

**Grade 1 - Language Curriculum Alignment
2020-21 FIRST LEGO League Explore Team Meeting Guide**

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 1:</p> <p>Introduction - Let's Discover</p> <ul style="list-style-type: none"> Students discuss the Core Value of discovery, provide examples and draw a picture that represents their example. <p>Whole Team:</p> <ul style="list-style-type: none"> Students list their favourite activities in which they move and play and draw a picture of themselves doing that activity Students draw and build a LEGO model to represent their favourite activity on their individual base plate <p>Share</p> <ul style="list-style-type: none"> Students share their models before disassembling them and storing the "Prototyping Pieces" for later use Students reflect on where they play or participate in their favourite activity and how it helps to elevate their heart rate 	Reading	1.1 read a few different types of literary texts, graphic texts, and informational texts 1.4 demonstrate understanding of a text by retelling the story or restating information from the text 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them 2.1 identify and describe the characteristics of a few simple text forms, with a focus on informational texts 2.3 identify some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts	<ul style="list-style-type: none"> ● - ● - -
	Writing	1.2 generate ideas about a potential topic, using a variety of strategies and resources 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources 1.4 sort ideas and information for their writing in a variety of ways, with support and direction	<ul style="list-style-type: none"> ● ● ●
	Oral Communication	1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them	<ul style="list-style-type: none"> ● ●

● The standard is clearly addressed by program activities.

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		2.3 communicate ideas and information orally in a clear, coherent manner 2.7 use one or more appropriate visual aids (e.g., pictures, photographs, props, puppets, masks) to support or enhance oral presentations	<ul style="list-style-type: none"> • •
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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 2: Introduction - Coach Says! <ul style="list-style-type: none"> • Students learn about coding concepts by performing the actions shown on Coding Block squares held up by their coach May's Group <ul style="list-style-type: none"> • Students build the heart rate game and a solution for game for May and Marco that will raise their heart rate Marco's Group <ul style="list-style-type: none"> • Students build and program a cooling fan Share	Reading	1.1 read a few different types of literary texts, graphic texts, and informational texts 2.1 identify and describe the characteristics of a few simple text forms, with a focus on informational texts 2.3 identify some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts	<ul style="list-style-type: none"> • - -
	Writing		

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<ul style="list-style-type: none"> Groups demonstrate how the heart rate game works and explain their designs and solutions for the challenge presented by Marco Groups show the coding skills they learned and how they changed the code and modified their design 			
	Oral Communication	2.3 communicate ideas and information orally in a clear, coherent manner 2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience 2.7 use one or more appropriate visual aids to support or enhance oral presentations	<ul style="list-style-type: none">

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 3: Introduction - Walk and See <ul style="list-style-type: none"> Students take a community walk to identify the different 	Reading	1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them 2.1 identify and describe the characteristics of a few simple text forms, with a focus on informational texts	<ul style="list-style-type: none"> -

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<p>places where they can play and be active</p> <p>May's Group</p> <ul style="list-style-type: none"> Students build a treadmill and a solution for different play stations for May and Marco <p>Marco's Group</p> <ul style="list-style-type: none"> Students build and program a moving satellite <p>Share</p> <ul style="list-style-type: none"> Groups demonstrate how the treadmill works and explain their designs and solutions for the challenge presented by Marco Groups show the coding skills they learned and how they changed the code and modified their design 			
	Writing	<p>1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p>1.4 sort ideas and information for their writing in a variety of ways, with support and direction</p>	<ul style="list-style-type: none">
	Oral Communication	<p>2.3 communicate ideas and information orally in a clear, coherent manner</p> <p>2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience</p> <p>2.7 use one or more appropriate visual aids to support or enhance oral presentations</p>	<ul style="list-style-type: none">

