

## GRADE 1 - LEARNING OUTCOMES

### LANGUAGE ARTS

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<b>Oral Language – Speaking and Listening</b>	
Do you contribute to class goals by exchanging ideas, making connections, completing tasks and engaging in play?	
Do you generally stay on topic during discussions?	
Do you use descriptive words about people, places, things and events?	
Do you tell or retell a story in proper sequence?	
Can you follow two-step instructions?	
Do you ask questions to understand what is meant?	
Can you express and present ideas, information, and feelings?	
<b>Oral language - Thinking</b>	
Do you participate in discussions to develop a deeper understanding of texts?	
What makes a good speaker? Are you a good speaker? Do you speak clearly?	
Do you listen well? What does it look like if someone is listening attentively?	
Do you understand phonics?	
Can you identify and create rhyming words?	
Can you identify and create alliteration?	
Can you identify and use syllables and phonemes in words?	
<b>Reading and Viewing</b>	
Do you read independently for at least 10-15 minutes each day?	
Do you read to gain information?	
Do you predict or ask questions before reading text?	
Can you read a new word using your prior knowledge, word-decoding skills, and picture clues?	
Can you retell a story you have read?	
Can you discuss a story that you have read with others?	
Can you illustrate or create a written response to questions about what you have read?	
Can you explain your view or what you have read?	
What makes a good reader? Are you a good reader?	
Do you describe the beginning, middle and end of the story?	
Do you know who the characters in the story are?	
Do you know what the setting of the story is?	
Do you know what events occurred in the story?	
Do you understand what a book is? An author? A title? And illustrator? Pictures?	
Do you recognize all alphabet letters and their sounds?	
Do you recognize some words and word patterns?	
<b>Writing and Representing</b>	
Can you use correct spelling for some words when writing?	
Can you write a message or idea using words, sentences, and images?	
Do you use descriptive words and interesting details in your writing?	
Can you express your writings in a given format such as a list or in a letter?	

## ARITHMETIC/MATHEMATICS

<b>Number Concepts</b>	
Can you recite forward by 1s the number sequence between two given numbers (0 to 100)?	
Can you recite backward by 1s the number sequence between two given numbers?	
Can you record a given numeral (0 to 100) symbolically when it is presented orally?	
Can you read a given numeral (0 to 100) when it is presented symbolically?	
Can you skip count by 2s to 20 starting at 0?	
Can you skip count by 5s to 100 starting at 0?	
Can you skip count forward by 10s to 100 starting at 0?	
Can you identify and correct errors and omissions in a given number sequence?	
Can you look briefly at a given familiar arrangement of objects or dots and identify the number represented without counting?	
Can you identify the number represented by a given arrangement of objects or dots on a ten frame?	
Can you answer the question, "How many are in the set?" using the last number counted in a given set?	
Can you identify and correct counting errors in a given counting sequence?	
Can you show that the count of the number of objects in a given set does not change regardless of the order in which the objects are counted?	
Can you count the number of objects in a given set, rearrange the objects, predict the new count, and recount to verify the prediction?	
Can you determine the total number of objects in a given set, starting from a known quantity and counting on?	
Can you count quantity using groups of 2s, 5s, or 10s and counting on?	
Can you represent a given number up to 20 using a variety of manipulatives, including ten frames and base ten materials?	
Can you read given number words to 20?	
Can you partition any given quantity up to 20 into 2 parts and identify the number of objects in each part?	
Can you model a given number using two different objects (e.g. 10 desks represents the same number as 10 pencils)?	
Can you place given numerals on a number line with benchmarks 0, 5, 10, and 20?	
Can you build a set equal to a given set that contains up to 20 elements?	
Can you build a set that has more, fewer, or as many elements as a given set?	
Can you build several sets of different objects that have the same given number of elements in the set?	
Can you compare two given sets using one-to-one correspondence and describe them using comparative words, such as more, fewer, or as many?	
Can you compare a set to a given referent using comparative language?	
Can you solve a given story problem (pictures and words) that involves the comparison of two quantities?	
Can you estimate a given quantity by comparing it to a given referent (known quantity)?	
Can you select an estimate for a given quantity by choosing between at least two possible choices and explain the choice?	
Can you represent a given number in a variety of equal groups with and without singles (e.g., 17 can be represented by 8 groups of 2 and one single, 5 groups of 3 and two singles, 4 groups of 4 and one single, and 3 groups of 5 and two singles)?	
Can you recognize that for a given number of counters, no matter how they are grouped, the total number of counters does not change?	
Can you group a set of given counters into equal groups in more than one way?	
Can you name the number that is one more, two more, one less, or two less than a given number, up to 20?	
Can you represent a number on a ten frame that is one more, two more, one less or two less than a given number?	
Can you act out a given story problem presented orally or through shared reading?	
Can you represent a number on a ten frame that is one more, two more, one less or two less than a given number?	

