concept. Students identify features of the rooms to be included on the poster, as well as the initial sound of all the features. The school staff member who works in that area is highlighted in a brief written report included on the poster. During this process, students interview, write, read, speak, and provide visual representation of God's world around them. The posters are displayed in the appropriate space within the school so that the audience, such as other students, can interact and confirm the highlighted features of the school. As School Ambassadors, throughout the school year, students provide any new students or visitors to the school a tour of the building using the student-generated posters to highlight important parts of the school community.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written



Eye Spy

Language A Unit for Grade 1

materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

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Links to Prior Knowledge

Many students may have a developing sense that print represents oral language. Throughout their pre-school life experiences, many have used their senses to explore their familiar world. They need to have developing communication skills.

Considerations

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they 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 judgement 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.

This unit would be ideally taught during the first term due to the nature of the school environment focus.

Corresponding units to complement this unit in Religion and Family Life Programs are:

Fully Alive - Grade 1, Theme 1, Topic 2, "We are God's Special Creation" p. 7-10

We Belong to God - Grade 1, "Welcome! You Belong." Theme 1, Theme 2, Theme 3 p. 34-56

This unit lends itself well to assessment for Social Studies, at the teacher's discretion.

To prepare for this unit, the teacher should consult with the school or local librarian to collect children's literature books that have been suggested in the Resource List or are based on an I Spy theme or similar search books.

The use of a digital or school camera is promoted in this unit to create student-generated pattern books about the school environment.

The importance and value of quality children's literature books which can be read aloud are stressed throughout this unit, in order to enhance and promote development of emerging reading and writing awareness. This should occur on a daily basis to model reading and writing behaviours for student responses. An excellent strategy to promote positive reading and writing attitudes and to promote an awareness and comfort level with the school staff, is to invite staff members into the classroom to read their favourite children's literature book or one suggested in the unit Resource List.

To enhance the students' role as School Ambassadors throughout the school year, a School Ambassador sash



Eye Spy Language A Unit for Grade 1

could be created from ribbon or felt for students to wear during the culminating task presentations and during school tours. The school's parent group may be willing to provide monetary and creative support for this endeavour. Perhaps a Catholic symbol, such as a cross, or bible, could be added to embellish the faith community. Also, consider adding the Parish name, if desired, to this sash.

Teachers will need to create an assessment recording device for the culminating task.

Teachers should develop assessment recording devices specific to their students' needs throughout the unit (e.g., create a rubric with student input). Sample checklists and a rating scale have been provided.

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.

Accommodations may be necessary for students who have not had the opportunity to use their senses to explore their familiar world or who do not have age-appropriate communication skills. See suggestions in Notes to Teacher, as well as Adaptations within each subtask.

Some specific accommodations include:

- providing information orally whenever possible;
- providing the use of computers and appropriate software;
- providing books that are enlarged, taped, or brailled;
- providing "talking books";
- use of pre-drawn, computer-generated or magazine pictures instead of hand-drawn pictures.



1 Eye Spy My School's World

To promote a welcoming school environment and a sense of belonging to the school's faith community, students use the knowledge and skills acquired throughout the subtasks to assist them to become more effective communicators. Students become School Ambassadors to highlight important features within the school environment. Students create posters to highlight individual rooms, objects, and adults within the building. These posters are the focus of an oral presentation to reaffirm to classmates the unique elements within the school and to orientate any new students, families, or visitors to the school. The posters entice the audience to locate specific features found within an area of the school by using the I Spy concept. Students identify features of the rooms to be included on the poster, as well as the initial sound of all the features. The school staff member who works in that area is highlighted in a brief written report included on the poster. During this process, students interview, write, read, speak, and provide visual representation of God's world around them. The posters are displayed in the appropriate space within the school so that the audience, such as other students, can interact and confirm the highlighted features of the school. As School Ambassadors, throughout the school year, students provide any new students or visitors to the school a tour of the building using the student-generated posters to highlight important parts of the school community.

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2 Who Do You Spy?

A shared reading experience using suggested children's literature books is provided for students to explore unique God-given features of themselves and others. The teacher models written language by recording unique features of the main character within expository text frames. Through a journal response, students isolate two or three unique features about themselves. Students interview a classmate, using a provided template to record unique features about that student. Students are encouraged to use periods at the end of the sentences. These features are then transferred to expository text frames to create a flip-up I Spy Guessing Profile which is incorporated into a classroom display. Students orally present their completed flip-up I Spy Guessing Profile to the whole group in order for the class to guess the mystery classmate. This rehearsal provides experience with interviewing techniques, an awareness of sentence completion, and practice in presenting information in a confident and comprehensive manner for the culminating task.

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3 Can You Spy?

This subtask allows students to review the key components of published books. They identify important conventions of writing and reading for this grade level. These are explored through whole group reading experiences and rehearsed using various easy-to-read children's picture books. Throughout this subtask, the teacher models effective reading skills such as pausing at the end of a sentence. After rehearsal, students read easy-to-read books to a small group. With a partner, they isolate initial sounds, as well as identify and record a specific sentence within the text. Students are introduced to the use of a question mark at the end of an asking sentence. They rehearse questioning techniques through partner activities. They are encouraged to be respectful listeners. They manipulate word cards to formulate asking and telling sentences. The ability to record an asking sentence prepares students for the response in the culminating task. In order to assess their developing reading ability, students complete a provided blackline master which poses questions for the student to respond to with a simple YES or NO.

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4 Can You Spy a Sound?

In this subtask, students generate a nonsense I Spy poem, featuring objects found within a classroom. Through chanting and shared reading experiences with this class-generated poem, students enhance their reading development. They also gain respect for their contributions and those of others. Specific vocabulary and action words are reviewed. These skills are needed in the culminating task. In small groups, students use cut and paste collage techniques to illustrate a verse of the class-generated poem. Students also label each object in the collage and use yellow sticky notes to isolate the initial sounds. This technique provides rehearsal for students' responses in the culminating task. Each group orally presents the verse and poses asking questions to the audience, such as, "Can you spy something that starts with a __ sound?" This provides further review of questioning techniques necessary for the culminating task.

These group responses are organized sequentially to create a collaborative classroom published poetry book. A classroom discussion focuses on the key components that are required in a published book.

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CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.



5 Eye Spy Learning Centres

This subtask further develops grade level reading, writing, oral, and visual communication skills through activity-based learning centres, with a focus on the Eye Spy theme. An emphasis is placed on cooperative learning in order to celebrate the achievement of group goals. Students experience and explore language to enhance and rehearse prior knowledge and skills. Grade level concepts such as auditory discrimination of initial sounds, sight and colour word match, character analysis, sentence rehearsal, and visual representation are developed. These skills prove useful for the culminating task. Opportunities are provided to work with a partner, a small group, as well as independently.

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CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

CGE 5f - Catholic Graduate Expectation - A Collaborative Contributor: Exercises Christian leadership in the achievement of individual and group goals.

6 Eye Spy Books

In this subtask, students explore the *I Spy* books by Jean Marzollo and Walter Wick, or other similar search books. In order to value and honour the important role of the family, a family component is included. Students are encouraged to do an assigned initial sound search of objects they find in the home or school. Following the Can You Spy? language pattern, a family-generated collaborative book is created at school including all elements of a published book. Students participate in a "four corners" read activity to present their family's response to a small group. Students also use the *I Spy* books to create individual student bookmarks. On each bookmark, students record two or three asking sentences, enticing the audience to spy school objects found within the book, for example, Can you spy a desk? Can you spy a clock? Correct punctuation is reinforced. The bookmarks are inserted into the corresponding pages of search books. Students are encouraged to trade and explore the riddles inserted into the proper page in the book. The class also publishes a collaborative class *I Spy* book, which is computer-generated, using a computer graphic program such as Corel Draw or KidPix. In pairs, students create a computer-generated page that highlights a sketch of themselves with a collage of school objects. They record appropriate text on their pages. This prepares students for the independent response in the culminating task.

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CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

CGE 6c - Catholic Graduate Expectation - A Caring Family Member: Values and honours the important role of the family in society.



7 Eye Spy a School Ambassador

To promote a welcoming school environment and a sense of belonging to the school's faith community, students use the knowledge and skills acquired throughout the subtasks to assist them to become more effective communicators. Students become School Ambassadors to highlight important features within the school environment. Students create posters to highlight individual rooms, objects, and adults within the building. These posters are the focus of an oral presentation to reaffirm to classmates the unique elements within the school and to orientate any new students, families, or visitors to the school. The posters entice the audience to locate specific features found within an area of the school by using the I Spy concept. Students identify features of the rooms to be included on the poster, as well as the initial sound of all the features. The school staff member who works in that area is highlighted in a brief written report included on the poster. During this process, students interview, write, read, speak, and provide visual representation of God's world around them. The posters are displayed in the appropriate space within the school so that the audience, such as other students, can interact and confirm the highlighted features of the school. As School Ambassadors, throughout the school year, students provide any new students or visitors to the school a tour of the building using the student-generated posters to highlight important parts of the school community.

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Description

To promote a welcoming school environment and a sense of belonging to the school's faith community, students use the knowledge and skills acquired throughout the subtasks to assist them to become more effective communicators. Students become School Ambassadors to highlight important features within the school environment. Students create posters to highlight individual rooms, objects, and adults within the building. These posters are the focus of an oral presentation to reaffirm to classmates the unique elements within the school and to orientate any new students, families, or visitors to the school. The posters entice the audience to locate specific features found within an area of the school by using the I Spy concept. Students identify features of the rooms to be included on the poster, as well as the initial sound of all the features. The school staff member who works in that area is highlighted in a brief written report included on the poster. During this process, students interview, write, read, speak, and provide visual representation of God's world around them. The posters are displayed in the appropriate space within the school so that the audience, such as other students, can interact and confirm the highlighted features of the school. As School Ambassadors, throughout the school year, students provide any new students or visitors to the school a tour of the building using the student-generated posters to highlight important parts of the school community.

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Expectations

- 1e7 A • use and spell correctly the vocabulary appropriate for this grade level;
- 1e8 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 1e16 A – 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);
- 1e24 • understand the vocabulary and language structures appropriate for this grade level;
- 1e26 – use their knowledge and experience to understand what they read;
- 1e34 – use predictable word patterns to determine the meaning of sentences (e.g., I saw the bird/I saw the dog);
- 1e35 – use pictures and illustrations to determine the meaning of unfamiliar words;
- 1e37 – use phonics as an aid in learning new words;
- 1e44 • respond to familiar or predictable language patterns by joining in or using choral response;
- 1e45 • apply some of the basic rules of participating in a conversation and working with others;
- 1e55 – allow others to speak, and wait their turn in conversations or class discussions;

Groupings

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

Teaching / Learning Strategies

- Problem Solving
- Visual/graphic Organizers
- Guided Reading
- Read Along
- Word Wall

Assessment

The teacher can complete BLM 1.2, I Spy In My School Initial Assessment Checklist or BLM 1.3, Assessing Oral and Visual Communication.

Assessment Strategies

- Observation
- Exhibition/demonstration

Assessment Recording Devices

- Anecdotal Record
- Checklist

Eye Spy

Language A Unit for Grade 1

210 mins

Teaching / Learning**1. Eye Spy God's World -**

In order to introduce the I Spy game concept, students explore things God made in creation. Refer to Fully Alive Grade 1, Theme 1 Topic Two, "We are God's Special Creation," Big Book page 5, or Student Book pg. 4-5. Using the pictures in the book, play a game of I Spy. For example, "I spy with my little eye something that is growing that God made." Repeat several times with a focus on God- and man-made objects. Invite students' suggestions for clues.

