

GRADE ONE ACTIVITIES

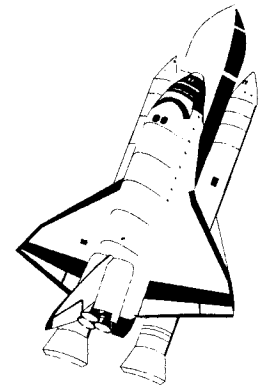
SPACE TRAVEL

PROCEDURE

In this activity children will have an opportunity to solve problems in a cooperative learning environment and to identify needs and wants through a simulated space journey.

Part 1

As an introduction to this activity, read a book to the class about imaginary space travel such as *Regards to the Man in the Moon* by Ezra Jack Keats. Allow time to observe and discuss the collage artwork as the story is read. Teachers may also show a space video or provide other space visuals. Following the introduction, group children in pairs.



Present each group with a box of recycled materials and challenge them to create a model rocket ship together. Invite each pair to present their creation to the group and tell about the materials they used for construction, where they will go in their rocket ship, and what they might see on their journey.

Part 2

Revisit *Regards to the Man in the Moon* by focusing on the trip the characters took. Invite the children to go on a space trip. Brainstorm with the class a list of items that would be needed (e.g., food, water, walkie talkie, toilet paper, games, books) for the adventure. Help children classify these items as 'needs'. Through class discussion, a limit on the number of items that a child can bring on the space flight should be set. Invite the children to pack their imaginary bags. Children draw the items on an inventory sheet as they pack their 'needs'. Once packed, invite children to carry their packs and chairs to the launch site.

Later at the launch site (a designated area of the classroom) the children prepare for the space flight by placing the chairs with backs on the floor to simulate lift-off. Gather the children in another area of the classroom to perform final preparations for the space flight. The teacher may use the included script for this activity. Once the rocket ship has lifted off, begin a description of what they see (e.g., stars, Earth, other planets, moon, asteroids, space junk, other space craft) on their imaginary space voyage and encourage the children to add to the description. Return to Earth when fuel begins to run low.

Allow the children to return their chairs and unpack their bags. Using a Big Book format, share write a journal of their space flight creating an inventory sheet as page one, followed with a page from each child. The journal pages may focus on what they saw, liked, and pictures of themselves using the items they brought. The journal may be used for shared reading.

Encourage the children to make sounds as they role play to the following narration.

UP! UP! to the Stars and Beyond

Your attention please. All astronauts must now check their suits. Please ensure that all your space suit zippers are zipped up and buttons are buttoned. Snap your helmet snaplocks. Once you have checked your suits, you may go to the launch site. Be careful to walk with your legs wide apart so that you don't trip on your humongous boots.

Please sit in your seat and fasten your seatbelt. Be sure your seatbelt clicks into place. Adjust your viewing screens. Can you see the clear blue sky above?

Begin your countdown! 10...9...8...7...6...5...4...3...2...1, BLAST OFF! Your seats will only shake for a short time while the blast engines stabilize.

There, now that your flight is smooth you may want to look at Earth. Turn your heads to the left and look out your window at Earth. Can you see the blue colours of the oceans and the seas? Can you see the green of the land? Say good-bye to the Earth and let's look out the window on your right.

Can you see the moon? See how it is getting bigger as we get closer. Do you see any mountains? What colours do you see on the moon?

Warning! Warning! We have now entered a meteor field! Hold on to your helmets as we may crash. What a close call! We were able to turn out of the way just in time. Quick! Look out your left window! Can you see the Milky Way? Look at the millions of stars that make up the Milky Way. What do you see when you look out of the right window? (allow the children to imagine many things) Wow! You sure do see a lot of things.

Oh no! A meteor just hit us, we are losing fuel! Quick, go to manual power! Everyone put your feet in the air now and wait for the pedals to lower down to your feet. NOW! Pedal like on a bicycle! OK! Now Stop! Great job. That was just enough of a push so that we can coast back to Earth. In space you only need a little push to go a long way.

Look out your left window. Can you see Earth getting bigger? What does that mean? That's right, we are getting closer. Now prepare for the ship to shake as we enter Earth's atmosphere. Hold on to your seats. We are now entering the atmosphere. There, now we will fly smoothly back home. Do not unfasten your seatbelts until we have fully stopped. We are now landed. You may leave the ship. Unsnap your helmets, unzip your zippers and unbutton your space suits. Now return the suits to their places.

