

ELEMENTARY “*NEXT STEPS*” COMMENTS

Replacement characters are:

\$ - Preferred Name

- His/Her

@ - He/She

TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
ENGLISH	3
Reading	3
Writing	4
Oral Communication	5
Media Literacy	5
FRENCH.....	6
Oral Communication	6
Reading	7
Writing	7
MATHEMATICS	8
Number Sense	8
Geometry & Spatial Sense	9
Measurement	10
Patterning & Algebra	11
Data Management & Probability	12

ENGLISH

- is encouraged to reread text when meaning is unclear
- must pay more attention to text features such as subtitles, captions and layout
- must use # notes to distinguish between narrative and non-fiction texts
- should apply language patterns to unfamiliar words by looking at the word wall
- should review high frequency words by reading three word wall words each night
- should use wall charts in the classroom to help with understanding of...
- is encouraged to ask questions as @ reads to make sure @ understands
- is encouraged to express # thoughts and feelings about what @ reads
- is encouraged to slow down if @ does not understand what @'s read
- is encouraged to talk about beginning, middle and end when retelling a story
- is encouraged to use fix-up strategies when reading (give e.g.)
- must be more careful in choosing just-right books to read during independent reading
- must make the pictures in # head (visualize) when @ reads
- should ask questions when reading such as "What would happen if..."
- should find the main idea by thinking about the author's purpose
- should identify a purpose for reading (give e.g.)
- should identify strategies @ found helpful before, during, and after reading
- should make connections to # own life when @ reads new material
- should make predictions about stories after reading the title
- should summarize material @ reads using the summarizing rules taught in class
- should think about what the author is really saying when @'s reading
- should think of personal connections to increase understanding when reading
- should use a double entry journal to record # thinking while reading
- should use reading comprehension strategies to improve understanding (give e.g.)
- is encouraged to express # opinions about what @'s read
- must give evidence from the text when expressing opinions about what @ reads
- must remember to give # own opinion when writing about what @ reads
- should listen to stories on tape to improve fluency
- should read orally to develop more expression and fluency (give e.g.)
- should use # home reading book to read with expression and at an appropriate speed
- should use prefixes, suffixes and root words to solve unfamiliar words
- is encouraged to broaden # interests by reading different authors or genres
- is encouraged to retell what @'s read to an adult to check for understanding
- is encouraged to use the meaning of the passage to help solve unfamiliar words
- must check more often to make sure @ understands what has been read
- must make pictures in # mind as @ reads to improve # understanding
- must pay attention to the punctuation when @ is reading
- must read a variety of material (e.g. novels, non-fiction books, magazines)
- must reread the sentence if @ does not understand
- should confirm predictions by thinking "I thought that... , now I see..."
- should continue to listen to an adult read to help make pictures in # mind

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- should continue to read to an adult to improve speed and smoothness of # reading
- should make connections to the text when @ reads
- should read a wider variety of texts (give e.g.)
- should read at # just-right level to improve # understanding of common words
- should use prefixes/suffixes and word patterns to help read more difficult words

- is encouraged to use class writing frames (e.g.) in order to produce short texts
- must use (give e.g.) to review letter sounds to help sound out words when writing
- must use anchor charts in class to help understand the elements of good writing
- encouraged to use criteria (e.g.) to select and justify best pieces of writing
- is encouraged to brainstorm and make lists in order to generate writing ideas
- is encouraged to organize ideas using (give e.g.) before writing
- is encouraged to proofread and use the editor's checklist to correct # writing
- must reread # writing to see if @ has enough information to support # ideas
- must spend more time brainstorming ideas in order to generate original topics
- must use the story planner to help organize # thoughts before writing
- should think of words @ could add to create a better picture for the reader
- should use T-charts to understand different perspectives
- should use a thesaurus, dictionary or other source to improve word choice
- should use different sources to support ideas when writing a report
- is encouraged to confirm spelling and word meanings using...
- is encouraged to maintain consistent verb tense in # writing
- is encouraged to use elements of effective written presentations, such as ...
- is encouraged to write more descriptive sentences by using joining words
- must pay closer attention when using commas (give e.g.)
- must use more descriptive words in # writing in order to convey meaning
- must use quotation marks correctly (give e.g.)
- must use the paragraph outline to write more complex paragraphs
- should learn to spell unfamiliar words using strategies, such as ...
- should use word wall and theme lists to confirm spelling of grade level words
- should work on carefully choosing words that best suit the writing (give e.g.)
- is encouraged to show # 'voice' in all types of writing assignments
- must have a beginning, middle and end to all writing assignments
- must include all parts when writing a friendly letter
- must use the revising checklist to improve the final draft
- should write about real life experiences in # journal

