



THE ADVENTURES WITH FRISBEE ROB

The Long Way Down

Adventure 001: Isaac Newton

COMPLETE TEACHER GUIDE SET

GRADE 1

ELAL	Math	Science	Social Studies	PE & Wellness
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Wonder in Motion

Alberta K–6 Curriculum • Adventure 001

THE ADVENTURES WITH FRISBEE ROB

The Long Way Down
Adventure 001: Isaac Newton

GRADE 1

ENGLISH LANGUAGE ARTS and LITERATURE

Teacher Guide

Big Message, Helpful Details

GRADE	SUBJECT	TIME
Grade 1	ELAL	2 × 30 minutes

CENTRAL QUESTION

How can a main idea and carefully chosen details help us understand the message of Rob and Newton's adventure?

Wonder in Motion

Lesson at a Glance

Teachers with a continuous 60-minute block may teach both sessions together.

Story connection	Rob and Newton notice that the apple, frisbee, and leaf all return, but each follows a different path. Their careful attention leads from one question to another.
ELAL focus	Listening comprehension, determining a main idea, identifying key details, sequencing important events, and explaining how details support meaning.
Learning intention	We are learning to identify an important idea in a story and choose details that help another person understand it.
Core experience	Across two 30-minute sessions, students build a class Message Map connecting a defensible main idea with helpful story details. They then rehearse, refine, and share explanations showing how selected details support meaning.
Flexible use	Session 1 is a complete core lesson and can be used independently. Session 2 continues the same Wonder Lab through rehearsal, refinement, sharing, and deeper questioning.
Use after reading	Read Adventure 001: The Long Way Down before beginning. The story reading is separate from the two ELAL sessions.
Story context	Isaac Newton was a real historical person. Rob's visit, their conversation, and the events they experience together are imaginative parts of the story.
Optional Teacher-Spoken Success Indicators	I can state an important idea from the story. I can choose accurate details that help explain that idea. I can explain how a detail supports the main idea. I can leave out a detail when it does not help my listener understand the main idea.

How to Use This Guide

THE GUIDE IS A TOOL, NOT A SCRIPT

This guide is designed to support responsive teaching rather than prescribe every word or action.

Session 1 is a complete 30-minute Grade 1 Comprehension lesson and can be taught independently.

Session 2 continues the same learning through rehearsal, refinement, sharing, and questioning. It does not introduce additional curriculum.

Follow productive student thinking and conversation while protecting the central question, selected Comprehension KUSP, meaningful participation, and approximate lesson timing.

Adjust examples, grouping, response modes, and pacing to meet the needs of the learners in front of you.

The goal of the second session is not to do more.

It is to give students enough time to think, try, improve, and communicate what they understand.

Curriculum Alignment

Session 1 provides sufficient opportunities to gather evidence of the selected KUSP. Session 2 offers additional opportunities for students to demonstrate and communicate their understanding.

These lessons do not assess the complete learning outcome.

Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.
Guiding Question	What messages are conveyed through ideas and information within texts?
Learning Outcome	Students investigate meaning communicated in texts.
Assessment Focus	Gather formative evidence of selected Grade 1 Comprehension KUSP through students' discussion of main ideas, selection of key details, sequencing, and explanations of how details support meaning.

Selected KUSP for These Lessons

KUSP element	Selected curriculum learning	What it looks or sounds like
Knowledge	The main idea of a text is the most important idea. Sequencing key ideas and details is important when summarizing texts. The moral or lesson of a text can be the main idea.	Students propose an important idea about noticing, questioning, or the three journeys and distinguish it from an isolated event or favourite moment.
Understanding	Understanding texts involves determining the main idea, key ideas, and details.	Students explain how an accurate story detail helps a listener understand the main idea.
Skills & Procedures	Discuss the main idea of a variety of texts. Identify key ideas and details from texts. Sequence four to six events from a text. Retell the beginning, middle, or ending of a text. Retell or dramatize a story, including characters and setting. Interpret information from illustrations or visuals in texts. Identify the moral or	Students help build a Message Map, select and sequence useful evidence, rehearse a brief explanation, and communicate meaning through speech, pictures, gestures, or another appropriate response mode.

KUSP element	Selected curriculum learning	What it looks or sounds like
	lesson of a story.	

Curriculum source: Government of Alberta, *English Language Arts and Literature (K–6) Curriculum, Comprehension*, pp. 17–19. [View the Alberta program of study](#)

Teacher Preparation

STANDARD PATHWAY

Use these two 30-minute sessions after students have heard Adventure 001: The Long Way Down.

Session 1: Build the Message is the core lesson. Students distinguish main ideas from individual details and collaboratively create a Message Map.

Session 2: Explain the Message continues the same Wonder Lab. Students rehearse an idea-detail connection, refine it for a listener, share their reasoning, and explore questions of different depths about the Adventure.

If only one 30-minute period is available, teach Session 1.

Flexible Use of the Guide

Core Pathway | 30 minutes

Teach Session 1: Build the Message.

Students experience:

Get Curious → Model → Build → Think It Through

This is a complete Grade 1 Comprehension lesson and provides opportunities to gather formative evidence of the selected KUSP.

Full Wonder Lab | 2 × 30 minutes

Teach both sessions.

Students experience the complete Wonder Lab cycle:

Model → Build → Rehearse → Share

Session 2 deepens the same learning rather than adding additional curriculum.

It also gives students time to deepen story-based questions through:

Puddle → Pond → Lake → Ocean

Continuous Block | ~60 minutes

If scheduling allows, Sessions 1 and 2 may be taught consecutively.

Take a brief movement or transition break between sessions.

Substitutions

Use pictures, words, gestures, or imagined objects instead of physical props.

Materials

A copy of Adventure 001: The Long Way Down

Whiteboard, chalkboard, or chart paper and marker

One large card labelled Main Idea

Four to six reusable detail cards or sticky notes

Optional pictures or quick sketches of the frisbee, apple, leaf, orchard, and Moon

Before Students Begin

Draw a simple Message Map with a large centre space for Main Idea and smaller spaces around it for Helpful Details.

Prepare three sample detail cards: one clearly helpful, one accurate but less important, and one inaccurate.

Keep the story available so a short excerpt or illustration can be revisited when evidence is uncertain.

Keep the completed Message Map available for Session 2.

Use professional judgment to choose the Session 2 grouping—partners, groups of three, or whole group—that best supports student participation. Early in the year, whole-group practice may help students establish the routine, build confidence, and understand what successful participation looks and sounds like.

Useful Vocabulary

Pre-teach essential vocabulary through an explicit vocabulary routine, providing students with opportunities to build meaning, interact with the words, and use them in context before and throughout the lesson.

Comprehension words

main idea • key idea • detail • important • support • sequence • message • explain

Story words

notice • question • orchard • return • path • curious • Moon

A main idea is the most important idea a text communicates.

A detail is a specific piece of information.

A detail supports a main idea when it helps the listener understand that idea.

Supporting Our Diverse Learners

Make it accessible

Reread short excerpts and use pictures for story landmarks. Offer no more than three detail choices at one time when needed.

Support language	Model The main idea is..., One helpful detail is..., and This supports the idea because.... Allow partner or home-language rehearsal where appropriate.
Offer response choices	Accept speaking, pointing, sorting cards, drawing, acting, dictation, communication devices, or assistive technology.
Support participation	Offer roles such as detail chooser, map pointer, evidence checker, illustrator, or audience listener.
Reduce memory load	Keep the Message Map and story pictures visible. Revisit only the excerpt needed to check a detail.
Support rehearsal	Allow students to repeat the same explanation after receiving feedback from a partner.
Preserve the learning	Change the number of choices, response mode, or language scaffold—not the comprehension goal. Students still connect an important idea with accurate supporting information.

KUSP Assessment: Evidence to Notice

FORMATIVE ASSESSMENT

Gather evidence through observations and conversations across both sessions.

Session 1 provides sufficient opportunities to gather evidence of the selected KUSP. Session 2 gives students additional opportunities to demonstrate and communicate their understanding.

Evidence source	Listen or look for	Possible teacher note
Observation	Listen or look for students sorting remembered events as possible key details, less important details, or inaccurate statements and using the Message Map purposefully.	“Moves the Moon question beside the main idea and explains that it shows Rob keeps wondering.”
Conversation	Listen or look for students stating or recognizing a main idea and identifying an accurate supporting detail.	“Explains that comparing the three journeys supports the idea of careful noticing.”
Class product	Listen or look for contributions to the Message Map that represent a broad idea and relevant details from more than one story part.	“Adds one beginning and one ending detail to the class map.”

The Two-Session Flow

Session 1 — Build the Message | 30 minutes

Time	Section	Student experience
~5 min	Get Curious	Reconnect with memorable moments and notice that stories contain many details.
~5 min	Wonder Lab: Model	Distinguish an individual story detail from a main idea that reaches across the Adventure.
~15 min	Wonder Lab: Build	Create a class Message Map connecting one defensible main idea with helpful details.
~5 min	Think It Through	Reflect on how selected details help communicate the story's main idea.

Session 2 — Explain the Message | 30 minutes

Time	Section	Student experience
~5 min	Reconnect	Revisit the Message Map and reconstruct the relationship between the centre idea and supporting details.
~8 min	Wonder Lab: Rehearse	Practise explaining one idea-detail connection and improve it for a listener.
~9 min	Wonder Lab: Share	Share and compare concise evidence-based explanations.
~3 min	Think It Through	Reflect on why some evidence strengthens a main idea more than other details.
~5 min	Keep Wondering	Generate and deepen questions about the Adventure using Puddle–Pond–Lake–Ocean.

Session 1 — Build the Message

Get Curious | ~5 minutes

Display or sketch the frisbee, apple, leaf, and Moon.

Ask students to recall one accurate detail about any object.

Record several responses without sorting them yet. Include a mixture of major events and smaller memorable details, such as Newton placing the frisbee on his head.

Ask:

- Which details help us remember what happened?
- Which detail makes you laugh or wonder?
- Can a detail be accurate but not be the most important part of the whole story?
- If you could tell someone only one big idea about this Adventure, what might it be?

Teacher move

Treat early main-idea suggestions as possibilities. The class will test and refine them during Build.

Wonder Lab

Model | ~5 minutes

Model the difference between an event and a main idea.

Say:

“Newton put the frisbee on his head” is an accurate detail. It is funny and memorable, but it does not tell the biggest idea of the Adventure.

Think aloud with a possible main idea:

“Rob and Newton learn more when they pay attention and keep asking questions.”

Connect one detail:

“Rob notices that the frisbee does not fall right away. That detail supports the main idea because his careful noticing begins the Adventure.”

FACILITATION PROMPTS

- Is my first sentence a detail or a main idea?
- Does the possible main idea reach across the story?
- How does the frisbee detail help explain the main idea?
- Could I use a detail from later in the story too?
- What would happen if my evidence were not actually in the story?

Teacher move

Emphasize the reasoning word because. Students need to connect the detail to the idea, not simply place two statements beside each other.

Build | ~15 minutes

Build the class Message Map.

Invite two or three possible main ideas. Help the class combine or refine them into a grade-appropriate statement that represents the whole Adventure.

A possible class statement is:

Careful noticing and asking questions can lead to new ideas and more questions.

Revisit remembered details and test them one at a time.

Possible supporting details include:

Rob notices that the frisbee glides instead of falling right away.

Newton watches the apple fall and the frisbee curve back.

Rob and Newton compare the different paths of the apple, frisbee, and leaf.

Rob begins to see familiar things as though he is seeing them for the first time.

Newton says that he never stopped asking questions.

Rob ends the Adventure with a new question about the Moon.

Place useful details around the main idea.

Put accurate but less helpful details to the side rather than calling them bad.

Remove any detail that is not supported by the story.

FACILITATION PROMPTS

- Is this an important idea or one event?
- Does it connect to the whole story or only one small part?
- Is this detail accurate?
- How does it help explain our main idea?
- Which detail from the beginning helps?
- Which detail from later in the Adventure helps?
- Which two details give us different kinds of support?
- Can we leave this detail out and still understand the main idea?
- Would another main idea also fit these details?

Teacher move

Keep returning to the relationship between the centre and the supporting details. The map is a thinking tool, not a collection of everything students remember.

Think It Through | ~5 minutes

Keep the Message Map visible.

Ask:

- What is one main idea our class found in the Adventure?
- Which detail from the beginning supports it?
- Which detail from later in the story supports it?
- Why is Newton's "poor hat" moment a detail rather than the main idea?
- Could another reader state the main idea differently and still be correct?
- What would that reader need to support the idea?
- How did putting details around the main idea help us understand the Adventure?

Sample Response Guidance

Possible main idea	Possible supporting details
Careful noticing and questioning can lead to new ideas.	Rob notices the frisbee's path. Rob and Newton compare three different journeys. Rob finishes with a new Moon question.
Curious people keep asking questions even when an answer is not immediate.	Newton says he never stopped asking questions. Newton does not answer the Moon question. Rob carries the question home.

Possible main idea	Possible supporting details
Familiar things can become surprising when we pay close attention.	Rob realizes he is seeing familiar things differently. The apple, frisbee, and leaf return along different paths.

Look for an idea broad enough to represent the Adventure, accurate details, and a simple explanation of how the details help.

Session 1 Closing

Tell students:

“Today we built the big message of the Adventure and found details that help explain it. Next time, we’ll practise explaining those connections so another person can understand our thinking.”

If Session 1 is the only lesson being taught, finish by asking:

“Which one detail would you keep if you could use only one to explain our main idea?”

Session 2 — Explain the Message

Reconnect | ~5 minutes

Return to the Message Map from Session 1.

Cover or remove two or three details.

Ask:

- What main idea did we choose?
- Which details do you remember?
- Where would this detail belong?
- How does it connect to the centre?
- Which missing detail would be especially important to put back?

Briefly rebuild the map together.

Teacher move

Reconnection should reactivate student reasoning rather than become a teacher recap.