SUGGESTED MATERIALS

- Regards to the Man in the Moon* by Ezra Jack Keats
- material boxes
- spools
- tubes
- cups
- plastic containers
- egg cartons
- cardboard
- scissors
- chart
- chairs
- pages for Big Book journal
- tape/glue
- magazine pictures
- wallpaper

ENTERPRISE OUTCOMES

Students will be expected to

- work cooperatively to complete tasks for which they are responsible
- apply previous knowledge to new situations
- identify and prioritize needs and wants
- use problem-solving techniques to plan and design group projects

CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- demonstrate that they are becoming aware of social conventions in group work and cooperative play
- with assistance, interact with a variety of simple texts
- respond personally to the texts in a variety of ways
- express opinions about texts and the work of authors and illustrators
- use drawing, letters, and approximations to record meaning

Science

- choose materials to build a variety of real and imaginary settings and play roles that correspond to these settings

REVIEW AND REFLECTION

The following questions and statements may be used as a guide for group discussion.

Part 1

- How was working with your partner to build a rocket ship better than working by yourself?
- Did you have any problems building your rocket ship? What did you do?
- What did you like most about *Regards to the Man in the Moon*?

Part 2

- Discuss the difference between a 'need' and a 'want.' Ask children to share with the class something they 'want' and determine if it is also a 'need'.

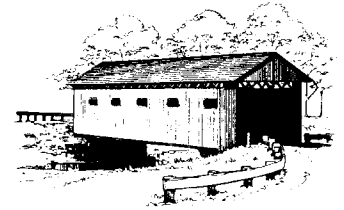
BRIDGE BUILDERS

PROCEDURE

In this activity children will work together to build a bridge strong enough to support one or more toy cars.

This activity may be introduced by reading *Three Billy Goats Gruff* by Judith Smith and Brenda Parker. Engage children in a discussion about the purpose of bridges and the materials needed to make different bridges. Pictures of various bridges may assist the discussion. Invite teams of children to build a bridge that can support one or more toy cars. The bridge may be built using only the materials in the bag provided by the teacher. Each bag may contain different materials. As a class, a time limit may be determined before building begins.

Encourage children to create a name for their bridge and explain its significance when they present their bridge for testing. Prior to testing, the teams of children may explain how they went about building the bridge, some of the problems they encountered and how they tried to solve these problems. Children may test their bridges by placing one or more toy cars on it. They may then discuss their observations and possible reasons for their results.



SUGGESTED MATERIALS

- toy cars
- bags
- straw twigs
- drinking straws
- paper towel rolls
- blocks
- popsicle sticks
- elastics
- glue
- paper clips
- cardboard
- miscellaneous items
- Three Billy Goats Gruff* by Judith Smith and Brenda Parker

ENTERPRISE OUTCOMES

Students will be expected to

- use problem-solving techniques to plan and design individual or group projects
- work cooperatively and complete tasks for which they are responsible
- identify skills and describe attributes of team members
- make choices about tools and materials to achieve goals

CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- express opinions and give simple explanations for some of their opinions
- listen to the ideas or opinions of others
- engage in informal oral presentations and respond to a variety of oral presentations and other texts

Science

- communicate questions, ideas, and intentions while conducting their explorations
- communicate procedures and results, using drawings, demonstrations, and written and oral presentations
- select and use materials to carry out their own explorations

REVIEW AND REFLECTION

After testing the bridges, the following questions may be used as a guide for discussion.

- How did working with a group help in the building of your bridge?
- Did you or your group experience any problems when you were building your bridge? If so, how did you attempt to solve them?
- Which materials seemed to make the best bridges? Why?
- How could you have made your bridge stronger?
- Can you explain how you helped your group build the bridge?

CEREAL BOX DESIGN

PROCEDURE

In this activity children will have an opportunity to explore and experiment with different ways of communicating by designing the front of a cereal box to promote a favourite cereal.

To introduce this activity invite children to bring in cereal boxes from home. Look at and discuss several of these using the following questions as a guide.

- What is on the front and back of the box?
- What did you notice first?
- What do you like about the front and back of the box?
- What don't you like about it?
- What message do you think the front and back of the box is trying to give us?
- What information can you learn from the front and back of the box?
- What words and symbols are common to all the boxes?
- How could you improve the front and back of the box?

Invite the children in pairs to create a new name and design a new front for the box of one of their favourite cereals. After completing their designs, the children may share them with the class.

Note: Teachers may choose to use an older buddy to help children with this activity.