Writing

Oral Communication

- must listen actively and visualize to identify who is speaking in an oral text
- should learn the meaning of words related to the topic
- should practice deciding whether oral texts are fact or opinion
- should draw on personal experience to improve understanding when listening
- is encouraged to organize # thoughts before speaking
- is encouraged to use vocal effects, such as ... to help convey meaning
- must choose the most appropriate words to convey meaning
- must include a beginning, middle and end when retelling a story
- must practise using a tone of voice appropriate to the situation
- must speak in a louder voice in order to be heard and understood
- must speak in complete sentences using appropriate tenses
- must strengthen effort to choose the appropriate time to speak and listen
- must use a logical framework when retelling a story
- must use a plan to organize ideas when preparing for oral presentations
- should practise active listening strategies, (give e.g.)
- should use non-verbal cues, such as ... when speaking to convey meaning
- is encouraged to practise speaking behaviour appropriate to different situations
- must listen to and acknowledge the opinions of others by ...
- must pay attention to the speaker when listening
- should face the speaker when listening and talking
- should sit close to the speaker when listening

Media Literacy

- must identify conventions and techniques to be used in media texts @ plans
- needs to identify the topic, purpose, and audience for media texts @ plans
- needs to identify some of the elements and characteristics of media forms
- needs to identify the point of view presented in media texts
- should work on identifying overt and implied messages in media
- needs to evaluate the effectiveness of a variety of media texts
- needs to practice identifying the point of view in media text
- should try to identify the message in media texts, such as ...
- is encouraged to express # thoughts and feelings about media works
- must decide on a purpose and audience before @ creates a media text
- should look for clues to identify the intended audience of a media text
- should look for clues to identify the purpose of media texts
- is encouraged to apply strategies, such as ... , when producing media texts
- must choose the form of media text that best matches its purpose and audience
- must choose useful strategies, such as ..., before creating media texts
- must decide why @ is creating a media text before @ chooses a form
- needs to identify conventions and techniques appropriate to a media form

FRENCH

- is encouraged to ask for further explanation when @ is unsure of instructions
- is encouraged to continue to take part in class discussions (give e.g.)
- is encouraged to listen to a variety of songs, poems and stories
- must watch # teacher and classmates for visual cues
- must work towards connecting the spoken text to pictures and context
- should use theme vocabulary during class activities
- is encouraged to listen to and practice teacher and peer modeling
- must begin to relate class instruction to # personal experience
- should explore a variety of sources (give e.g.) to develop critical thinking
- should look for cues (gestures, pictures, texts) to improve understanding
- is encouraged to listen to French conversation beyond the classroom (give e.g.)
- is encouraged to practise oral presentation skills at home
- is encouraged to seek help to develop # topic for oral presentations
- is encouraged to use a variety of research resources for # oral presentations
- must review correct language conventions (give e.g.) on a daily basis
- must review language structures and apply them in French communication
- must take an active part in oral tasks (give e.g.)
- must try to use # French vocabulary when asking and responding to questions
- should listen carefully and repeat teacher modelling
- should review # French language structures to use when questioning for meaning
- must continue to listen to and repeat teacher and peer modelling (give e.g.)
- must practice familiar vocabulary modelled by # teacher
- must work on applying the conventions that @ knows to # oral activities

