Partners in Learning Guide

“Student achievement improves when parents play an active role in their child’s education, and good schools become even better when parents are involved.”

Ministry of Education (2016)

You have a tremendous impact on your child’s learning. We have created this guide to support you and the GECDSB’s mission which focuses on excellence in education by building confident learners, engaging with our communities and demonstrating ethical stewardship.

We are building tomorrow together – every learner every day!

<table>
<thead>
<tr>
<th>Inside the Partners in Learning Guide:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Ways to communicate between home and school</td>
</tr>
<tr>
<td>✓ Overall grade expectations from the Ministry of Education</td>
</tr>
<tr>
<td>✓ What learning looks like in the classroom</td>
</tr>
<tr>
<td>✓ How you can support your child at home</td>
</tr>
<tr>
<td>✓ Ministry resources</td>
</tr>
</tbody>
</table>

Home Support

Look for the house symbol for ideas and activities to try at home to support learning.
# LANGUAGE

## Grade 1

### Oral Language

**By the end of Grade 1, students will:**

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

**In the classroom, students may:**

- Engage in songs and chants
- Retell a story and personal recounts
- Share ideas and ask questions
- Make personal connections
- Express their needs in appropriate language
- Expand vocabulary

**Overall Expectations In Action**

- Encourage eye contact when talking to your child
- Encourage your child to ask questions
- Ask questions to find out how they feel and think
- Together, talk about thoughts and feelings
- Talk about books you have read with your child

### Reading

**By the end of Grade 1, students will:**

- Read and demonstrate an understanding of a variety of literary, graphic and informational texts using a range of strategies to construct meaning
- Recognize a variety of text forms, text features and stylistic elements, and demonstrate an understanding of how they help communicate meaning
- Use knowledge of words and cueing systems to read fluently
- Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading

**In the classroom, students may:**

- Read a variety of books, signs, posters, charts, labels, environmental print, etc.
- Retell a story
- Engage in role play
- Make connections to books, movies, trips, etc.
- Practice reading to build fluency
- Work with words
- Read with their teacher in a small group

**Overall Expectations In Action**

- Read aloud to your child
- Read stories that have repetitive parts and encourage your child to join in
- Encourage relatives and friends to give books as gifts
- Take your child to the library
- Read traffic signs and environmental print
- Play word games

### NOTES/GOALS:

---

www.publicboard.ca
### Writing

**By the end of Grade 1, students will:**

- Generate, gather and organize ideas and information to write for an intended purpose and audience
- Draft and revise their writing using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience
- Use editing, proofreading and publishing skills, and strategies and knowledge of language conventions to correct errors, refine expression and present their work effectively
- Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process

**In the classroom, students may:**

- Write picture books
- Organize ideas for writing
- Plan, write, edit and revise their writing
- Use familiar words from the class word wall
- Reflect on their writing

**Opportunities to continue the learning at home**

- Have your child create grocery lists
- Write and/or email notes to relatives and friends
- Draw pictures and label them
- Make journals of family activities or experiences
- Make scrap books
- Create games and write the rules for games

### Media Literacy

**By the end of Grade 1, students will:**

- Demonstrate an understanding of a variety of media texts
- Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
- Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts

**In the classroom, students may:**

- Identify messages in children’s advertisements
- Identify points of view and suggest different viewpoints
- Create media to tell a story

**Opportunities to continue the learning at home**

- Talk about advertisements to help your child understand the purpose of the ad
- Expose your child to a variety of media (flyers, food product labels)
- Discuss the message in movies, videos, television shows and songs
# MATHEMATICS

## Grade 1

### Number Sense and Numeration

**By the end of Grade 1, students will:**

- Read, represent, compare and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts
- Demonstrate an understanding of magnitude by counting forward to 100 and backwards from 20
- Solve problems involving the addition and subtraction of single-digit whole numbers using a variety of strategies

**In the classroom, students may:**

- Use a variety of tools (e.g. connecting cubes, number lines, hundreds charts)
- Count forward using different increments to 100 using a variety of tools and strategies
- Use concrete materials and drawings to solve addition and subtraction problems

**Overall Expectations in Action**

- Look for numbers in your environment and have your child read them and put them in order
- Count objects around the house (count silverware, count while walking up the stairs, count Lego pieces)
- Ask your child to solve real-life math problems (your brother is 8 and you are 6. How much older is your brother?)
- Ask your child to show various ways to represent a number (7 is 3+4, 5+2, 8-1, etc.)

