Alberta Milk Power to Play Program

Alberta Curriculum Links Grade 1

Lesson 1: Meet our Superheroes!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 1 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

STEP ONE: MEET BROCK AND COCO Health and Life Skills Physical Education Language Arts

STEP TWO: THE SUPER MISSION Health and Life Skills Language Arts

STEP THREE: SUPERHERO IDENTITIES Health and Life Skills Language Arts Art

STEP FOUR: SING "OPEN YOUR BACKPACK" Health and Life Skills Music

Lesson 1: Meet our Superheroes!

LESSON OVERVIEW

In this start-up lesson, we introduce students to the main characters of the program, Brock Lee and Coco Lait, and to their super powers and the power snacks they enjoy.

Students will also:

- Learn about healthy eating through discussion, watching a DVD episode and singing a song about healthy eating, "Open Your Backpack"
- Create their own personal superhero identity

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 1 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS		HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES	
STEP ONE: MEET BROCK AND COCO Identify healthy food and activity choices Start a picture and word bank		Hea	w-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast
			ysical Education neral Outcome B: Benefits Health 6 describe how physical activity makes you feel 8 understand the connections between physical activity and emotional well-being; e.g., feels good
STE *	P Two: The Super Mission Reflect on healthy food choices	Hea	w-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast
STE *	P FOUR: SING "OPEN YOUR BACKPACK" Describe healthy foods and active bodies	Hea	W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast

Alberta Cross-Curricular Links Grade 1

Lesson 1: Meet our Superheroes!

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 1 of the Grade 1 *Power to Play* program.

A CTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
STEP ONE: MEET BROCK AND COCO Identify healthy food and activity choices Start a picture and word bank	Language Arts	General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts Construct meaning from texts Retell interesting or important aspects of oral, print and other media texts Tell, represent or write about experiences similar or related to those in oral, print and other media texts General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information Identify or categorize information according to sequence, or similarities and differences
STEP THREE: SUPERHERO IDENTITIES Create an identity	Language Arts Art	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore Express ideas and develop understanding ☐ Share personal experiences that are clearly related to oral, print and other media texts ☐ Make observations about activities, experiences with oral, print and other media texts Expression ☐ Purpose 5: Students will create an original composition, object or space based on supplied motivation.
STEP FOUR: SING "OPEN YOUR BACKPACK" Describe healthy foods and active bodies	Music	Skill: Singing G. Experience singing alone and in a group. 7. Sing accurately in unison.

Most of the	lessons in I	Power to Play	v include the	following	activities

- Watching DVD episodes
- Singing songs and rhymes

	se activities reinforce and support the development of the following outcomes from the Language Arts gram of studies:
Ger	neral Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts
2.2	Respond to Texts
Ехр	erience various texts
	Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons
	Illustrate and enact stories, rhymes and songs
	Remember and retell familiar stories and rhymes

Lesson 2: All Sorts of Foods!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 1 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: ALL SORTS OF FOODS

Health and Life Skills

Language Arts

Mathematics

EXTENSION: SUPER STORE

Health and Life Skills

Language Arts

Art

ACTIVITY B: WATCH DVD EPISODE 6 "OPERATION: FUN CORNER

FOOD GROUPS" Art
Health and Life Skills

Language Arts
HOME CONNECTION: LUNCH IN A SNAP
Mathematics
Health and Life Skills

Language Arts
ACTIVITY C: GO AND SORT!

Mathematics

Health and Life Skills
Language Arts
ENERGY BLAST: MOVE IT LIKE A SUPERHERO!
Mathematics
Physical Education

Daily Physical Activity
ACTIVITY D: DISCUSSION
Health and Life Skills

Language Arts
Mathematics
WRAP UP: SUPERHERO IDENTITY CARDS

Health and Life Skills Language Arts

Physical Education

Mathematics

POWER SNACK: TORTILLA SPIRALS

Health and Life Skills

Lesson 2: All Sorts of Foods!

LESSON OVERVIEW

In this lesson, students are introduced to the four food groups outlined in Eating Well with Canada's Food Guide.

By the end of this lesson, student will be able to:

- Name the four food groups in Canada's Food Guide
- Identify and classify some healthy foods from each food group
- Identify healthy food choices from the four food groups for a healthy body

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 2 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES	
ACTIVITY A: ALL SORTS OF FOODS	Health	
Sort food picture cards into groups	☐ W−1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of	
ACTIVITY B: WATCH DVD EPISODE 6	food, drinking water, eating a nutritious breakfast	
"OPERATION: FOOD GROUPS"	☐ R–1.8 work cooperatively with a partner; e.g., take turns,	
 Discuss categories used to sort foods 	respect space and property of others	
	Physical Education	
ACTIVITY C: GO AND SORT!	General Outcome B: Benefits Health	
Match food picture cards to food groups	☐ 1 identify healthy nutritional habits [ACTIVITIES ONLY]	
	General Outcome A: Activity	
ACTIVITY D: DISCUSSION	☐ 1 perform locomotor skills through a variety of activities	
Identify healthy snack food preference	☐ 3 perform nonlocomotor skills through a variety of activities	
	☐ 8 perform simple movements by using elements of	
WRAP UP: SUPERHERO IDENTITY CARDS	effort and space to respond to a variety of stimuli; e.g.,	
Sort food cards according to	music	
Canada's Food Guide	☐ 10 demonstrate body and space awareness when	
 Present sorted food groups 	performing space awareness games	
Make a class list	General Outcome C: Cooperation	
	☐ 1 develop and demonstrate respectful communication	
POWER SNACK: TORTILLA SPIRALS	skills appropriate to context	
 Create a healthy snack 	☐ 3 identify and demonstrate etiquette and fair play	
	General Outcome D: Do It Daily for Life	
EXTENSION: SUPER STORE	☐ 1 show willingness to participate regularly in short	
 Create a class supermarket bulletin 	periods of activity with frequent rest intervals	
board	2 demonstrate effort while participating in physical activities	

