



HEBBVILLE ACADEMY

Contact me:
 902-541-8284
saramagee@gnsps.ca

Ms. MaGee's Grade Primary/One Communication Plan

Welcome to Grade Primary/One! I am very excited to be working with your children and look forward to a fantastic year of learning. The following outline will give you an explanation of our Grade Primary and Grade One program for the school year.

Program Overview

The program is based on the Grade Primary and Grade One curriculum documents and the public schools programs from the Nova Scotia Department of Education.

Grade Primary/One Essential Competencies

| | |
|--|--|
| <p><u>Citizenship</u> Learners will contribute to the quality and sustainability of their environment, communities and society. They will participate in activities that support social and cultural diversity and cohesion and will consider issues of fairness.</p> | <p><u>Personal-Career Development</u> Learners will demonstrate behaviours that contribute towards the physical, emotional and social well being of self and others.</p> |
| <p><u>Communication</u> Learners will understand and respond to thoughts, ideas, information and emotions presented through multiple forms, including media. They will work towards listening and interacting purposefully and respectfully.</p> | <p><u>Creativity and Innovation</u> Learners will demonstrate openness to new experiences and engage in creative processes to generate new ideas and products. They will value and appreciate the creative and innovative work of others.</p> |
| <p><u>Critical Thinking</u> Learners will use critical thinking skills to inquire, make decisions, and solve problems. They will demonstrate curiosity, inquisitiveness and creativity and will consider the ideas of others who hold different points of view.</p> | <p><u>Technological Fluency</u> Learners will use and interact with technology in a safe and responsible manner to share information and support and enhance learning.</p> |

P-3 Integrated Curriculum Information

What is an Integrated Curriculum?

An integrated curriculum develops skills and understandings that overlap across subjects. It enables students to see and experience connections amongst subjects and connect real-world and relevant learning opportunities to the classroom. Integration supports and better reflects how students typically process information and can foster deeper learning experiences.

Integrated English Language Arts:

During integrated English language arts, teachers will explicitly instruct students in the three main areas of the English language arts curriculum: listening and speaking, reading and viewing, and representing writing in a variety of methods. Teachers will use effective instructional strategies such as reading and writing workshop. Other subject area outcomes (Health, Science, Social Studies, and Visual Arts) will be integrated into the learning opportunities planned for and provided to students.

Reading Workshop

| | |
|-------------------------|--|
| Time to Teach | Each Reading Workshop session will begin with a focus lesson that lasts approximately 10 to 15 minutes. During each focus lesson, the teacher will introduce a specific concept integrated with other subject area outcomes. The teacher will explicitly model or demonstrate the skill for the student. |
| Time to Practice | <u>Independent Reading</u> : During independent reading time, the students will practice the skill or skills they learned from the focus lesson and may complete a reading response. <u>Guided Reading</u> : The teacher meets with a small group of students. We read a book together and practice different reading strategies. <u>Conferring with Students</u> : The teacher meets with individual students to assess and discuss their progress. |
| Time to Share | Each Reading Workshop ends with a 5 to 10 minute sharing session. During this time the class might: - Meet as a whole group to refer back to the focus lesson and think further. - Meet together to think about and respond to questions such as: What did you learn about reading today? What did you learn about yourself as a reader? - Meet with reading partners to have a quick chat about how the reading is |

Writing Workshop

| | |
|-------------------------|--|
| Time to Teach | Each Writing Workshop will begin with a focus lesson that lasts approximately 10 to 15 minutes. During each focus lesson, the teacher will introduce a specific writing concept integrated with other subject area outcomes. The teacher will explicitly model or demonstrate the writing skill for the students. |
| Time to Practice | <p><u>Independent Writing:</u> After the focus lesson, students will practice the specific writing skill. Each student will have a writing notebook where they will keep and organize their writing pieces throughout the school year.</p> <p><u>Conferring with Students:</u> While students are involved in independent writing, I use this time to confer with my writers. During this time I may:</p> <ul style="list-style-type: none">- Listen to students read their entries aloud- Help students decide what they want to say- Provide feedback- Re-teach skills taught during mini lessons- Teach necessary new skills- Reinforce a writer's strengths- Give writers new ways of thinking, assess and discuss their progress. |
| Time to Share | At the end of writing workshop everyday, students are brought back together fo a 5-10 minute group share and reflection. |