2. Eye Spy My School's World -

In order to bring the school element into focus, the teacher uses a variety of objects that have been previously gathered. These should be items connected to the school setting and found in various rooms. Select some that are God-made and some that are man-made. Some examples may include: a basketball, a living plant, a library book, a computer mouse, a fish bowl, etc. Also include Catholic artefacts, such as a crucifix, bible, rosary, etc. These artefacts need to be returned to their room of origin prior to students' tour. Continue the I Spy game. This time however, provide clues that begin to focus on specific rooms or places on the school grounds. Suggested examples: "I spy with my little eye something God has made and can be found in the principal's office" or "I spy with my little eye something that is man-made, round, and can be found in the gym." Repeat several times using student suggestions to enhance verbal linguistic skills. This is a perfect opportunity to begin a vocabulary word wall (based on student responses and objects in the collection) to record school vocabulary words. These are referred to throughout the unit. Because students are emergent readers, picture clues could be provided beside each vocabulary word. See Notes to Teacher for words that are included on various BLMs throughout the unit and will prove useful for students.

3. Eye Spy Predictions -

Students are provided with opportunities to predict what they might spy in the library, gym, principal's office, prayer room, or other rooms. Challenge students to spy the Catholic symbols/artefacts found in the classroom. Brainstorm for possible symbols/artefacts which may be found in the other rooms. Initiate a whole group discussion and record guesses, on chart paper in grid format, of objects they might see in these suggested rooms. An example of the grid format can be referred to in BLM 1.1, I Spy in My School. This is the same format students use to record objects they spy in each room on the school tour. Record all responses to foster risk taking and promote self-confidence.

4. Eye Spy School Tour -

Provide each student with a copy of BLM 1.1, I Spy in My School. Explain that they will now become detectives. Students record at least two or three objects found within each room in the appropriate spaces on the work page. As a whole group, read along the room names, focusing on using phonetic strategies, such as initial sounds, to decode each word on the page. Perhaps students could spy these room words on the developing word wall. Review the established classroom rules and expectations for moving within the school building prior to the tour. While on tour, each student records responses on BLM 1.1, I Spy in My School. Encourage students to use inventive spelling of their recorded objects. This is also a perfect opportunity to introduce staff members, as well as model conversational expressive language skills. Upon return to the classroom, revisit the prediction chart to verify original guesses.

This completed graphic organizer can be used as an initial assessment for visual and oral communication skills and early writing development. Refer to BLM 1.2, I Spy in My School Initial Assessment Checklist or BLM 1.3, Assessing Oral and Visual Communication.

Note: A safety precaution would be to avoid any high-risk areas such as the furnace room, art supply rooms, or photocopy rooms, because of possible hazardous materials or equipment.

Eye Spy**Language A Unit for Grade 1**210 mins

5. Eye Spy On My Desk -

i) Read aloud a picture book based on school days. See Resource List for suggestions. Discuss items or objects students use at school. Consider specific book talk strategies such as: providing examples of "standard" fiction book talk that includes the title, author, illustrator, and a summary of the story with a focus on the characters and the plot. To help students engage as the selection is read, turn the book so that students can see the illustrations or suggest they close their eyes so that they can see pictures in their minds. Pause intermittently and enunciate initial sounds at times. Invite suggestions of other words that start with a similar sound. This is a good opportunity to model how fluent, competent readers read.

ii) To reinforce the initial sound phonics skill, students take out five objects found in their desks. With a partner, they play I Spy something that starts with a "T," or whatever appropriate initial sound an object on the desk begins with. The partner identifies the object. That partner prints the corresponding alphabet letter using a finger on the desktop, using a crayon and paper, or tracing the alphabet letter in a provided sand/salt tray. See Notes to Teacher for suggestions on providing sand/salt trays. If correct, the student can take it off the partner's desk and place it elsewhere. As a result, this game is best played side by side so that the partner can verify correct alphabet letter usage. Continue the game until both desktops are empty.

Observe students who appear to have difficulty discriminating these sounds and note in anecdotal format.

6. Eye Spy Sentences -

As a whole group, create student-generated sentence cards using objects on their desk from step five, for example, "I spy a pencil," or "I spy a ruler." Create multiple sentence cards based on student suggestions. Incorporate picture clues beside the nouns to support emergent readers. Invite students to read along these sentences.

To provide students with strategies to unlock unfamiliar words, reinforce the cueing systems suggested below:

Semantics: Does it make sense?

Syntax: Does it sound right?

Graphophonics: Does it look right? (Readers use the initial consonant as their first graphic cue.)

As the teacher records the sentences, he/she reinforces the need to include finger spaces between words, a capital letter at the beginning of a sentence, and a period at the end of a telling sentence using prompts such as: "What do you think the word starts with? Do you hear a middle sound? Do you hear an end sound?" To play this game, a student volunteer may hold a selected sentence strip. The whole class reads along. If students have the object indicated in the sentence strip it may be placed elsewhere. Continue play until a student has eliminated all the objects. That student calls out "I Spy" and once it has been verified that the correct objects were removed, the winner may become the next sentence strip holder. Once confidence has been established, students could play a Secret I Spy game, where the sentence strips are read silently.

This is a good opportunity for teacher observation of reading development.

Adaptations

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

Partnering students with those who have strong communication skills for modelling of language, pronunciation, and listening would be beneficial. Discuss with students to ensure that they understand each task, and check often for comprehension of expectations and activities which will ensure maximizing their potential.

Resources



Eye Spy

Language A Unit for Grade 1

210 mins

	BLM 1.1 I Spy In My School	BLM_1.1_SpyinSchoolChart.cwk
	BLM 1.2 I Spy In My School Initial Assessment Checklist	BLM_1.2_InitialAssesmtCheck.cwk
	BLM 1.3 Assessing Oral and Visual Communication	BLM_1.3_OralVizAssesmtCheck.cwk
	The Watcher	Brenda Silsbe
	Franklin Goes to School	Paulette Bourgeois
	Froggy Goes to School	Jonathon London
	The Frog Principal	Stephanie Calmenson
	Little Witch Goes to School	Deborah Hautzig
	Miss Nelson has a Field Day	Harry Allard
	Miss Nelson is Back	Harry Allard
	Miss Nelson is Missing	Harry Allard
	Morris Goes to School	Bernard Wiseman
	Mr. Tanen's Ties	Margery Cuyler
	Thomas' Snowsuit	Robert Munsch
	Show and Tell	Robert Munsch
	shoe box lids	1
	black tempera paint	1
	table salt or sand	



Notes to Teacher

Suggested words to include on the developing, class-generated word wall, as they appear on provided BLMs are: clock, ball, pen, pencil, school, glue, tape, book, church, mouse, computer, bus, phone.

Sand/salt tray: This provides kinesthetic learners with an opportunity to maximize their learning styles. Gather shoebox lids and paint the inside black. Pour table salt or sanitized sand into the shoebox lid to measure about 1 cm in depth. This provides a delightful medium for students to print alphabet letters. This is also an excellent accommodation for the visually impaired learner.

Note: A safety precaution would be to remind students to avoid eye and mouth contact with salt or sand granules.

Teacher Reflections



Description

A shared reading experience using suggested children's literature books is provided for students to explore unique God-given features of themselves and others. The teacher models written language by recording unique features of the main character within expository text frames. Through a journal response, students isolate two or three unique features about themselves. Students interview a classmate, using a provided template to record unique features about that student. Students are encouraged to use periods at the end of the sentences. These features are then transferred to expository text frames to create a flip-up I Spy Guessing Profile which is incorporated into a classroom display. Students orally present their completed flip-up I Spy Guessing Profile to the whole group in order for the class to guess the mystery classmate. This rehearsal provides experience with interviewing techniques, an awareness of sentence completion, and practice in presenting information in a confident and comprehensive manner for the culminating task.

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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 A • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
- 1e6 • begin to revise written work, with the assistance of the teacher;
- 1e7 A • 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).
- 1e11 A – use a period at the end of a statement;
- 1e17 – print legibly (capitals and small letters);
- 1e18 A – leave spaces between words.
- 1e21 • read independently, using reading strategies appropriate for this grade level;
- 1e22 • express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;
- 1e24 • understand the vocabulary and language structures appropriate for this grade level;
- 1e25 • use some conventions of written materials (e.g., punctuation, title) to help them understand what they read.
- 1e26 – use their knowledge and experience to understand what they read;

Groupings

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

Teaching / Learning Strategies

Expository Text Frames
Interview
Learning Log/journal
Oral Presentation
Writing Process

Assessment

See BLM 2.1, Criteria for Assessing Personal Journal Entry.

The emergent writer's checklist includes these writing skills and criteria based on the observation of the personal journal, left to right progression, alphabet letter formation, letter reversal, use of proper punctuation, and spacing between words. Writing behaviour comments can be included such as perseverance, focus, frustration, concentration, pencil grasp, etc.

Assessment Strategies

Response Journal

Assessment Recording Devices

Eye Spy

Language A Unit for Grade 1

170 mins

- 1e30 – predict what may happen next in a story, and revise or confirm predictions;
- 1e31 – express their thoughts and feelings about a story;
- 1e34 – use predictable word patterns to determine the meaning of sentences (e.g., I saw the bird/I saw the dog);
- 1e37 – use phonics as an aid in learning new words;
- 1e39 – understand the use of some conventions of spelling (e.g., capital letters at the beginning of sentences);
- 1e41 • communicate messages, and follow basic instructions and directions;
- 1e43 • listen and react to stories and recount personal experiences;
- 1e45 • apply some of the basic rules of participating in a conversation and working with others;
- 1e48 • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
- 1e55 – allow others to speak, and wait their turn in conversations or class discussions;
- 1e16 – use words from their oral vocabulary as well as less familiar words from class-displayed word lists;

Checklist Anecdotal Record

Teaching / Learning

1. Eye Spy Me -

i) Choose a recommended children's literature book such as *I Like Me* by Nancy Carlson. Initiate a discussion to introduce the reading focus about unique features of themselves. This links new ideas to personal ideas or prior knowledge. Try to predict or anticipate the content or the vocabulary as the book is read. Read with enthusiasm to motivate children to want to listen as you read. Pause briefly and offer an explanation of concepts the children need to know and highlight similar features of individual students. Consider a book talk strategy, such as asking students why they enjoyed or admired the main character or by retelling the favourite part of the story. Talk about why students enjoyed that part. Upon completion, hold a guided conversation in which students talk about and reflect on the book.

ii) In order to model and prepare students for their self-reflection journal response, the teacher may take on the role of the story's main character. Within this role, the teacher can then record student-generated ideas that the main character would write about itself. If possible, use props to enhance the role-play. On a chart, record unique features of the main character in order to model written language. While in character, the teacher then can record sentences such as:

My name is _____ .
 I have _____ .
 I like _____ .
 I am _____ .

Consider following these suggested sentence frames as they complement BLM 2.2, Who Do You Spy? that students record on later within this subtask.

iii) In order to develop fluency and assist continued reading development, read aloud the entire recorded selection on the chart and point to the print. Pause at the periods and explain that the reader's voice stops at this punctuation mark. Other possible strategies to rehearse reading fluency could be:

- students wearing blue read one sentence, students wearing red the next;
- everyone reads and claps on the period;
- all students wearing blue read the sentences written in blue, etc.

Eye Spy**Language A Unit for Grade 1**

170 mins

iv) In their personal journals, students write unique features about themselves. Possibly encourage students to illustrate a picture of themselves first, in order to assist in formulation and clarification of ideas. Encourage students to talk to a partner about the self picture. This talking time reaffirms and enhances their ideas. This opportunity to record their own thoughts about themselves, provides insight into what each student knows about writing, what the student is learning to do as a writer, and what might benefit the child for further progress. Observing students as they write in their personal journals provides the opportunity to observe important writing behaviours such as perseverance, focus, frustration, concentration, pencil grasp, etc. Record observations using BLM 2.1, Criteria For Assessing Personal Journal Entry.