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
HOME CONNECTION: LUNCH IN A SNAP ❖ Complete a friends and family survey	 3 show a willingness to listen to directions and simple explanations 4 participate in safe warm-up and cool-down activities 5 move safely and sensitively through all environments;
ENERGY BLAST: MOVE IT LIKE A SUPERHERO! [PHYSICAL EDUCATION OUTCOMES]	e.g., space awareness activities

Alberta Cross-Curricular Links Grade 1

Lesson 2: All Sorts of Foods!

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 2 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	CURRICULUM	Оитсомея
	AREA	
ACTIVITY A: ALL SORTS OF FOODS ❖ Sort food picture cards into groups ACTIVITY B: WATCH DVD EPISODE 6 "OPERATION: FOOD GROUPS" ❖ Discuss categories used to sort	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Consider the ideas of others ☐ Listen and respond appropriately to experiences and feelings shared by others Combine ideas ☐ Group ideas and information into categories determined by an adult General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information ☐ Identify or categorize information according to sequence, or similarities and differences
foods	Mathematics (2007)	Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. 3. Sort objects, using one attribute, and explain the sorting rule. [C, CN, R, V]
ACTIVITY C: GO AND SORT! Match food picture cards to food groups ACTIVITY D: DISCUSSION Identify healthy snack food preference	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Combine ideas ☐ Group ideas and information into categories determined by an adult General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information ☐ Identify or categorize information according to sequence, or similarities and differences ☐ List related ideas and information on a topic, and make statements to accompany pictures General Outcome 4: Enhance the clarity and artistry of communication 4.1 Enhance and Improve Expand knowledge of language ☐ Identify and use an increasing number of words and phrases related to personal interests and topics of study 4.3 Present and Share Enhance presentation

ACTIVITY FOCUS	CURRICULUM AREA	Оитсомея
		Add such details as labels, captions and pictures to oral, print and other media texts
	Mathematics (2007)	Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. 3. Sort objects, using one attribute, and explain the sorting rule. [C, CN, R, V]
WRAP UP: SUPERHERO IDENTITY CARDS Sort food cards according to Canada's Food Guide Present sorted food groups Make a class list	Mathematics (2007)	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Consider the ideas of others Listen and respond appropriately to experiences and feelings shared by others Combine ideas Group ideas and information into categories determined by an adult General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information Identify or categorize information according to sequence, or similarities and differences List related ideas and information on a topic, and make statements to accompany pictures General Outcome 4: Enhance the clarity and artistry of communication 4.3 Present and Share Present information Present ideas and information to a familiar audience, and respond to questions Demonstrate attentive listening and viewing Ask questions to clarify information Be attentive and show interest during listening or viewing activities General Outcome 5: Respect, support and collaborate with others 5.1 Respect Others and Strengthen Community Use language to show respect Use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns 5.2 Work within a Group Work in groups Ask questions and contribute ideas related to class investigations on topics of interest Take turns sharing ideas and information Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. 3. Sort objects, using one attribute, and explain the sorting rule. [C, CN, R, V]

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
EXTENSION: SUPER STORE Create a class supermarket bulletin board	Language Arts	General Outcome 3: Manage ideas and information 3.2 Select and Process Use a variety of sources ☐ Find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips Evaluate sources ☐ Match information to research needs 3.3 Organize, Record and Evaluate Organize information ☐ Identify or categorize information according to sequence, or similarities and differences ☐ List related ideas and information on a topic, and make statements to accompany pictures General Outcome 4: Enhance the clarity and artistry of communication 4.1 Enhance and Improve Enhance artistry ☐ Use words and pictures to add sensory detail in oral, print and other media texts 4.3 Present and Share Enhance presentation ☐ Add such details as labels, captions and pictures to oral, print and other media texts
	Art	Expression ☐ Purpose 5: Students will create an original composition, object or space based on supplied motivation.
FUN CORNER Create a print art composition Create superhero gear	Art	Expression ☐ Purpose 3: Students will decorate items personally created. ☐ Component 10 (iii) Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.
HOME CONNECTION: LUNCH IN A SNAP Complete a friends and family survey	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore Express ideas and develop understanding □ Talk with others about something recently learned 1.2 Clarify and Extend Combine ideas □ Group ideas and information into categories determined by an adult Extend understanding □ Ask questions to get additional ideas and information on topics of interest General Outcome 3: Manage ideas and information 3.1 Plan and Focus Plan to gather information □ Ask and answer questions to satisfy information needs on a specific