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<p>Session 4:</p> <p>Introduction - Act It Out</p> <ul style="list-style-type: none"> Students act out a variety of activities of sports and then measure the change in their heart rate <p>May's Group</p> <ul style="list-style-type: none"> Students will combine the heart game and the treadmill and build a solution for a path for May and Marco <p>Marco's Group</p> <ul style="list-style-type: none"> Students build and program the spy robot <p>Share</p> <ul style="list-style-type: none"> Groups demonstrate how the combined build works and explain their designs and solutions for the challenge presented by Marco Groups show the coding skills they learned and how they changed the code and modified their design 	Reading	1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them 2.1 identify and describe the characteristics of a few simple text forms, with a focus on informational texts 2.3 identify some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts	<ul style="list-style-type: none"> • - -
	Writing		
	Oral Communication	2.3 communicate ideas and information orally in a clear, coherent manner 2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience 2.7 use one or more appropriate visual aids to support or enhance oral presentations	<ul style="list-style-type: none"> • • •

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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 5:</p> <p>Introduction - Human Robot</p> <ul style="list-style-type: none"> • Pairs of students create pseudocode to guide their coach to move from a starting point to an end point in the meeting space <p>May's Group</p> <ul style="list-style-type: none"> • Students build and program a cooling fan <p>Marco's Group</p> <ul style="list-style-type: none"> • Students build the heart rate game and a solution for game for May and Marco that will raise their heart rate <p>Share</p>	Reading	1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them 2.1 identify and describe the characteristics of a few simple text forms, with a focus on informational texts	<ul style="list-style-type: none"> • -
	Writing	1.2 generate ideas about a potential topic, using a variety of strategies and resources 2.1 write short texts using a few simple forms	<ul style="list-style-type: none"> • •

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<ul style="list-style-type: none"> Groups demonstrate how the heart rate game works and explain their designs and solutions for the challenge presented by Marco Groups show the coding skills they learned and how they changed the code and modified their design 			
	Oral Communication	2.3 communicate ideas and information orally in a clear, coherent manner 2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience 2.7 use one or more appropriate visual aids to support or enhance oral presentations	<ul style="list-style-type: none">

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 6: Introduction - Let's Dance <ul style="list-style-type: none"> Students choreograph a dance to the FLL "Teamwork" 	Reading	1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them 2.1 identify and describe the characteristics of a few simple text forms, with a focus on informational texts	<ul style="list-style-type: none"> -

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<p>Makes the Dream Work” video</p> <p>May’s Group</p> <ul style="list-style-type: none"> Students build and program a moving satellite <p>Marco’s Group</p> <ul style="list-style-type: none"> Students build a treadmill and a solution for different play stations for May and Marco <p>Share</p> <ul style="list-style-type: none"> Groups demonstrate how the treadmill works and explain their designs and solutions for the challenge presented by Marco Groups show the coding skills they learned and how they changed the code and modified their design 			
	Writing		
	Oral Communication	<p>2.3 communicate ideas and information orally in a clear, coherent manner</p> <p>2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience</p> <p>2.7 use one or more appropriate visual aids to support or enhance oral presentations</p>	<ul style="list-style-type: none"> • • •

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<p>Session 7:</p> <p>Introduction - Kid Robot</p> <ul style="list-style-type: none"> • Pairs of students guide one another through a maze or obstacle course by giving or following instructions <p>May's Group</p> <ul style="list-style-type: none"> • Students build and program the spy robot <p>Marco's Group</p> <ul style="list-style-type: none"> • Students will combine the heart game and the treadmill and build a solution for a path for May and Marco <p>Share</p> <ul style="list-style-type: none"> • Groups demonstrate how the combined build works and explain their designs and solutions for the challenge presented by Marco • Groups show the coding skills they learned and how they changed the code and modified their design 	Reading	1.1 read a few different types of literary texts, graphic texts, and informational texts 2.3 identify some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts	<ul style="list-style-type: none"> • -
	Writing	1.2 generate ideas about a potential topic, using a variety of strategies and resources 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources 2.1 write short texts using a few simple forms (e.g., "How to"books identifying the steps in a procedure such as "How to Make Applesauce", including pictures, symbols, and words)	<ul style="list-style-type: none"> • • -
	Oral Communication	2.3 communicate ideas and information orally in a clear, coherent manner 2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience 2.7 use one or more appropriate visual aids to support or enhance oral presentations	<ul style="list-style-type: none"> • • •

