

FIRST TERM CURRICULUM OUTLINE

GRADE 1

2018 - 2019



LANGUAGE SKILLS (Ms. Desa)	
READING	The central focus of the grade one reading program is to develop reading comprehension, fluency and confidence. Students will progress from guided and shared reading activities to independent reading pursuits involving a wide range of texts that challenge them to reflect on reading purpose, structure and point of view. Students will develop greater fluency in their knowledge of words and cueing systems to recognize text forms and construct meaning in a variety of ways. SRA and structured reading assignments encourage students to develop comprehension strategies, demonstrate their understanding, make inferences and extend their knowledge into analysis and response activities.
SRA OPEN COURT UNIT: LET'S READ	The SRA Open Court Unit introduces students to letter, book and print awareness while also building their phonemic skills and comprehension strategies. The development of strategic reading skills and focused self reflection is a focus of the unit, as students will reflect on their strengths and improvements as readers and think meaningfully about the texts they encounter. Students will conduct inquiry and discussion to uncover the central messages of the texts they read independently and with one another. Literary elements such as plot, characterization, and theme will be addressed as well as oral blending, segmentation and decoding strategies.
READERS WORKSHOP	In this unit, students will have the opportunity to encounter and analyze a wide variety of texts and relate them to personal experiences, opinions and knowledge. The focus of the reader's workshop is to encourage mutual collaboration, discussion and investigation through prompts and activities that develop comprehension, evaluation, and appreciation of text forms. Working independently and in small or large groups, students will learn important text features, patterns and elements of style while reading fluently.
PHONICS & SPELLING	<p>The development of phonics and spelling skills are a daily focus of the reading program. Students will encounter text forms and structured exercises that enable them to understand written English as a code system that can be accessed with the use of specific tools and strategies. Students will learn about the mechanics of spelling through its representation in blending and sound formations. They will read appropriately levelled materials that reinforce these understandings both within the classroom and at home.</p> <p>Students will be given spelling sheets which contain the spelling words and go directly into their spelling binder. This binder will go home every Monday for the week as homework, and be returned on Friday, to practice spelling words to prepare for the spelling test they will have each Friday.</p>

PRINTING	Students will focus on the central elements of the printing process including writing posture, letter formation, letter size, following directions and prior knowledge. Students will learn to recognize spatial relationships between words and letters, and develop fine motor skills to improve left to right progression in printing.
WRITING	<p>Reading and writing are interwoven processes, and each help build and strengthen the other. Students will generate, gather, and organize ideas and information for a specific purpose and audience in a variety of writing prompts and activities. The students will learn to draft and revise their writing using basic proofreading and publishing strategies in report, biography, persuasive and letter writing activities. Students will begin to establish their writing voice in daily journal writing.</p> <p>JOURNALS- Every morning when students come into the classroom they will journal until opening. Journaling will then be continued during Language. Each day the students will have a different writing prompt to encourage them to be creative in their writing and to help encourage expression.</p> <p>DAILY 5: Students will work with a curriculum frame that is a structure that will help students develop daily habits of reading, writing and working with peers that will lead to a lifetime of independent literacy. Throughout our literacy block, students will work on “Read to Yourself,” “Read to Someone,” “Work on Writing,” “Listen to Reading,” and “Spelling and Word Work.”</p> <p>Daily Editing – Once a week children will learn new grammar skills and practice through exercises. At the end of each unit there will be a test.</p>
POETRY	Poetry is a creative way to develop reading and writing fluency among young learners. The students will be introduced to poems that they will discuss and dissect on a regular basis. Students will use their analytical and imaginative skills to interpret poetry in unique ways that they can share with their family. Students will also practice their oral presentation skills in memorizing and presenting a selected poem in front of the class.
MATHEMATICS (Ms. Desa)	<p>The Saxon Math Program includes five different components, the components include: <i>The Meeting, The Lesson, Guided Class Practice and Homework, Number Facts Practice and Assessments.</i></p> <p>Highlights to be covered include: writing numbers 1-121, ordering numbers, graphing, identifying shapes, most/fewest, right/left, first/second/third, first/last/between/middle, some/some more, some/some went away stories, sorting, inside/outside, currency, identifying a number between two numbers, dividing a solid in half/fractions, addition facts beginning with doubles to 10, doubles to 18, adding one to a number, adding 0 to a number and adding 2 to a number, subtracting 0 , and subtracting a number from itself, following a recipe, and telling time to the half hour and hour.</p> <p><i>Guided Class Practice and Homework:</i> Students will engage in guided practice to reinforce their understandings of each math lesson. Assigned homework reflects the strategies and tools taught in the lesson so that students may complete work independently.</p>