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
		topic
		Determine information needs
		☐ Follow spoken directions for gathering ideas and information
		3.2 Select and Process
		Use a variety of sources
		☐ Find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips
		Evaluate sources
		☐ Match information to research needs
		3.3 Organize, Record and Evaluate
		Organize information
		☐ Identify or categorize information according to sequence, or similarities and differences
		☐ List related ideas and information on a topic, and make statements to accompany pictures
		Evaluate information
		☐ Recognize and use gathered information to communicate new
		learning
		3.4 Share and Review
		Review research process
		☐ Talk about information-gathering experiences by describing what was interesting, valuable or helpful
		General Outcome 4: Enhance the clarity and artistry of communication
		4.1 Enhance and Improve
		Enhance artistry
		☐ Use words and pictures to add sensory detail in oral, print and other media texts
		4.3 Present and Share
		Present information
		☐ Present ideas and information to a familiar audience, and respond to questions
		Enhance presentation
		☐ Add such details as labels, captions and pictures to oral, print and other media texts
	Mathematics	Strand: Number
	(2007)	General Outcome: Develop number sense.
		4. Represent and describe numbers to 20, concretely, pictorially and
		symbolically. [C, CN, V] 5. Compare sets containing up to 20 elements, using
		o referents
		o one-to-one correspondence
		to solve problems. [C, CN, ME, PS, R, V]

Lesson 3: Super Colourful Vegetables and Fruit!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 1 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: PAINT ME POWERFUL Health and Life Skills Language Arts Mathematics

ACTIVITY B: I SPY GAME AND DISCUSSION Health and Life Skills Physical Education Language Arts

WRAP UP: COLOURFUL SNACKS
Health and Life Skills
Language Arts
Mathematics

Art

Power Snack: To Crunch or Not to Crunch Health and Life Skills Mathematics EXTENSION: SAME FRUIT, DIFFERENT TASTE Health and Life Skills

Science Art

FUN CORNER Health and Life Skills Science Art

ENERGY BLAST: PARACHUTE GAMES Physical Education Daily Physical Activity

Lesson 3: Super Colourful Vegetables and Fruit!

LESSON OVERVIEW

In this lesson, we identify and classify all sorts of colourful vegetables and fruit, with a focus on healthy snacking.

By the end of this lesson, student will be able to:

- Identify and classify vegetables and fruit
- Understand that vegetables and fruit make healthy, tasty snacks that can give you the power to play, grow and feel great!

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 3 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
ACTIVITY A: PAINT ME POWERFUL Identify a variety of fruit and	Health ☐ W-1.5 recognize the importance of basic, healthy, nutritional choices
vegetable choices	to well-being of self; e.g., variety of food, drinking water, eating a
Create a class chart	nutritious breakfast
ACTIVITY B: I SPY GAME AND DISCUSSION	Physical Education
Identify healthy fruit and	General Outcome B: Benefits Health
vegetable choices and benefits for snacks and meals	☐ 1 identify healthy nutritional habits [ACTIVITIES ONLY]
	General Outcome A: Activity
WRAP UP: COLOURFUL SNACKS	☐ 1 perform locomotor skills through a variety of activities
Tally and select healthy	☐ 3 perform nonlocomotor skills through a variety of activities
vegetable and fruit snack	☐ 5 demonstrate ways to receive, retain and send an object, using a
choices	variety of body parts and implements, individually and with others
	☐ 8 perform simple movements by using elements of effort and space
Power Snack: To Crunch or Not to	to respond to a variety of stimuli; e.g., music
Crunch	General Outcome C: Cooperation
Create a healthy snack	☐ 1 develop and demonstrate respectful communication skills appropriate to context
EXTENSION: SAME FRUIT, DIFFERENT	☐ 3 identify and demonstrate etiquette and fair play
TASTE	☐ 5 display a willingness to play cooperatively with others in large and
 Conduct a taste experiment 	small groups
	General Outcome D: Do It Daily for Life
FUN CORNER	☐ 1 show willingness to participate regularly in short periods of activity
Conduct a sniff test	with frequent rest intervals
Create fruit or vegetable art	☐ 2 demonstrate effort while participating in physical activities
	☐ 3 show a willingness to listen to directions and simple explanations
ENERGY BLAST: PARACHUTE GAMES	☐ 4 participate in safe warm-up and cool-down activities
[PHYSICAL EDUCATION OUTCOMES]	5 move safely and sensitively through all environments; e.g., space awareness activities

Alberta Cross-Curricular Links Grade 1

Lesson 3: Super Colourful Vegetables and Fruit!