### Measurement

**By the end of Grade 1, students will:**

- Estimate, measure and describe length, area, mass, capacity, time and temperature using non-standard units of the same size
- Compare, describe and order objects using attributes measured in non-standard units

**In the classroom, students may:**

- Use non-standard units such as paper clips, pencils, cards and their feet to measure
- Use the metre as a benchmark for measuring length

**Overall Expectations in Action**

- Ask your child to estimate and then count how many of an item it will take to cover your table
- Ask your child to order containers, boxes and packages from the cupboard (by size, by weight)

### Geometry and Spatial Sense

**By the end of Grade 1, students will:**

- Identify common two-dimensional shapes and three-dimensional figures and sort and classify them by their attributes
- Compose and decompose common two-dimensional shapes and three-dimensional figures
- Describe the relative locations of objects using positional language

**In the classroom, students may:**

- Identify, describe and compare 2D shapes based on their properties

**Overall Expectations In Action**

- Locate shapes in the environment that have symmetry and describe the symmetry

**www.publicboard.ca**
- Build and describe 2D and 3D structures using concrete materials
- Use positional language to describe relative locations of objects

- Create a picture of a flower using pattern blocks or a castle with building blocks
- Model the use of positional language (over, under, above, below, in front of, behind, inside, outside, beside, between, along)

<table>
<thead>
<tr>
<th>Patterning and Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of Grade 1, students will:</strong></td>
</tr>
<tr>
<td><strong>Overall Expectations</strong></td>
</tr>
<tr>
<td>- Identify, describe, extend and create repeating patterns</td>
</tr>
<tr>
<td>- Demonstrate an understanding of the concept of equality using concrete materials and addition and subtraction to 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the classroom, students may:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Expectations In Action</strong></td>
</tr>
<tr>
<td>- Create repeating patterns in a variety of ways including clapping, numbers, letters and actions</td>
</tr>
<tr>
<td>- Demonstrate equality by balancing cubes on a scale</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities to continue the learning at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Clap your hands and stomp one foot in a sequence (clap, clap, stomp; clap, clap, stomp; clap, clap, stomp) and have your child repeat the sequence</td>
</tr>
<tr>
<td>- Show your child a few objects and ask him or her how many more are needed to make ten</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Management and Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of Grade 1, students will:</strong></td>
</tr>
<tr>
<td><strong>Overall Expectations</strong></td>
</tr>
<tr>
<td>- Collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis</td>
</tr>
<tr>
<td>- Read and describe primary data presented in concrete graphs and pictographs</td>
</tr>
<tr>
<td>- Describe the likelihood that everyday events will happen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the classroom, students may:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Expectations In Action</strong></td>
</tr>
<tr>
<td>- Survey and organize data in graphs</td>
</tr>
<tr>
<td>- Interpret and compare graphical information</td>
</tr>
<tr>
<td>- Use mathematical language to describe the likelihood of everyday events</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities to continue the learning at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Collect and organize data about favourite foods that family members enjoy</td>
</tr>
<tr>
<td>- Discuss with your child how food preferences differ based on the graph</td>
</tr>
<tr>
<td>- Discuss the likelihood of certain weather events with your child</td>
</tr>
</tbody>
</table>

**NOTES/GOALS:**

www.publicboard.ca
SCIENCE & TECHNOLOGY

Understanding Life Systems: Needs and Characteristics of Living Things

By the end of Grade 1, students will:

- Assess the role of humans in maintaining a healthy environment
- Investigate the needs and characteristics of plants and animals, including humans
- Demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans

In the classroom, students may:

- Explore living things that are part of their everyday life
- Ask questions about their environment
- Investigate the needs of plants and animals
- Develop an understanding of the importance of caring for all living things

Overall Expectations In Action

- Plan a trip to a local park or conservation area and document your trip with a journal, pictures or photographs
- Talk about how to show care and concern for all living things
- Examine a variety of plants and talk about their size, shape and colour
- Talk to your child about how you can care for living things in your community

Understanding Structures and Mechanisms: Materials, Objects and Everyday Structures

By the end of Grade 1, students will:

- Assess the impact on people and the environment of objects and structures and the materials used in them
- Investigate structures that are built for a specific purpose to see how their design and materials suit the purpose
- Demonstrate an understanding that objects and structures have observable characteristics and are made from materials with specific properties that determine how they are used

In the classroom, students may:

- Explore different objects and structures
- Ask questions about the strength of different materials and their use in building structures
- Investigate objects and structures using their senses

Overall Expectations In Action

- Investigate ways to reduce waste (litterless lunches)
- Ask your child why objects are made from certain materials (plastic wrap is flexible to fit many containers)
- Talk about why certain materials are best for certain jobs in the home (sponges vs. dishcloths to absorb water)