2. Eye Spy a Friend -

i) Read aloud a book about friends or classmates, such as *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. Focus in on the rhythm and the rhyme. Encourage students to predicate the pattern by reading aloud the answers to the provided questions. Draw attention to the unique features of the children in the illustrations. Play a game of I Spy while displaying the book, identifying unique features of the children in the book, for example, "I Spy someone with brown hair and blue eyes." This could proceed to a game which includes features of students within the classroom. Encourage students to pose questions for classmates to solve. To enhance reading development, the questions and responses could be recorded on chart paper and then read aloud.

ii) Each student interviews a classmate to discover unique features about someone else. This enhances an appreciation of the similarities and differences between individuals. Using the provided prewriting interview visual organizer, BLM 2.2, Who Do You Spy? students interview a classmate. They will ask about favourite foods, sports, pets, and unique physical features. Encourage the use of pictures and words found on the class-generated word wall when recording information. Consider modelling an interview technique by choosing a student to interview. Model possible ways to record on the interview visual organizer. This interview process provides students with prior experiences to prepare them for the culminating task.

iii) Using this visual organizer, students complete sentence starters to create a flip-up I Spy Guessing Profile. A sample of the sentence starters needs to be presented to the whole group, read aloud, as well as modelled for suggested sentence endings. The teacher needs to demonstrate how to record sentence completions. Perhaps this could be completed on the chalkboard or other erasable media. This process should be repeated several times. Recommended format:

Who Do You Spy?

My friend is _____.

My friend has _____.

My friend likes _____.

iv) Based on the friend interview, students complete the same sentence starters independently on BLM 2.2, Who Do You Spy? Encourage students to refer to their interview information recorded on the top portion as they formulate the sentence endings. Encourage the use of periods. Students should reread and self-edit what they write, to make sure they do not forget a word or punctuation. Invite students to take their draft to the classmate they are writing about and share it in order to reaffirm proper completion and spelling. Have students proofread for a final time to ensure that it is their best effort.

Through a conference, this draft should then be edited by the teacher because this will be a displayed, published piece of writing. Because this activity may be performed earlier in the (Grade 1) year, the teacher may prefer to record students' final drafts by the use of word processing software. Capitalize on the use of junior peers or parent volunteers to complete this process.

v) In order to complete the flip-up I Spy Guessing Profile, students are provided with pre-made, flip-up booklets. These may be made by cutting 8 x 11 letter-size papers in half. Staple the halves, along the top of full 8 x 11 letter-size papers. On the top half sheet, place the completed Who Do you Spy? student responses. On the underside full page, students draw the friend's head only, positioned in such a manner

Eye Spy

Language A Unit for Grade 1

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that the flip-up portion covers at least the top half of the face. Consider using a school camera for this element.

This I Spy Guessing Profile will be presented by students from an author's chair. The author sits in this chair and reads aloud the text. The audience tries to guess the hidden friend. The author's chair is a place where students can gather to share their writing. They can receive encouraging feedback concerning their works-in-progress or their published writing, and gather suggestions from their classmates, as well as the teacher. They develop an awareness of the respective roles of presenter and audience member. Readers should be encouraged to practise reading their writing before coming to the author's chair. The listeners are then treated to quality author reading.

These flip-up profiles could be displayed in the classroom or on a bulletin board. Consider placement to enhance a primary student's visual level, so that ongoing exploration of reading print will be encouraged. After these are removed, consider including them in a class-published collaborative book for sharing with family members or placing them into individual portfolios along with their prewriting and first draft.

Adaptations

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

Partnering students with those who have strong communication skills for modelling of language, pronunciation, and listening would be beneficial. Discuss with students to ensure that they understand each task, and check often for comprehension of expectations and activities which will ensure maximizing their potential.

Resources

	BLM 2.1 Criteria for Assessing Personal Journal Entry Checklist	BLM_2.1_AssesmtJournalCheck.cwk
	BLM 2.2 Who Do You Spy?	BLM_2.2_WhoYouSpyWorksheet.cwk
	Olivia Saves the Circus	Ian Falconer
	Yoko	Rosemary Wells
	ABC I Like Me	Nancy Carlson
	I Like Being Me	Judy Lalli
	Life is Fun	Nancy Carlson
	What Makes Me Happy?	Catherine Anholt and Laurence Anholt
	What I Like	Catherine Anholt
	God Loves Me Just the Way I Am	Pat Winston
	Tacky the Penguin	Helne Lester
	I Should Be Me	Julianne Desautels
	Ruby the Copycat	Peggy Rathman

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	I Wish That I Had Duck Feet	Theo LeSieg
	Who Am I?	Michelle Hackerott
	Quick As a Cricket	Audrey Wood
	Just Me and My Friend	Mercer Mayer
	That's What a Friend Is	P.K. Hallinan
	Penguin Pete's New Friends	Marcus Pfister
	What's the Recipe for Friends?	Greg Williamson
	Don't Need Friends	Carolyn Crimi
	Little Beaver and the Echo	Amy MacDonald
	Little Bear's Friend	Else Homelund Minarik
	Emma's Magic Winter	Jean Little
	Little Polar Bear and the Husky Pup	Hans De Beer
	Little Polar Bear Finds a Friend	Hans De Beer
	My Friends and Me: A First Look at Friendship	Pat Thomas
	A Rainbow of Friends	P.K. Hallinan
	chart paper	
	markers	
	stapler	
	drawing tools	
	pre-made flip-up booklet	1
	camera	

Notes to Teacher

Refer to the Unit Overview, Notes to Teacher section for comments about daily read aloud sessions.

Ensure that parental permission to take pictures of students has been obtained before taking and/or displaying photographs of students.

Teacher Reflections



Description

This subtask allows students to review the key components of published books. They identify important conventions of writing and reading for this grade level. These are explored through whole group reading experiences and rehearsed using various easy-to-read children's picture books. Throughout this subtask, the teacher models effective reading skills such as pausing at the end of a sentence. After rehearsal, students read easy-to-read books to a small group. With a partner, they isolate initial sounds, as well as identify and record a specific sentence within the text. Students are introduced to the use of a question mark at the end of an asking sentence. They rehearse questioning techniques through partner activities. They are encouraged to be respectful listeners. They manipulate word cards to formulate asking and telling sentences. The ability to record an asking sentence prepares students for the response in the culminating task. In order to assess their developing reading ability, students complete a provided blackline master which poses questions for the student to respond to with a simple YES or NO.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

Expectations

- 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);
- 1e3 • write simple sentences using proper punctuation (i.e., periods);
- 1e8 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
 - 1e11 – use a period at the end of a statement;
 - 1e16 – use words from their oral vocabulary as well as less familiar words from class-displayed word lists;
- 1e21 A • read independently, using reading strategies appropriate for this grade level;
- 1e24 A • understand the vocabulary and language structures appropriate for this grade level;
- 1e25 • use some conventions of written materials (e.g., punctuation, title) to help them understand what they read.
 - 1e28 A – follow written directions;
 - 1e29 A – reread all or parts of a written piece to clarify their understanding of its meaning;
- 1e34 – use predictable word patterns to determine the meaning of sentences (e.g., I saw the bird/I saw the dog);
- 1e36 – use simple sound patterns (e.g., rhyming words) to learn new words;
- 1e37 – use phonics as an aid in learning new words;

Groupings

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

Teaching / Learning Strategies

Visual/graphic Organizers
 Read Aloud
 Questioning Process
 Directed Reading-thinking Activity
 Book Talks

Assessment

Consider including BLM 3.3, Can You Spy? as part of students' portfolios.

Assessment Strategies

Questions And Answers (oral)
 Select Response
 Portfolios

Assessment Recording Devices

Anecdotal Record



Eye Spy

Language A Unit for Grade 1

150 mins

- 1e39 – understand the use of some conventions of spelling (e.g., capital letters at the beginning of sentences);
- 1e45 • apply some of the basic rules of participating in a conversation and working with others;
- 1e48 • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
- 1e51 – present ideas in speech in a coherent sequence;

Teaching / Learning

1. Can You Spy in a Big Book? -

Preselect a children's literature big book which has asking questions such as *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin Jr., or perhaps revisit *Brown Bear, Brown Bear, What Do You See?*

Note: Avoid using Polar Bear, Polar Bear, What Do You Hear? if using the CCC Grade 1 Mid Year Assessment Unit.

After this big book is shared, use book talk strategies such as identifying the title, author, illustrator, etc., through the use of an I Spy game. Use the following question format:

Can you spy the title?

Can you spy the author?

Can you spy the page numbers?

Can you spy a period?

Can you spy something that starts with mmm? (Explore a variety of initial sounds.)

Can you spy a sentence?

Can you spy a question mark?

Discuss with students the proper use of a question mark at the end of an asking sentence. Model how the reader's voice fluctuates when reading an asking sentence.

To model writing behaviours, record questions asked to students. Incorporate picture clues at the end of each sentence to provide support for emerging readers. Point out the use of capitals at the beginning of a sentence and a question mark at the end. To prepare students for the partner activity, read aloud and review these class-generated sentences several times in a choral reading experience.

2. Can You Spy in an Easy Read Book? -

i) Using various easy-read children's picture books, each student repeats the above Can You Spy? game, reading aloud each sentence from the class-generated question chart to a partner. The partner answers the question by referring to the easy-read book. To develop reading fluency further, allow students to practise reading the book together. Listening tapes should be provided for further support. Interested students may read their books to a small group using a "four corners" read aloud technique. See Notes to Teacher for further explanation of this technique.

ii) With a partner, play I Spy a Sentence game. One student records a selected sentence from the book's text and records it on a sentence strip, making sure to intentionally omit the capital at the beginning of the sentence and the period. The partner is to correct the missing conventions on the sentence strip by using yellow sticky notes to replace the error at the beginning and the end of the sentence. Encourage students to find any asking sentences in the book and continue the game. Make sure they include a question mark at the end of the sentence. Revisit with the whole group and share examples of these asking sentences. Encourage the use of a peer tutor strategy by allowing students to share and read aloud their sentence strips to other classmates.

3. Can You Spy a Beginning Sound? -

i) Collect school objects that have been included on the word wall such as a pencil, a soccer ball, a clock, etc. These are used for the Secret I Spy a Sound game. Students record on a small paper plate the word YES on one side and NO on the opposite side. These are used as their responses. The teacher informs students that they will be spying with their ears. A volunteer holds up a selected found object from the collection and asks, "Can you spy a sssssssss?" enunciating the initial sound of the object. Encourage intentional errors to try and trick

Eye Spy**Language A Unit for Grade 1****150 mins**

classmates. The rest of the class indicates responses by silently showing the correct side of the paper plate. Have a student locate the word for the found object on the word wall and its initial sound on the classroom's alphabet line. See Notes to Teacher for possible enhancement techniques. Repeat several times and record an example of the asking sentence on the board which will be pointed to as the question is read aloud. Play could continue in partners or within small groups based on newly found objects.

ii) Using the provided visual organizer, BLM 3.1, Can You Spy a Beginning Sound?, students explore an easy-reading book and illustrate objects within this book that begin with that sound. Suggest that if the indicated sounds are not in the book students may replace these letters on the BLM by using a yellow sticky note and recording the new initial sound on it. Students should find as many objects as possible and illustrate and label each.

4. Can You Spy an Asking or Telling Sentence? -

Using BLM 3.2, Can You Spy a Sentence?, make an acetate copy for the teacher's use, as well as copies reproduced on card stock for students to cut and manipulate the words. As a whole group, using the overhead projector, the teacher models sentence formation using the acetate word cards. The teacher creates asking and telling statements, using the provided suggested sentence pattern, including an object from the classroom found on the word wall. An example could be:

Can / you / spy / a / _____ / ? / (clock)

The teacher models reading each word aloud and manipulates the words so that students can witness the formulation of the acetate words into sentences. The teacher should hold up a concrete object from a collection of school objects. Sometimes the teacher should intentionally hold up an incorrect object. Using the YES - NO paper plate from the Secret I Spy a Sound game, students will respond. Intentionally manipulate the position of the "Can" card and the "You" card so that the sentence changes from an asking to a telling sentence. Challenge students to identify the necessary punctuation needed. When do we need a capital? A period?

Note the required use of the capitalized "You" and "Can" cards, which are provided.

You / can / spy / a / _____ / .

After several opportunities, invite a student volunteer to place the correct punctuation card after the statement, or allow students to create new sentences on the overhead.