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 3 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
ACTIVITY A: PAINT	Language	General Outcome 1: Explore thoughts, ideas, feelings and experiences
Me Powerful	Arts	1.1 Discover and Explore
Identify a		Express ideas and develop understanding
variety of fruit and		☐ Share personal experiences that are clearly related to oral, print and other media texts
vegetable		☐ Talk with others about something recently learned
choices		1.2 Clarify and Extend
Create a class		Combine ideas
chart		☐ Group ideas and information into categories determined by an adult Extend understanding
ACTIVITY B: I SPY GAME AND		☐ Ask questions to get additional ideas and information on topics of interest
DISCUSSION		General Outcome 3: Manage ideas and information
❖ Identify		3.1 Plan and Focus
healthy fruit		Plan to gather information
and vegetable		☐ Ask and answer questions to satisfy information needs on a specific
choices and		topic
benefits for		Determine information needs
snacks and		☐ Follow spoken directions for gathering ideas and information
meals		3.3 Organize, Record and Evaluate
		Organize information
		☐ Identify or categorize information according to sequence, or similarities and differences
		General Outcome 4: Enhance the clarity and artistry of communication
		4.3 Present and Share
		Present information
		☐ Present ideas and information to a familiar audience, and respond to questions
		Enhance presentation
		Add such details as labels, captions and pictures to oral, print and other media texts
		General Outcome 5: Respect, support and collaborate with others
		5.2 Work within a Group
		Cooperate with others
		☐ Work in partnerships and groups
		Work in groups
		Ask questions and contribute ideas related to class investigations on topics of interest
		☐ Take turns sharing ideas and information

ACTIVITY FOCUS	CURRICULUM AREA	Оитсомеѕ
	Mathematics (2007)	Evaluate group process ☐ Recognize personal contributions to group process Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. ☐ 3. Sort objects, using one attribute, and explain the sorting rule. [C, CN, R, V]
WRAP UP: COLOURFUL SNACKS ❖ Tally and select healthy vegetable and fruit snack choices	Language Arts Mathematics (2007)	General Outcome 3: Manage ideas and information 3.1 Plan and Focus Focus attention

ACTIVITY FOCUS	CURRICULUM AREA	Оитсомея
	Art	Expression ☐ Purpose 5: Students will create an original composition, object or space based on supplied motivation.
POWER SNACK: TO CRUNCH OR NOT TO CRUNCH Create a healthy snack	Mathematics (2007)	Strand: Number General Outcome: Develop number sense. ☐ 4. Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V] ☐ 5. Compare sets containing up to 20 elements, using
EXTENSION: SAME FRUIT, DIFFERENT TASTE Conduct a taste experiment FUN CORNER Conduct a sniff test Create fruit or vegetable art	Science	Science Inquiry Skills 1–1 Bring focus to investigative activities, based on their own questions and those of others. Focus ask questions that lead to exploration and investigation predict what they think will happen or what they might find Explore and Investigate recognize and describe steps followed, based on independent activity, on directed activity and on observing the activity of others Reflect and Interpret describe what was observed, using pictures and oral language identify questions being investigated and identify what was learned about each question dentify new questions that arise from what was learned Topic D: Senses General Learner Expectation 1–9 Use the senses to make general and specific observations, and communicate observations orally and by producing captioned pictures. 3. Apply particular senses to identify and describe objects or materials provided and to describe living things and environments. Expression Purpose 5: Students will create an original composition, object or space based on supplied motivation.

Lesson 4: Go For Grains!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 1 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: WATCH DVD EPISODE 2 "OPERATION:

Power Breakfast" Health and Life Skills Physical Education Language Arts

ACTIVITY B: BREAKFAST SURVEY Health and Life Skills

Language Arts Mathematics

WRAP UP: PAPER-PLATE BREAKFAST!

Health and Life Skills Physical Education Language Arts

Art

POWER SNACK: SUPER SNACK MIX

Health and Life Skills

EXTENSION: BAKER'S BREAKFAST

Health and Life Skills

Language Arts

HOME CONNECTION: PANCAKE BREAKFAST

Health and Life Skills

Language Arts

FUN CORNER

Health and Life Skills Physical Education

ENERGY BLAST: FIELD OF DREAMS

Physical Education
Daily Physical Activity

Lesson 4: Go For Grains!

LESSON OVERVIEW

In this lesson, students will practice identifying and classifying healthy food choices in the Grain Products group, with a focus on enjoying a healthy breakfast.

By the end of this lesson, student will be able to:

- Identify and classify grain products
- Identify healthy breakfast choices that will give them power to play, think and feel great!
- Explain that grain products are healthy, tasty foods

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 4 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES	
ACTIVITY A: WATCH DVD EPISODE 2 "OPERATION: Power Breakfast" Identify healthy grain products	Health ☐ W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast	
ACTIVITY B: BREAKFAST SURVEY Complete a breakfast foods survey	Physical Education General Outcome B: Benefits Health 1 identify healthy nutritional habits [ACTIVITIES ONLY]	
WRAP UP: PAPER-PLATE BREAKFAST!	General Outcome A: Activity	
 Create a paper plate breakfast 	 1 perform locomotor skills through a variety of activities 5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others 	
Power Snack: Super Snack Mix Create a healthy snack	 8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music 	
·	General Outcome C: Cooperation	
EXTENSION: BAKER'S BREAKFAST ❖ Identify breakfast foods	☐ 1 develop and demonstrate respectful communication skills appropriate to context	
made from grain products	 3 identify and demonstrate etiquette and fair play 5 display a willingness to play cooperatively with others in large and 	
HOME CONNECTION: PANCAKE	small groups	
BREAKFAST❖ Create a class pancake recipe book	General Outcome D: Do It Daily for Life ☐ 1 show willingness to participate regularly in short periods of activity with frequent rest intervals ☐ 2 demonstrate effort while participating in physical activities	
Fun Corner	 3 show a willingness to listen to directions and simple explanations 4 participate in safe warm-up and cool-down activities 	
ENERGY BLAST: FIELD OF DREAMS [PHYSICAL EDUCATION OUTCOMES]	☐ 5 move safely and sensitively through all environments; e.g., space awareness activities	

Alberta Cross-Curricular Links Grade 1

Lesson 4: Go For Grains!