Wonder Lab

Rehearse | ~8 minutes

Partners use the class Message Map to rehearse a short explanation.

Partner A states the class main idea or a reasonable variation and selects one supporting detail.

Partner B responds with one of the following:

That supports the main idea because...

A stronger detail might be... because...

I heard that detail in the part where...

I think the main idea could also be...

Switch roles.

After the first attempt, ask students to improve one part of their explanation.

They may:

choose a stronger detail

make the main idea clearer

add because

remove an unnecessary detail

use a detail from a different part of the story

Students may point to the map, arrange picture cards, draw a connection, or use a communication device instead of speaking a complete response.

FACILITATION PROMPTS

- Can you state the important idea in your own words?
- Which detail will you choose?
- Why does that detail belong with the main idea?
- Does your explanation include enough information for a listener?
- Is there a stronger detail you could use?
- What could you change on your second try?

Teacher move

Listen for a clear idea-detail connection. A simple accurate explanation is stronger evidence than several disconnected facts.

Share | ~9 minutes

Invite pairs to contribute one main-idea-and-detail explanation.

As students share, point to the appropriate locations on the Message Map.

Ask the audience to listen for the connection between the detail and the main idea.

After several examples, compare two accurate details.

Ask:

- Which one gives stronger support for this main idea?
- Could they both be useful in different ways?
- Is one memorable but less necessary?
- Could a different main idea make the other detail more important?

FACILITATION PROMPTS

- What main idea did you hear?
- Which detail supported it?
- What word or phrase explained the connection?
- Did the speaker choose a detail from the beginning, middle, or ending?
- How did the detail make the big message clearer?
- Could another detail support the same idea?

Teacher move

Protect multiple defensible responses. Ask students to support differences with story information rather than voting for one exact sentence.

Think It Through | ~3 minutes

Ask:

- What makes a detail helpful?
- Can a detail be true but not very useful for a particular main idea?
- Why might two readers choose different details?
- How did practising help make our explanation clearer?

Return briefly to the central question:

How can a main idea and carefully chosen details help us understand the message of Rob and Newton's Adventure?

Keep Wondering | ~5 minutes

Questions can focus on one detail, connect several details, or invite deeper thinking across the Adventure.

Introduce or revisit the four question depths.

PUDDLE

A question about one detail that can usually be answered by returning to a specific part of the Adventure.

Examples:

- What does Newton do when he first examines the frisbee?
- What objects do Rob and Newton compare?
- What question does Rob ask about the Moon?

POND

A question that asks us to connect a few details.

Examples:

- How are the apple, frisbee, and leaf alike?
- How are their paths different?
- What details show that Rob is paying closer attention?

LAKE

A question that asks us to think across several parts of the Adventure.

Examples:

- How do Rob's questions help move the Adventure forward?
- Why is Newton's statement "I never stopped" important to the story?
- How does the ending connect back to Rob's first question?

OCEAN

A question about the Adventure that invites deeper interpretation and may have more than one thoughtful answer.

Examples:

- What do you think the Adventure is saying about asking questions?
- Why might the author leave Rob with another question instead of giving him a final answer?
- Which detail best reveals the Adventure’s big message, and why?

Invite Student Questions

Ask:

- “What are you still wondering about this Adventure?”
- Invite students to generate story-based questions.

Choose several and ask:

- Does this feel like a Puddle, Pond, Lake, or Ocean question?
- What makes it that depth?
- How could we make this question deeper while keeping it connected to the Adventure?

Teacher move

Keep questions anchored to the Adventure. Depth comes from noticing, connecting, interpreting, and supporting thinking—not from moving into unrelated information.

Close with one student-generated question worth continuing to wonder about.

“Every adventure begins with a question. Keep wondering.”

Likely Misconceptions and Helpful Responses

If students...	Try this teacher response
If students name a character or object as the main idea:	“That tells who or what is in the story. What important idea does the whole Adventure communicate?”
If students choose a favourite moment as the main idea:	“That is a memorable detail. Does it reach across the beginning, middle, and ending?”
If students state a reasonable main idea but provide unrelated evidence:	“How does that detail help your listener understand this idea?”
If students believe only one main-idea sentence is correct:	“Different words can express similar important ideas. Let’s test each idea with story details.”
If students include an inaccurate remembered event:	“Let’s check what the story actually tells us.”
If students move away from the Adventure during Keep Wondering:	“What happened in Rob and Newton’s Adventure that made you wonder that? Can we reshape your question

If students...	Try this teacher response
	around the story?"

Use the Evidence Next

If a student recalls details but cannot identify a main idea:

Offer two possible main ideas and ask which one the details support more clearly.

If a student states a topic instead of an idea:

Expand “questions” to “Asking questions helps people notice and learn.”

If a student chooses weak evidence:

Compare two accurate details and ask which one makes the idea clearer.

If a student explains the connection independently:

Invite a second detail from another part of the story or a different defensible main idea.

If a student generates mostly Puddle questions:

Model how a question can become deeper by connecting two or more parts of the Adventure.

If a student communicates nonverbally:

Record what the student’s selection, sorting, or pointing demonstrates about comprehension.

Optional ELAL Extensions

Detail Detective

Reread one page or paragraph. Students identify which details support the current main idea and which mainly add humour, setting, or description.

Two Possible Messages

Offer two defensible main ideas. Sort story details under one, both, or neither and discuss the decisions.

Picture Support

Examine an illustration and ask what information it adds to the main idea or a key event.

Six-Event Sequence

Arrange four to six important events, then decide which can be combined or omitted in a concise summary.

*Every adventure begins with a question.
Keep wondering.*

THE ADVENTURES WITH FRISBEE ROB

The Long Way Down
Adventure 001: Isaac Newton

GRADE 1

MATHEMATICS

Teacher Guide

Three Journeys: Which Path Is Longer?

GRADE	SUBJECT	TIME
Grade 1	Mathematics	2 × 30 minutes

CENTRAL QUESTION

How can we compare the lengths of different paths, even when the paths have different shapes?

Wonder in Motion

Lesson at a Glance

Story connection	The apple falls almost straight down. The frisbee glides, curves, and returns. The leaf drifts, twirls, and wanders. Their journeys look very different, creating a natural opportunity to investigate length and distance.
Math focus	Recognizing length as a measurable attribute, comparing and ordering lengths, describing distance, recognizing that length does not need to be straight, and understanding that length remains the same when an object is repositioned.
Learning intention	We are learning to compare and order lengths and explain why changing the shape or position of a path model does not change its length.
Core experience	Across two 30-minute sessions, students investigate three flexible path models inspired by the apple, frisbee, and leaf. They collaboratively compare and order the paths, reposition them to make comparisons easier, rehearse mathematical explanations, and share evidence showing how they know one path is longer or shorter than another.
Flexible use	Session 1 is a complete core lesson and can be used independently. Session 2 continues the same Wonder Lab by giving students additional time to rehearse, refine, share, and deepen their mathematical thinking. Teachers with a continuous 60-minute block may teach both sessions together.
Use after reading	Read Adventure 001: The Long Way Down before beginning. The story reading is separate from the two Mathematics sessions.
Story context	Isaac Newton was a real historical person. Rob's visit, their conversation, and the events they experience together are imaginative parts of the story.
Important mathematical distinction	The path models used in these lessons are classroom mathematical representations inspired by the Adventure. They are not intended to represent the exact distances travelled by the apple, frisbee, or leaf.

Optional Teacher-Spoken Success Indicators

- I can identify length as something I can compare.
- I can compare two lengths fairly.
- I can order paths from shortest to longest.
- I can explain why moving or curving a path model does not change its length.

How to Use This Guide

THE GUIDE IS A TOOL, NOT A SCRIPT

This guide is designed to support responsive teaching rather than prescribe every word or action.

Session 1 is a complete 30-minute Grade 1 Measurement lesson and can be taught independently.

Session 2 continues the same learning through rehearsal, refinement, sharing, and questioning. It does not introduce additional curriculum.

Follow productive student thinking and conversation while protecting the central question, selected Measurement KUSP, meaningful participation, and approximate lesson timing.

Adjust examples, grouping, response modes, materials, and pacing to meet the needs of the learners in front of you.

The exact order of the three path lengths depends on the models prepared by the teacher. Students should reason from the actual classroom materials rather than memorize a predetermined answer about which story object “should” travel farther.

The goal of the second session is not to do more.

It is to give students enough time to compare, think, try, improve, and communicate what they understand.

Curriculum Alignment

Organizing Idea	Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.
Guiding Question	In what ways can length provide perspectives of size?
Learning Outcome	Students relate length to the understanding of size.
Assessment Focus	Gather formative evidence of selected Grade 1 Measurement KUSP through students’ recognition of length, comparison and ordering of lengths, descriptions of distance, and use of direct or indirect comparison. Session 1 provides sufficient opportunities to gather evidence of the selected KUSP. Session 2 offers additional opportunities for students to demonstrate and communicate their understanding. These lessons do not assess the complete learning outcome.

Selected KUSP for These Lessons

KUSP element	Selected curriculum learning	What it looks or sounds like
Knowledge	Size may refer to the length of an object, including height, width, and depth. A length does not need to be a straight line. The length between any two points in	Students recognize that straight, curved, horizontal, vertical, and differently positioned objects or path models can all have length and can be compared.

KUSP element	Selected curriculum learning	What it looks or sounds like
	space is called distance. Indirect comparison is useful when objects are fixed in place or difficult to move.	
Understanding	Length is a measurable attribute that describes the amount of fixed space between the end points of an object. Length remains the same if an object is repositioned but may be named differently. The size of two objects can be compared indirectly with a third object.	Students recognize that bending, turning, or repositioning a flexible path model does not change its length and use an appropriate method to compare paths.
Skills & Procedures	Recognize the height, width, or depth of an object as lengths in various orientations. Compare and order objects according to length. Describe distance in familiar contexts. Compare the length of two objects directly or indirectly by using a third object. Order objects according to length.	Students align endpoints, reposition path models, use a third comparison object when appropriate, place three paths in order, and communicate relationships using comparative language.

Curriculum source: Government of Alberta, *Mathematics (K–6) Curriculum, Measurement*. [View the Alberta program of study](#)

Teacher Preparation

STANDARD PATHWAY

Use these two 30-minute sessions after students have heard Adventure 001: The Long Way Down.

Session 1: Compare the Journeys is the core lesson. Students reconnect with the apple, frisbee, and leaf, see fair length comparison modelled, and collaboratively compare and order three flexible path models.

Session 2: Prove the Order continues the same Wonder Lab. Students return to the path models, rehearse how to prove a comparison, refine their mathematical explanations, share different comparison strategies, and explore questions of different depths about the Adventure.

If only one 30-minute period is available, teach Session 1.

If a continuous 60-minute block is available, the two sessions can be taught together with a brief transition or movement break between them.

Flexible Use of the Guide

Core Pathway | 30 minutes

Teach Session 1: Compare the Journeys.

Students experience:

Get Curious → Model → Build → Think It Through

This is a complete Grade 1 Measurement lesson and provides opportunities to gather formative evidence of the selected KUSP.

Full Wonder Lab | 2 × 30 minutes

Teach both sessions.

Students experience the complete Wonder Lab cycle:

Model → Build → Rehearse → Share

Session 2 deepens the same learning rather than adding additional curriculum.

It also provides time for students to reflect on and question the mathematics of the Adventure through:

Puddle → Pond → Lake → Ocean

Continuous Block | ~60 minutes

If scheduling allows, Sessions 1 and 2 may be taught consecutively.

Take a brief movement or transition break after the first Think It Through before beginning Reconnect.

Materials

- A copy of Adventure 001: The Long Way Down
- Three pieces of string, yarn, cord, ribbon, or another flexible material
- Three labels: Apple Path, Frisbee Path, Leaf Path
- Whiteboard, chalkboard, or chart paper and marker
- Optional fourth piece of string or comparison strip for indirect comparison
- Optional photographs or quick sketches representing the three journeys
- Optional floor or table space for arranging the paths

Before Students Begin

- Create three path models with different shapes.
- Keep their lengths close enough that students need to compare rather than answer immediately by looking.
- Arrange one model relatively straight.
- Arrange another in a broad curve.
- Arrange another with several turns or loops.
- Avoid stretchy materials that may accidentally change length.

- Decide the actual shortest-to-longest order before instruction.
- Prepare spaces labelled Shortest, Middle, and Longest.
- Keep the three models available for Session 2.
- Use professional judgment to choose the Session 2 grouping—partners, groups of three, or whole group—that best supports student participation. Early in the year, whole-group practice may help students establish the routine, build confidence, and understand what successful participation looks and sounds like.
- Prepare one situation in which two paths cannot easily be placed directly beside each other so indirect comparison can be introduced if useful.

Substitutions

Use paper strips, pipe cleaners, flexible measuring tapes, drawn paths with matching overlays, or other safe flexible materials.

Useful Vocabulary

Pre-teach essential vocabulary through an explicit vocabulary routine, providing students with opportunities to build meaning, interact with the words, and use them in context before and throughout the lesson.

Mathematics words:

length • distance • compare • order • endpoint • longer • shorter • longest • shortest • straight • curved • reposition

Story words:

apple • frisbee • leaf • path • fall • glide • curve • drift • return

Length describes the fixed space between the endpoints of an object.

Distance is the length between two points.

To compare means to examine two things to determine how they relate.

To reposition means to move or turn an object without changing the object itself.

Supporting Our Diverse Learners

Use these supports proactively while preparing and teaching the two sessions.