Can you represent the numbers and actions presented in a given story problem by using manipulatives, and record them using sketches and/or number sentences?	
Can you create a story problem for addition that connects to your experience and simulate the action with counters?	
Can you create a story problem for subtraction that connects to your experience and simulate the action with counters?	
Can you create a word problem for a given number sentence?	
Can you represent a given story problem pictorially or symbolically to show the additive or subtractive action and solve the problem?	
Can you use and describe a personal strategy for determining a given sum?	
Can you use and describe a personal strategy for determining a given difference?	
Can you write the related subtraction fact for a given addition fact?	
Can you write the related addition fact for a given subtraction fact?	
<b>Patterns and Relations (Patterns)</b>	
Can you describe a given repeating pattern containing two to four elements in its core?	
Can you identify errors in a given repeating pattern?	
Can you identify the missing element(s) in a given repeating pattern?	
Can you create and describe a repeating pattern using a variety of manipulatives, musical instruments, and actions?	
Can you reproduce and extend a given repeating pattern using manipulatives, diagrams, sounds, and actions?	
Can you identify and describe a repeating pattern in the environment (e.g., house, outdoors) using everyday language?	
Can you identify repeating events (e.g. days of the week, birthdays, and seasons)?	
Can you represent a given repeating pattern using another mode (e.g., actions to sound, colour to shape, ABC, ABC to blue yellow green blue yellow green)?	
Can you describe a given repeating pattern using a letter code (e.g., ABC, ABC...)?	
<b>Patterns and Relations (Variables and Equations)</b>	
Can you construct two equal sets using the same objects (same shape and mass) and demonstrate their equality of number using a balance scale?	
Can you construct two unequal sets using the same objects (same shape and mass) and demonstrate their inequality of number using a balance scale?	
Can you determine if two given concrete sets are equal or unequal and explain the process used?	
Can you represent a given equality using manipulatives or pictures?	
Can you represent a given pictorial or concrete equality in symbolic form?	
Can you provide examples of equalities where the given sum or difference is on either the left or right side of the equal symbol (=)?	
Can you record different representations of the same quantity (0 to 20) as equalities?	
<b>Shape and Space: (Measurement)</b>	
Can you identify common attributes, such as length (height), mass (weight), volume (capacity), and area that could be used to compare a given set of two objects?	
Can you compare two given objects and identify the attributes used to compare?	
Can you determine which of two or more given objects is longest/shortest by matching and explain the reasoning?	
Can you determine which of two or more given objects is heaviest/lightest by comparing and explain the reasoning?	
Can you determine which of two or more given objects holds the most/least by filling and explain the reasoning?	
Can you determine which of two or more given objects has the greatest/least area by covering and explain the reasoning?	
<b>Shape and Space (3-D Objects and 2-D Shapes)</b>	
Can you sort a given set of familiar 3-D objects or 2-D shapes using a given sorting rule?	
Can you sort a given set of familiar 3-D objects using a single attribute determined by the student	

and explain the sorting rule?	
Can you sort a given set of 2-D shapes using a single attribute determined by the student and explain the sorting rule?	
Can you determine the difference between two given pre-sorted sets of familiar 3-D objects or 2-D shapes and explain a possible sorting rule used to sort them?	
Can you select 2-D shapes from a given set of 2-D shapes to reproduce a given composite 2-D shape?	
Can you select 3-D objects from a given set of 3-D objects to reproduce a given composite 3-D object?	
Can you predict and select the 2-D shapes used to produce a composite 2-D shape, and verify by deconstructing the composite shape?	
Can you predict and select the 3-D objects used to produce a composite 3-D object, and verify by deconstructing the composite object?	
Can you identify 3-D objects in the environment that have parts similar to a given 2-D shape?	