Understanding Matter and Energy: Energy In Our Lives

By the end of Grade 1, students will:

- Assess uses of energy at home, at school, and in the community, and suggest ways to use less energy
- Investigate how different types of energy are used in daily life
- Demonstrate an understanding that energy is something that is needed to make things happen, and that the sun is the principal source of energy for the earth

In the classroom, students may:

- Explore the different ways people use energy and what those energy sources are
- Ask questions about how seasonal changes affect the way people use energy

Overall Expectations In Action

- Talk about the ways you use energy in your home (gasoline for the car, electricity for the lawn mower, food for the body)

www.publicboard.ca
- Investigate the ways the sun’s energy helps humans meet their basic needs
- Develop an understanding of the ways humans use energy

- Talk about ways to conserve energy with your child (importance of turning off the lights)
- Investigate how the sun affects the air, land and water (put an ice cube in the sun and in the shade and talk about what happens)

### Understanding Earth and Space Systems: Daily and Seasonal Changes

<table>
<thead>
<tr>
<th>By the end of Grade 1, students will:</th>
<th>Overall Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assess the impact of daily and seasonal changes on living things, including humans</td>
<td></td>
</tr>
<tr>
<td>• Investigate daily and seasonal changes</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the classroom, students may:</th>
<th>Overall Expectations In Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explore the changes in daily and seasonal cycles</td>
<td></td>
</tr>
<tr>
<td>• Ask questions about how humans adapt to seasonal changes in their everyday life</td>
<td></td>
</tr>
<tr>
<td>• Investigate how the appearance and behaviour of living things change throughout the seasons</td>
<td></td>
</tr>
<tr>
<td>• Develop an understanding of how humans prepare for and respond to daily and seasonal changes</td>
<td></td>
</tr>
</tbody>
</table>

#### Opportunities to continue the learning at home

- Talk about why we dress the way we do in different types of weather (why should you use an umbrella when it rains and snow pants when it snows).
- Talk about the ways your family prepares for each season (check the furnace, plant flowers, pull out snow shovels).
- Investigate changes in temperature (use a thermometer to measure the temperature at different times in the day)

---

**NOTES/GOALS:**

---
## Heritage and Identity: Our Changing Roles and Responsibilities

By the end of Grade 1, students will:

<table>
<thead>
<tr>
<th>Overall Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe some of the ways in which people’s roles, relationships and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people’s roles, relationships and responsibilities as well as their sense of self</td>
</tr>
<tr>
<td>• Use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships and responsibilities, and various situations in their daily lives</td>
</tr>
<tr>
<td>• Demonstrate an understanding that they and other people have different roles, relationships and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships and responsibilities</td>
</tr>
</tbody>
</table>

In the classroom, students may:

<table>
<thead>
<tr>
<th>Overall Expectations In Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss and compare significant events in their lives with those of their peers</td>
</tr>
<tr>
<td>• Use the inquiry process to investigate roles and responsibilities in their daily life</td>
</tr>
<tr>
<td>• Identify some of the significant people, places and things in their life</td>
</tr>
</tbody>
</table>

### Opportunities to continue the learning at home

- Journal about vacations or other significant events with your child
- Encourage your child to ask questions about changes in their responsibilities since they started school
- Talk to your child about the purpose and importance of people and places that you encounter

## People and Environments: The Local Community

By the end of Grade 1, students will:

<table>
<thead>
<tr>
<th>Overall Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people’s needs</td>
</tr>
<tr>
<td>• Use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship</td>
</tr>
<tr>
<td>• Describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance</td>
</tr>
</tbody>
</table>

In the classroom, students may:

<table>
<thead>
<tr>
<th>Overall Expectations In Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify occupations in their community and describe how they meet people’s needs</td>
</tr>
<tr>
<td>• Use the inquiry process to investigate the relationship between themselves and the natural and built environments</td>
</tr>
<tr>
<td>• Construct simple maps of places they have visited</td>
</tr>
</tbody>
</table>

### Opportunities to continue the learning at home

- When watching television together discuss the different occupations that you view
- Attend a community tree-planting event or clean-up
- Engage your child in exploring a map to determine a route when going on a walk in your neighbourhood

## NOTES/GOALS:

---

www.publicboard.ca
## THE ARTS

### Dance

**By the end of Grade 1, students will:**

- Apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas
- Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences
- Demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts

**In the classroom, students may:**

- Explore the elements of dance (body, space, time, energy, relationships)
- Participate in a variety of traditional/cultural dances
- Convey messages through movement

**Overall Expectations In Action**

- Together with your child, create movements that convey messages of eagerness, joy, anger, surprise, etc.
- Promote discussions about dance or movement you may see on television, YouTube, at a celebration, etc.