Make it accessible	Use flexible, tactile path models students can physically manipulate. Work on a large surface so starting points and endpoints are clearly visible.
Support language	Model sentence frames such as: The ____ Path is longer than the ____ Path. The ____ Path is shorter than the ____ Path.
I know because...	We made the comparison fair by...
Offer response choices	Accept speaking, pointing, arranging path models, matching endpoints,

	using a comparison string, drawing, gesture, communication devices, or assistive technology.
Support participation	Offer roles such as path holder, endpoint matcher, comparison checker, order builder, recorder, or mathematical reporter.
Reduce memory load	Keep all three story labels and path models visible throughout both sessions. Compare only two paths at a time before asking students to order all three.
Support rehearsal	Allow students additional think time and repeated physical comparison. Let students demonstrate first and explain verbally afterward.
Preserve the learning	Change the material, number of paths, amount of language support, or response mode—not the measurement goal. Students still compare fixed lengths and communicate how they know.

KUSP Assessment: Evidence to Notice

FORMATIVE ASSESSMENT

Gather evidence through observations and conversations across both sessions.

Session 1 provides sufficient opportunities to gather evidence of the selected KUSP.

Session 2 gives students additional opportunities to demonstrate and communicate their understanding.

Evidence source	Listen or look for	Possible teacher note
Observation	Student aligns endpoints, repositions path models appropriately, or uses a third object to support a fair length comparison.	“Repositions the curved model and aligns one endpoint before comparing.”
Conversation	Student accurately uses longer, shorter, longest, or shortest and explains why shape or orientation does not determine length.	“Explains that the Leaf Path remains the same length after it is curved differently.”
Product	Student contributes to a defensible shortest-to-longest ordering of the three path models.	“Uses two pairwise comparisons to confirm the final order.”

The Two-Session Flow

Session 1 — Compare the Journeys | 30 minutes

Time	Section	Student experience	Teacher move
~5 min	Get Curious	Reconnect with the three journeys and predict which model path is longest or shortest.	Invite predictions without treating visual appearance as proof.
~5 min	Wonder Lab: Model	Observe how two paths with different shapes can be compared fairly.	Make endpoint alignment and conservation of length visible.
~15 min	Wonder Lab: Build	Collaboratively compare and order all three path models.	Prompt for evidence, fair comparison, and appropriate comparative language.
~5 min	Think It Through	Explain why shape and position can change while length remains constant.	Connect students' observations to the mathematical meaning of length.

Session 2 — Prove the Order | 30 minutes

Time	Section	Student experience	Teacher move
~5 min	Reconnect	Revisit the three paths and reconstruct the established order.	Ask students to prove rather than simply remember the order.
~8 min	Wonder Lab: Rehearse	Practise demonstrating and explaining one comparison to a partner.	Prompt students to refine fairness, evidence, and mathematical language.
~9 min	Wonder Lab: Share	Demonstrate different ways of comparing lengths.	Focus audience attention on the comparison method and evidence.
~3 min	Think It Through	Reflect on what makes a length comparison convincing.	Return to the central question.
~5 min	Keep Wondering	Generate and explore questions of different depths about the three journey models.	Use Puddle–Pond–Lake–Ocean language to deepen story-based mathematical wondering.

Session 1 — Compare the Journeys

Get Curious | ~5 minutes

Reconnect students to the Adventure.

Show or briefly recall the apple, frisbee, and leaf.

Invite students to trace the three imagined journeys in the air with a finger or hand:

- a relatively straight fall
- a broad glide or curve
- a drifting, winding path

Reveal the three flexible path models in different arrangements.

Ask:

- Which model path looks longest?
- Which looks shortest?
- What makes you think so?
- Does the path taking up the most room on the table have to be longest?
- Does a curved path still have length?
- Could something look shorter simply because it is curled?
- How could we find out instead of guessing?

Record two or three predictions without confirming them.

TEACHER MOVE

Accept disagreement as useful. The purpose of Get Curious is to establish the mathematical problem: visual appearance alone may not tell us enough about length.

2. Wonder Lab

Model | ~5 minutes

Choose two path models that have very different shapes.

Place them on the table with starting points in different locations.

Ask:

- “Can we make a fair comparison like this?”
- Invite suggestions.
- Move the paths so one endpoint of each aligns.
- Carefully reposition the curved path so it is easier to compare without stretching it.

Think aloud:

“I changed where the path was and how it was shaped. I did not add any material and I did not remove any material.”

“The shape changed. The length did not.”

Compare the other endpoints.

State the relationship using comparative language appropriate to the actual models.

Then curve the path again.

Ask:

“Did curving it again change which one was longer?”

FACILITATION PROMPTS

- Where should the two paths begin?
- Why does aligning one endpoint help?
- What did I change when I moved the path?
- What stayed the same?
- Did I add any material?
- Did I remove any material?
- Does curved automatically mean longer?
- Does straight automatically mean shorter?
- What evidence can we use instead of appearance?

TEACHER MOVE

Make the distinction between length and visual footprint explicit without overexplaining.

Students should see that repositioning reveals length; it does not create or change the length.

Build | ~15 minutes

Invite students to help compare all three path models.

Begin with two.

Ask:

- “How should we compare these?”
- Allow students to suggest and carry out the method.

Possible strategies include:

- aligning endpoints
- placing paths beside one another
- repositioning curved paths
- comparing both to a third strip or piece of string

Record the relationship.

Continue with another pair.

Once enough relationships are known, place the labels beneath:

Shortest

Middle

Longest

Ask:

- “Do we need to compare every possible pair, or do some comparisons help us figure out the rest?”
- Next, dramatically curl or loop one path.

Ask:

- “Should we change its place in the order?”
- Invite students to defend their answer.
- Then place two paths where direct comparison is awkward.
- Introduce or accept the idea of using a third object.
- Compare the third object to Path A.
- Use the same third object with Path B.
- Discuss how indirect comparison can help.

FACILITATION PROMPTS

- Which two paths should we compare first?
- What should line up?
- How can we avoid stretching the path?
- Which endpoint extends farther?
- What relationship can we describe?
- How could we check our answer?
- What other comparison would help establish the order?
- What changed when I curled the path?
- What stayed the same?
- What could we do if the two paths could not be moved together?
- How can a third object help us compare?
- What would actually need to happen for the length to change?

TEACHER MOVE

Resist doing the comparisons for students.

The mathematical thinking comes from selecting a comparison strategy and explaining why it is fair.

Think It Through | ~5 minutes

Keep the ordered paths visible.

Ask:

- Why was looking alone sometimes misleading?
- How did aligning endpoints help?
- What happened to length when we changed a path’s shape?
- What happened when we changed its orientation?
- How could we compare objects that could not be moved beside each other?
- What does distance describe?
- Can a curved path be shorter than a straight path?
- How do we know?

Invite students to turn and talk or contribute to the whole group.

Sample Response Guidance

Possible response
“We lined up the ends so we could see which path reached farther.”
“The string stayed the same length when we curved it because we did not add or remove any.”
“A third string could help compare two things that cannot be moved together.”
“Curved does not tell us whether something is longer.” Look for evidence that students distinguish length from shape, orientation, and overall visual space.

Session 1 Closing

Tell students:

“Rob and Newton noticed that the apple, frisbee, and leaf followed different paths. Today we looked at those journeys like mathematicians and compared their lengths.”

“Next time, you will prove a comparison clearly enough that another mathematician can follow your thinking.”

If Session 1 is the only lesson being taught, finish by asking:

“What is one thing about length that looking alone might not tell us?”

Session 2 — Prove the Order

Reconnect | ~5 minutes

Alter the shapes of all three path models and mix up their locations.

Keep Shortest, Middle, and Longest visible but empty.

Ask:

- What order did we establish?
- Does anyone remember?
- Is remembering enough for mathematics?
- How could we prove the order again?
- Did changing the shapes change the lengths?

Invite students to reconstruct and verify.

Then place one path horizontally and another vertically.

Ask:

- “Does orientation determine which one is longer?”

TEACHER MOVE

Reconnection should reactivate the reasoning process rather than become a teacher recap.

2. Wonder Lab

Rehearse | ~8 minutes

Students work in partners.

Each pair chooses two paths.

Partner A prepares a four-part explanation:

1. Name the two paths.
2. Show how to make the comparison fair.
3. State which is longer or shorter.
4. Show the evidence.

Students may use:

“We compared...”

“We lined up...”

“The _____ Path is longer than...”

“We know because...”

Partner B checks:

- Are the endpoints aligned?
- Was either path stretched?
- Did the speaker use length language?
- Can I see the evidence?
- Could the explanation be clearer?
- Is there another way to verify it?

Switch roles.

Then reposition the same paths and ask students to repeat the comparison.

FACILITATION PROMPTS

- What exactly are you trying to prove?
- How will you make the comparison fair?
- Can your listener see what you are using as evidence?
- Which mathematical word describes the relationship?
- What stayed the same after the path moved?
- Could you check your conclusion another way?
- What can you improve before sharing?

TEACHER MOVE

Allow students to try, notice something, and try again.

Rehearsal is not about polished speaking; it is about making mathematical thinking clearer.

Share | ~9 minutes

Bring the class together for a Path Proof Showcase.

Invite several pairs.

Try to include:

- one direct comparison
- one comparison involving a repositioned curved path
- one indirect comparison using a third object

After each share, ask:

- What two lengths were compared?
- What made the comparison fair?
- What evidence did the pair show?
- Did changing the shape affect the length?
- Could another method prove the same relationship?

Then coil the longest path into a very compact shape.

Ask:

“Which one looks as though it takes up the least space now?”

Then:

“Which one is actually longest?”

Discuss.

FACILITATION PROMPTS

- What was the strongest part of their proof?
- What stayed constant?
- What changed?
- Did they compare length or something else?
- How could we verify the result?
- Does everyone need to use the same method if the evidence is sound?
- How can two different-looking arrangements represent the same length?

TEACHER MOVE

Share is about communicating mathematical understanding, not producing a performance. Students may demonstrate with objects instead of relying entirely on oral language.

Think It Through | ~3 minutes

Ask:

- What makes a length comparison convincing?
- What can change without changing length?
- When might indirect comparison be useful?
- What should we do when appearance and evidence seem to disagree?

Return briefly to the central question:

How can we compare the lengths of different paths, even when the paths have different shapes?

Accept several responses.

Keep Wondering | ~5 minutes

Questions can be small and focused, or they can invite us to connect several mathematical ideas.

Introduce or revisit the four question depths.

PUDDLE

A small question about one mathematical detail.

Examples:

- Which model path is shortest?
- Which model path is longest?
- Which two endpoints do we align first?

POND

A question that asks us to connect a few mathematical ideas.

Examples:

- How can we compare a curved path with a straight path?
- What happens to a path's length when we reposition it?
- How could we prove one path is longer without using numbers?

LAKE

A question that asks us to think across several comparisons.

Examples:

- Why might the path that takes up the most table space not be the longest?
- How many different shapes could the same path make without changing its length?
- How could direct and indirect comparison lead to the same conclusion?

OCEAN

A deep mathematical question that may have more than one thoughtful explanation or method.

Examples:

- How can two paths look completely different but have exactly the same length?
- What information does length tell us about a journey that shape does not?
- Why do mathematicians need evidence when appearances can be misleading?

The purpose is not for Grade 1 students to correctly label every question independently.

The water language gives students a simple way to notice that mathematical questions can invite different depths of thinking.

Invite Student Questions

Return attention to the three story-inspired paths.

Ask:

- “What are you still wondering about the apple, frisbee, and leaf journeys as a mathematician?”
- Accept questions about length, distance, path shape, position, or comparison.

Choose several student questions and wonder aloud together:

“Does this feel like a Puddle, Pond, Lake, or Ocean question?”

There does not need to be one perfect classification.

FACILITATION PROMPTS

- Can we answer your question with one comparison?
- Would we need to compare several paths?
- Does your question ask what happened or why a method works?
- Could there be more than one way to investigate it?
- Can we make this Puddle a little deeper?
- What could turn this Pond into a Lake?
- What part of the Adventure made you wonder that?

TEACHER MOVE

Keep questions anchored to the Adventure and Grade 1 measurement.

A deeper question does not need to calculate the real distance of a frisbee throw or move into physics.

Depth comes from comparing, connecting, explaining, and reasoning about length.

Close with one student-generated mathematical question worth preserving.

“Every adventure begins with a question. Keep wondering.”

Likely Misconceptions and Helpful Responses

If students...	Try this teacher response
If students judge length by how much table space a path occupies:	“Are we comparing how much space it spreads across, or the length of the path itself?”
If students believe curving a path changes length:	“What did we add or remove?”
If students begin two paths at different starting points:	“Where could we place the endpoints so our comparison is fair?”
If students stretch flexible material:	“Did we only reposition the path, or did we actually change the material?”
If students believe vertical means longer than horizontal:	“What would happen if we turned both paths?”
If students assume a story object must have the longest classroom model:	“Our paths are mathematical models. What does the actual model show?”
If students move completely away from the Adventure when generating questions:	“What about the three journeys made you wonder that? Can we reshape the question around our path models?”

If students...	Try this teacher response
If students think an Ocean question must involve an enormous distance:	“Ocean means deep mathematical thinking, not physically long.”

Use the Evidence Next

- If a student relies on appearance, require direct comparison.
- If a student compares two lengths but struggles to order three, build the order from pairwise comparisons.
- If a student understands direct comparison, introduce a situation requiring indirect comparison.
- If a student believes curving changes length, repeatedly reposition a fixed piece of material.
- If a student reasons accurately but lacks vocabulary, provide longer/shorter sentence frames.
- If a student independently conserves length across repositioning, ask what would actually have to change for the length to change.
- If a student generates primarily Puddle questions, invite them to connect two different arrangements of the same path.
- If a student demonstrates strong mathematical understanding nonverbally, acknowledge the evidence shown through positioning, comparison, and manipulation.

Optional Mathematics Extensions

Same Length, New Shape

Give students two equal-length strings arranged in visibly different ways.

Ask students to prove the lengths are equal.

Rearrange them several times and discuss what changes and what remains constant.

Mystery Path

Hide part of a flexible path behind a book or folder.

Ask students what they can and cannot conclude from what they can see.

Invite them to design a fair comparison method.

Indirect Comparison Challenge

Place two objects or paths where they cannot be moved together.