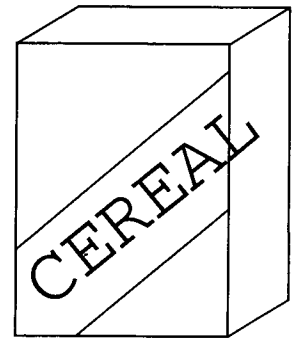
SUGGESTED MATERIALS

- paper
- pencils
- paint
- paint brushes
- crayons
- computer and printer (optional)
- cardboard
- construction paper
- scissors
- glue

ENTERPRISE OUTCOMES

Students will be expected to

- explore and experiment with various media
- identify a variety of ways to advertise
- demonstrate how line, shape, colour, and texture when organized in certain ways can communicate information to us



CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- with assistance, interact with a variety of simple texts
- use writing and other forms of representing for a variety of functions
- begin to experiment with language choices in imaginative writing and other ways of representing
- demonstrate some awareness of audience and purpose

REVIEW AND REFLECTION

After sharing the designs of the front of their cereal boxes, engage the children in discussion. The following questions may be used as a guide for discussion.

- How did you choose the name for your cereal?
- If you could choose a star to advertise your cereal, who would it be? What would you want them to say?
- How does the design of the front of your cereal box make you feel about the cereal?
- How would you advertise your cereal?
- What skills did you and your partner need to design the front of your cereal box?
- What was the main message presented on the front of your cereal box?
- What things about the front of your cereal box would make you or someone else want to buy it?

CLOTHING CREATIONS

PROCEDURE

In this activity children will have an opportunity to demonstrate problem-solving skills and product innovation in the creation of their own clothing designs.

As an introduction engage the class in a discussion on the various reasons we wear clothes. Pictures of seasonal clothing from a catalogue or actual clothing samples may serve as a stimulus for discussion. Guide the discussion to generate an awareness in the children that we wear seasonal clothing to help protect us from the elements and for personal enjoyment. As a class generate a list of ideas about aspects of clothing that they like.

Invite children to work cooperatively in pairs to sketch or paint clothing that they would like to wear and to identify in what season(s) it could be worn. Designs should use at least one idea from each partner. Rough copies could be made on regular paper and life-sized products done on chart paper.

Pairs may celebrate their enterprise by sharing their work with the class. Questions may be asked of the creators during or after the sharing. Their designs may be displayed for the class or school on a clothesline or a large bulletin board made to look like a store window.



SUGGESTED MATERIALS

- tape
- glue
- stapler
- ribbon
- paper plates
- egg cartons
- styrofoam trays
- cardboard
- newspapers
- paper towel tubes
- string
- yarn
- paper towels
- construction paper
- buttons
- paper bags
- boxes
- fabric
- felt
- chart paper

ENTERPRISE OUTCOMES

Students will be expected to

- use problem-solving and decision-making to plan and design a group project
- demonstrate basic communication competencies
- identify seasonal cycles in using goods and services

CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- express thoughts and feelings and describe experiences
- sustain one-to-one conversations and contribute to small and large group interactions
- use prewriting strategies, such as drawing, talking and reflecting
- demonstrate engagement with the creation of pieces of writing and other representations

Science

- compare and describe the components of some familiar objects
- identify objects used, how they are used, and for what purpose they are used
- investigate and describe changes that occur in seasonal cycles in the characteristics, behaviour, and location of living things

REVIEW AND REFLECTION

Facilitate a class discussion on the process experienced by the children using the following questions as a guide.

- What problems did you and your partner have and how did you solve them?
- What skills did you and your partner use in the creation of your design?
- What time of year would you buy your clothing creation?
- Identify and explain key words you would use to advertise your clothing creation.

CURIOUS GADGETS

PROCEDURE

In this activity children will have an opportunity to explore product innovation and invention.

As an introduction the teacher may wish to focus the children for the activity by posting some of the review and reflection questions. Take time to discuss with the children what makes people curious about different things. At this point show the class a couple of curious gadgets and ask for suggestions about their purpose and function (e.g., pager, oil lamp, butter churn, wash board, wooden potato masher).

Through shared writing, a letter could be sent home explaining the activity and asking permission for the children to bring from home a safe gadget about which they are curious. Parents and grandparents will be an excellent resource for this activity. Collected gadgets may be numbered to make identification easier during the activity. Display the numbered gadgets in various locations around the class.

Place the children in groups and invite them to examine and discuss the gadgets. During their discussions children should name the gadgets and identify a possible use. After each group has viewed the different gadgets, ask them to share their ideas with the class.

Note: This activity could be done in conjunction with Heritage Day.