Oral Communication

Reading

- must look for familiar words and phrases to understand written instructions
- should look for familiar words and conventions (give e.g.) to improve reading
- must begin to think about # personal experiences
- must try to find specific information in texts by responding to direct questions
- is encouraged to practise expressing # ideas accurately and in reasonable order
- should risk giving # own opinions about the material that @ reads
- should seek help when @ does not understand the story or the instructions
- is encouraged to engage in shared reading activities at home and at school
- is encouraged to participate in pre- and post-reading discussions
- is encouraged to practise reading aloud to improve pronunciation and intonation
- is encouraged to read nightly and talk about the story that @ has read
- is encouraged to use the library to find a variety of French texts
- must actively participate in shared reading discussions
- must review a variety of reading strategies to help # understanding of texts
- must use the resources available to find meanings of unknown words, structures
- should look for all the cues in a text (give e.g.) that give information
- should practise language conventions such as ... to be able to recognize them

Writing

- must use # knowledge of written texts to improve the variety of # own writing
- must use charts and models (give e.g.) in the classroom for writing assignments
- needs to review vocabulary and grammar conventions often to improve # writing
- is encouraged to review and revise # writing to ensure its clarity
- is encouraged to use a mind map to expand # thinking related to a topic
- must be willing to attempt to express # ideas in written form
- must recognize the connection between the model provided and the writing task
- must use resources (give e.g.) to find the words to describe visual material
- should participate in shared writing activities to improve # writing skills
- should use word lists to find the key words to describe a topic in writing
- is encouraged to seek teacher assistance during writing tasks
- must become engaged in discussions to learn to make connections in # writing
- must focus on checking ... before handing in a final copy of written work
- must request teacher help to review and correct # written sentences
- must use teacher support and modelling to practise writing complete sentences
- should indicate and submit revisions on # draft before completing a final copy
- should look for visual materials from a variety of sources to support # writing
- should use dictionaries and word lists to verify the spelling of # words

MATHEMATICS

Number Sense

- is encouraged to practice # 'Five Facts'
- is encouraged to practise comparing whole numbers (give e.g.)
- is encouraged to practise ordering whole numbers (give e.g.)
- is encouraged to practise using the doubles strategy when...
- is encouraged to practise writing and building whole numbers (e.g.)
- is encouraged to skip count by 2s, 5s, and 10s, forward and backward
- is encouraged to skip count by 3s, 4s, 6s, 7s, forward and backward
- is encouraged to use the strategy of friendly numbers when...
- must memorize multiplication facts for 7, 8 and 9 using the strategies taught
- must practise counting backwards by...
- must review addition and subtraction facts to 10 daily
- must review facts by filling in a blank multiplication chart weekly
- must use a number line to review multiplication
- regular drill and practice of number facts (give e.g.) is necessary
- should practise counting aloud from...to...
- should practise counting to...by...
- should practise drawing pictures of base ten blocks to represent numbers
- should practise ordering numbers by (give e.g.)
- should practise reading numbers by (using a hundreds chart, etc)
- should practise representing numbers with base ten blocks
- should review the concepts of ... on a regular basis
- should review the values of different coins
- is encouraged to look back at # answer to see if it makes sense
- is encouraged to practise making plans for solving problems
- is encouraged to use arrays to display multiplication facts
- is encouraged to use front-end estimation to see if # answer is reasonable
- is encouraged to use rounding to see if # answer is reasonable
- is encouraged to use the 'Make Ten' strategy when adding
- is encouraged to use the number line when (adding or subtracting)
- must read instructions carefully
- must think carefully about what strategy to use to solve problems
- must think very carefully and decide if # answers make sense
- should practise comparing numbers by (give e.g.)
- should practise making plans for solving problems
- should use arrays to see the relationship between division and multiplication
- should use the hundreds chart to ...
- is encouraged to answer "How do you know?" when explaining # answer
- is encouraged to ask themselves, "Does this answer make sense?"
- is encouraged to use the 'strategy wall' when explaining # thinking
- Is encouraged to answer the question "Tell us more?" when explaining # thinking.
- should practise communicating # mathematical ideas and thoughts

- should practise explaining why @ used a certain operation
- should practise explaining why a number is greater/less than another
- should practise writing numbers 0 to 9
- is encouraged to cut fruit, sandwiches, etc. in half, quarters and thirds
- is encouraged to notice numbers in the real world and to make connections
- is encouraged to practice counting money at home or when shopping
- is encouraged to practise applying # knowledge and skills of ...
- is encouraged to read prices and figure out to the closest dollar amount
- is encouraged to use real coins to count out various money amounts
- must have more opportunities to share objects equally (8 toys with 4 people)
- must have more real experience with remainders (sharing 9 cookies with 4 people)
- must use numbers more often (e.g. counting steps, toys, objects)
- should play our plate dot game to help understand numbers less than 12
- should use triangular flashcards to make the connection between number facts