	<p>Number Facts and Practice: Students will learn mathematical facts through pattern recognition. Facts are practiced orally, through manipulatives, Smartboard activities, fact cards and fact sheets.</p> <p>Assessments: Students will be assessed every fifth lesson.</p>
SOCIAL STUDIES (Ms. Desa)	<p>People and their environments: Their Local Community</p> <p>Students will identify and describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meets people’s needs.</p> <p>Students will examine the wide variety of cultures and traditions that co-exist in Canada, making Canada a beautiful mosaic. They will use a variety of resources to gather information about the similarities and differences among family traditions and celebrations. We will discuss how various cultures contribute to our community.</p>
SCIENCE (Ms. Desa)	<p>Understanding Matter and Energy- Energy in Our Lives</p> <p>In this unit, the students will assess uses of energy at home, at school and in the community and suggest ways to use less energy. Students will explore and identify different ways in which energy is used everyday, especially by living things as means of survival. Students will also develop an understanding that they have a variety of choices when using energy.</p> <p>Understanding Life Systems – Needs and Characteristics of Living Things</p> <p>Students will assess the role of humans in maintaining a healthy environment. In this unit, students will investigate and demonstrate needs and characteristics of plants and animals, including humans. Students will discover that all living things have some similar needs, and many also have unique needs. Students will recognize that humans have a special responsibility for maintaining a healthy environment, so that they and other living things can continue to have their needs met by that environment.</p>
VISUAL ART (Mrs, James)	<p>Visual Arts in the primary grades will focus on exploration of the self, family, personal experiences, and the world. Through exploration, students will begin to develop and build on their creative and critical thinking processes. This term will focus on:</p> <ul style="list-style-type: none"> ● Pop Art - Andy Warhol. Focus on contour lines, variations of colour and use of mixed media. ● Pointillism - George Seurat. Students will be assessed on technique and proper use of media.
MUSIC (Mr. Kudera)	<p>The students will begin their study of music by identify a variety of sounds and describing them in terms of pitch, texture, and dynamics. They will also be performing numerous rhythm exercises using a variety of percussion instruments. A recurring theme for the year is for the students to learn how to maintain a steady beat and create their own rhythmic pattern. Students in grade one will enjoy singing a variety of songs that reflect nature, their country and moods.</p> <p>During the first term, the students will also focus on preparing for</p> <ul style="list-style-type: none"> * Remembrance Day * Christmas Show

<p>GYM (Coach Fretz)</p>	<p>In term one physical education, students will focus on activities and games to promote and develop movement skills and concepts as well as encourage independence and group teamwork.</p> <p>The fundamental movement skills will relate to stability, locomotion, and manipulation. Students will take part in organized games and sports to develop and increase their body awareness, spatial awareness, movement direction(e.g., forward, backwards, sideways, diagonal, up, down, left, right), level (e.g., high, medium, low), pathway (e.g., zigzag, straight, curved, wavy), plane (e.g., frontal, horizontal, vertical, sagittal) and extensions (e.g., near, far).</p> <p>In term one, students will participate in active games and activities to promote the fundamental movement skills. Students will also be introduced to basic rules and concepts in soccer, handball and sport running.</p>
<p>HEALTH & PEOPLE SKILLS (Coach Fretz)</p>	<p>Healthy Eating: Students will learn about healthy living, eating and growth. They will learn why healthy eating is important for physical development and how eating healthy can improve our life spans, physical activities and school performance. Students will become familiar with Canada’s Food Guide as a basis for developing healthy eating habits. Topics include: identifying food groups, food guide review, what is a balanced diet, what does healthy mean, and what we do to stay healthy.</p> <p>Grow up with Safety: Students will learn safety rules that apply to their schools, communities and homes. They will learn to recognize unsafe activities and apply this knowledge in their own play based activities. Students will describe and distinguish between physical and verbal forms of violence. Topics include: safety rules and practices, identification of rules, dealing with different forms of violence, importance of saying ‘NO’, and how to seek help.</p>
<p>FRENCH (Ms. Israil)</p>	<p>In the 4 months that encompass term one of grade one, the students will work through and practice various skills while focusing on maintaining the class routines they established in Kindergarten. The nature of this classroom dynamic is not modular but instead all encompassing, cyclical and habit/routine based.</p> <p>The start of term one will focus on the reestablishment of French class routine and expectations. The grade ones will begin with going over important habitual things such as O’Canada, the full date (weeks, months), weather, alphabet and numbers. These aspects are a solid foundation to the French program and will help the grade ones on their weeks delivering Opening.</p> <p>From there they will continue with more emphasis on reading, phonics and French printing. This portion of the term will see a focus on identical cognates, rhyming and sounding out French words. This will lead into their exposure to French accents and the way they alter French sounds. More attention will be placed on reading out loud to each other while adhering intonation to punctuation.</p> <p>Nearing the end of the term the grade ones will use their reading skills to demonstrate understanding and responding to the simple texts. These responses will come in many forms such as drawing, verbal and simple yes and no comprehension.</p> <p>We will study themes in congruence with these language aspects and conventions. These themes will be selected through the students’ shown interests and curiosities. Throughout the term students will be encouraged to ask questions using as much French as they can as well as</p>

	making sense of French responses through use of vocabulary identification as well as inference through routine.
COMPUTERS (Mr. Kudera)	<p>*New curriculum to insert in August from Kathryn*</p> <p>Since computer technology is virtually everywhere in our daily lives, the students will review fundamental computing skills. Students will be assigned their own workspace in the school network and will learn how to login, logout, save and retrieve their own files. Introduction to basic word processing, internet research and keyboarding skills will be the core of the first grade computer curriculum. Time in the computer lab will also be used to compliment/enrich material learned from other classes (Mathletics, kidztype.com, Paint Shop, etc). Throughout the school year, students will be reminded of internet safety.</p>
Media Arts (Mrs. Savoie)	<p>Media Arts is a subject that focuses on teaching students about different genres of literature, as well as helping them learn to appreciate all types of literature. In Term I, students will learn about the following topics:</p> <ul style="list-style-type: none"> - Learning the rules and routines of the Media Arts Centre - Searching the library catalogue using Destiny - Parts of a book review - Fiction Vs. Non-fiction - Retelling stories and information in Fiction and Non-fiction - Genre - Authors & Illustrators
DRAMA (Ms. Massaro)	<p>This term students will learn how to express their feelings through facial expression and movement. Students will learn the elements of pantomime and how to use mime to narrate a short story. They will then use the skills they have learned to help them build a tableau to retell popular nursery rhymes.</p>