Provide a third object and ask students to determine how it could be used to compare the two lengths.

Distance Hunt

Identify familiar distances in the classroom or school.

Students compare them using longer, shorter, farther, or closer without introducing standard units.

*Every adventure begins with a question.
Keep wondering.*

THE ADVENTURES WITH FRISBEE ROB

The Long Way Down
Adventure 001: Isaac Newton

GRADE 1

PHYSICAL EDUCATION & WELLNESS

Teacher Guide

Physical Education & Wellness

GRADE	SUBJECT	TIME
Grade 1	Physical Education & Wellness	2 × 30 minutes

CENTRAL QUESTION

How can noticing our surroundings help us move, send, receive, and control a frisbee?

Wonder in Motion

Teacher Guide

Move, Send, Receive: Read the Space

Lesson at a Glance

Story Connection	In <i>The Long Way Down</i>, Rob does more than throw a frisbee. He moves through the space around him, holds and carries the disc, sends it, watches where it goes, and responds to what happens next. Grade 1 builds from the Kindergarten focus on awareness of the body toward awareness of the surroundings and the different movements a person can choose within them. The Adventure provides an immediate way to notice that movement does not happen in isolation. A student may need to move toward a frisbee before receiving it. A stable body position may help when sending it. The frisbee may be carried or retained while the student travels. A person, object, boundary, or open space may affect which movement makes sense. The key question becomes: What are you trying to do, what is around you, and what movement will help?
Physical Education & Wellness Focus	Exploring locomotor, non-locomotor, and object-manipulation movements through frisbee play, with particular attention to: ● sending ● receiving ● retaining ● carrying ● moving appropriately within the surrounding space The lesson does not require formal partner throwing-and-catching proficiency. Students may receive a frisbee by catching, trapping, touching, or collecting it. Successful object manipulation includes more than making a clean catch or producing an accurate flight.
Learning Intention	We are learning to notice our surroundings and choose movements that help us move with and control a frisbee.
Core Experience	Across two 30-minute sessions, students complete the companion Grade 1 Adventures FlightPlan in Frisbee Playbook.

Session 1 — Move, Send, Receive, Retain

Get Curious → Wonder Lab: Model → Wonder Lab: Build → Think It Through

Students explore different movement purposes and use the frisbee as an object to send, receive, retain, carry, and collect.

Session 2 — Choose the Movement

Reconnect → Wonder Lab: Rehearse → Wonder Lab: Share → Think It Through → Keep Wondering

Students return to the same movement learning and make increasingly deliberate choices based on what they are trying to accomplish and what they notice around them.

Flexible Use

Session 1 is a complete Grade 1 Movement Skill Development lesson and can be taught independently.

Session 2 continues the same curriculum by giving students more time to repeat movements, make purposeful choices, observe others, and communicate what they understand.

Teachers with a continuous 60-minute block may teach both sessions together.

Use After Reading

Read Adventure 001: *The Long Way Down* before beginning.

The story reading is separate from the two Physical Education & Wellness sessions.

Story Context

Isaac Newton was a real historical person.

Rob's visit, their conversation, and the events they experience together are imaginative parts of the Adventure.

Important Physical Education & Wellness Distinction

Grade 1 is not simply a lesson on making a better frisbee throw.

The curriculum asks students to demonstrate different kinds of movement and select object-manipulation movements that fit different physical activity contexts.

Students therefore explore several relationships with the frisbee: send it, receive it, retain it, and carry it.

They also notice how locomotor and non-locomotor movements support those actions.

A student may:

- move toward the frisbee before receiving it
- twist or bend within personal space
- send the frisbee into open space
- move to collect it
- carry it while travelling
- retain control as the body changes location

A clean catch is not the only evidence of receiving.

A long throw is not automatically better than a short controlled send.

A technically polished throwing action is not the main curriculum target.

Repeatedly return to:

- **What are you trying to do?**
- **What is around you?**
- **What movement will help?**

Optional Teacher-Spoken Success Indicators

I can move my body in different ways.

I can send a frisbee.

I can receive or collect a frisbee.

I can retain or carry a frisbee.

I can notice what is around me.

I can choose a movement that fits what I am trying to do.

Frisbee Playbook FlightPlan

The FlightPlan Is the Physical Lesson

This Teacher Guide is designed to be used with the companion **Grade 1 Adventures FlightPlan in Frisbee Playbook**.

Open the FlightPlan before teaching these PE sessions.

A FlightPlan is a ready-to-use PE lesson sequence that shows what students physically do, in what order, and for how long.

For this Adventure, the Grade 1 FlightPlan contains both 30-minute sessions.

The FlightPlan provides the practical information needed to deliver the physical lesson, including:

- session and activity sequence
- phase and activity timing
- educator notes
- Drill instructions
- coaching cues
- frisbee and equipment information
- grouping or activity-specific setup
- modifications where applicable

When a Drill appears in the FlightPlan, select **Details** when you need its complete instructions, coaching cues, equipment information, or additional resources.

Grade 1 FlightPlan

Direct access

<https://frisbeeplaybook.com/flightplan/newton/grade-1>

Or navigate:**Frisbee Playbook → Build → Adventures with Frisbee Rob → The Long Way Down → Grade 1**

Keep the FlightPlan open on a phone, tablet, or computer during class, or select **Print** before teaching.

Standard and Quick Launch

Use **Standard** to view the complete two-session experience.

When only one short block is available, select **Quick Launch**.

For this Adventure, Quick Launch contains the four activities from Session 1:

Get Curious → Model → Build → Think It Through

Quick Launch displays the activities intentionally identified as the essential short-block pathway. It does not automatically shorten individual activities.

How the Two Resources Work Together

FlightPlan = what students physically do.

Teacher Guide = what the teacher is looking for and why it matters.

The FlightPlan is required to deliver the physical portion of these lessons.

This Teacher Guide is designed to be used alongside the FlightPlan, not instead of it.

The public Adventures FlightPlan focuses primarily on lesson delivery.

Curriculum interpretation, assessment evidence, learner supports, misconceptions, reflection, and deeper questioning remain in this Teacher Guide.

How to Use This Guide

THE GUIDE IS A TOOL, NOT A SCRIPT

Before teaching, open the Grade 1 Adventures FlightPlan and review the complete physical lesson.

During class:

use Frisbee Playbook to run the lesson

and

use this Teacher Guide to understand what learning to notice and how to support it

Do not attempt to recreate the physical activity from this document alone.

The FlightPlan contains the operational details needed to deliver the experience.

This guide intentionally does not duplicate every setup instruction, movement cue, rotation, repetition, or equipment direction.

Session 1 independently provides meaningful opportunities to gather evidence of the selected KUSP.

Session 2 continues the same learning through rehearsal, refinement, sharing, and questioning. It does not introduce additional curriculum.

Do not require every student to solve a movement task in exactly the same way.

One student may receive a frisbee with a catch.

Another may collect it after it lands.

Another may demonstrate control by trapping or carrying.

The question is not:

“Did everyone perform the same technique?”

The question is:

“Did the student select and demonstrate movement appropriate to the task and surroundings?”

The goal of the second session is not to do more. It is to give students enough time to think, try, improve, and communicate what they understand.

Curriculum Alignment

Organizing Idea	Movement Skill Development: Developing physical literacy through movement and active living supports well-being across a lifespan.
Guiding Question	How might awareness of the surroundings impact movement?
Learning Outcome	Students demonstrate how movement can support different types of physical activity.
Assessment Focus	Gather formative evidence through students’ physical movement, demonstrations, movement choices, conversations, and observations of others. Look particularly for students who: ● demonstrate locomotor movement ● demonstrate non-locomotor movement ● manipulate a frisbee through sending, receiving, or retaining ● use movement appropriately within the physical activity context ● notice how surroundings affect movement ● select an object-manipulation movement that fits a task ● communicate what they did and why Session 1 provides sufficient opportunities to gather evidence of the selected KUSP. Session 2 offers additional opportunities for students to select, rehearse, observe, and communicate movement choices. These lessons do not assess the complete Learning Outcome.

Selected KUSP for These Lessons

KUSP element	Selected curriculum learning	What it looks or sounds like
Knowledge	Selected Curriculum Learning Locomotor movements can occur in a variety of ways, such as crawling, skipping, hopping, rolling, and leaping. Non-locomotor movements can occur in a variety of ways, such as balancing, twisting, and bending. Object manipulation can occur in a variety of ways, such as: ● sending objects, including pushing, throwing, and kicking ● receiving objects, including catching ● retaining objects, including trapping and carrying	Students recognize that frisbee play can involve several different categories and purposes of movement. During the FlightPlan, students may: ● travel through space ● change location ● balance or twist within personal space ● send the frisbee ● move toward it ● catch, trap, touch, or collect it ● carry or retain it Students do not need to demonstrate every movement example identified in the curriculum. The frisbee provides a strong context for object-manipulation learning because a single object can be sent, received, collected, retained, and carried.
Understanding	Selected Curriculum Learning Locomotor movement occurs when the body travels from one point to another. Non-locomotor movement is performed within personal space. Object manipulation is the ability to control and handle objects with the body.	Students begin distinguishing between: ● moving the whole body through space ● moving within personal space ● controlling the frisbee Students might explain: ● “I moved over there to get it.” ● “I stayed here and twisted.” ● “I sent it.” ● “I picked it up.” ● “I caught it.” ● “I carried it.” Students do not need perfect terminology before demonstrating understanding physically. Teacher language can connect everyday descriptions with the curriculum terminology.

KUSP element	Selected curriculum learning	What it looks or sounds like
Skills & Procedures	Selected Curriculum Learning Demonstrate a variety of locomotor movements. Perform locomotor movements in a variety of physical activity contexts. Perform non-locomotor movements in a variety of physical activity contexts. Demonstrate a variety of object-manipulation skills. Select appropriate object-manipulation skills required for various physical activity contexts.	Students combine travelling, stationary, and object-control movements while completing the Grade 1 Adventures FlightPlan. They begin making simple purposeful decisions such as: ● “I need to move closer.” ● “I need to receive it.” ● “I can collect it instead of trying to catch it.” ● “I can carry it to keep control.” ● “I need to move because the space changed.”

Curriculum source: Government of Alberta, *Physical Education and Wellness (K–6) Curriculum, Movement Skill Development*, pp. 6–7. [View the Alberta program of study](#)

Teacher Preparation

STANDARD PATHWAY

Use these sessions after students have heard Adventure 001.

Before teaching, open the Grade 1 FlightPlan:

<https://frisbeeplaybook.com/flightplan/newton/grade-1>

Review the Standard pathway before students arrive.

Session 1 — Move, Send, Receive, Retain

Students explore several ways their bodies can interact with and control a frisbee.

The instructional focus is distinguishing movement purposes and noticing the relationship between:

purpose + surroundings → movement choice

Session 2 — Choose the Movement

Students revisit the same movement ideas and become more deliberate about selecting movements that fit the situation.

If only one 30-minute period is available, teach Session 1 or use **Quick Launch**.

If a continuous 60-minute block is available, teach both sessions with a brief transition.

Flexible Use of the Guide

Core Pathway | 30 minutes

Open the Grade 1 Adventures FlightPlan and teach Session 1:

Get Curious → Model → Build → Think It Through

The FlightPlan provides the physical experience.

This Teacher Guide provides the curriculum and assessment lens.

Session 1 independently provides sufficient opportunities to gather evidence of the selected KUSP.

Full Wonder Lab | 2 × 30 minutes

Teach both sessions through the companion FlightPlan:

Model → Build → Rehearse → Share

Session 2 deepens the same curriculum through purposeful movement selection rather than introducing unrelated movement skills.

Students also deepen Adventure-based inquiry through:

Puddle → Pond → Lake → Ocean

Continuous Block | ~60 minutes

Teach both sessions consecutively with a brief transition.

Reconnect may be shortened when Session 1 remains fresh.

Protect Rehearse and Share rather than filling additional time with unrelated activities.

Materials

Required

Companion Grade 1 Adventures FlightPlan in Frisbee Playbook

Adventure 001

The FlightPlan identifies the frisbees, equipment, setup, grouping, and physical-delivery requirements for the lesson.

Optional Teacher Guide Supports

Movement-purpose cards:

- SEND
- RECEIVE
- RETAIN
- MOVE

Movement-type cards:

- LOCOMOTOR
- NON-LOCOMOTOR

- OBJECT MANIPULATION

These are optional instructional supports.

They are not additional FlightPlan activities.

Before Students Begin

Open the Grade 1 FlightPlan.

Review:

- Session 1 and Session 2
- Standard and Quick Launch views
- the **Move, Send, Receive, Retain** Drill details
- the **Movement Detective** Drill details
- activity timings
- equipment requirements
- educator notes
- coaching cues
- activity-specific modifications

Prepare the three recurring object-control ideas:

- **SEND**
- **RECEIVE**
- **RETAIN**

Prepare the recurring questions:

- **What are you trying to do with the frisbee?**
- **What is around you?**
- **What movement will help?**

Do not expect students to memorize the movement-category definitions before participating.

The physical experience should make the categories meaningful.

- Use professional judgment to choose the Session 2 grouping—partners, groups of three, or whole group—that best supports student participation. Early in the year, whole-group practice may help students establish the routine, build confidence, and understand what successful participation looks and sounds like.

Avoid presenting a clean catch, longest throw, or particular technique as the preferred outcome.

Useful Vocabulary

Pre-teach essential vocabulary through an explicit vocabulary routine, providing students with opportunities to build meaning, interact with the words, and use them in context before and throughout the lesson.

Physical Education & Wellness Words

locomotor • non-locomotor • object manipulation • send • receive • retain • control • carry • catch • throw • surroundings • personal space

Story Words

Rob • Isaac Newton • frisbee • Adventure • movement • question

Locomotor movement moves the body from one point to another.

Non-locomotor movement occurs within personal space.

Object manipulation means controlling and handling an object with the body.

To send is to move an object away.

To receive is to gain control of an object coming toward you or moving into your area.

