

**Grade 1 - Language Curriculum Alignment
2023-2024 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 and provide examples. <p>Team Outcomes</p> <ul style="list-style-type: none"> The team will use discovery to explore the MASTERPIECE theme and explain how people share what they love to do. The team will build a place to share a hobby or interest. <p>Share</p> <ul style="list-style-type: none"> Share what they did in the session. Explain their hobbies and interests. Share how they use art or creativity in their interests. 	Reading	<p>C1.1 read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge.</p> <p>C1.4 demonstrate an understanding of the relationship between simple <u>illustrations, images, and graphics</u> and the text.</p>	<p style="text-align: center;">-</p> <p style="text-align: center;">-</p>
	Writing		
	Oral Communication	<p>B1.1 use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities.</p> <p>B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently.</p>	<ul style="list-style-type: none"> • •

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<p>Session 2:</p> <p>Introduction – Go Team</p> <ul style="list-style-type: none"> Students talk about what teamwork is and provide examples of this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> The team will build the basic stage and minifigures in Bag 1. The team will explore different jobs in the arts and tools or objects used <p>Share</p> <p>Have the team:</p> <ul style="list-style-type: none"> Share what they did in the session. Share what they learned about the experts in the Explore story Demonstrate how the different minifigure items could be used. Describe their scene for the Explore story 	Reading	<p>C1.1 read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge.</p> <p>C1.4 demonstrate an understanding of the relationship between simple <u>illustrations, images, and graphics</u> and the text.</p> <p>C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts.</p>	<p style="text-align: center;">-</p> <p style="text-align: center;">-</p> <p style="text-align: center;">-</p>
	Writing		
	Oral Communication	<p>B1.1 use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities</p> <p>B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently</p>	<p style="text-align: center;">•</p> <p style="text-align: center;">•</p>

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<p>Session 3:</p> <p>Introduction – Let’s Have Fun</p> <ul style="list-style-type: none"> Teams talk about what fun is and provide examples of this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> The team will add the music concert pieces to the basic stage. The team will identify different ways sound is used to help make an impact on an audience. <p>Share Have the team:</p> <ul style="list-style-type: none"> Share what they did in the session. Demonstrate how the concert stage works. Explain how sound is used to make an impact for an audience. Show different examples of sounds icons on the mat. 	Reading	<p>C1.1 read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge.</p> <p>C1.4 demonstrate an understanding of the relationship between simple <u>illustrations, images, and graphics</u> and the text.</p> <p>C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts.</p>	<p style="text-align: center;">-</p> <p style="text-align: center;">-</p> <p style="text-align: center;">-</p>
	Writing		
	Oral Communication	<p>B1.1 use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities.</p>	<p style="text-align: center;">•</p>

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		<p>B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently</p>	<ul style="list-style-type: none"> •
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<p>Session 4:</p> <p>Introduction – Let’s Innovate</p> <ul style="list-style-type: none"> • Students talk about what innovation is and the team provides examples of this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> • The team will build the LEGO® model from the lesson and explore motor coding blocks. • The team will identify creative ways stages are used in a theatre. <p>Share</p> <p>Have the team:</p> <ul style="list-style-type: none"> • Share what they did in the session. • Show the motor coding skills they learned. • Explain how technology is used to make an impact for an audience. 	Reading	<p>C1.1 read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>C1.4 demonstrate an understanding of the relationship between simple <u>illustrations, images, and graphics</u> and the text</p> <p>C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts</p>	<p>-</p> <p>-</p> <p>-</p>
	Writing		

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<ul style="list-style-type: none"> • Show different examples of theatre icons on the mat. 	Oral Communication	<p>B1.1 use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities</p> <p>B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently</p>	<ul style="list-style-type: none"> • •
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<p>Session 5:</p> <p>Introduction – Be Inclusive</p> <ul style="list-style-type: none"> • The team will talk about what inclusion is and provide examples of this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> • The team will build the LEGO® model from the lesson and explore the use of lights and sensors. • The team will identify how lights and sounds are used to make a museum exhibit interactive. <p>Share Have the team:</p>	Reading	<p>C1.1 read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>C1.4 demonstrate an understanding of the relationship between simple <u>illustrations, images, and graphics</u> and the text</p> <p>C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts</p>	<ul style="list-style-type: none"> - - -
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<ul style="list-style-type: none"> • Share what they did in the session. • Show the sensor coding skills they learned. • Demonstrate how they modified the model and code so that light and sound is triggered by a sensor 			
	Oral Communication	<p>B1.1 use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities</p> <p>B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently</p>	<ul style="list-style-type: none"> • •

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<p>Session 6:</p> <p>Introduction – Have an Impact</p> <ul style="list-style-type: none"> • Teams will talk about what impact is and provide examples of this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> • The team will build the LEGO® model from the lesson and code the robot to drive. • The team will apply their coding 	Reading	<p>C1.1 read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>C1.4 demonstrate an understanding of the relationship between simple <u>illustrations, images, and graphics</u> and the text</p> <p>C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts</p>	<p>-</p> <p>-</p> <p>-</p>