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 2 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	CURRICULUM	OUTCOMES
ACTIVITY A: WATCH DVD EPISODE 2 "OPERATION: POWER BREAKFAST" Identify healthy grain products	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Combine ideas ☐ Group ideas and information into categories determined by an adult
ACTIVITY B: BREAKFAST SURVEY Complete a breakfast foods survey	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Combine ideas ☐ Group ideas and information into categories determined by an adult Extend understanding ☐ Ask questions to get additional ideas and information on topics of interest General Outcome 3: Manage ideas and information 3.1 Plan and Focus Plan to gather information ☐ Ask and answer questions to satisfy information needs on a specific topic Determine information needs ☐ Follow spoken directions for gathering ideas and information 3.2 Select and Process Use a variety of sources ☐ Find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips Evaluate sources ☐ Match information to research needs 3.3 Organize, Record and Evaluate Organize information ☐ Identify or categorize information according to sequence, or similarities and differences 3.4 Share and Review Review research process ☐ Talk about information-gathering experiences by describing what was interesting, valuable or helpful

ACTIVITY FOCUS	CURRICULUM AREA	Оитсомея
		General Outcome 4: Enhance the clarity and artistry of communication 4.3 Present and Share Present information ☐ Present ideas and information to a familiar audience, and respond to questions Enhance presentation ☐ Add such details as labels, captions and pictures to oral, print and other media texts
	Mathematics (2007)	Strand: Number General Outcome: Develop number sense. □ 4. Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V] □ 5. Compare sets containing up to 20 elements, using
WRAP UP: PAPER-PLATE BREAKFAST! ❖ Create a paper plate breakfast	Language Arts	General Outcome 3: Manage ideas and information 3.1 Plan and Focus Focus attention □ Explore and share own ideas on topics of discussion and study 3.2 Select and Process Evaluate sources □ Match information to research needs General Outcome 4: Enhance the clarity and artistry of communication 4.1 Enhance and Improve Expand knowledge of language □ Identify and use an increasing number of words and phrases related to personal interests and topics of study Enhance artistry □ Use words and pictures to add sensory detail in oral, print and other media texts 4.3 Present and Share Present information □ Present ideas and information to a familiar audience, and respond to questions Enhance presentation □ Add such details as labels, captions and pictures to oral, print and other media texts Use effective oral and visual communication □ Speak in a clear voice, with appropriate volume, to an audience
	Art	Expression ☐ Purpose 3: Students will decorate items personally created. ☐ Component 10 (iii) Media and Techniques: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
EXTENSION:		Caparal Outcome 4. Enhance the clarity and artistry of communication
	Language Arts	General Outcome 4: Enhance the clarity and artistry of communication
BAKER'S		4.1 Enhance and Improve
Breakfast		Enhance artistry
Identify breakfast		☐ Use words and pictures to add sensory detail in oral, print and other media texts
foods made		4.3 Present and Share
from grain		Enhance presentation
products		Add such details as labels, captions and pictures to oral, print and other media texts
Номе		General Outcome 5: Respect, support and collaborate with others
CONNECTION		5.1 Respect Others and Strengthen Community
❖ Create a		Appreciate diversity
class		Share personal experiences and family traditions related to oral, print
pancake		and other media texts
recipe book		5.2 Work within a Group
		Cooperate with others
		☐ Work in partnerships and groups
		Work in groups
		☐ Ask questions and contribute ideas related to class investigations on
		topics of interest
		Evaluate group process
		☐ Recognize personal contributions to group process

Lesson 5: Time for Milk!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 1 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: DISCUSSION Health and Life Skills Language Arts

ACTIVITY B: CREATE A MILK VERSE!
Health and Life Skills
Language Arts
Mathematics
Music

WRAP UP: EASY MILK MIND MAPPING Health and Life Skills Physical Education Language Arts Art

POWER SNACK: SUPER POWERFUL SHAKE Health and Life Skills

HOME CONNECTION: CLASS MILK CALENDAR Health and Life Skills Language Arts

FUN CORNER Health and Life Skills Physical Education Science

ENERGY BLAST: MOOOOVE IT! Physical Education Daily Physical Activity

Lesson 5: Time for Milk!

LESSON OVERVIEW

In this lesson, we learn about the Milk and Alternatives food group and all sorts of milk and milk alternatives we can enjoy at different times of the day.

By the end of this lesson, student will be able to:

- Identify and classify milk and alternatives
- Understand that milk and alternatives are healthy, tasty choices that can give you power to play, grow and feel great!