To retain is to keep control of an object.

Surroundings include the people, objects, boundaries, and space around a mover.

Supporting Our Diverse Learners

Make It Accessible	Use the physical modifications and equipment information provided in the FlightPlan. Begin with movement conditions that allow students to focus on the curriculum rather than struggle with the object. Receiving does not need to mean making a clean airborne catch. A student may demonstrate receiving by catching, trapping, touching and collecting, and moving toward and collecting. Reduce physical difficulty when object manipulation begins masking the movement learning.
Support Language	Use simple frames: ● “I am trying to ____.” ● “I sent the frisbee by ____.” ● “I received it by ____.” ● “I retained it by ____.” ● “I moved because ____.” ● “The space changed, so I ____.” Pair terminology with physical demonstrations. Students may demonstrate the movement before naming it.
Offer Response Choices	Accept: speech, physical demonstration, pointing, movement cards, drawing, gesture, AAC, partner-supported communication, and assistive technology. A student may show an appropriate movement choice without providing a lengthy verbal explanation.
Support Participation	Meaningful roles may include sender, receiver, carrier, collector, mover, observer, movement detective, movement-card chooser, and demonstrator. Use the FlightPlan as the primary source for activity-specific organization.

Reduce Memory Load	Keep SEND, RECEIVE, and RETAIN visible when helpful. Introduce one movement purpose at a time. Use the same three recurring questions rather than adding many new prompts: ● What am I trying to do? ● What is around me? ● What movement will help?
Support Rehearsal	Allow students to repeat familiar movement experiences before changing the context. Students may practise the physical response before explaining why they selected it. Session 2 deliberately gives students additional time to make movement choices more consciously.
Preserve the Learning	Adjust: distance, disc type, speed, movement intensity, participation mode, and communication mode. Do not remove the requirement to demonstrate or identify an appropriate movement for interacting with and controlling the frisbee. Change the access pathway—not the learning goal.

KUSP Assessment: Evidence to Notice

FORMATIVE ASSESSMENT

Gather evidence naturally while students complete the companion FlightPlan.

Session 1 provides sufficient evidence opportunities.

Session 2 adds purposeful selection, rehearsal, observation, and explanation.

Evidence source	Listen or look for	Possible teacher note
Observation	Student travels appropriately through available space. Student performs movement within personal space. Student sends a frisbee. Student receives, traps, or collects it. Student retains or carries it. Student changes movement in response to object location, surrounding space, or another person. Student demonstrates more than one movement solution.	“Moves toward the frisbee after sending it into open space, bends to collect it, then carries it while moving to the next location.” Or: ● “Stays in personal space to twist and reach, then uses locomotor movement to collect the frisbee.”
Conversation	Student identifies the purpose of a	“Says, ‘I moved closer because the

Evidence source	Listen or look for	Possible teacher note
	movement. Student explains why a movement fit the situation. Student notices something in the surroundings. Student connects movement choice with object control.	frisbee was farther away.” Or: “Explains that carrying lets them keep the frisbee while moving.”
Product / Class Product	- An optional Send–Receive–Retain chart can provide supporting evidence. - Students may contribute: a movement word, a picture, a movement card, a demonstrated example, and a teacher-recorded observation. - Physical performance remains the primary evidence.	

The Two-Session Flow

Session 1 — Move, Send, Receive, Retain | 30 minutes

Time	Section	Student experience	Teacher move
~5 min	Get Curious	Complete Get Curious in the Grade 1 Adventures FlightPlan. Students reconnect with the different ways Rob moves with and controls the frisbee in the Adventure.	Shift attention from only “throwing a frisbee” toward the broader idea of controlling an object within a surrounding space. Introduce or reinforce: SEND, RECEIVE, and RETAIN. Use the FlightPlan for the physical experience. Use this Guide to connect movement purpose, surroundings, and movement choice.
~5 min	Wonder Lab: Model	FlightPlan activity: Move, Send, Receive, Retain Observe selected examples of travelling movement, movement within personal space, and object manipulation.	Help students notice: - Did the body travel? - Did the movement occur mostly within personal space?

Time	Section	Student experience	Teacher move
			● What happened to the frisbee? ● Was it sent, received, or retained? Avoid turning Model into a technical throwing demonstration.
~15 min	Wonder Lab: Build	FlightPlan activity: Move, Send, Receive, Retain Complete the Build experience in Frisbee Playbook. Students explore different ways to move with and control the frisbee while responding to the surrounding space.	Use the Guide as the observation lens while the FlightPlan carries the activity mechanics. Prompt students to notice the connection between the movement job, the surroundings, and the movement selected. Gather KUSP evidence naturally during participation.
~5 min	Think It Through	Reflect on different ways they moved with and controlled the frisbee.	Connect the physical experience to the central question: How can noticing our surroundings help us move, send, receive, and control a frisbee?

Session 2 — Choose the Movement | 30 minutes

Time	Section	Student experience	Teacher move
~5 min	Reconnect	Complete Reconnect in the Grade 1 FlightPlan. Students physically recall sending, receiving, retaining, travelling movement, and movement within personal space.	Reactivate the ideas through movement rather than vocabulary recall alone.
~8 min	Wonder Lab: Rehearse	FlightPlan activity: Move, Send, Receive, Retain Repeat familiar movement experiences and make more deliberate choices based on the task and surroundings.	Prompt students to think: ● What is the job? ● What is around me? ● What movement will I choose? Use repetition to deepen purposeful movement selection rather than introduce a new

Time	Section	Student experience	Teacher move
			movement category.
~9 min	Wonder Lab: Share	FlightPlan activity: Movement Detective Students demonstrate movement solutions and observe how classmates approach similar movement problems.	Focus observers on: ● the movement purpose ● whether the mover travelled ● how the frisbee was controlled ● what in the surroundings may have influenced the choice Do not turn Share into performance ranking.
~3 min	Think It Through	Explain how noticing the surroundings influenced a movement choice.	Return to the central question.
~5 min	Keep Wondering	Complete the FlightPlan Keep Wondering transition, then deepen the inquiry using the Puddle–Pond–Lake–Ocean prompts in this Teacher Guide.	Keep questions anchored in the way Rob moves with and controls the frisbee in the Adventure.

Session 1 — Move, Send, Receive, Retain

Get Curious | ~5 minutes

Open the Grade 1 Adventures FlightPlan and run Get Curious.

Use the FlightPlan for the physical directions.

Hold attention on the broader movement question.

Ask:

- “What can Rob do with a frisbee besides throw it?”
- Students may suggest: catch it, carry it, hold it, pick it up, move toward it, and move with it.

Introduce or reinforce:

SEND — RECEIVE — RETAIN

Then shift attention to the surroundings.

Ask:

- “Could where the frisbee is change what movement Rob chooses?”
- “Could where another person is change what he does?”
- “Could an object or boundary change his movement?”

Introduce the central challenge:

How can noticing our surroundings help us move, send, receive, and control a frisbee?

FACILITATION PROMPTS

- What are you trying to do with the frisbee?
- Is the frisbee moving away from you or toward you?
- Do you need your whole body to travel?
- Can the movement happen in your personal space?
- What is around the mover?
- Could the surroundings change the movement choice?
- Could more than one movement work?

TEACHER MOVE

Build the relationship:

purpose + surroundings → movement choice

Do not reduce Get Curious to naming movement categories.

2. Wonder Lab

Model | ~5 minutes

Open the FlightPlan and run Move, Send, Receive, Retain — Model.

The FlightPlan provides the physical demonstration and delivery notes.

Use this Teacher Guide to direct student attention.

After selected actions, ask:

- “Did the body travel?”
- “Did the movement happen mostly within personal space?”
- “What happened to the frisbee?”
- “Was it sent?”
- “Was it received?”
- “Was it retained?”
- “What did the person notice around them?”

FACILITATION PROMPTS

- Which movement moved the whole body?
- Which movement happened mostly within personal space?
- How was the frisbee controlled?
- What changed when the location changed?
- Could another movement also work?
- Did controlling the frisbee always require a catch?

TEACHER MOVE

The goal is to make movement categories meaningful through purposeful action.

Students do not need to memorize definitions before participating.

Keep attention on what the movement accomplished.

Build | ~15 minutes**Open the FlightPlan and run Move, Send, Receive, Retain — Build.**

Use the FlightPlan for activity instructions, setup, equipment, repetitions, coaching cues, and delivery details.

Use this Teacher Guide for observation and questioning.

Circulate and ask:

- “What are you trying to do?”
- “What movement are you using?”
- “Did you need to move through space?”
- “What is around you?”
- “What helped you receive the frisbee?”
- “How are you retaining it?”
- “Could another movement work?”

When a catch is missed, ask:

“Did you still use a receiving movement?”

When a student carries the disc, ask:

“How are you keeping control while moving?”

FACILITATION PROMPTS

- Where is the open space?
- What movement helps you reach the frisbee?
- Can you control the frisbee without sending it?
- When did you stay mostly within personal space?
- When did your whole body travel?
- What changed because of your surroundings?
- What movement felt useful for the job?
- Could you solve the same movement problem another way?

TEACHER MOVE

Variation is useful evidence.

The lesson should reveal a growing movement repertoire.

Do not immediately narrow students toward one preferred frisbee technique.

Look for **purposeful selection**, not flawless execution.

Think It Through | ~5 minutes**Run Think It Through from the FlightPlan, then deepen the reflection as needed.**

Ask:

- “What is one way we sent the frisbee?”
- “How did we receive it?”
- “How did we retain or carry it?”
- “When did your whole body move from one point to another?”

- “When did you move mostly within your own space?”
- “How did something around you affect what you did?”
- “Could two people solve the same movement problem differently?”

Return to:

How can noticing our surroundings help us move, send, receive, and control a frisbee?

Sample Response Guidance

Possible response:
“I sent it into the open space.”
“I moved toward it before I picked it up.”
“I collected it when it landed.”
“I carried it so I kept control.”
“I stayed in my space and twisted.”
● “I moved because something was in the way.” ● Look for purposeful movement selection rather than flawless object manipulation.

Session 1 Closing

Tell students:

- “One frisbee can give our bodies many different movement jobs.”
- “We can move through space, move within our own space, send, receive, and retain.”
- “Our surroundings can help us decide which movement makes sense.”
- “Next time, we’ll practise making those choices more deliberately.”

If Session 1 is taught alone, finish with:

“Show me one way you can control a frisbee and tell me what job your movement is doing.”

Session 2 — Choose the Movement

Reconnect | ~5 minutes

Open the Grade 1 FlightPlan and run Reconnect.

Invite students to physically recall: SEND, RECEIVE, and RETAIN.

Then ask:

- “Show me a movement where your whole body travels.”
- “Show me a movement that happens mostly within your own space.”

Ask:

- “Could more than one movement solve the same frisbee task?”

TEACHER MOVE

Reconnect through physical examples.

Do not spend the five minutes testing vocabulary.

Move quickly toward purposeful selection.

2. Wonder Lab

Rehearse | ~8 minutes

Open the FlightPlan and run Move, Send, Receive, Retain — Rehearse.

Before or during familiar movement attempts, reinforce:

- What is the job?
- What is around me?
- What movement will I choose?

Afterward, ask:

- “Did the movement help?”
- “What would you keep?”
- “What might you change?”

FACILITATION PROMPTS

- What did you choose?
- Why did it fit?
- Did you need your whole body to travel?
- Did the surroundings affect your movement?
- Could another movement work?
- What will you try next?
- Did the same movement work every time?

TEACHER MOVE

Rehearse should deepen purposeful selection.

It should not introduce another movement category simply because this is Session 2.

Give students time to think, try, notice, and choose more deliberately.

Share | ~9 minutes

Open the FlightPlan and run Movement Detective — Share.

Students demonstrate short movement solutions.

Tell observers to watch for:

- What was the movement job?
- Did the person travel?
- How was the frisbee controlled?

- **What in the surroundings may have affected the movement?**

FACILITATION PROMPTS

- What did the person do?
- Was the goal to send, receive, or retain?
- Did the mover change location?
- Which movement helped?
- What other movement might work?
- How did the available space matter?
- Could two successful solutions look different?

TEACHER MOVE

Share makes movement thinking visible.

Do not declare one movement solution universally correct.

A student who can notice why another person chose a movement is demonstrating meaningful understanding.

Think It Through | ~3 minutes

Run Think It Through from the FlightPlan.

Ask:

- “How can noticing your surroundings help you choose movement?”
- “How many different ways did we control the frisbee?”
- “When might two people choose different movements?”
- “What helped you decide what movement to use?”

Return to the central question.

Keep Wondering | ~5 minutes

The FlightPlan transitions students into Keep Wondering.

Use the questions below to deepen the inquiry.

PUDDLE

- What does Rob do to send the frisbee?
- Does Rob carry the frisbee?
- What movement does Rob use when the frisbee comes toward him?
- What does Rob do when he needs to move toward the frisbee?

POND

- How is Rob’s sending movement different from his receiving movement?
- Why might Rob need to move toward the frisbee?
- How could the space around Rob change what he does?
- How is carrying the frisbee different from sending it?

LAKE

- How might Rob choose a different movement if the frisbee were closer or farther away?

- How do travelling movements and object-control movements work together?
- How could watching Rob’s surroundings help us understand why he moves the way he does?
- How might Rob solve the same frisbee problem in more than one way?

OCEAN

- Why can different movement solutions work for the same frisbee problem?
- How might the surroundings change whether Rob sends, receives, retains, or moves?
- What makes a movement useful in one situation but less useful in another?
- How can a person decide which movement to use when several different movements might work?

Invite Student Questions

Ask:

- **“What are you still wondering about the way Rob moves with and controls the frisbee in the Adventure?”**
- Accept questions about sending, receiving, retaining, moving, carrying, surroundings, space, and movement choices.