Geometry & Spatial Sense

- must review concepts (give e.g.) on a regular basis by...
- should practise identifying benchmark angles (give e.g.)
- should practise measuring angles with a protractor
- should review the differences between congruent and similar shapes
- should review the differences between 2D shapes and 3D figures
- is encouraged to use the Four-Step problem solving model when problem solving
- must read instructions carefully by underlining important words
- must think very carefully and decide if # answers make sense
- should practise classifying 2D shapes using a Venn diagram
- should practise classifying 3D solids using a Venn diagram
- is encouraged to notice and discuss the shapes @ sees around #
- is encouraged to use the strategy wall when explaining # thinking
- is encouraged to use the word wall when communicating # knowledge
- must practise comparing and sorting 2-D shapes by their properties (give e.g.)
- must practise comparing and sorting 3-D solids by their properties
- must use correct vocabulary when discussing geometry ideas (give e.g.)
- should compare and sort 2-D shapes by their properties
- should practise describing similarities/differences between various 2D shapes
- should practise describing similarities/differences between various 3D solids
- should practise using word wall geometric vocabulary to describe figures
- is encouraged to make connections between geometry and the real world
- should continue to have opportunities to build with 3D objects (e.g. blocks)
- should count faces, edges and vertices on everyday objects
- should create designs with 2D shapes (e.g. pattern blocks, shape stickers)
- should practise identifying 2D shapes in the real world
- should practise identifying 3D figures in the real world
- should practise identifying congruent and similar shapes in the real world

- is encouraged to review the concepts of (give e.g.) on a regular basis by...
- is encouraged to time events to develop an understanding of the concept of time
- should practise telling time using both digital and analogue clocks
- should review the relationship between (give e.g. of units or time increments)
- is encouraged to practise using the Four-Step model when solving problems
- is encouraged to think, "Does this answer make sense?"
- is encouraged to use benchmarks when measuring (10cm = a popsicle stick)
- must read instructions carefully by underlining the important words
- should draw a shape on grid paper with a given perimeter
- should draw a shape on grid paper and calculate their area
- should practise calculating the area of (give e.g.)
- should practise calculating the perimeter of (give e.g.)
- should practise converting units between...by using...
- should practise drawing lines of a given length
- should practise measuring (give e.g.)
- should practise telling the temperature on an outdoor thermometer at home
- should practise using the Four-Step Model for solving problems
- is encouraged to practise communicating # mathematical ideas and thoughts
- is encouraged to practise estimating, measuring, and recording quantities
- is encouraged to use the math word wall when explaining # thinking
- is encouraged to use the strategy wall when explaining # thinking
- must discuss everyday measurements (25 L of gas, 5 km to school, 30 min. to bed)
- must practise communicating # mathematical ideas and thoughts
- must practise comparing, describing, and ordering objects by length
- must practise estimating, measuring, and recording quantities
- should practise communicating # mathematical ideas and thoughts
- should practise estimating, measuring, and recording quantities
- should practise telling time in hour and half hour increments
- should practise telling time using quarter hour increments
- should read measurements of objects at home (e.g. 1L of milk, 300 g of meat)
- is encouraged to compare distances (e.g. 5 km to school, 10 km to church)
- is encouraged to make connections between measurement and the real world (e.g.)
- is encouraged to make sure @ begins at 0 when measuring objects with a ruler
- is encouraged to practise applying # knowledge and skills (give e.g.)
- must estimate the length of objects and confirm by measuring with a ruler
- must measure and compare time (e.g. 50 sec. to tie shoes, 20 min. to cook rice)
- must measure objects around the house (weight, length, capacity)
- must practise applying # knowledge and skills by...
- must predict how long a task will take and confirm by actually timing the task
- should order objects by weight or volume (e.g. various food products)
- should practise measuring the mass of real life items in (give e.g.)
- should solve problems converting larger to smaller metric units (give e.g.)
- should use measuring spoons/cups to measure (250 mL of water, 5 mL of salt)
- should weigh objects on a scale and order them from lightest to heaviest