Integrated Mathematics:

During integrated mathematics time, teachers will explicitly instruct students in mathematics outcomes. Teachers will continue to use effective strategies such as direct and guided instruction and discovery lessons. Other subject area outcomes (Health, Science, Social Studies, and Visual Arts) will be integrated into the learning opportunities planned for and provided to students. The Mathematics outcomes covered this year will focus on:

- Number
- Patterns and Relations
- Measurement
- Geometry



Subject Area Outcomes Integrated into English Language Arts and Mathematics

Grade Primary Science

Students will:

- Explore sand and water.
- Explore different living things.
- Explore materials.
- Explore objects.

Grade One Science

Students will:

- Investigate the effects of daily and seasonal changes.
- Investigate the needs and characteristics of living things.
- Explore materials and their properties.
- Construct objects.

Grade Primary Social Studies

Students will:

- Understand themselves as unique and special.
- Identify and describe groups to which they belong.
- Understand that the need for co-operation is an important part of being a member of a group.
- Recognize that people have varied traditions, historical roots, rituals, and celebrations.

Grade One Social Studies

Students will:

- Understand the diversity of various cultural groups.
- Practice responsible behaviour in caring for the environment.
- Understand Mi'kmaq communities in their province.
- Recognize that all people have needs and wants.

Grade Primary Health

Students will:

- Recognize a range of emotions that humans share.
- Appreciate the diversity of family structures.
- Apply safe practices and effective strategies for personal safety and injury and disease prevention.

Grade One Health

Students will:

- Explore habits that contribute to having a healthy mind and a healthy body.
- Identify healthy ways to cope with changes to family life.
- Practice communication skills that promote healthy and safe relationships.

Grade Primary & Grade One Visual Arts

Students will:

- Explore and manipulate a range of materials and processes to create a variety of artworks.
- Examine artworks with respect and sensitivity considering culture and heritage.
- Demonstrate an awareness of and respect for art and art making.

PATHS

An important focus at Hebbville Academy is to continue using the PATHS program (Promoting Alternative Thinking Strategies) to help student's social and emotional development. The PATHS program encourages children to resolve conflicts peacefully, handle emotions positively, emphasize and make responsible decisions.

Assessment

The primary purpose of assessment is to improve student learning. For teachers, assessment is the process of gathering information about student learning that informs our teaching. For students, assessment is the process that informs them about their learning.

There are two types of assessment that will occur in the classroom this year:

- Assessment for learning
 - The use of a task or activity to gather evidence about a student's learning and determine where students are in their learning, where they need to go, and how best to get there (e.g., conversations, observations, demonstrations).
- Assessment of learning
 - The use of a task or an activity to confirm what students know and can do and to demonstrate that they have achieved the curriculum outcomes (e.g., observations, performance tasks, student products).

P-3 Report Cards

- Report Cards will go home three times a year.
- Teachers will:
 - Report on the Learner Profile, Integrated Language Arts and Integrated Mathematics with a developmental code (WD-Well Developed; D-Developing as expected; ND-Needs Development) and write a comment.
- Health, Science, Social Studies, and Visual Arts will not be reported separately on the Report Card. These subjects will be integrated through instruction within Integrated Mathematics and Integrated English Language Arts.

Communication

Communication between home and school is essential to developing a working relationship that will support your child as he/she progresses throughout the year.

| Methods of Communication | |
|--|---|
| Teacher to Parent <ul style="list-style-type: none">- Communication Plan handout- Weekly Class Newsletter- Parent/Teacher conferences- Meetings and conferences upon request- Telephone conversations- Informal conversations or notes- Report cards (three per year)- Class Dojo | Parent to Teacher <ul style="list-style-type: none">- Notes sent to teacher with the child- Appointments can be requested by phone or by note- Parent/Teacher conferences- Telephone conversations (School Phone: 902-541-8284)- Informal conversations- Class Dojo- Email (saramagee@gnspe.ca) |