FACILITATION PROMPTS

- Is your question about sending, receiving, or retaining?
- What is around Rob in that part of the Adventure?
- Can you connect two movement types?
- Could the situation have more than one movement solution?
- What part of the Adventure made you wonder?
- Can we make the question deeper by asking how Rob’s surroundings affect his movement?
- Could two people answer the question differently?

TEACHER MOVE

A deeper question does not need to move into another subject or introduce information students have not encountered.

Depth comes from noticing, connecting, interpreting, and wondering more deeply about the story itself.

Keep questions focused on movement and movement choice.

Close with one student-generated question worth preserving.

Likely Misconceptions and Helpful Responses

- **If students think receiving only counts when they make a clean catch**

Try:

- **“Could collecting or trapping help you gain control?”**
- **If students confuse locomotor and non-locomotor movement**

Try:

- “Did your whole body travel to another place, or did the movement happen mostly within your space?”
- If students think there is only one correct movement

Try:

- “Could someone else solve the same movement problem another way?”
- If students focus only on throwing distance

Try:

- “What was your movement job?”
- If students ignore their surroundings

Try:

- “What people, objects, boundaries, or open spaces are around you?”
- If students think retaining means standing still

Try:

- “Can you keep control of the frisbee while moving?”
- If students think successful movement must look identical

Try:

- “Did both movements accomplish the same purpose?”
- If students become overly focused on throwing technique

Try:

“What are you trying to do with the frisbee, and what movement will help?”

If students...	Try this teacher response
If students think object manipulation only means throwing	Try: ● “What else can your body do to control the frisbee?”

Use the Evidence Next

If a student only demonstrates sending

Introduce receiving or retaining as the next movement purpose.

If a student controls the frisbee confidently

Ask them to choose between two possible movement responses based on the surroundings.

If catching difficulty masks receiving understanding

Allow collecting or trapping while preserving the receiving concept.

If a student can name movement types but cannot demonstrate them

Ask for a physical example.

If a student demonstrates movement without the vocabulary

Connect the observed action with the appropriate term.

If a student selects an effective movement

Ask:

- **“Why did that movement fit the situation?”**
- **If a student relies on one movement solution**

Change one feature of the surrounding context in a future repetition or FlightPlan.

If a student recognizes multiple possible solutions

Ask:

- **“What might make you choose one instead of the other?”**
- **If a student generates mainly Puddle questions**

Ask:

- **“What might change if Rob’s surroundings changed?”**
- **If a student demonstrates understanding nonverbally**
- Document the physical evidence.

Verbal explanation is not the only valid demonstration of learning.

Optional Physical Education & Wellness Extensions

These extensions are optional.

They do not replace the core Grade 1 Adventures FlightPlan.

Three-Way Sort

Students observe or perform familiar frisbee actions and classify their movement purpose as SEND, RECEIVE, and RETAIN.

Ask:

- **“What did the body do to control the frisbee?”**
- **“How do you know which job it was doing?”**
- **Move Then Control**

Add a simple locomotor movement before a familiar object-manipulation action.

Students identify: the travelling movement and the frisbee-control movement.

Ask:

- **“Why was the travelling movement useful?”**
- **“How did moving first affect what happened next?”**
- **Same Job, New Space**

Keep a familiar frisbee-control purpose the same while changing the surrounding space.

Ask:

- **“What did you need to change?”**
- **“What stayed the same?”**
- **“What movement helped in the new space?”**

This extension reinforces the Guiding Question:

- **How might awareness of the surroundings impact movement?**
- **Rob's Movement Toolbox**

Return to an illustration or moment from the Adventure.

Identify movement tools Rob uses, such as move, turn, throw, receive, carry, and reach.

Ask:

- “What might Rob be trying to do?”
- “What is around him?”
- “How might his surroundings influence which movement he chooses?”

*Every adventure begins with a question.
Keep wondering.*

THE ADVENTURES WITH FRISBEE ROB

The Long Way Down
Adventure 001: Isaac Newton

GRADE 1

SCIENCE

Teacher Guide

Three Journeys: Direction, Pathway, Speed

GRADE	SUBJECT	TIME
Grade 1	Science	2 × 30 minutes

CENTRAL QUESTION

How can direction, pathway, and speed help us describe and compare the movements of the apple, frisbee, and leaf?

Wonder in Motion

Lesson at a Glance

Story connection	Rob and Newton watch an apple, frisbee, and leaf travel in noticeably different ways. The apple moves downward. The frisbee travels through the orchard along a different pathway. The leaf drifts and changes direction. Grade 1 students can move beyond simply noticing movement and begin describing movement more precisely.
Science focus	Observing and describing direction, pathway, and speed; recognizing these as features of movement; conducting a simple movement investigation; and recording how objects move.
Learning intention	We are learning to observe movement closely and describe its direction, pathway, and speed.
Core experience	Across two 30-minute sessions, students investigate story-inspired movements using a frisbee and other classroom objects. They collaboratively build a Movement Profile Board, rehearse how to describe a movement using direction, pathway, and speed, and share evidence showing how movements can be compared.
Flexible use	Session 1 is a complete core lesson and can be used independently. Session 2 continues the same Wonder Lab by giving students additional time to observe, rehearse, explain, share, and deepen their scientific thinking. Teachers with a continuous 60-minute block may teach both sessions together.
Use after reading	Read Adventure 001: The Long Way Down before beginning. The story reading is separate from the two Science sessions.
Story context	Isaac Newton was a real historical person. Rob's visit, their conversation, and the events they experience together are imaginative parts of the story.
Important scientific distinction	Students are describing observable movement. They do not need to explain the forces causing the apple, frisbee, and leaf to follow different paths. The emphasis is on identifying direction, pathway, and speed from evidence.

Optional Teacher-Spoken Success Indicators

I can identify the direction an object moves.

I can describe the pathway an object follows.

I can describe its speed.

I can use observations to compare two movements.

How to Use This Guide

THE GUIDE IS A TOOL, NOT A SCRIPT

This guide is designed to support responsive teaching rather than prescribe every word or action.

Session 1 is a complete 30-minute Grade 1 Energy lesson and can be taught independently.

Session 2 continues the same learning through rehearsal, refinement, sharing, and questioning. It does not introduce additional curriculum.

Follow productive student observing and conversation while protecting the central question, selected Energy KUSP, meaningful participation, and approximate lesson timing.

Adjust objects, pathways, grouping, response modes, and pacing to meet the needs of the learners in front of you.

The exact movements observed will depend on the classroom objects, surfaces, and demonstrations used. Students should describe what they actually observe rather than memorize a predetermined movement profile for each story object.

The goal of the second session is not to do more.

It is to give students enough time to observe, compare, try, improve, and communicate their scientific understanding.

Curriculum Alignment

Organizing Idea	Energy: Understandings of the physical world are deepened by investigating matter and energy.
Guiding Question	How can movement of objects and animals be understood?
Learning Outcome	Students investigate direction, pathway, and speed of moving objects and animals.
Assessment Focus	Gather formative evidence of selected Grade 1 Energy KUSP through students' observations and descriptions of direction, pathway, and speed and through participation in an investigation of how objects move. Session 1 provides sufficient opportunities to gather evidence of the selected KUSP. Session 2 offers additional opportunities for students to demonstrate and communicate their understanding. These lessons do not assess the complete learning outcome.

Selected KUSP for These Lessons

KUSP element	Selected curriculum learning	What it looks or sounds like
Knowledge	Direction of movement can be	Students observe a movement and

KUSP element	Selected curriculum learning	What it looks or sounds like
	described as - up - down - forward - backward - sideways - toward - away from A movement pathway is the path an object or animal follows when it moves. Movement pathways can be described as - straight - curved - spiral - side to side Objects or animals move along pathways in a variety of ways, such as - rolling - bouncing - sliding Speed can be described as - fast - slow - changing - not changing	identify one or more useful features such as direction, pathway, and speed.
Understanding	Movement consists of direction, a pathway, and speed.	Students recognize that a complete description of movement can include more than one feature and that two movements can be similar in one feature but different in another.
Skills & Procedures	Observe and describe the direction, pathway, and speed of objects or animals. Conduct an investigation to determine how objects move. Describe and record ways objects or animals move along different pathways.	Students observe controlled movements, record evidence on a class board or other representation, and communicate direction, pathway, and speed using appropriate language.

Curriculum source: Government of Alberta, Science (K–6) Curriculum, Energy, p. 5. [View the Alberta program of study](#)

Teacher Preparation

STANDARD PATHWAY

Use these two 30-minute sessions after students have heard Adventure 001: The Long Way Down.

Session 1: Build the Movement Profile is the core lesson. Students reconnect with the three journeys, see direction, pathway, and speed modelled, and collaboratively investigate several controlled movements.

Session 2: Compare the Movements continues the same Wonder Lab. Students return to the Movement Profile Board, rehearse descriptions with a partner, refine their scientific language, share comparisons, and explore questions of different depths about the Adventure.

If only one 30-minute period is available, teach Session 1.

If a continuous 60-minute block is available, the two sessions can be taught together with a brief transition or movement break.

Flexible Use of the Guide

Core Pathway | 30 minutes

Teach Session 1: Build the Movement Profile.

Students experience:

Get Curious → Model → Build → Think It Through

This is a complete Grade 1 Energy lesson.

Full Wonder Lab | 2 × 30 minutes

Teach both sessions.

Students experience:

Model → Build → Rehearse → Share

Session 2 deepens the same learning rather than adding curriculum.

It also provides time for:

Puddle → Pond → Lake → Ocean

Continuous Block | ~60 minutes

Teach both sessions consecutively with a brief transition after the first Think It Through.

Materials

A copy of Adventure 001: The Long Way Down

A frisbee

An apple or ball

One or more leaves or paper leaves

Whiteboard, chalkboard, or chart paper and marker

Three headings:

DIRECTION

PATHWAY

SPEED

Optional movement cards for:

up / down

forward / backward / sideways

straight / curved / spiral / side to side

fast / slow / changing / not changing

Optional masking tape or string for creating pathways

Optional soft rolling or sliding objects

Before Students Begin

Create a class Movement Profile Board with spaces for:

Object

Direction

Pathway

Speed

For example:

frisbee | forward | curved | changing

Prepare several controlled movement demonstrations.

Aim for movements that make one feature especially noticeable.

For example:

slide an object forward in a straight path

move an object sideways along a curved path

roll an object more quickly and then more slowly

guide an object along a side-to-side pathway

Use only a manageable number of terms in one lesson.

- Use professional judgment to choose the Session 2 grouping—partners, groups of three, or whole group—that best supports student participation. Early in the year, whole-group practice

may help students establish the routine, build confidence, and understand what successful participation looks and sounds like.

Keep the Movement Profile Board available for Session 2.

Substitutions

Use classroom objects, photographs, drawings, video clips already available to the teacher, or teacher-created movement demonstrations when the story objects are unavailable.

Students who cannot manipulate an object can observe, direct another student, choose movement cards, draw a pathway, or communicate through another accessible response mode.

Useful Vocabulary

Pre-teach essential vocabulary through an explicit vocabulary routine, providing students with opportunities to build meaning, interact with the words, and use them in context before and throughout the lesson.

Science words:

movement • direction • pathway • speed • forward • backward • sideways • toward • away • straight • curved • fast • slow • changing

Story words:

apple • frisbee • leaf • path • fall • glide • drift • return

Direction describes where something is moving.

A pathway is the path an object follows when it moves.

Speed describes how fast or slowly something moves.

To observe means to notice carefully and gather information about what is happening.

Supporting Our Diverse Learners

Use these supports proactively while preparing and teaching the two sessions.

Make it accessible	Use large visible movements and clear pathways. Repeat demonstrations when necessary.
Support language	Model sentence frames such as: The _____ moved _____. Its direction was _____. Its pathway was _____. Its speed was _____. I noticed _____.
Offer response choices	Accept speaking, pointing, selecting cards, tracing a pathway, moving an object, drawing, gesture, communication devices, or assistive technology.

Support participation	Offer roles such as object mover, observer, direction chooser, pathway tracer, speed reporter, board recorder, or science reporter.
Reduce memory load	Keep the three movement categories visible throughout both sessions. Introduce one category at a time before combining them.
Support rehearsal	Allow students to observe the same movement more than once and practise one complete description before sharing.
Preserve the learning	Change the object, physical demand, number of vocabulary choices, language scaffold, or response mode—not the goal of observing direction, pathway, and speed.

KUSP Assessment: Evidence to Notice

FORMATIVE ASSESSMENT

Gather evidence through observations and conversations across both sessions.

Session 1 provides sufficient opportunities to gather evidence of the selected KUSP.

Session 2 gives students additional opportunities to demonstrate and communicate their understanding.

Evidence source	Listen or look for	Possible teacher note
Observation	Student attends to multiple features of a movement and distinguishes pathway from direction or speed.	“Identifies the object as moving forward along a curved path.”
Conversation	Student uses movement language appropriately.	“Explains that the speed changed even though the pathway remained straight.”
Product	Contribution to the Movement Profile Board records a defensible direction, pathway, or speed observation.	“Records forward / straight / slow for the first demonstration.”

The Two-Session Flow

Session 1 — Build the Movement Profile | 30 minutes

Time	Section	Student experience	Teacher move
~5 min	Get Curious	Reconnect with the three journeys and identify differences they remember.	Shift from general movement words toward the three scientific features: direction, pathway, and

Time	Section	Student experience	Teacher move
			speed.
~5 min	Wonder Lab: Model	Watch one movement described in three different ways.	Make direction, pathway, and speed distinct but connected.
~15 min	Wonder Lab: Build	Observe several movements and collaboratively build Movement Profiles.	Prompt students to base each description on evidence.
~5 min	Think It Through	Explain how movement can be described using several features.	Connect observations to the understanding that movement consists of direction, pathway, and speed.