Students repeat this game with a partner, using student copies of BLM 3.2, Can You Spy a Sentence? It is necessary for students to create new word cards for the last word in the sentence, using different school words found on the word wall. After ample opportunities to create a variety of telling and asking sentences, give each student a plastic bag or envelope to take home and play the game with a family member.

Students complete BLM 3.3, Can You Spy? independently, in order for the teacher to observe and assess students' current reading progress. Consider including this blackline master, as evidence of learning, into students' reading progress portfolios.

Adaptations**Resources**

	BLM 3.1 Can You Spy a Beginning Sound?	BLM_3.1_BeginSoundWorksheet.cwk
	BLM 3.2 Can You Spy a Sentence?	BLM_3.2_SentencesWorksheet.cwk
	BLM 3.3 Can You Spy?	BLM_3.3_CanYouSpyQuestions.cwk
	The 13th Clue	Ann Jonas
	The Eye Book	Theo. La Sieg



Eye Spy

Language A Unit for Grade 1

150 mins

	Polar Bear, Polar Bear, What Do You Hear? Bill Martin Jr.	
	paper plates	1
	collection of found school objects	
	yellow sticky notes	
	overhead acetate	
	plastic bags or envelopes	1
	scissors	1
	overhead projector	1
	listening centre	

Notes to Teacher

Four corners read aloud technique: Place a chair in the four corners of the classroom, where students can share rehearsed reading books. Students can entice classmates into their corner by announcing, "Today I am reading a non-fiction book called _____." Interested classmates become their audience and remain stationary throughout the session. Ensure the listening audiences are somewhat equal in number. Upon completion, the listeners provide the reader with compliments. This facilitates four students reading at one time and allows the teacher an opportunity for a walkabout observational assessment of oral reading skills.

Read the room technique: A wide variety of pointers can be used to motivate students' interest in reading words found in the classroom or on the word wall. Some suggestions include a flashlight as a spotlight, zany fly swatters, witches' fingers, puppets, etc.

Note: Avoid using Polar Bear, Polar Bear, What Do You Hear? if using the CCC Grade 1 Mid Year Assessment Unit.

Teacher Reflections



Description

In this subtask, students generate a nonsense I Spy poem, featuring objects found within a classroom. Through chanting and shared reading experiences with this class-generated poem, students enhance their reading development. They also gain respect for their contributions and those of others. Specific vocabulary and action words are reviewed. These skills are needed in the culminating task. In small groups, students use cut and paste collage techniques to illustrate a verse of the class-generated poem. Students also label each object in the collage and use yellow sticky notes to isolate the initial sounds. This technique provides rehearsal for students' responses in the culminating task. Each group orally presents the verse and poses asking questions to the audience, such as, "Can you spy something that starts with a __ sound?" This provides further review of questioning techniques necessary for the culminating task. These group responses are organized sequentially to create a collaborative classroom published poetry book. A classroom discussion focuses on the key components that are required in a published book.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

Expectations

- 1e56 A – listen to and comment positively on the contributions of others in group and class discussions;
- 1e52 – notice and respond to unusual features of language (e.g., alliteration, rhythm, onomatopoeia);
- 1e55 A – allow others to speak, and wait their turn in conversations or class discussions;
- 1e48 • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
- 1e45 A • apply some of the basic rules of participating in a conversation and working with others;
- 1e41 A • communicate messages, and follow basic instructions and directions;
- 1e36 – use simple sound patterns (e.g., rhyming words) to learn new words;
- 1e35 – use pictures and illustrations to determine the meaning of unfamiliar words;
- 1e16 – use words from their oral vocabulary as well as less familiar words from class-displayed word lists;
- 1e7 • use and spell correctly the vocabulary appropriate for this grade level;
- 1e4 • produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
- 1e1 A • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet);

Groupings

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

Teaching / Learning Strategies

- Brainstorming
- Chanting
- Collage
- Read Along
- Rehearsal/repetition/practice

Assessment

Students complete the self-assessment checklist, BLM 4.1, When I Speak in a Group. When I Listen in a Group. Criteria for this assessment will include: eye contact, articulation, volume, taking turns, and active listening. Due to the quantity of the language on this checklist, it may be best if completed with a teacher conference or presented and read aloud to the whole group. The teacher assesses each student using a rating scale.

Assessment Strategies

- Self Assessment



Assessment Recording Devices Checklist Rating Scale
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Teaching / Learning

Read aloud a book about school personnel and discuss the various staff members. See Resources for suggested titles. Consider inviting other staff members into the classroom to read at this time. Encourage students to observe unique features of the staff members. Consider creating a class-generated staff member experience chart and record each visiting staff member's name and two or three unique features about each staff member. This will provide support for the culminating task. Continue to add to this chart throughout the unit as occasions arise when more information can be added about others.

Provide students with variations of guided reading, for example:

- guide students through the pictures;
- read the first page or two and begin to discuss content, setting, characters, and storyline in a fiction selection;
- encourage students to predict what will happen next in the story;
- together look through the book to explore the layout, draw conclusions, and set a purpose for reading the selection;
- encourage them to retell it in their own words as the teacher listens for specific inclusions such as the student's ability to put ideas into his/her own words, retell parts in order, and include important details and exclude the unimportant ones.

1. Can You Spy Our School Staff? -

i) Students create a class-generated nonsense poem based on the provided pattern below. Using a three-column, large chart paper as a graphic organizer, list rooms found within the school, the corresponding staff member who works in that room, and zany actions the staff member could possibly do within that room. The action words should have -ing endings. Use these student ideas to complete a whole group-generated poem.

A possible pattern to follow:

In the (room), I spy (Name).

I spy (Name) (action word) (interacting with an object in the room)

For example:

In the library, I spy Mr. Jones.

I spy Mr. Jones sleeping on the books.

In the gym, I spy Mrs. Smith.

I spy Mrs. Smith eating a basketball.

Include enough verses so that groups of two or three students are able to illustrate one verse.

As a whole group, share and read aloud the created poem.

Incorporate reading strategies such as:

- a) reading aloud and clapping on the name of the staff member;
- b) reading aloud and practising pausing on the periods;
- c) reading aloud and dramatizing the action;
- d) circling all the words that start with a capital, and circling all the periods;
- e) isolating initial sounds, for example, "Can you spy a word that begins with sssssss?"

ii) Tell students that this poem can be enjoyed by other students in the school if it is compiled into a published collaborative class book and placed in the school or classroom library/resource centre. Review the necessary elements that need to be included in a published book, such as a book cover, title, authors,

**Eye Spy**

Language A Unit for Grade 1

160 mins

illustrators, title page, reader's comments page, etc. The teacher cuts the created verses, flips them over and has small groups of students select a verse to illustrate. The verse could be glued onto a larger sheet of paper to provide space for the illustrations. Provide a variety of art materials. The illustration should include the staff member performing the zany action, as well as the correct physical features of that staff member. In order to prepare students for the cut and paste collage technique for the culminating task, provide students with magazines to locate objects found in a particular room in a school. Cut and paste these around the staff member.

Group Skill Development:

Encourage students to reaffirm their choice of magazine pictures with other members of the group before selecting. Through discussion, encourage students to look at the person in the group when that person speaks, ask questions if they need clarification, and wait their turn to speak. They are provided with yellow sticky notes to print initial sounds of the magazine pictures on and stick beside the pasted object. Compile these responses to create a class big book. Encourage student input into the title and possible book cover style. Ensure that each student signs the author and illustrator page. Invite the student groups to read their published verse and pose asking questions to the audience, such as, "Can you spy something that starts with a _____ sound?" This provides further review of questioning techniques for the culminating task. Use BLM 4.1, When I Speak in a Group. When I Listen in a Group Checklist as a student self-assessment tool and incorporate into portfolios.

Adaptations**Resources**

	BLM 4.1 When I Speak In a Group. When I Listen In a Group Checklist	BLM_4.1_GrpSpeakListenCheck.cwk
	BLM 4.2 When Speaking/Listening in a Group Rating Scale	BLM_4.2_GrpSpkLstnRateScale.cwk
	Thank You Mr. Falkner	Patricia Polacco
	Mr. Tanen's Ties	Margery Cuyler
	Miss Nelson has a Field Day	Harry Allard
	Miss Nelson is Missing	Harry Allard
	Miss Nelson is Back	Harry Allard
	Froggy Goes to School	Jonathan London
	Show and Tell	Robert Munsch
	When Will I Read?	Miriam Cohen
	The Frog Principal	Stephanie Calmenson
	We Share Everything	Robert Munsch



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	Amanda Pig, Schoolgirl	Jean Van Leeuwen et al
	Little Witch Goes to School	Deborah Hautzig
	Franklin Goes to School	Paulette Bourgeois
	This is the Way We Go to School: A Book About Children Around the World	Edith Baer et al
	Teach Us Amelia Bedelia	Peggy Parish
	Morris Goes to School	Bernard Wiseman
	markers	
	general art materials	
	magazines or catalogues	1
	scissors	1
	glue	1
	yellow sticky notes	

Notes to Teacher

P rearrange for staff members to visit the classroom perhaps to read aloud a suggested school book to the students. Encourage students to observe unique positive features of this staff member. Consider creating a class-generated staff member experience chart and record each visiting staff member's name and two or three unique features about each staff member. This will provide support for the culminating task. Continue to add to this chart throughout the unit, as occasions arise when more information can be added about others.

Teacher Reflections

Description

This subtask further develops grade level reading, writing, oral, and visual communication skills through activity-based learning centres, with a focus on the Eye Spy theme. An emphasis is placed on cooperative learning in order to celebrate the achievement of group goals. Students experience and explore language to enhance and rehearse prior knowledge and skills. Grade level concepts such as auditory discrimination of initial sounds, sight and colour word match, character analysis, sentence rehearsal, and visual representation are developed. These skills prove useful for the culminating task. Opportunities are provided to work with a partner, a small group, as well as independently.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

CGE 5f - Catholic Graduate Expectation - A Collaborative Contributor: Exercises Christian leadership in the achievement of individual and group goals.

Expectations

- 1e3 • write simple sentences using proper punctuation (i.e., periods);
- 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).
- 1e16 – use words from their oral vocabulary as well as less familiar words from class-displayed word lists;
- 1e60 A – create some simple media works (e.g., tape-record sounds for a story).
- 1e56 A – listen to and comment positively on the contributions of others in group and class discussions;
- 1e55 A – allow others to speak, and wait their turn in conversations or class discussions;
- 1e51 A – present ideas in speech in a coherent sequence;
- 1e45 A • apply some of the basic rules of participating in a conversation and working with others;
- 1e41 A • communicate messages, and follow basic instructions and directions;
- 1e40 – use some basic conventions of formal texts to locate information (e.g., book title, page numbers).
- 1e39 – understand the use of some conventions of spelling (e.g., capital letters at the beginning of sentences);
- 1e38 – use punctuation to help them understand what they read (e.g., period, comma);
- 1e35 – use pictures and illustrations to determine the meaning of unfamiliar words;
- 1e34 – use predictable word patterns to determine the

Groupings

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

Teaching / Learning Strategies

- Peer Practice
- Literature Circles
- Puppetry
- Rehearsal/repetition/practice
- Retelling

Assessment

- Criteria to consider in your anecdotal comments:
- Does the student communicate ideas clearly?
 - Does the student listen to others talking?
 - Does the student take risks?
 - Does the student persist at a task when it is difficult?
 - Is the student curious?
 - Does the student ask questions?
 - Does the student accept routines and expectations?
 - Does the student solve his/her own problems and help others with theirs?
 - Does the student work cooperatively with others?

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- 1e25 meaning of sentences (e.g., I saw the bird/I saw the dog);
- 1e24 • use some conventions of written materials (e.g., punctuation, title) to help them understand what they read.
- 1e21 • understand the vocabulary and language structures appropriate for this grade level;
- 1e20 • read independently, using reading strategies appropriate for this grade level;
- 1e20 • read aloud in a way that communicates the meaning;

- Does the student take turns?
- Does the student encourage others to do their best?
- Does the student use supportive language?

