


SCOPE & SEQUENCE
GR. 1 - LANGUAGE ARTS

Student Task

GRADE 1: English Language Arts, Plan #4

TASK: Word Families

PRODUCTIVITY TOOL: Word Processor

TIMELINE: 1 Class for Each Word Family

LEVEL OF DIFFICULTY: ☺ Easy

Using word-processing software, the student will type initial consonants for an assigned word family. Using copy and paste technique, the student will add the word ending to various initial consonants or consonant clusters. Students' work will be bound together into a word family book.


ICT Outcomes

The learner will:

- C7** 1.3 draw conclusions from organized information
- F1** 1.1 identify technologies and tools for communicating, storing, retrieving and selecting information
 - 1.2 apply terminology appropriate to the technologies being used at this division level
 - 1.3 demonstrate an understanding that the user manages and controls the outcomes of technology
- F3** 1.1 demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies
 - 1.2 work collaboratively to share limited resources
 - 1.3 demonstrate appropriate care of technology equipment
- F6** 1.1 perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down
- P1** 1.1 create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques
- P3** 1.1 access images, such as clip art, to support communication
- P4** 1.1 integrate text and graphics to form a meaningful message
 - 1.2 balance text and graphics for visual effect






Curriculum Outcomes


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TASK: Word Families



GO 1.1 Discover and Explore, Bullet 6

-  choose to read and write for and with others


GO 1.2 Clarify and Extend, Bullet 2

-  group ideas and information into categories determined by an adult


GO 2.1 Use Strategies and Cues, Bullets 18 and 19

-  associate sounds with letters and some letter clusters
-  use a displayed alphabet as an aid when writing


GO 3.1 Plan and Focus, Bullets 4

-  follow spoken directions for gathering ideas and information




GO 3.3 Organize, Record and Evaluate, Bullet 4

-  recognize and use gathered information to communicate new learning


GO 3.4 Share and Review, Bullet 1

-  share ideas and information from oral, print and other media texts with familiar audiences


GO 4.1 Enhance and Improve, Bullets 1, 6 and 8

-  ask or respond to questions or comments related to the content of own or others' pictures, stories or talk
-  explore and use the keyboard to produce text
-  experiment with letters, sounds, words and word patterns to learn new words


GO 4.2 Attend to Conventions, Bullet 5

-  use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing


GO 4.3 Present and Share, Bullet 1

-  present ideas and information to a familiar audience, and respond to questions

GO 5.1 Respect Others and Share Community, Bullet 4

-  use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns

GO 5.2 Work Within a Group, Bullet 1

-  work in partnerships and groups