Session 2 — Compare the Movements | 30 minutes

Time	Section	Student experience	Teacher move
~5 min	Reconnect	Revisit Movement Profiles and reconstruct what each category tells us.	Ask students to identify which evidence belongs under which category.
~8 min	Wonder Lab: Rehearse	Observe or create one movement and rehearse a complete Movement Profile.	Prompt students to improve precision and completeness.
~9 min	Wonder Lab: Share	Share movement profiles and compare two movements.	Focus attention on similarities and differences across the three features.
~3 min	Think It Through	Reflect on what makes a useful description of movement.	Return to the central question.
~5 min	Keep Wondering	Generate and deepen story-based questions about movement.	Use Puddle–Pond–Lake–Ocean.

Session 1 — Build the Movement Profile

Get Curious | ~5 minutes

Reconnect students to the three story journeys.

Ask:

- What did the apple do?
- What did the frisbee do?

- What did the leaf do?
- Did all three move?
- Did all three move in the same way?

Choose one remembered movement.

Ask:

“Can we describe that movement more carefully?”

Introduce three scientist questions:

- Which direction?
- What pathway?
- What speed?

Tell students:

“Today we are going to build a Movement Profile for different movements.”

TEACHER MOVE

Accept everyday language first, then connect it to the three categories.

Do not require students to remember precise speed descriptions from the story if the text does not provide them. Classroom investigation will generate the evidence.

Wonder Lab

Model | ~5 minutes

Use the frisbee or another object.

Slide it forward slowly along a straight pathway.

Ask:

- Which direction did it move?
- What did the pathway look like?
- How would you describe the speed?

Record:

Direction: forward

Pathway: straight

Speed: slow

Now repeat the movement more quickly.

Ask:

- “What changed?”
- Students may notice the speed changed while direction and pathway remained the same.

Think aloud:

“The movement has several parts I can describe.”

“I do not need to change every part for the movement to be different.”

FACILITATION PROMPTS

- Which way did it move?
- Was the pathway straight or curved?
- Was the speed fast or slow?
- Did the speed change?
- Which feature stayed the same?
- Which feature changed?
- What evidence did you observe?

TEACHER MOVE

Keep the categories distinct.

If a student says “fast” when asked for direction, respond:

“Fast tells us about speed. What tells us where it was moving?”

Build | ~15 minutes

Conduct several short movement investigations.

For each movement:

Observe.

Pause.

Record direction.

Record pathway.

Record speed.

Possible investigations:

Slide an object forward along a straight path.

Move an object sideways along a curved path.

Roll an object slowly and then faster.

Move an object forward along a side-to-side path.

If useful, connect observations back to the story objects.

Ask:

- “Which of our classroom movements reminds you of something from Rob and Newton’s Adventure?”
- Do not force a perfect match.
- Build several Movement Profiles on the class board.
- Then compare two.

Ask:

- What is the same?
- What is different?
- Could two objects travel in the same direction but along different pathways?

- Could two movements follow the same pathway at different speeds?

FACILITATION PROMPTS

- What is the direction?
- What is the pathway?
- What is the speed?
- What changed between these two trials?
- What stayed the same?
- Could we change only the pathway?
- Could we change only the speed?
- How should we record what we observed?

TEACHER MOVE

Repeatedly ask students to separate what they saw from what they assume.
The lesson is an investigation of observable movement.

Think It Through | ~5 minutes

Ask:

- What three features helped us describe movement?
- Can two movements have the same direction but different pathways?
- Can they have the same pathway but different speeds?
- Why is “it moved” less informative than a full Movement Profile?
- How might these ideas help us compare the apple, frisbee, and leaf journeys?

Return to the central question.

Sample Response Guidance

Possible response:

“We can say which direction it went.”

“The path might be straight or curved.”

“Two things can go forward but at different speeds.”

“We need more than one word to describe movement carefully.”

Session 1 Closing

“Rob and Newton noticed three different journeys. Today we learned that scientists can describe movement by paying attention to direction, pathway, and speed.”

“Next time, you will create a complete Movement Profile and use it to compare movements.”

Session 2 — Compare the Movements

Reconnect | ~5 minutes

Return to the Movement Profile Board.

Cover one column heading.

Ask students what information belongs there.

Then show a profile:

forward | curved | slow

Ask:

- “What could a movement with this profile look like?”
- Invite one student to demonstrate or trace it.
- Repeat with another profile.

TEACHER MOVE

Use Reconnect to show that the categories communicate information, not merely vocabulary words.

Wonder Lab

Rehearse | ~8 minutes

Students work with partners.

Partner A performs or observes a controlled movement.

Partner B builds a Movement Profile:

Direction

Pathway

Speed

Partner A checks:

- Did the description match the movement?
- Could anything be clearer?

Repeat once after feedback.

Switch roles.

Possible sentence frame:

“The object moved _____. ”

“It followed a _____ pathway.”

“Its speed was _____. ”

FACILITATION PROMPTS

- Which feature are you describing?
- What did you actually observe?
- Can you show the pathway?
- Did the speed stay the same?
- Could your partner reproduce the movement from your description?
- What could you improve?

TEACHER MOVE

A strong rehearsal result is a description clear enough that someone else could imagine or recreate the movement.

Share | ~9 minutes

Invite several pairs to share.

After each profile, ask:

- Which feature did they describe most clearly?
- Could another movement have the same direction but a different pathway?

Compare two shared movements.

Ask:

- What was the same?
- What was different?

Connect back to the Adventure:

“How does comparing these profiles help us think about the three journeys Rob and Newton observed?”

TEACHER MOVE

Do not ask students to assign exact classroom speed values to the fictional story unless the text supports them.

Use the story for comparison and wondering, not invented evidence.

Think It Through | ~3 minutes

Ask:

- What makes a useful movement description?
- Why might scientists describe more than one feature?
- How can Movement Profiles help us compare journeys?

Return to the central question.

Keep Wondering | ~5 minutes**PUDDLE**

- Which direction did the apple move?

- Which object followed a curved-looking journey?
- What does speed describe?

POND

- How were the apple and frisbee pathways different?
- Which movement features could two of the story objects share?
- How can one object move in the same direction at two different speeds?

LAKE

- How could we build a Movement Profile for each story journey?
- Which movement feature best helps distinguish the apple, frisbee, and leaf?
- How could one journey change direction, pathway, or speed as it continues?

OCEAN

- How can two movements look very different even if one of their movement features is the same?
- Why is a careful movement description stronger than simply saying an object “moved”?
- What could different observers notice about the same journey, and how could they compare their evidence?

Invite Student Questions

Ask:

“What are you still wondering about the movements in this Adventure?”

FACILITATION PROMPTS

- Is your question about direction, pathway, speed, or more than one?
- Would we need to compare two movements?
- Could we investigate it with a classroom model?
- Can we make this Puddle deeper?
- What could turn this Pond into a Lake?

TEACHER MOVE

Keep questions anchored to observable movement in the Adventure.

Deeper does not mean introducing forces before students reach that curriculum.

Likely Misconceptions and Helpful Responses

If students...	Try this teacher response
If students confuse direction and pathway:	“Direction tells us where it is going. Pathway tells us the shape of the route.”
If students describe rolling or sliding as the pathway:	“Rolling tells us how the object is moving. What shape is the path it follows?”

If students...	Try this teacher response
If students assume fast means farther:	"Are we describing speed or distance?"
If students think every movement must have one fixed speed:	"Could the speed change during the movement?"
If students believe the same object must always have the same profile:	"What happened when we changed the way we moved it?"
If students infer story details not stated:	"What evidence from the Adventure supports that description?"
If students move into force explanations:	"That will become an important science question. What can we describe about the movement first?"
If students think Ocean means a long pathway:	"Ocean means deeper thinking, not a longer movement."

Use the Evidence Next

If a student can identify only one movement feature:

Offer the remaining two categories as prompts.

If a student confuses categories:

Use cards labelled Direction, Pathway, Speed and sort observations.

If a student accurately profiles one movement:

Compare it with a second movement.

If a student describes changing speed:

Invite them to identify whether direction or pathway changed too.

If a student records evidence clearly:

Ask them to use the profile to help a partner recreate the movement.

If a student generates mostly Puddle questions:

Invite them to compare two story journeys across two movement features.

If a student raises a strong causal question:

Preserve it for later Science learning while returning assessment to movement description.

If a student communicates nonverbally:

Record what their card selection, pathway tracing, or demonstration shows.

Optional Science Extensions

SAME PATH, NEW SPEED

Move the same object along the same pathway at two speeds.

Students identify what changes and what remains constant.

DIRECTION DETECTIVE

Demonstrate several movements.

Students identify direction before pathway or speed.

MOVEMENT PROFILE MATCH

Provide a Movement Profile.

Students create a movement matching all three features.

STORY JOURNEY PROFILES

Students create simple Movement Profiles for parts of the apple, frisbee, and leaf journeys using only evidence supported by the Adventure.

*Every adventure begins with a question.
Keep wondering.*

THE ADVENTURES WITH FRISBEE ROB

The Long Way Down
Adventure 001: Isaac Newton

GRADE 1

SOCIAL STUDIES

Teacher Guide

Stories Open Doors: Learning About Communities

GRADE	SUBJECT	TIME
Grade 1	Social Studies	2 × 30 minutes

CENTRAL QUESTION

How can learning about culture help us understand and appreciate communities?

Wonder in Motion

Lesson at a Glance

Story connection	In <i>The Long Way Down</i>, Rob meets one person from another time and begins learning about him by observing, listening, asking questions, and sharing experiences. The Adventure provides a useful starting point for a larger Social Studies idea: knowing one person does not tell us everything about a community. To understand communities more fully, people can learn about the cultures, traditions, and histories expressed within them.
Social Studies focus	Culture as something expressed by individuals and communities, cultural celebrations and traditions, diverse cultures within communities, sharing information about culture and history, and building appreciation through learning about others.
Learning intention	We are learning to identify expressions of culture in communities and explain how learning about culture can help people understand one another.
Core experience	Across two 30-minute sessions, students move from the Adventure’s encounter between Rob and Newton to examples of culture in communities. They collaboratively build a Culture Connections Board, sort examples of cultural expressions, rehearse how to describe one expression respectfully, and share how learning about culture can deepen appreciation of a community.
Flexible use	Session 1 is a complete core lesson and can be used independently. Session 2 continues the same Wonder Lab by giving students additional time to describe, rehearse, explain, share, and deepen their Social Studies thinking. Teachers with a continuous 60-minute block may teach both sessions together.
Use after reading	Read Adventure 001: <i>The Long Way Down</i> before beginning. The story reading is separate from the two Social Studies sessions.
Story context	Isaac Newton was a real historical person. Rob’s visit, their conversation, and the events they experience together are imaginative parts of the Adventure.
Important Social Studies distinction	The Adventure introduces students to one person. One person, object, food, celebration, or story should not be treated as representing an entire culture or community. The Social Studies lesson broadens beyond Newton by asking what kinds of information people can share to help others understand diverse communities.

Optional Teacher-Spoken Success Indicators

I can identify an expression of culture.

I can describe something people may share about a community.

I can explain why one example does not describe an entire community.

I can explain how learning about culture can help people understand one another.

How to Use This Guide

THE GUIDE IS A TOOL, NOT A SCRIPT

This guide is designed to support responsive teaching rather than prescribe every word or action.

Session 1 is a complete 30-minute Grade 1 Time and Place lesson and can be taught independently.

Session 2 continues the same learning through rehearsal, refinement, sharing, and questioning. It does not introduce additional curriculum.

Follow productive student thinking and conversation while protecting the central question, selected Time and Place KUSP, meaningful participation, and approximate lesson timing.

Adjust examples, visuals, grouping, response modes, and pacing to meet the needs of the learners in front of you.

Use examples of culture that are appropriate to the school and local community. Do not expect individual students to act as representatives or experts for a cultural group.

Students may share a personal expression of culture when comfortable, but personal disclosure is not required.

The goal of the second session is not to do more.

It is to give students enough time to notice, describe, compare, improve, and communicate their understanding.

Curriculum Alignment

Organizing Idea	Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.
Guiding Question	How can sharing cultures build connections between communities?
Learning Outcome	Students explore cultures of diverse communities.
Assessment Focus	Gather formative evidence of selected Grade 1 Time and Place KUSP through students' identification and description of cultural expressions and their explanations of how learning about cultures can support appreciation and understanding.

Session 1 provides sufficient opportunities to gather evidence of the selected KUSP.

Session 2 offers additional opportunities for students to demonstrate and communicate their understanding.

These lessons do not assess the complete learning outcome.

Selected KUSP for These Lessons

KUSP element	Selected curriculum learning	What it looks or sounds like
Knowledge	Culture can be expressed by an individual or a community as cultural celebrations and traditions. People can learn about one another by sharing information about cultures, traditions, and histories (origins). A community can be made up of diverse cultures.	Students recognize that communities may include many cultural expressions and identify examples such as celebrations, traditions, language, stories, or other teacher-selected examples from the local community. They recognize that one cultural expression provides information but does not describe an entire community.
Understanding	Learning about cultures can build appreciation of diverse communities (intercultural understanding).	Students explain that respectful learning and sharing can help people understand communities that may have experiences or traditions different from their own.
Skills & Procedures	Describe expressions of culture in the local community. Share a personal expression of culture.	Students describe one appropriate cultural expression using information provided in class. Students may share a personal expression when they choose, but the lesson does not require personal disclosure to demonstrate the learning.

Curriculum source: Government of Alberta, *Social Studies (K–6) Curriculum, Time and Place*, p. 3. [View the Alberta program of study](#)

Teacher Preparation

STANDARD PATHWAY

Use these two 30-minute sessions after students have heard Adventure 001: *The Long Way Down*.

Session 1: **Open the Door** is the core lesson. Students reconnect with Rob meeting Newton, consider what one encounter can and cannot tell us about a person or community, and collaboratively build a Culture Connections Board using appropriate community examples.

Session 2: **Share What We Learned** continues the same Wonder Lab. Students return to the board, rehearse a respectful description with a partner, refine generalizations, share examples, and explore questions of different depths about people, culture, and the Adventure.