### Drama

**By the end of Grade 1, students will:**

- Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories
- Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences
- Demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community context

**In the classroom, students may:**

- Explore the elements of drama (role/character, relationship, time and place, tension, focus and emphasis)
- Engage in dramatic play and role play
- Demonstrate the thoughts or feelings of a character

**Overall Expectations In Action**

- Interview your child in the role of a character from their favourite story
- Ask your child about a story or topic they are studying at school and have them choose a point in the story to re-enact
- Discuss how a story, animation or movie would change if it were told from a different perspective

### Music

**By the end of Grade 1, students will:**

- Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music
- Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences
- Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts
In the classroom, students may:

- Explore the elements of music (duration, pitch, dynamics and other expressive controls, timbre, form)
- Represent sounds using various objects
- Create musical pieces for a specific purpose

**Overall Expectations In Action**

- Sing songs from the movies you watch
- Create, copy or extend a beat
- Create a musical piece using various objects found at home

**Opportunities to continue the learning at home**

Visual Arts

By the end of Grade 1, students will:

- Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings
- Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences
- Demonstrate an understanding of a variety of art forms, styles and techniques from the past and present, and their social and/or community contexts

In the classroom, students may:

- Explore the elements of design (line, shape and form, space, colour, texture, value)
- Communicate ideas, messages and personal understandings
- Express feelings and ideas about art works and art experiences
- Demonstrate an awareness of a variety of works of art from diverse communities, times and places

**Overall Expectations In Action**

- Use a variety of materials when creating pieces of art (buttons, fabric, recycled materials, items from nature)
- Talk about the art you see around you. How do the colours make you feel? What shapes do you see? What would this feel like if we could touch it?
- Express feelings through the creation of artwork

**Opportunities to continue the learning at home**

NOTES/GOALS:
# HEALTH & PHYSICAL EDUCATION  Grade 1

## Active Living

**By the end of Grade 1, students will:**

- Participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives
- Demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living
- Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

**In the classroom, students may:**

- Participate in activity centres, circuits, tag games, and parachute activities
- Generate ideas about what helps them become physically active
- Express themselves positively when learning a new skill
- Cooperate by staying in defined boundaries and wearing proper footwear

## Movement Competence

**By the end of Grade 1, students will:**

- Perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as they engage in a variety of physical activities, as appropriate
- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities in order to enhance their ability to participate successfully in those activities

**In the classroom, students may:**

- Balance on different parts of their body
- Make shapes with their body
- Communicate clearly when passing or receiving equipment

## Healthy Living

**By the end of Grade 1, students will:**

- Demonstrate an understanding of factors that contribute to healthy development
- Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- Demonstrate the ability to make connections that relate to health and well-being, how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being

**In the classroom, students may:**

- Have discussions about personal safety
- Have discussions about how their body lets them know when they are hungry or thirsty
- Have discussions about caring behaviors and feelings
- Learn about parts of the body, how the senses work and how to keep clean

## Opportunities to continue the learning at home

- Be a role model by integrating physical activity into your daily routine (bike to the store, go for a walk)
- Create obstacles and/or games with your child that challenge their balance and stability
- In the grocery store, discuss healthy eating options with your child
FRENCH AS A SECOND LANGUAGE

“Students will communicate and interact with growing confidence in French, one of Canada’s official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.”

Ministry of Education, 2013 FSL Curriculum Grades 1-8

What are the advantages of learning a new language?

- Learning a second language supports a child’s continuing growth in their first language
- Students develop motivation, self-esteem, and confidence, enriched social skills, and increased cultural appreciation
- A wider variety of opportunities for future success and opportunities are available

What are the different types of French programs?

**Core French**
The Core French program is mandatory in all English Language schools, **beginning in Grade 4**. Students will receive 120 hours of French per year in Grades 4–8.

**French Immersion**
GECDSB offers an Early French Immersion model within several elementary schools:

- JK – Grade 1 — 100% of instruction in French
- Grades 2–5 — 80% French (Language Arts is in English)
- Grades 6–8 — 50% French (Math, Science, and Language Arts are in English)
- For subjects other than FSL that are taught in French, the expectations in each course are those outlined in the English-language curriculum policy documents.

The elementary school curriculum for Core French, Extended French, and French Immersion is designed to prepare students for success in the corresponding program at the secondary level.

How can I support my child’s learning of French?

- Talk to your child about the benefits of learning French
- Encourage your child to talk, read, and write in their first language
- Read aloud to your child in their first language
- Support your child’s exploration of French resources (e.g., books, songs, videos, museums, art galleries)
- Encourage your child to share their learning with you. They could be your teacher!