Consider using BLM 4.1, When I Speak In a Group/ When I Listen In a Group Checklist for student self-assessment.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

Opportunities to foster an environment of cooperation and collaboration are provided through activity-based learning centres. This helps to promote a community of learners and enables students to develop a climate of mutual trust and respect. These centres provide review and rehearsal of knowledge, skills, and applications from previous subtasks. This rehearsal maximizes students' potential for the required elements within the culminating task.

Possible choices of learning centres:

Centre One - Eye Spy a Sound - Students Working in Pairs - Provide enough copies of *I Spy* books by Jean Marzollo, or any other available search books for partners to share. Refer to the Resource List for possible choices. Provide partners with one die which has six initial consonant letters printed on the sides. Choose sounds which have been explored in the previous subtasks. A student rolls the die and finds a picture of an object in the *I Spy* book which begins with that sound. The partner should reaffirm the student's selection. Consider providing recording sheets for students to illustrate objects that they find. See BLM 5.1, Roll a Die. This will provide an at-a-glance assessment for the teacher.

Centre Two - Eye Spy Concentration Game - Students Working in Small Groups - Reproduce BLM 5.2, I Spy Colours, on cover stock. The teacher creates a set of cards with one side illustrating matching colours. This creates Eye Spy colour sentences and colour cards for students to play the game. The student chooses a sentence card which is facing down and reads it out loud, e.g., "I spy yellow." That student tries to match it with a selected colour card which has been placed face down. If the student makes a match between a sentence card and a colour card, the cards may be kept. If not matched, they are returned face down. Play continues until all cards have been matched. The winner is the student with the most cards. Encourage students to play fairly and use supportive language such as, "Terrific! You have a match!"

Centre Three - Eye Spy a Book Character - Students Working in Small Groups and Individually - At the listening centre, provide books and a tape appropriate for the general reading level of the students. Consider selecting a story with a main character and pictures that enhance their understanding of the text. Each student should have their own copy of the text to follow along. After listening to the story, students complete BLM 5.3, I Spy a Character. Students will complete sentence starters about the main character. This will provide insight into their listening comprehension.

Centre Four - Can You Spy Game? - Students Working in Pairs - Reproduce BLM 5.4, Can You Spy? on cover stock and colour and glue the provided pictures on the back side. These prepared sentence cards are placed with the sentence facing up in a pile. Partner A holds up a sentence card. Partner B reads it aloud. Partner A reaffirms Partner B's reading because the picture of the object has been glued on the back side of

Eye Spy

Language A Unit for Grade 1

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the sentence card for checking. If read correctly, Partner B gets to keep the card. If incorrect, it is placed on the bottom of the pile. Switch roles after each sentence card. Remind students to refer to provided class word wall for unknown words.

Centre Five - Eye Spy a Mural Story - Students Working in Small Groups - The group cooperatively chooses a story book that the teacher has read in a previous subtask. As a group, encourage students to retell the story by observing the illustrations only as the pages are turned. Students take turns retelling each page. The group picks a favourite part of the story and paints a mural depicting the events. Encourage the inclusion of all the characters, as well as a detailed setting. Students record captions on paper strips for the mural. These captions could be the title of the book, the author's name, as well as asking sentences to entice the audience to solve the riddles. Suggestions could be:

Can you spy the title?

Can you spy the author's name?

Can you spy the setting?

Can you spy a character?

Can you spy the sun?

The mural should be displayed for student interaction.

Centre Six - Eye Spy a Friend Mobile - Students Working in Small Groups - Each student in the group prints his/her name on an index card. Place them face down and mix. Students pick a card and draw a small picture of that group member on a larger card. Write a word or words that tell about the group member's unique features on a different card strip. Students may attach these together using a paper hole punch and provided string or yarn. The cards could be attached to one another in a horizontal manner with the picture, the name, and the feature card hanging down. This could then be attached to the bottom of a card with the caption: I spy a friend. These could be displayed in the classroom as mobiles.

Upon completion of centre rotation, initiate a whole group discussion for feedback from students about their partner or group activities. Encourage student suggestions for possible solutions to problems encountered and how they may be avoided. Celebrate students who demonstrated cooperative learning.

See Notes to Teacher for suggestions on how to foster a spirit of loving cooperation in your classroom.

Adaptations

Resources

- | | | |
|---|---|---------------------------------|
|  | BLM 5.1 Roll a Die | BLM_5.1_DieRollingWorksheet.cwk |
|  | BLM 5.2 I Spy Colours | BLM_5.2_ISpyColours.cwk |
|  | BLM 5.3 I Spy a Character | BLM_5.3_CharacterWorksheet.cwk |
|  | BLM 5.4 Can You Spy? | BLM_5.4_CanYouSpyCards.cwk |
|  | I Spy School Days: A Book of Picture Puzzles | Jean Marzollo |
|  | The Amazing I Spy ABC | Ken Laidlaw |



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	Each Peach Pear Plum	Janet and Allan Ahlberg
	I Spy In the Jungle	Damon Burnard
	I Spy In the Ocean	Damon Burnard
	Look-Alikes	Joan Steiner
	Look-Alikes Jr.: Find More Than 700 Hidden Everyday Objects	Joan Steiner
	Alphabet City	Stephen Johnson
	small wooden cubes for consonant die	
	colouring tools	
	mural paper	
	glue	
	string or yarn	
	hole punch	
	scissors	
	paints and paint brushes	
	listening centre with headphones	

Notes to Teacher

To foster a spirit of cooperation in your classroom, consider encouraging students to help one another to learn by modelling how to support, coach, and mentor. Use and encourage the use of supportive language such as: Any problems? Any questions? We seem to have a problem with _____. What can we do together to work things out? Way to work! Way to cooperate! Isn't it wonderful when we work together?

Encourage student work and share group skills. Students can begin to learn about group responsibilities such as taking turns, asking helpful questions, giving positive feedback, being a good listener, using supportive language, etc.

Learning centres are most effective if all the necessary materials and supplies are organized and in place. Establish consistent set-up and cleanup routines.

Teacher Reflections

Description

In this subtask, students explore the *I Spy* books by Jean Marzollo and Walter Wick, or other similar search books. In order to value and honour the important role of the family, a family component is included. Students are encouraged to do an assigned initial sound search of objects they find in the home or school. Following the Can You Spy? language pattern, a family-generated collaborative book is created at school including all elements of a published book. Students participate in a "four corners" read activity to present their family's response to a small group. Students also use the *I Spy* books to create individual student bookmarks. On each bookmark, students record two or three asking sentences, enticing the audience to spy school objects found within the book, for example, Can you spy a desk? Can you spy a clock? Correct punctuation is reinforced. The bookmarks are inserted into the corresponding pages of search books. Students are encouraged to trade and explore the riddles inserted into the proper page in the book. The class also publishes a collaborative class *I Spy* book, which is computer-generated, using a computer graphic program such as Corel Draw or KidPix. In pairs, students create a computer-generated page that highlights a sketch of themselves with a collage of school objects. They record appropriate text on their pages. This prepares students for the independent response in the culminating task.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

CGE 6c - Catholic Graduate Expectation - A Caring Family Member: Values and honours the important role of the family in society.

Expectations

- 1e56 – listen to and comment positively on the contributions of others in group and class discussions;
- 1e55 – allow others to speak, and wait their turn in conversations or class discussions;
- 1e48 • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
- 1e47 A • create some simple media works;
- 1e46 A • view, read, and listen to media works with simple messages or factual information and describe what they have learned;
- 1e44 • respond to familiar or predictable language patterns by joining in or using choral response;
- 1e41 A • communicate messages, and follow basic instructions and directions;
- 1e39 A – understand the use of some conventions of spelling (e.g., capital letters at the beginning of sentences);
- 1e38 A – use punctuation to help them understand what they read (e.g., period, comma);
- 1e35 – use pictures and illustrations to determine the meaning of unfamiliar words;

Groupings

- Students Working In Pairs
- Students Working In Small Groups
- Students Working Individually

Teaching / Learning Strategies

- Computer Assisted Learning
- Classifying
- Buddy System
- Graphic Applications

Assessment

Students would benefit from a teacher conference for input on the computer-generated collage to enhance their collage technique in the culminating task. Feedback on their organization and use of words/punctuation would also be advantageous. Use BLM 6.3, Questions to Guide a Conference.

- 1e21 • read independently, using reading strategies appropriate for this grade level;
- 1e20 • read aloud in a way that communicates the meaning;
- 1e16 A – use words from their oral vocabulary as well as less familiar words from class-displayed word lists;
- 1e11 A – use a period at the end of a statement;
- 1e8 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 1e7 • use and spell correctly the vocabulary appropriate for this grade level;
- 1e5 A • use some materials from other media (e.g., computer clip-art) to enhance their writing;
- 1e3 • write simple sentences using proper punctuation (i.e., periods);
- 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);
- 1e60 A – create some simple media works (e.g., tape-record sounds for a story).

Include samples of students finished products in their individual portfolios.

Assessment Strategies

- Portfolios
- Conference

Assessment Recording Devices

- Anecdotal Record

Teaching / Learning

1. Can You Spy at Home? -

i) Select a search book such as *I Spy* by Jean Marzollo or one suggested in the Resource List. As a whole class, with the teacher using read-aloud techniques, explore the riddles and pictures within the book. Encourage student-generated riddles to complement each page. Present students with a copy of the family newsletter/template BLM 6.1, *Can You Spy?* Explain to students that they are to do an initial sound search of objects they find in a home or a school with a family member. Included on the *Can You Spy?* template, the teacher pre-records a consonant sound on the top line to avoid duplication of letters, if possible. Students illustrate four objects that begin with that sound. They record asking sentences based on the *Can you spy?* riddle pattern. Included on the bottom of the template is a brief description of the task for the family member. This bottom feature can be removed before compiling into a class collaborative book.

ii) Upon return to school, students participate in a "four corners" read activity to present their family response riddle page to a small group. This strategy involves four students reading to a small group in each of the four corners in the classroom at one time. Students within the small groups take turns to share and read. Encourage listeners to be attentive and supportive to the presenter. Consider having the listeners provide one or two kind compliments to the presenter. Once all students have shared, compile the pages into a published format using student suggestions and input for all the required elements of a published book.

2. Can You Spy at School? -

Use the available collection of search books and divide students into small groups depending on the number of available books. Students use these search books BLM 6.2, *Can You Spy a Bookmark?* and record three asking sentences enticing the audience to spy school objects found within the pages, for example:

Can you spy a desk?

Can you spy a clock?

Remind students to refer to the names of school objects found on the word wall. Correct punctuation should be reinforced. Upon completion, the bookmarks are inserted into the corresponding pages of the *spy/search* book. Students are encouraged to trade and explore the bookmark's request. This sharing could be done with a partner.

3. Computer-generated Eye Spy Book -

Using a computer graphics program such as Corel Draw or KidPix 2, students working in pairs will create a computer-generated page. This page features a sketch of their heads surrounded by a collage of school objects special to them. Consider providing junior buddies to assist with this process. Remind students to include

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age-appropriate facial details. On the bottom of the hard copies, students record the modelled caption:

This is (student A's name). This is (student B's name).

Can you find a _____, a _____, and a _____?

Compile the completed pages into a published format with student ownership included in the process.

This process prepares students for the independent performance task of creating a collage in the culminating task. Use BLM 6.3, Questions to Guide a Conference, with students.

Adaptations

Resources

-  **BLM 6.1 Can You Spy?** BLM_6.1_CanYouSpyWorksheet.cwk
-  **BLM 6.2 Can You Spy a Bookmark?** BLM_6.2_BookmarkWorksheet.cwk
-  **BLM 6.3 Questions to Guide a Conference** BLM_6.3_GuideQuestions_T.cwk
-  **CoreIDRAW 8 Academic**
-  **Kid Pix 2**
-  **I Spy Christmas** Walter Wick/Jean Marzollo
-  **I Spy In the Ocean** Damon Burnard
-  **I Spy - Fun House** Walter Wick/Jean Marzollo
-  **I Spy Fantasy** Jean Marzollo/Walter Wick
-  **I Spy Gold Challenger** Walter Wick/Jean Marzollo
-  **I Spy In the Jungle** Damon Burnard
-  **writing tools**
-  **book binding tools**
-  **computers**

Notes to Teacher

If computers and/or computer assistants are not available, computer-generated Eye Spy Book may become an extension activity.