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 5 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
ACTIVITY A: DISCUSSION	Health
Create a word and picture chart about milk products	□ W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast
ACTIVITY B: CREATE A MILK VERSE!	
Create a milk products verse	Physical Education
Create a class word and	General Outcome B: Benefits Health
picture chart	☐ 1 identify healthy nutritional habits [ACTIVITIES ONLY]
WRAP UP: EASY MILK MIND MAPPING	General Outcome A: Activity
 Create a mind map about milk 	☐ 1 perform locomotor skills through a variety of activities
products or benefits	☐ 5 demonstrate ways to receive, retain and send an object, using a
	variety of body parts and implements, individually and with others
Power Snack: Super Powerful Shake	☐ 10 demonstrate body and space awareness when performing
Create a healthy snack	space awareness games
	General Outcome C: Cooperation
HOME CONNECTION: CLASS MILK CALENDAR	1 develop and demonstrate respectful communication skills appropriate to context
Create a class calendar with	☐ 3 identify and demonstrate etiquette and fair play
healthy milk choices	☐ 4 identify different roles in a variety of physical activities
•	☐ 5 display a willingness to play cooperatively with others in large
Fun Corner	and small groups
	General Outcome D: Do It Daily for Life
ENERGY BLAST: MOOOOVE IT! [PHYSICAL	☐ 1 show willingness to participate regularly in short periods of
EDUCATION OUTCOMES]	activity with frequent rest intervals
	☐ 2 demonstrate effort while participating in physical activities
	☐ 3 show a willingness to listen to directions and simple explanations
	☐ 4 participate in safe warm-up and cool-down activities

Alberta Cross-Curricular Links Grade 1

Lesson 5: Time for Milk!

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 5 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	CURRICULUM AREA	Outcomes
ACTIVITY A: DISCUSSION	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Combine ideas ☐ Group ideas and information into categories determined by an adult
ACTIVITY B: CREATE A MILK VERSE! Create a milk products verse Create a class word and picture chart	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore Express ideas and develop understanding Share personal experiences that are clearly related to oral, print and other media texts Talk with others about something recently learned 1.2 Clarify and Extend Combine ideas Group ideas and information into categories determined by an adult Extend understanding Ask questions to get additional ideas and information on topics of interest General Outcome 3: Manage ideas and information 3.1 Plan and Focus Plan to gather information Ask and answer questions to satisfy information needs on a specific topic 3.3 Organize, Record and Evaluate Organize information Identify or categorize information according to sequence, or similarities and differences General Outcome 4: Enhance the clarity and artistry of communication 4.3 Present and Share Present information Present ideas and information to a familiar audience, and respond to questions Enhance presentation Add such details as labels, captions and pictures to oral, print and other media texts General Outcome 5: Respect, support and collaborate with others

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
		5.2 Work within a Group Cooperate with others ☐ Work in partnerships and groups Work in groups ☐ Ask questions and contribute ideas related to class investigations on topics of interest ☐ Take turns sharing ideas and information Evaluate group process ☐ Recognize personal contributions to group process
	Mathematics (2007)	Strand: Shape and Space (3-D Objects and 2-D Shapes) General Outcome: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them. □ 2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule. [C, CN, R, V] □ 3. Replicate composite 2-D shapes and 3-D objects. [CN, PS, V]
	Music	Skill: Creating Make up new words to songs
WRAP UP: EASY MILK MIND MAPPING ❖ Create a mind map about milk products or benefits	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore Express ideas and develop understanding □ Share personal experiences that are clearly related to oral, print and other media texts Experiment with language and forms □ Experiment with different ways of exploring and developing stories, ideas and experiences 1.2 Clarify and Extend Combine ideas □ Group ideas and information into categories determined by an adult General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information □ Identify or categorize information according to sequence, or similarities and differences Record information □ Represent and explain key facts and ideas in own words Expression □ Purpose 1: Students will record or document activities, people and
		☐ Purpose 1: Students will record or document activities, people and discoveries.
HOME CONNECTION: CLASS MILK CALENDAR Create a class calendar	Language Arts	General Outcome 4: Enhance the clarity and artistry of communication 4.3 Present and Share Enhance presentation ☐ Add such details as labels, captions and pictures to oral, print and other media texts

ACTIVITY FOCUS	CURRICULUM	Оитсомея
	AREA	
with healthy milk choices		
Fun Corner	Science	Explore and Investigate ☐ recognize and describe steps followed, based on independent activity, on directed activity and on observing the activity of others

Lesson 6: Amazing Meat and Alternatives

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 1 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: MEAT AND ALTERNATIVES STUDY

PRINT

Health and Life Skills Language Arts

ACTIVITY B: WHAT IS AN ALTERNATIVE?

Health and Life Skills Physical Education Language Arts Mathematics

WRAP UP: CREATE A SUPER SANDWICH!

Health and Life Skills Language Arts

Art

POWER SNACK: YUMMY HUMMUS

Health and Life Skills

EXTENSION: BEAN SALAD MATH

Mathematics

HOME CONNECTION: THE FAMILY THAT EATS

TOGETHER

Health and Life Skills Language Arts

Art

FUN CORNER

Science

ENERGY BLAST: MOOOOVE IT!

Physical Education
Daily Physical Activity

Lesson 6: Amazing Meat and Alternatives

LESSON OVERVIEW

This lesson uses a fun sandwich-based theme to teach children about the Meat and Alternatives food group.

By the end of this lesson, student will be able to:

- Identify and classify meat and alternatives
- Understand that meat and alternatives are tasty choices that can give them power to play, grow and feel great!

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 6 of the Grade 1 *Power to Play* program.

HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES	
tional choices	
, eating a	
5	
rities	
ct, using a	
ith others	
rt and space to	
skills	
in large and	
ds of activity	
vities	
xplanations	
nvironments;	

Alberta Cross-Curricular Links Grade 1

Lesson 6: Amazing Meat and Alternatives

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 6 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
ACTIVITY A: MEAT AND ALTERNATIVES STUDY PRINT Match meat and alternative food choices to elements of a sandwich	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Combine ideas ☐ Group ideas and information into categories determined by an adult General Outcome 5: Respect, support and collaborate with others 5.2 Work within a Group Cooperate with others ☐ Work in partnerships and groups Work in groups ☐ Ask questions and contribute ideas related to class investigations on topics of interest ☐ Take turns sharing ideas and information
ACTIVITY B: WHAT IS AN ALTERNATIVE? Sort meat and alternatives into groups	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Combine ideas Group ideas and information into categories determined by an adult General Outcome 3: Manage ideas and information 3.1 Plan and Focus Focus attention Explore and share own ideas on topics of discussion and study Determine information needs Follow spoken directions for gathering ideas and information 3.2 Select and Process Evaluate sources Match information to research needs 3.3 Organize, Record and Evaluate Organize information Identify or categorize information according to sequence, or similarities and differences List related ideas and information on a topic, and make statements to accompany pictures Record information Represent and explain key facts and ideas in own words Evaluate information Recognize and use gathered information to communicate new learning

ACTIVITY FOCUS	CURRICULUM AREA	Оитсомеѕ
	Mathematics (2007)	Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. 3. Sort objects, using one attribute, and explain the sorting rule. [C, CN, R, V]
WRAP UP: CREATE A SUPER SANDWICH ❖ Design a super sandwich	Art	General Outcome 3: Manage ideas and information 3.1 Plan and Focus Focus attention Connect information from oral, print and other media texts to topics of study Determine information needs Follow spoken directions for gathering ideas and information Evaluate sources Match information to research needs 3.3 Organize, Record and Evaluate Organize information Identify or categorize information according to sequence, or similarities and differences Evaluate information Recognize and use gathered information to communicate new learning General Outcome 4: Enhance the clarity and artistry of communication 4.1 Enhance and Improve Enhance artistry Use words and pictures to add sensory detail in oral, print and other media texts 4.3 Present and Share Present information Present ideas and information to a familiar audience, and respond to questions Enhance presentation Add such details as labels, captions and pictures to oral, print and other media texts Use effective oral and visual communication Speak in a clear voice, with appropriate volume, to an audience Demonstrate attentive listening and viewing Ask questions to clarify information Be attentive and show interest during listening or viewing activities Expression Purpose 5: Students will create an original composition, object or space based on supplied motivation.
EXTENSION: BEAN SALAD MATH! Create a been salad graph	Mathematics (2007)	Strand: Number General Outcome: Develop number sense. □ 4. Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V] □ 5. Compare sets containing up to 20 elements, using

ACTIVITY FOCUS	CURRICULUM AREA	Оитсомеѕ
	AREA	to solve problems. [C, CN, ME, PS, R, V] Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. 3. Sort objects, using one attribute, and explain the sorting rule. [C, CN, R, V] Strand: Shape and Space (3-D Objects and 2-D Shapes) General Outcome: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them. 2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule. [C, CN, R, V] 3. Replicate composite 2-D shapes and 3-D objects. [CN, PS, V]
FUN CORNER ❖ Conduct an experiment	Science	Science Inquiry Skills □ 1–1 Bring focus to investigative activities, based on their own questions and those of others. Focus □ ask questions that lead to exploration and investigation □ predict what they think will happen or what they might find Explore and Investigate □ recognize and describe steps followed, based on independent activity, on directed activity and on observing the activity of others Reflect and Interpret □ describe what was observed, using pictures and oral language □ identify questions being investigated and identify what was learned about each question □ identify new questions that arise from what was learned. Topic D: Senses General Learner Expectation 1–9 Use the senses to make general and specific observations, and communicate observations orally and by producing captioned pictures. □ 3. Apply particular senses to identify and describe objects or materials provided and to describe living things and environments.
HOME CONNECTION: THE FAMILY THAT EATS TOGETHER Create a family illustration	Language Arts	General Outcome 4: Enhance the clarity and artistry of communication 4.1 Enhance and Improve Enhance artistry Use words and pictures to add sensory detail in oral, print and other media texts 4.3 Present and Share Present information Present ideas and information to a familiar audience, and respond to questions
	Art	Expression ☐ Purpose 5: Students will create an original composition, object or space based on supplied motivation.

Lesson 7: Classification Notification!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 1 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: LEARN AND SING CD SONG 6 "ON TOP OF OUR PIZZA"
Health and Life Skills
Language Arts

ACTIVITY B: WATCH DVD EPISODE 7 "OPERATION:
AIM FOR FOUR"
Health and Life Skills
Language Arts
Mathematics

ACTIVITY C: PLAN A PARTY!
Health and Life Skills
Physical Education
Language Arts
Mathematics

WRAP UP: PARTY INVITATION Health and Life Skills Language Arts Art POWER SNACK: FOUR FOOD GROUP PIZZAS Health and Life Skills

EXTENSION: PARTY! Health and Life Skills

FUN CORNER Health and Life Skills Physical Education Language Arts

ENERGY BLAST: SUPER CIRCUIT Physical Education Daily Physical Activity

Lesson 7: Classification Notification!