## SCIENCE

<b>Processes &amp; Skills of Science</b>	
Can you describe findings using appropriate vocabulary?	
With support, can you clearly organize and record observations using graphs, pictures, symbols, and/or words?	
Can you identify similarities and differences among objects, events, and organisms?	
Can you group various objects, events, and organisms according to given criteria (e.g. objects, materials & textures, events: frequency and duration; organisms: common features and structure)?	
<b>Life Science: Needs of Living Things</b>	
Can you identify the differences between living and non-living things?	
Can you accurately group living things according to common characteristics?	
With support, can you select and observe appropriate local plants and animals?	
Can you accurately list the basic needs of the selected plants and animals?	
Can you illustrate in detail how the structure of a plant helps meet its needs (e.g. function of roots, leaves)?	
Can you illustrate in detail how animals meet their needs (e.g. types of homes and habitats, ability to adapt to changes in temperature, ways of gathering food, ways of protecting themselves from danger) in a given environment?	
<b>Physical Science: Force and Motion</b>	
Can you show how forces (e.g. push/pull) can change the motion or movement of an object?	
Can you describe four ways in which objects can move on a surface (e.g. upward/downward, backward/forward)?	
Can you classify objects by the way they move (e.g. spin, swing, bounce, slide, roll, etc.)?	
Can you describe the observed effects of friction on the motion of objects when traveling across different surfaces?	
With support, can you demonstrate the effects of changing the surface of an inclined plane on the downward motion of an object, and the effort needed to push or pull an object upward?	
Can you identify various objects that are attracted by magnets (e.g. coins, paperclips) and materials that can be magnetized (e.g. iron)?	
With support, can you determine the orientation of the poles of a magnet?	
Can you show that opposite poles attract and like poles repel?	
<b>Earth and Space Science: Daily and Seasonal Changes</b>	
Can you describe the effects of weather on living things (e.g. migration of birds, leisure activities)?	
Can you accurately sort pictures or objects that pertain to daily and seasonal changes (e.g. plant growth, snow melting, leaves falling, bears hibernating)?	
Can you illustrate and record changes that occur throughout the seasons (e.g. flowers	

blooming, snow melting, leaves falling, lakes freezing, etc.)?	
With support, can you identify daily weather conditions and seasonal patterns (e.g. how people or animals prepare for weather conditions)?	
Describe activities of Aboriginal peoples in BC in each seasonal cycle.	

## SOCIAL STUDIES

<b>Skills and Processes of Social Studies</b>	
Can you recognize that maps are used to represent real places?	
Can you relate pictorial representations to their physical locations (e.g. a place within the building, a neighbourhood park, etc.)?	
Can you follow a path to a destination using a pictorial representation (e.g. a picture map)?	
Can you participate co-operatively and productively in groups?	
Can you demonstrate good listening skills?	
Can you access and collect information from a variety of sources (audio, visual, print, material)?	
Can you identify and use a variety of way to communicate (facial expression, sign language, spoken language, text, pictures, song, dance, etc.)?	
Can you brainstorm, discuss and compare possible solutions to a selected problem?	
Can you recognize that diverse points of view exist?	
<b>Identity, Culture, and Society</b>	
Can you give examples of routines and repeating events in your life (e.g. birthdays, soccer practice or piano lessons, visiting grandparents, walking the dog, going camping in the summer)?	
Can you describe in detail changes in your life (e.g. being taller means I can reach the cupboard, I am responsible to feed the cat)?	
Can you distinguish between past and present (e.g. before and now, yesterday and today, this year and last year, when I was younger)?	
Can you describe the characteristics (e.g. composition, culture, traditions, roles of various family members, etc.) of your own family and another family they know that is different from or similar to your own?	
Can you give examples of stories, traditions, and celebrations from your family (e.g. retell a story, interview a family member and share the results, create a picture or other representation of a family celebration)?	
Can you identify a variety of social structures in which they live, learn, work, and play together (family, clan, music group, Sparks, Cubs, teams)?	
Describe ways in which people depend upon and help one another in families. Can you give examples of things which people do in order to live together?	
Can you accurately name Canada as the country in which they live?	
Can you recognize a variety of symbols characteristic of Canada?	
Can you sing or recite the words to "O Canada"?	
<b>Governance</b>	
Can you describe your roles, rights and responsibilities at home and at school?	
Can you identify people who make decisions that influence your life?	
Give examples of how decisions are made in families, schools, and communities.	
Name some classroom and home expectations.	
Can you explain the purpose of selected rules (e.g. to keep people safe, to make things fair)?	
<b>Economy and Technology</b>	
Can you name basic human needs (food, water, shelter, clothing, safety, protection)?	
Can you describe how human needs are met in families?	
Using a graphic organizer or responding orally, can you give examples to distinguish needs from wants?	
Can you give examples of types of work done by people in your family, school and	