Measurement

Patterning & Algebra

- should practise identifying geometric patterns (give e.g.)
- should practise identifying number patterns (e.g.)
- should review concepts on a regular basis (give e.g. and explain how)
- is encouraged to use the Four-Step problem solving model when solving problems
- must think very carefully and decide if # answers make sense
- should practise solving equations with missing terms (give e.g.)
- should use guess and check strategy when solving simple algebraic equations
- must explain the patterning rule orally then write it down
- should practise answering the question, "How do you know?"
- should practise describing numeric and geometric patterns (give e.g.)
- should practise describing pattern rules (give e.g.)
- should use math word wall when explaining # thinking
- is encouraged to make equations and solve them (e.g. $21-4=15+?$)
- must practise creating numeric and geometric patterns (give e.g.)
- must read instructions carefully and underline the math words
- must try to make connections between patterning and the real world (e.g.)
- should colour patterns on a hundreds chart and investigate the number patterns
- should create flashcards with missing numbers and solve them later (e.g. $4+?=11$)
- should have more experience creating equal equations (e.g. $4+6=7+3$)
- should notice and describe patterns (e.g. an AB striped pattern on a sweater)
- should practise applying # knowledge and skills (give e.g.)
- should practise creating geometric patterns (give e.g.)
- should practise creating patterns with numbers (give e.g.)
- should practise extending geometric patterns (give e.g.)
- should practise extending numeric and geometric patterns (give e.g.)
- should practise extending numeric patterns (give e.g.)
- should practise using variables in simple algebraic equations (give e.g.)

Data Management & Probability

- is encouraged to review concepts (give e.g.) by rereading # notes or the text
- must distinguish between types of graphs so that @ knows which graph to use
- should make sure scale numbers are lined up accurately with graph lines
- should make sure that intervals are equally spaced on # graphs
- should practise making (give e.g.) graphs
- is encouraged to (e.g. think aloud) when planning
- is encouraged to ask themselves, "Does this answer make sense?"
- is encouraged to practise determining the theoretical probability of outcomes...
- is encouraged to practise predicting the frequency of an outcome by ...
- is encouraged to use the Four-Step Model when solving Problems
- must evaluate the reasonableness of # solution by.....
- must practise determining the theoretical probability of outcomes through...
- must practise predicting the frequency of an outcome through ...
- must practise using the Four-Step problem solving model..
- must read instructions carefully by underlining important words
- must think very carefully and decide if # answers make sense
- should evaluate the reasonableness of # solution by...
- should practise calculating the median (mode, range, etc) of a group of data
- should practise choosing appropriate increments for a scale given the data
- should practise determining the theoretical probability of outcomes through ...
- should practise predicting the frequency of an outcome through...
- should restate the problem in # own words
- is encouraged to practise communicating # mathematical ideas and thoughts...
- is encouraged to practise describing and interpreting data
- is encouraged to practise explaining the relationships between sets of data
- must practise communicating # mathematical ideas and thoughts...
- must practise describing and interpreting data (explain how)
- should discuss mathematical concepts learned in school with someone at home
- should make sure # graphs always have (give e.g.)
- should make sure that # graphs are labelled correctly
- should play probability games (e.g.) to determine the likelihood of an outcome
- should practise communicating # mathematical ideas and thoughts...
- should practise describing and interpreting data (explain how)
- should practise explaining the relationships between sets of data
- should practise looking for connections and trends in a set of data
- should practise writing statements about graphs
- should use 'think time' before @ begins to justify # answer...
- is encouraged to look for examples of data and graphing in # surroundings
- is encouraged to make connections between data management and the real world
- is encouraged to practise applying # knowledge and skills (give e.g.)
- is encouraged to practise organizing and displaying data in charts and graphs
- is encouraged to use concrete materials to help with graph organization
- must practise applying # knowledge and skills (give e.g.)
- must practise organizing and displaying data in charts and graphs

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- must try to make connections between data management and the real world
- should practise applying # knowledge and skills (give e.g.)
- should practise drawing and labelling graphs correctly with all needed elements
- should practise organizing and displaying data in charts and graphs
- should try to make connections between data management and the real world