A letter, explaining the activity BLM 6.1 and the role of the family member, should accompany the activity that is to be completed at home.

Teacher Reflections



Description

To promote a welcoming school environment and a sense of belonging to the school's faith community, students use the knowledge and skills acquired throughout the subtasks to assist them to become more effective communicators. Students become School Ambassadors to highlight important features within the school environment. Students create posters to highlight individual rooms, objects, and adults within the building. These posters are the focus of an oral presentation to reaffirm to classmates the unique elements within the school and to orientate any new students, families, or visitors to the school. The posters entice the audience to locate specific features found within an area of the school by using the I Spy concept. Students identify features of the rooms to be included on the poster, as well as the initial sound of all the features. The school staff member who works in that area is highlighted in a brief written report included on the poster. During this process, students interview, write, read, speak, and provide visual representation of God's world around them. The posters are displayed in the appropriate space within the school so that the audience, such as other students, can interact and confirm the highlighted features of the school. As School Ambassadors, throughout the school year, students provide any new students or visitors to the school a tour of the building using the student-generated posters to highlight important parts of the school community.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

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 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;
- 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).
- 1e11 – use a period at the end of a statement;
- 1e17 – print legibly (capitals and small letters);
- 1e18 – leave spaces between words.
- 1e35 – use pictures and illustrations to determine the meaning of unfamiliar words;
- 1e38 – use punctuation to help them understand what they read (e.g., period, comma);
- 1e39 A – understand the use of some conventions of spelling (e.g., capital letters at the beginning of

Groupings

- Students Working Individually
- Students Working In Pairs

Teaching / Learning Strategies

- Interview
- Oral Presentation
- Report
- Role-playing

Assessment

Teachers need to create an assessment recording device for the culminating task. Criteria include: reasoning, communication, organization of ideas, and application of language. Consider using ongoing anecdotal records to record student progress. Insert any valuable student responses into progress portfolios.

Assessment Strategies

- Classroom Presentation
- Performance Task



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- sentences);
- 1e46 • view, read, and listen to media works with simple messages or factual information and describe what they have learned;
- 1e47 • create some simple media works;
- 1e48 A • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
- 1e51 – present ideas in speech in a coherent sequence;

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

Student Task:

- 1) You will become a School Ambassador to show important places and things in our school.
- 2) You will create a Can You Spy? poster.
- 3) On the poster, paste at least six pictures of objects found in one room of the school. One object should be a Catholic symbol or artefact. The pictures of the objects found in the room should be glued in a collage style around the picture of a staff member who works in that room.
- 4) A brief interview is needed to gather important information about this staff member. You will add three or four sentences to tell about that person.
- 5) There should be one riddle sentence for each object. Use Can you spy a _____? sentence patterns. All the sentences should have capitals, periods, and question marks in the proper places.
- 6) When the poster is complete, use yellow sticky notes to place the letter of the initial sound of the object onto the picture of the object.
- 7) Practise your role of School Ambassador by presenting the poster to your classmates in the assigned room. Your classmates try to solve your Can You Spy? riddles by finding the objects on the poster within that room.
- 8) If you wish, you may take turns to be a School Ambassador to welcome any new students or visitors who come to the school at a later date. As an Ambassador, when you enter a room, you could share the Can You Spy? poster with the visitor or the new student. This would be a fun way to make these special people feel welcome to our school community.

Recommended Strategies:

Since students are emerging readers, this culminating task assignment is to be presented orally. Perhaps record the above Student Task on a chart to refer to throughout this process.

The teacher needs to ensure that all students have a clear understanding of the task. This helps to eliminate any problems during the independent work sessions. Consider the use of diagrams and visual aids to clarify necessary elements.

Before presenting this culminating task, decide on the visual organization of the elements of the poster.

You may prefer to help students manage the written language which is to be placed on the posters in small work periods. Consider providing each student with an appropriate size and colour of paper for each of the required text elements of the poster. Model possible ways to organize the pictures and the text element papers on the posters before they affix them.

Options to consider for the pictures on the poster:

- Assign a junior peer with knowledge of proper and safe use of the school's digital/regular camera to take pictures of the six objects and the staff member in the room. Arrange adult supervision for these students so that they remain supervised throughout this process.
- Use hand-drawn or computer-generated pictures.
- Use school/office supply order catalogues/magazines.

Possible staff member interview format:

Provide students with a copy of BLM 7.1, Who Are You? to use during the interview. Students should rehearse the script text on the blackline master. This could be accomplished by recording all the elements of BLM 7.1 on a large chart paper and choral reading repetitively as needed. Consider allowing a classmate to go along for the



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175 mins

interview for support, if needed. It is important to indicate to students that the interviewer should be the only person questioning. Some students may feel confident enough to embark on this adventure unassisted. You will need to prearrange appropriate time allotments so that the staff member will be available. For safety precautions, the staff member to be interviewed should be encouraged to come to the classroom where the interview can be held in a quiet place so that students do not venture throughout the building unsupervised.

The teacher needs to provide a template on chart paper with possible sentence starters for the staff member's features:

The teacher's/staff member's name is _____.

She/he has _____.

She/he likes _____.

Can you spy her/him?

Suggestions for sentence riddles:

You may want to provide a sentence starter for the six Can You Spy? sentence riddles, e.g., Can you spy a _____? These could be written on a chart for reference throughout the activity. Observe students who are able to use the class-generated word wall effectively throughout this process.

The proper use of the initial sound yellow sticky notes which students will attach to the posters, should be assessed by the teacher before the oral presentation of the posters. Once assessed, these should be removed by the teacher. Consider adding these observations to your anecdotal comments.

Adaptations

Resources



BLM 7.1 Who Are You?

BLM_7.1_InterviewWorksheet.cwk



School Days graphics



various sizes and colours of paper



scissors



writing tools



art supplies



glue



school or office supply catalogues



regular or digital camera



Notes to Teacher

To enhance students' role as School Ambassadors throughout the school year, a School Ambassador sash could be created from ribbon or felt for students to wear during the culminating task presentation and during school tours. The school's parent group may be willing to provide monetary and creative support for this endeavour. Perhaps a Catholic symbol or the Parish name could be added to embellish the sash.

Consider asking individual classroom teachers for permission to display the student Can You Spy? posters throughout the year in a convenient area of the room which would not distract from the learning environment. This would be helpful while the appointed student School Ambassador is conducting a tour. A good location would be around the classroom's door.

Teachers should create an assessment tool for the culminating task. Level 3 performance criteria are:

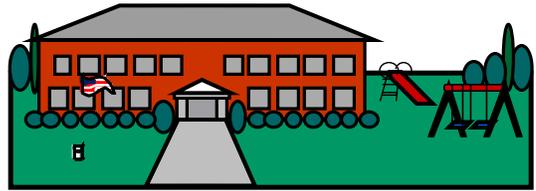
Reasoning: The student provides pertinent information about the staff member and the room elements on the poster.

Communication: The student independently and clearly articulates the information gathered on his/her poster in an oral presentation; describes the selected room and the staff member, including some elements, in detail.

Organization of Ideas: The student organizes the collected information about the staff member and the room elements in an appropriate and logical format, being conscious of spacing, placement and legibility.

Application of Language Conventions: The written elements on the poster demonstrates the conventions studied with few minor errors and/or omissions.

Teacher Reflections



Appendices

Eye Spy
Language

Resource List:
Black Line Masters:
Rubrics:
Unit Expectation List and Expectation Summary:



Eye Spy

Language A Unit for Grade 1



Blackline Master / File

BLM 1.1 I Spy In My School	ST 1
BLM_1.1_SpyinSchoolChart.cwk	
BLM 1.2 I Spy In My School Initial Assessment Checklist	ST 1
BLM_1.2_InitialAssesmtCheck.cwk	
BLM 1.3 Assessing Oral and Visual Communication	ST 1
BLM_1.3_OralVizAssesmtCheck.cwk	
BLM 2.1 Criteria for Assessing Personal Journal Entry Checklist	ST 2
BLM_2.1_AssesmtJournalCheck.cwk	
BLM 2.2 Who Do You Spy?	ST 2
BLM_2.2_WhoYouSpyWorksheet.cwk	
BLM 3.1 Can You Spy a Beginning Sound?	ST 3
BLM_3.1_BeginSoundWorksheet.cwk	
BLM 3.2 Can You Spy a Sentence?	ST 3
BLM_3.2_SentencesWorksheet.cwk	
BLM 3.3 Can You Spy?	ST 3
BLM_3.3_CanYouSpyQuestions.cwk	
BLM 4.1 When I Speak In a Group. When I Listen In a Group Checklist	ST 4
BLM_4.1_GrpSpeakListenCheck.cwk	
BLM 4.2 When Speaking/Listening in a Group Rating Scale	ST 4
BLM_4.2_GrpSpkLstnRateScale.cwk	
BLM 5.1 Roll a Die	ST 5
BLM_5.1_DieRollingWorksheet.cwk	
BLM 5.2 I Spy Colours	ST 5
BLM_5.2_ISpyColours.cwk	
BLM 5.3 I Spy a Character	ST 5
BLM_5.3_CharacterWorksheet.cwk	
BLM 5.4 Can You Spy?	ST 5
BLM_5.4_CanYouSpyCards.cwk	
BLM 6.1 Can You Spy?	ST 6
BLM_6.1_CanYouSpyWorksheet.cwk	
BLM 6.2 Can You Spy a Bookmark?	ST 6
BLM_6.2_BookmarkWorksheet.cwk	
BLM 6.3 Questions to Guide a Conference	ST 6
BLM_6.3_GuideQuestions_T.cwk	
BLM 7.1 Who Are You?	ST 7
BLM_7.1_InterviewWorksheet.cwk	



Licensed Software

CoreIDRAW 8 Academic	ST 6
Kid Pix 2	ST 6



Print

A Picture Book of Helen Keller	Unit
David A. Adler 0-8234-0950-3	
A Rainbow of Friends	ST 2
P.K. Hallinan	
ABC I Like Me	ST 2
Nancy Carlson	
Alphabet City	ST 5
Stephen Johnson	
Amanda Pig, Schoolgirl	ST 4
Jean Van Leeuwen et al	
Before & After	Unit
Jan Thornhill 1-895688-61-2	
Before & After	Unit
Jan Thornhill 1-895688-61-2	
Don't Need Friends	ST 2
Carolyn Crimi	
Each Peach Pear Plum	ST 5
Janet and Allan Ahlberg	
Emma's Magic Winter	ST 2
Jean Little	
Franklin Goes to School	ST 1
Paulette Bourgeois	
Franklin Goes to School	ST 4
Paulette Bourgeois	
Froggy Goes to School	ST 1
Jonathon London	
Froggy Goes to School	ST 4
Jonathan London	
Fully Alive - Grade 1	Unit
Ontario Conferene of Catholic Bishops 0-02-953508-5	
God Loves Me Just the Way I Am	ST 2
Pat Winston	
Have You Seen Bugs	Unit
Joanne Oppenheim 0-590-24322-5	
I Have to See This!	Unit
Richard Thompson 1-55037-014-6	