Talk to your child’s teacher about other resources

The Ontario Curriculum, Grades 1-8, Language (2006)

http://www.edu.gov.on.ca/eng/can/elementary/grade1.html

Ministry of Education FSL

http://www.edu.gov.on.ca/eng/amenagement/FLS.html

www.publicboard.ca
### What is available at school?
The GECDSB offers library programs with qualified Teacher-Librarians in our schools. All students have access to an up-to-date school library with collections that support curriculum, digital citizenship, inquiry, and reading for pleasure.

### Can we access library materials from home?
The GECDSB provides a “virtual library” for students they can use at school and at home — including access to eBooks, encyclopedias, research support, subscription databases, and much more.

Virtual Library Link: [https://publicboard.ca/Students/VirtualLibrary/Pages/default.aspx](https://publicboard.ca/Students/VirtualLibrary/Pages/default.aspx)

<table>
<thead>
<tr>
<th><a href="http://www.publicboard.ca">www.publicboard.ca</a> &gt; Students &gt; Virtual Library &gt; Elementary Virtual Library Commons &gt; Online Databases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PebbleGo</strong></td>
</tr>
<tr>
<td>Read or listen to topics from Science including animals, weather, and natural disasters.</td>
</tr>
<tr>
<td>User ID: greateressex</td>
</tr>
<tr>
<td>Password: library</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><a href="http://www.publicboard.ca">www.publicboard.ca</a> &gt; Students &gt; Virtual Library &gt; Elementary Virtual Library Commons &gt; Online Databases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BookFlix</strong></td>
</tr>
<tr>
<td>Read or listen to fiction and non-fiction stories on the same topic.</td>
</tr>
<tr>
<td>User ID: greaesse</td>
</tr>
<tr>
<td>Password: grea7392</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><a href="http://www.publicboard.ca">www.publicboard.ca</a> &gt; Students &gt; Virtual Library &gt; Elementary Virtual Library Commons &gt; eBooks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unite for Literacy</strong></td>
</tr>
<tr>
<td>Read or listen to many stories in different languages.</td>
</tr>
</tbody>
</table>

These are some examples of the databases and encyclopedias within our GECDSB collection. All GECDSB databases and encyclopedias require a login and password which your child can obtain from his or her school Teacher-Librarian.
## RESOURCES

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>The Ontario Curriculum, Grades 1-6, Social Studies (2013)</td>
<td><a href="http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html">http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html</a></td>
</tr>
</tbody>
</table>
COMMUNICATION BETWEEN
HOME AND SCHOOL

“The partnership of parents and teachers is a powerful one.”
Council of Ontario Directors of Education (CODE), Parent Tool Kit

What questions can I ask my child about their day at school?

- Tell me one good thing that you learned today?
- What would you like to tell me about today?
- What was the best part of your day?
- What questions did you ask today?
- How do you feel today? Why do you feel that way?

You know your child best

Please feel free to contact your child’s teacher at any time through a telephone call or note whenever you feel there is a need to share or communicate.

What are ways to connect with my child’s school?

School Website/Newsletter
Check out the school newsletter or use the school’s website to check on activities and events throughout the year. Ask your child’s teacher if there is a different form of communication they use to keep in contact with the home (e.g., agenda, newsletters, websites, and EDSBY).

Meet the Staff
Start the year by meeting your child’s staff in September. Meet the Staff events occur within the first month of school. We look forward to meeting you during this informal event.

Report Cards
Elementary Progress Reports are sent home in November. The Elementary Provincial Report card will be sent home in January and the second one will be sent home towards the end of June. Sit down with your child to review their progress. Complete and discuss the back portion of the report card (setting goals and next steps) with your child before sending the signed copy to your child’s school.

Parent Teacher Interviews
Contact the school when you receive your child’s report cards to schedule a telephone conversation or in-person meeting to discuss your child’s progress with their teachers.

School Advisory Committee (SAC)
School Councils have been created to enhance students’ learning through the cooperative efforts of parents, students, staff members, and others in the community. Speak with the administration at your child’s school for more information on how to support your school’s committee.

Greater Essex County Parent Involvement Committee
The Greater Essex County District School Board Parent Involvement Committee (GECPIC) provides regular opportunities for parents to network, share ideas, offer advice and stay informed through educational presentations and relevant topics throughout the school year. GECPIC has established parental engagement as a priority and promotes communication among School Councils, parents, staff, community partners, Trustees, and the Director. To confirm dates and times visit www.publicboard.ca (Parent Involvement).

www.publicboard.ca