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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 8:</p> <p>Introduction - Have an Impact</p> <ul style="list-style-type: none"> Students discuss the Core Value of impact, provide examples and draw a picture that represents their example. <p>Whole Team</p> <ul style="list-style-type: none"> Finalize the combined build and program it to make the flag rise <p>Share</p> <ul style="list-style-type: none"> The team explains the code created for each challenge, demonstrates the code on the combined build and shares progress on team model 	Reading	1.4 demonstrate understanding of a text by retelling the story or restating information from the text 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	- •
	Writing		

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	Oral Communication	2.3 communicate ideas and information orally in a clear, coherent manner 2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience 2.7 use one or more appropriate visual aids to support or enhance oral presentations	<ul style="list-style-type: none"> • • •

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 9: Introduction - Let's Innovate <ul style="list-style-type: none"> • Students discuss the Core Value of innovation, provide 	Reading	1.4 demonstrate understanding of a text by retelling the story or restating information from the text 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	<ul style="list-style-type: none"> - •

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<p>examples and draw a picture that represents their example</p> <p>Whole Team</p> <ul style="list-style-type: none"> Design, draw, label and start to build an obstacle course for May and Marco to play in and that raises their heart rate <p>Share</p> <ul style="list-style-type: none"> Review the list of required parts and identify them on the team model 			
	Writing	<p>1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <p>1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p>1.4 sort ideas and information for their writing in a variety of ways, with support and direction</p> <p>1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose (e.g., use pictures and words to explain their material to a classmate and ask for feedback)</p>	<ul style="list-style-type: none"> • • • -
	Oral Communication	<p>2.3 communicate ideas and information orally in a clear, coherent manner</p> <p>2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience</p> <p>2.7 use one or more appropriate visual aids to support or enhance oral presentations</p>	<ul style="list-style-type: none"> • • •

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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 10:</p> <p>Introduction - Be Inclusive</p> <ul style="list-style-type: none"> Students discuss the Core Value of inclusion, provide examples and draw a picture that represents their example <p>Whole Team</p> <ul style="list-style-type: none"> Plan what to include on your poster, including words, drawings and photos <p>Share</p> <ul style="list-style-type: none"> Discuss how the team poster will represent the team's journey throughout the sessions 	Reading	1.4 demonstrate understanding of a text by retelling the story or restating information from the text 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	- ●
	Writing	1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction 1.2 generate ideas about a potential topic, using a variety of strategies and resources 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources 1.4 sort ideas and information for their writing in a variety of ways, with support and direction 1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose	● ● ● ● ●
	Media Literacy	3.1 identify the topic, purpose, and audience for media texts they plan to create 3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create	● ● ●

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		3.4 produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques	•
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Session 11: Introduction - Go Team <ul style="list-style-type: none"> Students discuss the Core Value of teamwork, provide examples and draw a picture that represents their example Whole Team <ul style="list-style-type: none"> Create the team poster based on the draft from the previous session Share <ul style="list-style-type: none"> Discuss how the poster shows what the team learned during the sessions 	Reading	1.4 demonstrate understanding of a text by retelling the story or restating information from the text 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	- •
	Writing	3.7 use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout (e.g., use drawings, photographs, or simple labels to clarify text; print legibly; leave spaces between words) 3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations	• •

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	Media Literacy	3.4 produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques	•
	Oral Communication	2.3 communicate ideas and information orally in a clear, coherent manner 2.7 use one or more appropriate visual aids to support or enhance oral presentations	• •

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 12: Introduction - Let's Have Fun <ul style="list-style-type: none"> Students discuss the Core 	Reading	1.4 demonstrate understanding of a text by retelling the story or restating information from the text 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	- •

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<p>Value of fun, provide examples and draw a picture that represents their example</p> <p>Team</p> <ul style="list-style-type: none"> Team members answer practice questions to help them reflect on their learning and to prepare for what to share at their final event <p>Share</p> <ul style="list-style-type: none"> Teams explain the code they created for their motorized part and how the team model relates to the challenge. 			
	Writing	1.2 generate ideas about a potential topic, using a variety of strategies and resources (e.g., ask questions to identify personal experiences, prior knowledge, and information needs; brainstorm ideas)	•
	Oral Communication	2.3 communicate ideas and information orally in a clear, coherent manner 2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience 2.7 use one or more appropriate visual aids to support or enhance oral presentations	• • •

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