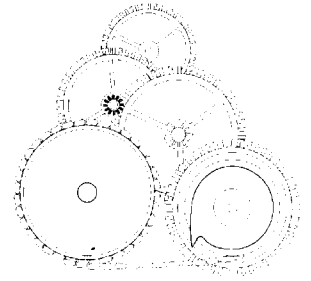
SUGGESTED MATERIALS

- various items (curious gadgets)
- labels to number objects
- paper
- pencil

ENTERPRISE OUTCOMES

Students will be expected to

- work cooperatively and complete tasks for which they are responsible
- recognize the impact of scientific and technological developments on daily life
- formulate questions and seek answers



CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- ask and respond to questions to clarify information or gather further information
- sustain one-to-one conversations and contribute to small and large group interactions
- record information in simple ways

Science

- identify objects used, how they are used, and for what purpose they are used
- propose an answer to an initial question or problem and draw a simple conclusion based on observations or research

REVIEW AND REFLECTION

The following questions may be used as a guide for class discussion.

- How did working in groups help you learn about the different 'curious gadgets'?
- Did anyone have different ideas about the use of a gadget? How did you decide which idea you would present?
- What was your favourite gadget? Why?
- What 'need' does each of the objects meet?
- Could one of the gadgets be used to help us in the classroom?
- Why do you think we need inventors and innovators?
- When looking at something new to us, what kinds of questions should we ask ourselves?
- Does anyone have an idea for a new product that could be created to help us in the classroom?

ME-SHAPES

PROCEDURE

In this activity children will have the opportunity to work cooperatively to identify skills and describe attributes of themselves and their classmates through the use of art, discussion, and printed text.

Engage the class in a discussion about what they know how to do, what they would like to learn about and what they would like to learn how to do. Highlight through the discussion that just as we all look different, we all have different interests and skills. Explain that they are going to be invited to create an outline of their bodies and fill it in with sketches and words about what they can do and what they want to learn to do.

Place children in pairs and explain that one child will lie on the paper while his/her partner traces their outline. Invite children to trace each other's outline and to put their names on their outlines. Then with the help of their partner identify physical characteristics and sketch and colour them on their Me-shapes.

Later, pairs may be encouraged to discuss personal qualities, things they can do and things they want to learn to do. The teacher at this point may wish to discuss with the class how to organize the information that the children will place in the outline. Suggestions may be useful, such as things you can do or qualities you possess go on the bottom half and things you want to learn to do or qualities you hope to develop go on the top half. Children may represent and organize their information in unique ways.



SUGGESTED MATERIALS

- chart paper
- pencils
- markers
- scissors

ENTERPRISE OUTCOMES

Students will be expected to

- demonstrate self-awareness
- identify skills and attributes of self and others
- work cooperatively and complete tasks for which they are responsible

CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- use a variety of strategies to create meaning
- use writing and other forms of representing for a variety of functions

- begin to experiment with language choices in imaginative writing and other ways of representing
- use some conventions of written language

REVIEW AND REFLECTION

The children may present their outlines to the class and respond to various questions about its contents. In addition, the following questions may be used as a guide for class discussion.

- What did you learn about yourself in this activity?
- How might you learn to do some of the things that you identified in your Me-shape?
- What new things did you learn about your partner?
- How did you help your partner with this activity?

PERSONAL SHOWCASE

PROCEDURE

In this activity children will have an opportunity to identify skills and describe personal attributes through oral communication and visual representations.

Invite the children to bring an item from home that will help them to share something about themselves and highlight something they like to do. Two children could present on a daily basis until everyone has had a turn. The children should be encouraged to use a variety of items (e.g., pictures, art work, favourite clothes, books, music, toys, and others) to represent themselves and things they can do (e.g., dance, sports, cook or bake, crafts). A letter constructed through shared writing may be sent home to explain the activity to parents/guardians.

Ideally the sharing and display creation would occur in the morning to allow time for children to view the display later. The teacher may invite questions following each presentation about what the child likes to do and how it was learned.

Allocate a space (e.g., table and/or bulletin board) for the children to set up a “Me” display (personal showcase) for the day. A class list could be posted and once the children dismantle their display, they could find their name on the list and check it. The teacher could then remind the children of who is to present on the next day by selecting someone to read the names.

SUGGESTED MATERIALS

- display tables and/or bulletin boards
- children’s personal items for their showcase

ENTERPRISE OUTCOMES

Students will be expected to

- demonstrate self-awareness
- identify skills and describe attributes of self and others
- organize information through a variety of concrete representations



CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- express opinions and give simple explanations for some of their opinions
- engage in informal oral presentations and respond to a variety of oral presentations and other texts
- demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and cooperative play
- begin to match one-to-one spoken to printed word
- use writing and other forms of representing for a variety of functions
- contribute during shared writing activities

REVIEW AND REFLECTION

The children may be invited to discuss how it felt to present themselves and the things they like to do. The following questions may be used as a guide for class discussion.

- What did you learn about yourself through participating in this activity?
- How did you decide on what to bring to the class?
- What other things could you have brought in to help talk about yourself?
- What did you learn about your classmates that you did not know before?