If only one 30-minute period is available, teach Session 1.

If a continuous 60-minute block is available, teach the two sessions together with a brief transition.

Flexible Use of the Guide

Core Pathway | 30 minutes

Teach Session 1: **Open the Door**.

Students experience:

Get Curious → Model → Build → Think It Through

This is a complete Grade 1 Time and Place lesson.

Full Wonder Lab | 2 × 30 minutes

Teach both sessions.

Students experience:

Model → Build → Rehearse → Share

Session 2 deepens the same learning.

Puddle → Pond → Lake → Ocean

Continuous Block | ~60 minutes

Teach both sessions consecutively with a brief transition.

Materials

A copy of Adventure 001: *The Long Way Down*

An illustration of Rob and Newton together

Whiteboard, chalkboard, or chart paper and marker

Culture Connections Board with:

- WHAT DO WE NOTICE?
- WHAT DOES IT HELP US LEARN?
- WHAT SHOULD WE NOT ASSUME?

Teacher-selected images or cards showing several appropriate expressions of culture in the local community

Optional cards labelled:

celebration

tradition

language

story

community

culture

Optional blank cards for student contributions

Before Students Begin

Prepare three or four examples of cultural expressions that students can examine without requiring personal disclosure.

Use accurate information already appropriate to the school or local community.

Include more than one cultural community so the board communicates diversity rather than presenting one culture as the default.

Prepare one overly broad statement, such as:

“Everyone in this community celebrates the same way.”

Use it later to model why a single example should not become a generalization about every person.

- Use professional judgment to choose the Session 2 grouping—partners, groups of three, or whole group—that best supports student participation. Early in the year, whole-group practice may help students establish the routine, build confidence, and understand what successful participation looks and sounds like.

Keep the Culture Connections Board available for Session 2.

Substitutions

Use photographs, illustrations, objects already used appropriately in classroom instruction, short teacher descriptions, or community resources.

Students who do not wish to discuss personal culture can describe teacher-provided examples.

Useful Vocabulary

Pre-teach essential vocabulary through an explicit vocabulary routine, providing students with opportunities to build meaning, interact with the words, and use them in context before and throughout the lesson.

Social Studies words:

culture • community • tradition • celebration • history • origin • diverse • expression • share • appreciate

Story words:

Isaac Newton • Rob • Adventure • orchard • question • story

Culture can be expressed by individuals and communities.

A **community** is a group of people connected in different ways.

A **tradition** is a belief or behaviour that may be passed from one generation to another.

Diverse means including differences and variety.

To **appreciate** a community means to recognize and value what we learn about it.

An **expression of culture** is one way culture can be shared or shown.

Supporting Our Diverse Learners

Use these supports proactively while preparing and teaching the two sessions.

Make it accessible	Use clear photographs, symbols, or objects alongside spoken descriptions. Present only a few examples at one time.
Support language	Model sentence frames such as: This is an example of _____. It helps us learn _____. People may share _____. One example does not tell us _____. Learning about this community helps me understand _____.
Offer response choices	Accept speaking, pointing, card sorting, drawing, matching, written words, gesture, communication devices, or assistive technology. Personal cultural disclosure is not required.
Support participation	Offer roles such as example chooser, category matcher, board recorder, careful-language checker, questioner, or Social Studies reporter.
Reduce memory load	Keep key terms and images visible. Leave examples on the Culture Connections Board so students can compare them directly.
Support rehearsal	Allow students to practise one respectful description before sharing. Provide a choice between two accurate sentence frames when open-ended language is difficult.
Preserve the learning	Change the example, language demand, personal-sharing expectation, number of choices, or response mode—not the Social Studies goal. Students still describe an expression of culture and explain how learning can build understanding.

KUSP Assessment: Evidence to Notice

FORMATIVE ASSESSMENT

Gather evidence through observations and conversations across both sessions.

Session 1 provides sufficient opportunities to gather evidence of the selected KUSP.

Session 2 gives students additional opportunities to demonstrate and communicate their understanding.

Evidence source	Listen or look for	Possible teacher note
Observation	Student recognizes an example as a cultural expression and contributes to the Culture Connections Board.	“Identifies the teacher-provided celebration as an expression of culture without saying everyone celebrates it.”
Conversation	Student explains how shared information helps them understand a community.	“Says that learning about a tradition tells us something about a community but not about every person.”
Product	Student card, drawing, or board contribution describes an appropriate cultural expression.	“Matches the example with ‘tradition’ and adds one accurate detail from the class information.”

The Two-Session Flow

Session 1 — Open the Door | 30 minutes

Time	Section	Student experience	Teacher move
~5 min	Get Curious	Reconnect with Rob meeting Newton and consider how people learn about someone unfamiliar.	Use the story encounter to establish curiosity while emphasizing that one person does not represent an entire community.
~5 min	Wonder Lab: Model	Examine one cultural expression and see a respectful description modelled.	Distinguish an accurate observation from an overgeneralization.
~15 min	Wonder Lab: Build	Collaboratively examine several examples and build the Culture Connections Board.	Ask what each example helps students learn and what cannot be assumed from it.
~5 min	Think It Through	Reflect on how sharing culture can help people understand diverse communities.	Connect examples to intercultural understanding.

Session 2 — Share What We Learned | 30 minutes

Time	Section	Student experience	Teacher move
~5 min	Reconnect	Return to the Culture	Reactivate respectful, evidence-

Time	Section	Student experience	Teacher move
		Connections Board and revisit accurate versus overly broad statements.	based language.
~8 min	Wonder Lab: Rehearse	Choose one example and practise describing what it communicates.	Prompt students to avoid speaking for an entire community.
~9 min	Wonder Lab: Share	Share cultural examples and listen for similarities and differences.	Focus attention on how learning broadens understanding.
~3 min	Think It Through	Reflect on why people share information about culture and history.	Return to the central question.
~5 min	Keep Wondering	Generate and deepen questions about people and culture inspired by the Adventure.	Use Puddle–Pond–Lake–Ocean.

Session 1 — Open the Door

Get Curious | ~5 minutes

Show Rob and Newton together.

Ask:

- “When Rob first meets Newton, does he already know everything about him?”
- “What does Rob do?”

Students may identify observing, listening, talking, or asking questions.

Ask:

- “Could meeting one person tell Rob everything about all the people who lived around Newton?”
- “No.”

Introduce the larger Social Studies idea:

“People live in communities. Communities can include many cultures. One way we learn about communities is by listening carefully to the things people share.”

Ask:

- “What kinds of things might help us learn about a community?”
- Accept early ideas.

TEACHER MOVE

Do not ask students to describe Newton’s historical culture from the fictional story.

The Adventure is the doorway into the idea of learning about others, not the evidence base for Grade 1 cultural knowledge.

2. Wonder Lab**Model | ~5 minutes**

Show one teacher-selected example.

Describe only information students have been given.

For example:

“This image shows a celebration that is important within this community.”

Ask:

- “What does this help us learn?”
- Record one accurate statement.

Then deliberately say:

“So everyone in that whole community must celebrate exactly the same way.”

Ask:

- “Can our one example prove that?”
- Discuss.

Model:

“This example tells us something about a cultural celebration. It does not tell us that every person is exactly the same.”

FACILITATION PROMPTS

- What do we actually know?
- What does this example help us learn?
- Is this a celebration, tradition, language, story, or another expression?
- Are we describing the example or making a bigger assumption?
- Could people within the same community have different experiences?
- How can we use careful language?

TEACHER MOVE

Introduce the habit:

Learn from the example without turning the example into a stereotype.

Build | ~15 minutes

Create the Culture Connections Board.

For each teacher-selected example:

Identify what students notice.

Name the type of cultural expression when appropriate.

Record what the example helps them learn.

Ask what the example does **not** allow them to assume.

Possible board language:

Expression:

tradition

Helps us learn:

This tradition is meaningful within this community.

Do not assume:

Every person participates in exactly the same way.

Continue with several examples.

Invite comparisons.

Ask:

- What is similar?
- What is different?
- Can one community include more than one cultural expression?
- Can a larger community include many cultures?
- How does sharing help people learn?

FACILITATION PROMPTS

- What kind of cultural expression is this?
- What accurate detail can we describe?
- What new information does it give us?
- Does this one example describe everyone?
- What respectful language should we use?
- How could learning this help someone appreciate the community?
- What question would help us learn more?

TEACHER MOVE

Avoid making students the exhibit.

The class should learn from prepared information and voluntary contributions rather than asking a child to explain a whole culture because of perceived identity.

Think It Through | ~5 minutes

Ask:

- What are some ways culture can be expressed?
- Can one community include different cultures?
- How can people learn about one another?

- Why should we avoid assuming that one example describes everyone?
- How can learning about cultures build appreciation?
- How does Rob’s curiosity about someone unfamiliar connect with what we did today?

Return to the central question.

Sample Response Guidance

Possible response:

“People can share traditions.”

“A community can have many cultures.”

“One celebration does not mean everyone does the same thing.”

“Learning about others helps us understand them better.”

Session 1 Closing

Tell students:

“Rob’s Adventure begins with curiosity about someone he has never met before.”

“Social Studies reminds us that learning about people and communities takes listening, sharing, and careful thinking.”

“Next time, you will practise explaining one cultural expression clearly and respectfully.”

Session 2 — Share What We Learned

Reconnect | ~5 minutes

Return to the board.

Read two statements:

“This tradition is one expression of culture in this community.”

“Everyone in this community is exactly the same.”

Ask:

- “Which statement is supported?”
- “How do we know?”

Repeat with another example.

TEACHER MOVE

Reconnect students with the central language habit: describe what the information supports without overgeneralizing.

2. Wonder Lab

Rehearse | ~8 minutes

Partners choose one class example.

Partner A explains:

“This example shows...”

“It helps us learn...”

“One thing we should not assume is...”

Partner B checks:

- Is the information accurate?
- Did the speaker describe culture respectfully?
- Did the speaker avoid saying everyone is the same?
- Could the explanation be clearer?

Switch roles.

FACILITATION PROMPTS

- What do you know from the example?
- Which word best describes the expression?
- What does it help you understand?
- What would be an unfair assumption?
- How could you make your wording more careful?

TEACHER MOVE

Precision matters more than length.

Share | ~9 minutes

Invite several pairs.

After each:

- What did we learn?
- What kind of expression was described?
- How did the speaker avoid overgeneralizing?
- What new question could help us learn more?

At the end, ask:

“What happens to our understanding when we learn about several different cultural expressions instead of only one?”

TEACHER MOVE

Build toward appreciation of diversity rather than a checklist of cultural features.

Think It Through | ~3 minutes

Ask:

- Why do people share culture, traditions, and histories?
- How can listening help build connections?
- What does respectful learning require from us?

Return to the central question.

Keep Wondering | ~5 minutes

PUDDLE

- What is one thing Rob learns about Newton?
- What is one cultural expression?
- What is a community?

POND

- Why can meeting one person not tell us everything about a whole community?
- How does asking questions help Rob learn?
- How can sharing traditions help people learn about one another?

LAKE

- What else would Rob need to learn if he wanted to understand the community around Newton rather than only Newton himself?
- How can two people in the same community have different cultural experiences?
- Why can several examples give us a fuller understanding than one example?

OCEAN

- How can curiosity help people build connections across differences?
- How can we learn about another community without assuming everyone in it is the same?
- What responsibility do we have when telling someone else about a culture or community?

Invite Student Questions

Ask:

“What are you still wondering about Rob meeting someone from another time or about how people learn about communities?”

FACILITATION PROMPTS

- Is your question about one person or a whole community?
- Would one example answer it?
- What else would you need to learn?
- What part of the Adventure made you wonder?
- Could we deepen the question by asking how or why?

TEACHER MOVE

Keep the questions connected to the encounter in the Adventure and the Grade 1 idea of learning about people and communities.

“Every adventure begins with a question. Keep wondering.”

Likely Misconceptions and Helpful Responses

If students...	Try this teacher response
If students think one person represents a whole culture:	“Can one person tell us everything about an entire community?”
If students think all members of a community share identical traditions:	“What does our example actually show?”
If students confuse community and culture:	“Could one community include several cultures?”
If students call unfamiliar practices strange or wrong:	“What respectful word could describe something that is different from what you know?”
If students make a broad statement from one image:	“What can this one source support?”
If students feel required to share personal culture:	“You may use one of our class examples instead.”
If students treat the fictional Adventure as information about Newton’s whole culture:	“What does the story tell us about the character, and what information would we need about the wider community?”
If students think Ocean means the most unusual culture:	“Ocean means deeper thinking, not greater difference.”

Use the Evidence Next

If a student identifies an example but not culture:

Connect the observation to the term cultural expression.

If a student describes a cultural expression accurately:

Ask what it helps people understand.

If a student overgeneralizes:

Return to “some / may / this example” language.

If a student distinguishes example from generalization:

Invite comparison with a second expression.

If a student recognizes diversity:

Ask how several expressions can exist within one community.

If a student relies only on personal experience:

Invite use of class-provided information too.

If a student generates mostly Puddle questions:

Deepen one by asking what additional information would be needed.

If a student asks a thoughtful question about another community:

Preserve it rather than inventing an answer without appropriate information.

If a student communicates nonverbally:

Record what their sorting, pointing, matching, or representation shows.

Optional Social Studies Extensions

COMMUNITY CULTURE WALK

Identify teacher-approved cultural expressions visible in school or community spaces.

Discuss what each can and cannot tell us.

CAREFUL LANGUAGE DETECTIVE

Sort statements into:

Supported by the information

Too broad

Needs more information

MANY EXPRESSIONS, ONE COMMUNITY

Create a class collage of several different cultural expressions connected to the local community.

Discuss why diversity does not prevent people from belonging to the same community.

QUESTIONS ROB COULD ASK

Imagine Rob wanted to learn more about the people and community surrounding Newton.

Students create respectful questions that seek information rather than make assumptions.

*Every adventure begins with a question.
Keep wondering.*