community?	
Using models and simulations, can you carry out transactions using money as a means of exchange?	
Can you recognize that specific bills and coins have specific values?	
Can you define technology as any tool, implement or machine that they use to make their live easier and accomplish tasks?	
Can you create a representation – such as a chart, rhyme or drama – to sort and classify the various purposes of technologies they use in their life (e.g. entertainment, communication, building, travel)?	
<b>Human and Physical Environment</b>	
Can you locate Canada on a globe or map of the world?	
From photographs or other images, can you identify natural characteristics of physical environments (e.g. mountains, rivers, forests, marshes), and name them using appropriate terminology?	
Can you identify human-built characteristics of the physical environment (e.g. roads, buildings, bridges) and name them using appropriate terminology?	
Can you identify familiar places and landmarks in your community (e.g. library, fire station, theatre, museums, town hall)?	
Can you describe and demonstrate ways to care for the environment at home (recycle, reuse, reduce, putting away toys, helping with chores)?	

## FINE ARTS

<b>Dance</b>	
Can you move expressively to a variety of sounds and music?	
Can you create movements that represent patterns, characters, and other themes and topics?	
Can you demonstrate an understanding that there are several stages in a creative process, including exploration, selection, combination, refinement, and reflection?	
Can you move safely in both personal and general space during dance activities?	
Can you move in a variety of levels, pathways, and directions, using a variety of body shapes?	
Can you move in time to a steady beat?	
Can you demonstrate an awareness of a variety of dances that exist?	
Can you demonstrate a willingness to perform dance?	
Can you demonstrate appropriate performance skills in dance settings such as: stay focused, not talking while others are performing, etc.?	
<b>Music</b>	
Can you participate in singing and playing classroom instruments appropriately?	
Can you describe personal thoughts, images, and feelings?	
Can you create a variety of sounds to accompany stories, nursery rhymes, or songs?	
Can you demonstrate an awareness of and perform rhythmic patterns and melodic phrases in music?	
Can you sing short melodies?	
Can you identify elements of tempo, dynamics, articulation and timbre?	
Can you respond to beat in music?	
Can you participate in music activities from a variety of historical, cultural, and social contexts?	
Can you demonstrate appropriate performance skills in music settings, such as paying attention, sharing work, listening quietly to others' performance, etc.?	
Can you describe your response to a music work?	
<b>Drama</b>	
Can you use exploration and imagination to create drama?	
Can you demonstrate engagement and co-operation in drama activities?	
Can you reflect on drama experiences?	
Can you use your voice and movement of body to explore a range of ideas and feelings?	

Can you represent ideas and feelings through a variety of drama forms (mime, poetry, choral, reader's theatre)?	
Can you participate safely in drama activities?	
Can you participate in drama from a variety of contexts (e.g. performance, audience member)?	
Can you participate in and share drama work?	
Can you describe your response to a dramatic work?	
<b>Visual Arts</b>	
Can you use a variety of image sources (memory, observation, imagination) to create images?	
Can you create images that feature colour, line, shape, texture and/or pattern?	
Can you experiment with and create a variety of materials, technologies and processes to make images?	
Can you create 2-D and 3-D images for a given purpose that represent time, and communicate experiences and moods?	
Can you describe the visual elements of colour, shape, line, and texture?	
Can you demonstrate awareness of safety and environmental considerations for the use of materials, technologies and processes?	
Can you suggest the various purposes of visual arts?	
Can you identify personal preferences for artworks?	
Can you display individual and group artworks?	

### **PHYSICAL EDUCATION**

<b>Active Living – Knowledge and Participation</b>	
Can you describe the benefits of regular participation in physical activity (e.g. it's fun, it's good for your body, make new friends)?	
Can you identify the parts of the body that can work together during physical activity (e.g. heart, lungs, legs, arms, feet, hands)?	
Can you identify ways to be more physically active?	
Can you describe the importance of choosing healthy foods as fuel for physical activity?	
Can you identify the physical activities that you do well?	
Do you participate daily (ex. five times a week) in moderate to vigorous physical activity?	
<b>Movement Skills</b>	
Can you move through general space while maintaining control?	
Can you change level of body position while maintaining control (e.g. high, medium, low)?	
Can you demonstrate proper technique for performing specific loco motor movement skills including but not limited to skipping, galloping, sliding or a two-foot stop?	
Can you demonstrate proper technique for performing specific manipulative skills including but not limited to the following: kick a stationary ball, strike a stationary object with an implement, two handed catch?	
<b>Safety, Fair Play and Leadership</b>	
Can you describe why safety guidelines for physical activity are important?	
Can you respond appropriately to instructions and safety guidelines when participating in physical activity?	
Can you work co-operatively with others during physical activity (e.g. taking turns, encouraging others)?	