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<p>and building skills to change the existing robot into a vehicle with a camera.</p> <p>Share Have the team:</p> <ul style="list-style-type: none"> • Share what they did in the session. • Show how they have applied coding skills learned in previous sessions to make a moving camera. • Share how their moving camera was built 	Writing		
	Oral Communication	<p>B1.1 use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities</p> <p>B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently</p>	<ul style="list-style-type: none"> • •

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<p>Session 7:</p> <p>Introduction – Discovery Build</p> <ul style="list-style-type: none"> • The team will provide examples of how they have 	Reading	<p>C1.1 read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p>	-

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<p>used discovery throughout the sessions</p> <ul style="list-style-type: none"> The team will create a build from the prototyping pieces represent this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> The team will combine the basic stage model with the motor and hub The team will apply all their coding and building knowledge to create their own stage. <p>Share Have the team:</p> <ul style="list-style-type: none"> Share what they did in the session. Show how they have applied coding skills learned in previous sessions to make their model move. 		<p>C1.4 demonstrate an understanding of the relationship between simple <u>illustrations, images, and graphics</u> and the text</p> <p>C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts</p>	- -
	Writing		
	Oral Communication	<p>B1.1 use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities</p> <p>B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently</p>	• •

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<p>Sessions 8 & 9:</p> <p>Introduction – Teamwork and Fun Builds</p> <ul style="list-style-type: none"> The team will provide examples of how they have used teamwork and fun throughout the sessions The team will create a build from the prototyping pieces representing this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> The team will draw their team model design and label its required parts. The team will create a team model to showcase a talent or interest that uses technology in creative ways. <p>Share</p> <p>Have the team:</p> <ul style="list-style-type: none"> Share what they did at the end of each session. Explain the program and how the motor, sensor and light are used in the model. Review the list of required parts and identify them on the team model. Demonstrate how the team model works. 	Reading	<p>C1.1 read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>C1.4 demonstrate an understanding of the relationship between simple <u>illustrations, images, and graphics</u> and the text</p> <p>C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts</p>	- - -
	Writing	<p>D2.1 draft short, simple texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies</p>	•
	Oral Communication	<p>B1.1 use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities</p> <p>B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently</p>	• •

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<p>Sessions 10 & 11:</p> <p>Introduction – Innovation and Inclusion Builds</p> <ul style="list-style-type: none"> ● The team will provide examples of how they have used innovation (Session 10) and inclusion (Session 11) ● The team will create a build from the prototyping pieces representing this Core Value 	Reading	<p>C1.1 read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>C1.4 demonstrate an understanding of the relationship between simple <u>illustrations, images, and graphics</u> and the text</p> <p>C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts</p>	<p style="text-align: center;">-</p> <p style="text-align: center;">-</p> <p style="text-align: center;">-</p>
<p>Team Outcomes</p> <ul style="list-style-type: none"> • The team will create a plan for what they will include on their team poster. • The team will design and create their team poster <p>Share</p> <p>Have the team:</p> <ul style="list-style-type: none"> • Share what they did at the end of each session. • Show their team poster design. • Explain their team journey. • Demonstrate how they will present their team poster 	Writing	<p>D1.1 identify the topic, purpose, and audience for various simple texts they plan to create</p> <p>D1.2 generate ideas about given and chosen topics, using simple strategies and drawing on various resources, including their own lived experiences, and learning from other subject areas</p> <p>D2.1 draft short, simple texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies</p>	<p style="text-align: center;">●</p> <p style="text-align: center;">●</p> <p style="text-align: center;">●</p>
	Oral Communication	<p>A2.6 use digital and media tools to support stages of the design process and to develop creative solutions to authentic, real-world problems.</p>	<p style="text-align: center;">●</p>

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<p>Session 12:</p> <p>Introduction – Impact Build</p> <ul style="list-style-type: none"> • Have the team provide examples of how they have had an impact throughout the sessions • Have the team create a build from the prototyping pieces representing this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> • The team will reflect on their MASTERPIECE experience. • The team will create a plan for what to share at their final event <p>Share</p>	Reading	<p>C1.1 read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>C1.4 demonstrate an understanding of the relationship between simple <u>illustrations, images, and graphics</u> and the text</p> <p>C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts</p>	<p align="center">-</p> <p align="center">-</p> <p align="center">-</p>
	Writing		

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Have the team: <ul style="list-style-type: none"> • Practice their team poster presentation. • Practice their team model presentation. 			
	Media Literacy	A2.6 use digital and media tools to support stages of the design process and to develop creative solutions to authentic, real-world problems. B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently.	<ul style="list-style-type: none"> • •

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