Eye Spy

Language A Unit for Grade 1

I Like Being Me Judy Lalli	ST 2	Just Me and My Friend Mercer Mayer 03071 19475	ST 2
I Should Be Me Julianne Desautels	ST 2	Keep Looking Millicent Selsam and Joyce Hunt 0-02-781840-3	Unit
I Spy Christmas Walter Wick/Jean Marzollo 0-590-45846-9	Unit	Life is Fun Nancy Carlson	ST 2
I Spy Christmas Walter Wick/Jean Marzollo 0-590-45846-9	ST 6	Little Bear's Friend Else Homelund Minarik	ST 2
I Spy Fantasy Jean Marzollo/Walter Wick 0-590- 46295-4	Unit	Little Beaver and the Echo Amy MacDonald	ST 2
I Spy Fantasy Jean Marzollo/Walter Wick 0-590-46295-4 Collages of materials to discover.	ST 6	Little Polar Bear and the Husky Pup Hans De Beer	ST 2
I Spy - Fun House Walter Wick/Jean Marzollo 0-590-46293-8	Unit	Little Polar Bear Finds a Friend Hans De Beer	ST 2
I Spy - Fun House Walter Wick/Jean Marzollo 0-590-46293-8	ST 6	Little Witch Goes to School Deborah Hautzig	ST 1
I Spy Gold Challenger Walter Wick/Jean Marzollo 0-590 -04296-3	Unit	Little Witch Goes to School Deborah Hautzig	ST 4
I Spy Gold Challenger Walter Wick/Jean Marzollo 0-590 -04296-3	ST 6	Look - Alikes Joan Steiner 0-316-81271-4	Unit
I Spy In the Jungle Damon Burnard	ST 5	Look-Alikes Joan Steiner	ST 5
I Spy In the Jungle Damon Burnard	ST 6	Look-Alikes Jr.: Find More Than 700 Hidden Everyday Objects Joan Steiner	ST 5
I Spy In the Ocean Damon Burnard	ST 5	Miss Nelson has a Field Day Harry Allard	ST 1
I Spy In the Ocean Damon Burnard	ST 6	Miss Nelson has a Field Day Harry Allard	ST 4
I Spy Mystery Walter Wick/Jean Marzollo 0-590-46294-6	Unit	Miss Nelson is Back Harry Allard	ST 1
I Spy School Days: A Book of Picture Puzzles Jean Marzollo	ST 5	Miss Nelson is Back Harry Allard	ST 4
I Spy - Teasure Hunt Walter Wick/Jean Marzollo 0-439-04244-5	Unit	Miss Nelson is Missing Harry Allard	ST 1
I Wish That I Had Duck Feet Theo LeSieg	ST 2	Miss Nelson is Missing Harry Allard	ST 4
If At First you Do Not See Ruth Brown 0-7736-7374 -1	Unit	Morris Goes to School Bernard Wiseman	ST 1
It Looked Like Split Milk Charles G. Shaw 0-06-443159-2	Unit	Morris Goes to School Bernard Wiseman	ST 4
		Mr. Tanen's Ties Margery Cuyler	ST 1
		Mr. Tanen's Ties Margery Cuyler	ST 4
		My Friends and Me: A First Look at Friendship Pat Thomas	ST 2
		Now You See Them, Now You Don't Francois Caumartin 0-590-7035-0	Unit



Eye Spy

Language A Unit for Grade 1

Olivia Saves the Circus Ian Falconer	ST 2	The Frog Principal Stephanie Calmenson	ST 4
Optical Tricks Walter Wick 0-590-22227-9	Unit	The Watcher Brenda Silsbe 1-55037-385-4	ST 1
Penguin Pete's New Friends Marcus Pfister	ST 2	This is the Way We Go to School: A Book About Children Around the World Edith Baer et al	ST 4
Polar Bear, Polar Bear, What Do You Hear? Bill Martin Jr.	ST 3	Thomas' Snowsuit Robert Munsch	ST 1
Quick As a Cricket Audrey Wood	ST 2	We Belong to God - Year One Canadian Conference of Catholic Bishops 0-88997-303-2	Unit
Round Trip Ann Jonas 0-688-09986-6	Unit	We Share Everything Robert Munsch	ST 4
Ruby the Copycat Peggy Rathman	ST 2	What Do You See in a Cloud? Allan Fowler 0-516-20222-7	Unit
Sarah Saw a Blue Macaw Jo Ellen Bogart 0-590-73809-7	Unit	What I Like Catherine Anholt	ST 2
See Hear Playing with Light and Sound Milan Tytla 1-55037-988-7	Unit	What Makes Me Happy? Catherine Anholt and Laurence Anholt	ST 2
Seeing in Living Things Karen Hartley Chris Macro and Philip Taylor 1-57572-247-X	Unit	What's the Recipe for Friends? Greg Williamson	ST 2
Seeing Things Allan Fowler 0-516-44910-9	Unit	When Will I Read? Miriam Cohen	ST 4
Show and Tell Robert Munsch	ST 1	Who Am I? Michelle Hackerott	ST 2
Show and Tell Robert Munsch	ST 4	Yoko Rosemary Wells	ST 2
Tacky the Penguin Helne Lester	ST 2		
Teach Us Amelia Bedelia Peggy Parish	ST 4		
Thank You Mr. Falkner Patricia Polacco	ST 4		
That's What a Friend Is P.K. Hallinan 0516436287	ST 2		
The 13th Clue Ann Jonas ISBN 0-440-40887-3	ST 3		
The Amazing I Spy ABC Ken Laidlaw	ST 5		
The Eye book Theo. LeSieg 0-394-91094-X	Unit		
The Eye Book Theo. La Sieg IBSN 394-81094-5	ST 3		
The Frog Principal Stephanie Calmenson	ST 1		



Eye Spy

Language A Unit for Grade 1



Website

School Days graphics ST 7
<http://www.yahooligans.com>



Material

art supplies ST 7
per person

black tempa paint ST 1
1
per pair

book binding tools ST 6
per class

camera ST 2
per class
Consider the use of a digital camera if the school has one available.

chart paper ST 2
per class

collection of found school objects ST 3
per class

colouring tools ST 5
per person

drawing tools ST 2
per person

general art materials ST 4
per class

glue ST 4
1
per person

glue ST 5
per group

glue ST 7
per person

hole punch ST 5
per group

magazines or catalogues ST 4
1
per person

markers ST 2

markers ST 4
per class

mural paper ST 5
per group

overhead acetate ST 3
per class

paints and paint brushes ST 5
per group

paper plates ST 3
1
per person

plastic bags or envelopes ST 3
1
per person

pre-made flip-up booklet ST 2
1
per person
Refer to part 3.

school or office supply catalogues ST 7
per class

scissors ST 3
1
per person

scissors ST 4
1
per person

scissors ST 5
per group

scissors ST 7
per person

shoe box lids ST 1
1
per pair

small wooden cubes for consonant die ST 5
per group

stapler ST 2
per class

string or yarn ST 5
per group

table salt or sand ST 1
per pair

various sizes and colours of paper ST 7
per person

writing tools ST 6
per person

writing tools ST 7
per person

yellow sticky notes ST 3
per class

yellow sticky notes ST 4
per class



Eye Spy

Language A Unit for Grade 1



Equipment / Manipulative

computers	ST 6
per pair	
listening centre	ST 3
per class	
listening centre with headphones	ST 5
per group	
overhead projector	ST 3
1	
per class	
regular or digital camera	ST 7
per class	

I Spy In My School

Name: _____ Date: _____

Draw three things you spy in each room. Print the name below each one.

library	gym
prayer room	principal's office

I Spy In My School Initial Assessment Checklist

Name: _____ Date: _____

The Student:	Comments
follows basic instructions	
prints name legibly	
uses clear and accurate illustrations	
demonstrates evidence of early print awareness	
demonstrates an awareness of initial/ending/ medial sounds	
prints alphabet letters properly	

Additional Comments:

Assessing Oral and Visual Communication

Name: _____

Date: _____

Can the student:	Comments
communicate messages and follow basic instruction?	
ask questions about the environment and offer personal opinions?	
use inventive spelling to label objects?	
represent objects in the immediate environment?	
illustrate objects and use print in an organized manner?	

Criteria for Assessing Personal Journal Entry Checklist

Name: _____ Date: _____

The Student:	Y	N	Comments
prints random letters			
uses sounds when writing unknown words			
uses beginning and ending sounds			
uses some vowels			
represents all sounds in words			
has own rules for spelling some words			
prints simple sentences			
prints more complex sentences			
shows spacing between words			
uses capitals and punctuation			
uses visuals to complement the message			
maintains focus in the message			

Comments:

Who Do You Spy?

Name: _____ Date: _____

Ask a friend questions and record the answers using pictures and words.

name	eye or hair colour	pets
sports	foods	games

My friend is _____.

My friend has _____.

My friend like _____

Can You Spy a Beginning Sound?

Name: _____ Date: _____

Use a book to spy things that begin with each sound. Use pictures and words.

m



s



p



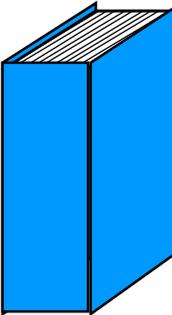
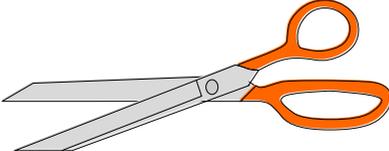
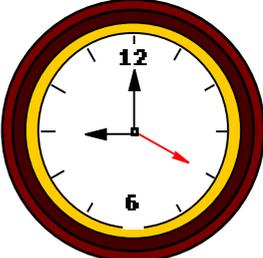
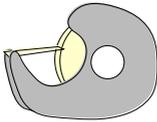
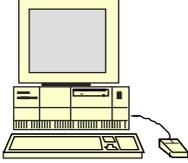
r



Can You Spy a Sentence?

Can	can
You	you
the	spy
?	.

Can You Spy a Sentence?

<p>book</p> 	 <p>pen</p>
 <p>pencil</p>	 <p>scissors</p>
 <p>clock</p>	 <p>tape</p>
 <p>glue</p>	 <p>computer</p>

Can You Spy?

Name: _____

Date: _____

Read the sentence, then circle Yes or No



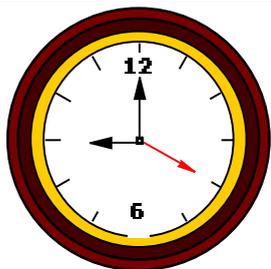
Can you spy the glue?

Yes No



Can you spy the book?

Yes No



Can you spy the pencil?

Yes No



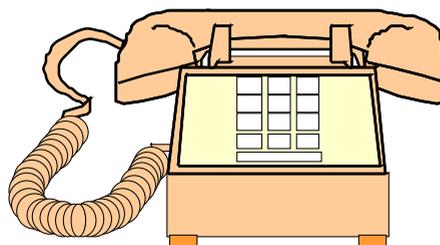
Can you spy the pencil?

Yes No



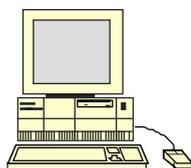
Can you spy the flag?

Yes No



Can you spy a book?

Yes No



Can you spy the clock?

Yes No



Can you spy the school?

Yes No

When I Speak in a Group Checklist

Name: _____ Date: _____

	Yes	No
1. I look at the person I'm speaking to.		
2. I speak loud enough so others can hear me.		
3. I think about what I want to say.		
4. I speak clearly so others can understand me.		
5. I answer questions.		

Next time, I need to

When I Listen in a Group Checklist

Name: _____ Date: _____

	Yes	No
1. I am quiet.		
2. I look at the person who is speaking.		
3. I wait my turn before I speak.		
4. I ask questions if I didn't understand the speaker.		
5. I remember what the speaker said.		

Next time, I need to _____

When Speaking/Listening In a Group Rating Scale

Name: _____

Date: _____

1-Rarely

2-Sometimes

3-Usually

4-Consistently

Speaking

1. looks at person he/she is speaking to	1	2	3	4
2. speaks with appropriate volumes	1	2	3	4
3. speaks clearly	1	2	3	4
4. answers questions	1	2	3	4
5. thinks about what he/she will say	1	2	3	4

Comments:

Listening

1. looks at person who is speaking	1	2	3	4
2. waits his/her turn before speaking	1	2	3	4
3. asks questions for clarification	1	2	3	4
4. remembers what the speaker says	1	2	3	4
5. remains focused while speaker talks	1	2	3	4

Comments:

Roll a Die

Name: _____ Date: _____

Print the letter you roll in the small star box. Draw pictures of objects that begin with that sound in the long box. Print the names of the objects under the pictures.

*	
*	
*	
*	
*	
*	

I Spy Colours

I spy yellow.