LESSON OVERVIEW

This lesson is an overview of the classification of foods into the four food groups and explores when students can choose healthy snacks from the four food groups.

By the end of this lesson, student will be able to:

- Identify and classify foods from the four food groups
- Identify the benefits of fun, physical activities for a healthy body
- List occasions when they can choose healthy foods and snacks
- Explain that healthy foods from the four food groups are tasty and provide power to play!

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 7 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS		HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES		
ACTIVITY A: LEARN AND SING CD SONG 6 "ON TOP		Hea	alth	
of Our Pizza"			W-1.5 recognize the importance of basic, healthy,	
*	Identify foods from each of the four food groups		nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast	
	IVITY B: WATCH DVD EPISODE 7 "OPERATION:			
	FOR FOUR"	Physical Education		
*	Identify healthy food choices from all	_	neral Outcome B: Benefits Health	
	four food groups		1 identify healthy nutritional habits [ACTIVITIES ONLY]	
Δст	IVITY C: PLAN A PARTY!	Ger	neral Outcome A: Activity	
*	Assess food choices to develop a meal		1 perform locomotor skills through a variety of	
•	plan for an occasion with all four food		activities	
	groups		3 perform nonlocomotor skills through a variety of	
	8. o.p.	_	activities	
W _R	AP UP: PARTY INVITATION		5 demonstrate ways to receive, retain and send an	
*	Create a class party invitation, identifying		object, using a variety of body parts and	
	healthy food choices from each food		implements, individually and with others	
	group		8 perform simple movements by using elements of	
	0 1		effort and space to respond to a variety of stimuli;	
Pov	VER SNACK: FOUR FOOD GROUP PIZZAS		e.g., music	
*	Create a healthy snack		9 demonstrate body awareness when performing	
	·		dance activities	
EXTENSION: PARTY!			10 demonstrate body and space awareness when	
*	Vote on healthy food choices from food		performing space awareness games	
	groups	Ger	neral Outcome C: Cooperation	
			5 display a willingness to play cooperatively with	
FUN CORNER			others in large and small groups	
*	Identify personal snack choices from	Ger	neral Outcome D: Do It Daily for Life	
	each food group		1 show willingness to participate regularly in short	

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
ENERGY BLAST: SUPER CIRCUIT [PHYSICAL EDUCATION OUTCOMES]	periods of activity with frequent rest intervals 2 demonstrate effort while participating in physical activities 3 show a willingness to listen to directions and simple explanations 4 participate in safe warm-up and cool-down activities 5 experience moving safely and sensitively through all environments; e.g., space awareness activities

Alberta Cross-Curricular Links Grade 1

Lesson 7: Classification Notification!

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 7 of the Grade 1 *Power to Play* program.

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
ACTIVITY A: LEARN AND SING CD SONG 6 "ON TOP OF OUR PIZZA" ❖ Identify foods from each of the four food groups	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Consider the ideas of others ☐ Listen and respond appropriately to experiences and feelings shared by others Combine ideas ☐ Group ideas and information into categories determined by an adult General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information ☐ Identify or categorize information according to sequence, or similarities and differences
ACTIVITY B: WATCH DVD EPISODE 7 "OPERATION: AIM FOR FOUR" Identify healthy food choices from all four food groups ACTIVITY C: PLAN A PARTY! Assess food choices to develop a meal plan for an occasion with all four food groups	Language Arts Mathematics	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Consider the ideas of others ☐ Listen and respond appropriately to experiences and feelings shared by others Combine ideas ☐ Group ideas and information into categories determined by an adult General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information ☐ Identify or categorize information according to sequence, or similarities and differences Evaluate information ☐ Recognize and use gathered information to communicate new learning Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. ☐ 3. Sort objects, using one attribute, and explain the sorting rule. [C, CN, R, V]
WRAP UP: PARTY INVITATION Create a class party invitation, identifying	Language Arts	General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information ☐ Identify or categorize information according to sequence, or similarities and differences ☐ List related ideas and information on a topic, and make statements to

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
healthy food		accompany pictures
choices from		Record information
each food		☐ Represent and explain key facts and ideas in own words
group		Evaluate information
		☐ Recognize and use gathered information to communicate new learning
		General Outcome 5: Respect, support and collaborate with others
		5.1 Respect Others and Strengthen Community
		Celebrate accomplishments and events
		☐ Share ideas and experiences through conversation, puppet plays,
		dramatic scenes and songs to celebrate individual and class
		accomplishments
	Art	Evaraction
	Art	Expression ☐ Purpose 5: Students will create an original composition, object or
		space based on supplied motivation.
		space based on supplied motivation.
Fun Corner	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences
Identify		1.1 Discover and Explore
personal		Express ideas and develop understanding
snack choices		☐ Share personal experiences that are clearly related to oral, print and
from each		other media texts
food group		1.2 Clarify and Extend
		Combine ideas
		☐ Group ideas and information into categories determined by an adult
		General Outcome 4: Enhance the clarity and artistry of communication
		4.1 Enhance and Improve
		Expand knowledge of language
		☐ Identify and use an increasing number of words and phrases related to
		personal interests and topics of study
		Enhance artistry
		☐ Use words and pictures to add sensory detail in oral, print and other media texts