I spy red.

I spy blue.

I spy green.

I spy black.

I spy orange.

I spy brown.

I spy purple.

I spy white.

I Spy a Character

Name: _____ Date: _____

Book Title: _____

Author: _____

Draw a picture of the character in the box.



The character's name is _____.

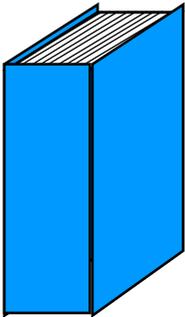
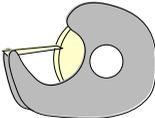
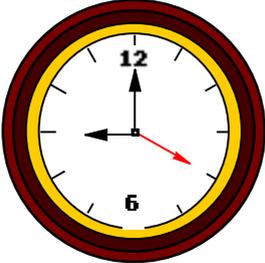
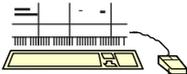
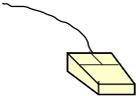
The character has _____

_____.

The character is _____

_____.

Can You Spy?

Can You Spy?

Can you spy a blue book?

Can you spy a white glue bottle?

Can you spy a red pen?

Can you spy a yellow pencil?

Can you spy the orange tape?

Can You Spy?

Can you spy a yellow clock?

Can you spy the brown church?

Can you spy the red school?

Can you spy the purple mouse?

Can you spy the orange ball?

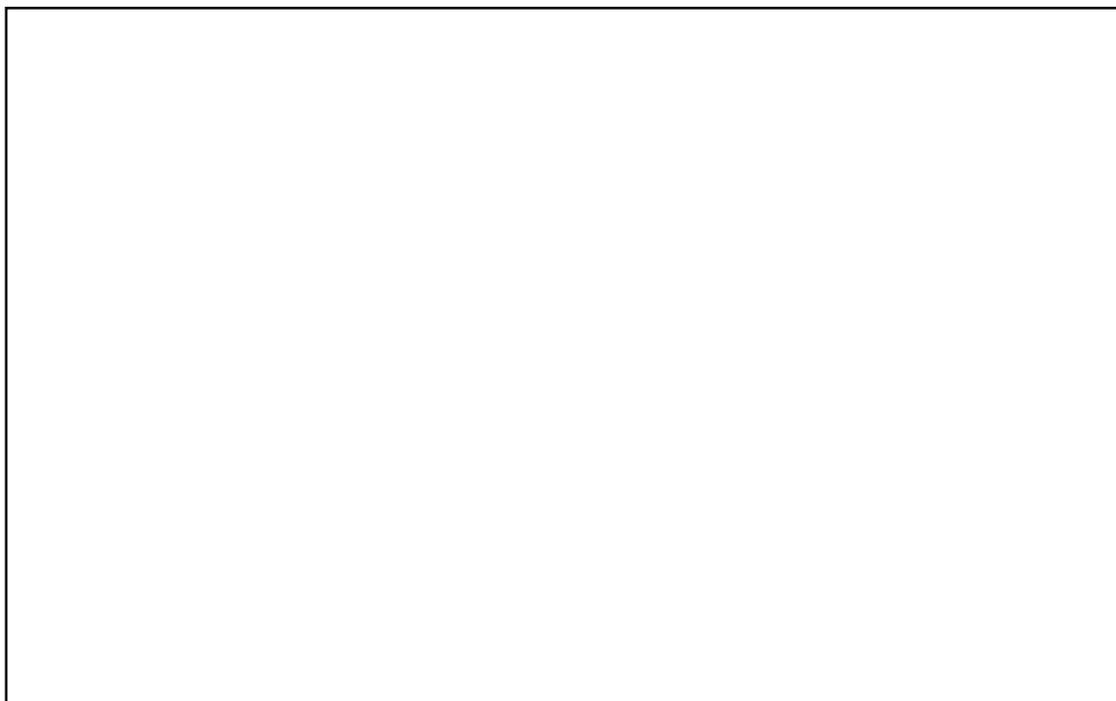
Can You Spy?

Can you spy the green ball?

Can you spy the white computer?

Can You Spy?

Name: _____



1. Can you spy a _____ ?
2. Can you _____ ?
3. Can _____ ?
4. _____ ?

Please help your child find four objects in the home that begin with the sound at the top of the page. Your child will draw the four different objects in the box and record the sentences following the provided pattern. Please assist in the proper spelling of the found objects.

Can You Spy a Bookmark?

Name: _____

Name: _____

_____ title

_____ title

_____ author

_____ author

_____ page number

_____ page number

1. Can you spy a _____

1. Can you spy a _____

2. Can _____

2. Can _____

3. _____

3. _____

Questions to Guide a Conference (Teacher)

Name: _____ Date: _____

Is there anything you needed help with?

How did you figure out how to spell _____?

Why did you use a capital (period, question mark) in this part of the sentence?

What was something you found easy in your writing?

Did you have any problems when you were writing?

Did you have any problems creating the collage? (optional)

Additional Comments:

Who Are You?

Hello, my name is _____.

May I ask you some questions?

Please help me read or spell any special words I need to use in the boxes.

name	eye or hair colour	pets
sports	foods	games

The _____ name is _____

She/he has _____

She/he likes _____

Can you spy her/him?

Eye Spy
Language A 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);	1	2
<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);	1	3
<input type="checkbox"/> 1e3	• write simple sentences using proper punctuation (i.e., periods);	4	1
<input type="checkbox"/> 1e4	• produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);	1	2
<input type="checkbox"/> 1e5	• use some materials from other media (e.g., computer clip-art) to enhance their writing;	1	1
<input type="checkbox"/> 1e6	• begin to revise written work, with the assistance of the teacher;	1	
<input type="checkbox"/> 1e7	• use and spell correctly the vocabulary appropriate for this grade level;	4	2
<input type="checkbox"/> 1e8	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).	4	2
<input type="checkbox"/> 1e11	– use a period at the end of a statement;	2	2
<input type="checkbox"/> 1e16	– use words from their oral vocabulary as well as less familiar words from class-displayed word lists;	4	2
<input type="checkbox"/> 1e17	– print legibly (capitals and small letters);	2	1
<input type="checkbox"/> 1e18	– leave spaces between words.	1	1

English Language---Reading

<input type="checkbox"/> 1e20	• read aloud in a way that communicates the meaning;	2	
<input type="checkbox"/> 1e21	• read independently, using reading strategies appropriate for this grade level;	3	1
<input type="checkbox"/> 1e22	• express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;	1	
<input type="checkbox"/> 1e24	• understand the vocabulary and language structures appropriate for this grade level;	3	1
<input type="checkbox"/> 1e25	• use some conventions of written materials (e.g., punctuation, title) to help them understand what they read.	3	
<input type="checkbox"/> 1e26	– use their knowledge and experience to understand what they read;	2	
<input type="checkbox"/> 1e28	– follow written directions;		1
<input type="checkbox"/> 1e29	– reread all or parts of a written piece to clarify their understanding of its meaning;		1
<input type="checkbox"/> 1e30	– predict what may happen next in a story, and revise or confirm predictions;	1	
<input type="checkbox"/> 1e31	– express their thoughts and feelings about a story;	1	
<input type="checkbox"/> 1e34	– use predictable word patterns to determine the meaning of sentences (e.g., I saw the bird/I saw the dog);	4	
<input type="checkbox"/> 1e35	– use pictures and illustrations to determine the meaning of unfamiliar words;	5	
<input type="checkbox"/> 1e36	– use simple sound patterns (e.g., rhyming words) to learn new words;	2	
<input type="checkbox"/> 1e37	– use phonics as an aid in learning new words;	3	
<input type="checkbox"/> 1e38	– use punctuation to help them understand what they read (e.g., period, comma);	2	1
<input type="checkbox"/> 1e39	– understand the use of some conventions of spelling (e.g., capital letters at the beginning of sentences);	3	2
<input type="checkbox"/> 1e40	– use some basic conventions of formal texts to locate information (e.g., book title, page numbers).	1	

English Language---Oral and Visual Communication

<input type="checkbox"/> 1e41	• communicate messages, and follow basic instructions and directions;	1	3
<input type="checkbox"/> 1e43	• listen and react to stories and recount personal experiences;	1	
<input type="checkbox"/> 1e44	• respond to familiar or predictable language patterns by joining in or using choral response;	2	
<input type="checkbox"/> 1e45	• apply some of the basic rules of participating in a conversation and working with others;	3	2
<input type="checkbox"/> 1e46	• view, read, and listen to media works with simple messages or factual information and describe what they have learned;	1	1
<input type="checkbox"/> 1e47	• create some simple media works;	1	1
<input type="checkbox"/> 1e48	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).	4	1
<input type="checkbox"/> 1e51	– present ideas in speech in a coherent sequence;	2	1
<input type="checkbox"/> 1e52	– notice and respond to unusual features of language (e.g., alliteration, rhythm, onomatopoeia);	1	
<input type="checkbox"/> 1e55	– allow others to speak, and wait their turn in conversations or class discussions;	3	2
<input type="checkbox"/> 1e56	– listen to and comment positively on the contributions of others in group and class discussions;	1	2
<input type="checkbox"/> 1e60	– create some simple media works (e.g., tape-record sounds for a story).		2

Eye Spy Language A Unit for Grade 1

English Language

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

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		1m77		1m78		1m79		1m80
1m81		1m82		1m83		1m84		1m85		1m86		1m87		1m88		1m89		1m90
1m91		1m92		1m93		1m94		1m95		1m96		1m97		1m98		1m99		1m100
1m101		1m102		1m103		1m104		1m105		1m106		1m107						

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		1z3		1z4		1z5		1z6		1z7		1z8		1z9		1z10
1z11		1z12		1z13		1z14		1z15		1z16		1z17		1z18		1z19		1z20
1z21		1z22		1z23		1z24		1z25		1z26		1z27		1z28		1z29		1z30
1z31		1z32		1z33		1z34		1z35		1z36		1z37		1z38		1z39		1z40
1z41		1z42		1z43		1z44		1z45		1z46		1z47		1z48		1z49		1z50

Health & 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																		

**Eye Spy****Language A Unit for Grade 1****Analysis Of Unit Components**

- 7 Subtasks
- 123 Expectations
- 160 Resources
- 76 Strategies & Groupings
- Unique Expectations --
- 41 Language Expectations

Resource Types

- 0 Rubrics
- 18 Blackline Masters
- 2 Licensed Software
- 97 Print Resources
- 0 Media Resources
- 1 Websites
- 37 Material Resources
- 5 Equipment / Manipulatives
- 0 Sample Graphics
- 0 Other Resources
- 0 Parent / Community
- 0 Companion Bookmarks

Groupings

- 5 Students Working As A Whole Class
- 6 Students Working In Pairs
- 4 Students Working In Small Groups
- 6 Students Working Individually

Assessment Recording Devices

- 6 Anecdotal Record
- 3 Checklist
- 1 Rating Scale

Teaching / Learning Strategies

- 1 Book Talks
- 1 Brainstorming
- 1 Buddy System
- 1 Chanting
- 1 Classifying
- 1 Collage
- 1 Computer Assisted Learning
- 1 Directed Reading-thinking Activity
- 1 Expository Text Frames
- 1 Graphic Applications
- 1 Guided Reading
- 2 Interview
- 1 Learning Log/journal
- 1 Literature Circles
- 2 Oral Presentation
- 1 Peer Practice
- 1 Problem Solving
- 1 Puppetry
- 1 Questioning Process
- 2 Read Along
- 1 Read Aloud
- 2 Rehearsal/repetition/practice
- 1 Report

Assessment Strategies

- 1 Classroom Presentation
- 1 Conference
- 1 Exhibition/demonstration
- 2 Observation
- 1 Performance Task
- 2 Portfolios
- 1 Questions And Answers (oral)
- 1 Response Journal
- 1 Select Response
- 1 Self Assessment



Eye Spy
Language A Unit for Grade 1

- 1 Retelling
- 1 Role-playing
- 2 Visual/graphic Organizers
- 1 Word Wall
- 1 Writing Process