

Grade 1 Curriculum Overview Term 2 2018-2019

(Mme Maggiolo-Laughlin, **Language Arts**)

CURRICULUM HIGHLIGHTS	TEACHING STRATEGIES
<p>Listening <u>Listening to understand:</u> Follow multi-step instructions and directions in French <u>Listening to interact:</u> Listen to peer presentations and informal class discussions <u>Intercultural Understanding:</u> listen to songs, “comptines” and video clips from a variety of French speaking communities</p> <p>Speaking Use familiar and thematic vocabulary and language structures to communicate with peers and teachers Continue to develop vocabulary, pronunciation and language structures</p>	<p>Model, guide and encourage good listening skills Explore sounds and rhymes in chants and songs Use of technology and media</p> <p>Model, guide and provide time for independent repetition of sounds, poems, chants, songs Facilitate elbow-partner, big and small group discussions Author’s chair and/or Book talk Story retells and presentations Role play L’etoile de la semaine</p>

<p>Reading Read a variety of texts with increasingly difficult vocabulary (pattern books, procedures, letters, questions, fiction, nonfiction) Choose books and read independently</p>	<p>Daily 5 (working with words, creative writing, partner and independent reading, listening to reading, other language activities)</p>
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<p>Draw on prior knowledge and experiences to understand stories they read and stories that are read to them</p> <p>Use a variety of reading strategies to read with fluency and expression</p> <p>Read high frequency words in context,</p> <p>Decode using consonant and vowel sounds and blends</p>	<p>Model, guide, share and allow for independent review and repetition</p> <p>Home reading program</p> <p>Author's chair</p> <p>Choral reading</p> <p>Variety of oral/written comprehension activities</p>
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<p>Writing</p> <p>Use words and pictures to create a message</p> <p>Leave spaces between words</p> <p>Use capitals and punctuation</p> <p>Write complete sentences with added details</p> <p>Use classroom resources to spell high frequency words</p> <p>Use basic grammar rules</p> <p>Use the creative writing process to explore descriptive, procedural, letter and story writing</p>	<p>Model, guide and use the writing process (graphic organizers, rough draft, editing work, peer / teacher conferencing and publishing)</p> <p>Implement procedural writing in a hands-on activity (such as plant a seed, make a pizza)</p> <p>Allow for independent writing</p> <p>Working with words</p> <p>Cloze activities</p> <p>Sentence scramble activities</p> <p>Explicit teaching of writing conventions</p>
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Mathematics

CURRICULUM HIGHLIGHTS	TEACHING STRATEGIES
<p>Number Sense and Numeration</p> <p>Identify numbers from 50-100</p> <p>Use tens and ones (e.g. 13 = 1 ten and 3 ones)</p> <p>Continue skip counting by 2, 5 and 10</p> <p>Solve problems involving the +/- of single-digit numbers</p> <p>Add and subtract to 20 using concrete materials</p> <p>Use a variety of mental strategies to develop recall of math facts +/-</p> <p>Identify and describe coin amounts and values up to \$2 and represent money to 20 cents, using coin manipulatives</p> <p>Fractions: divide whole objects into equal parts and use fractional names ($\frac{1}{2}$, $\frac{1}{4}$)</p>	<p>Model the problem-solving approach</p> <p>Teach strategies for problem solving</p> <p>Build math vocabulary</p> <p>Provide opportunities for manipulative rich, authentic tasks and time to practise</p>
<p>Data Management and Probability</p> <p>Collect and organize primary data using one-to-one correspondence</p> <p>Read, and pose and answer questions about primary data using comparative language</p> <p>Describe the likelihood that everyday events will occur, using appropriate vocabulary</p>	<p>Contribute to class graphs</p> <p>Model and provide opportunities to conduct their own surveys</p> <p>Develop and use specific probability vocabulary</p>
<p>Measurement</p>	

<p>Describe the passage of time using non-standard units</p> <p>Read time to the hour and half hour on digital and analog clocks</p> <p>Estimate, measure and describe length, height, distance, area, capacity and mass</p> <p>Compare 2-3 objects using mathematical vocabulary</p>	<p>Sing songs, poems that reinforce the vocabulary and concepts</p> <p>Make model of analog clock to use to tell time</p> <p>Make and use a variety of non-standard measuring tools</p>
<p>Geometry and Spatial Sense</p> <p>Recognize and locate shapes in the environment that have symmetry and describe the symmetry</p> <p>Use positional language to describe the location of objects</p> <p>Describe the relative location of objects on concrete maps created in the classroom</p>	<p>Use miras, paper folding, art to help make and observe symmetry</p> <p>Songs</p> <p>Movement</p> <p>Shared creation of maps</p>

The Arts

CURRICULUM HIGHLIGHTS	TEACHING STRATEGIES
<p>Visual Arts</p> <p>Use the creative process to produce a variety of two and three-dimensional art forms. Explore the use of different elements of design</p> <p>Demonstrate an understanding of the principles and elements of design including: identifying primary colours and identifying different types of lines.</p>	<p>Modelling art techniques</p> <p>viewing art created by other artists, guided practise</p>

<p>Explore different art forms and techniques and styles from past and present artists</p> <p>Use principles and elements of design in their art work</p> <p>Express their feelings and ideas about art</p> <p>Begin to recognize and describe how the elements of design are used in art</p> <p>Identify their strengths as an artist</p>	<p>Assessment</p> <p>Strategies:</p> <p>Guided critiques</p> <p>Success Criteria art portfolio</p>
<p>Drama</p> <p>Demonstrate an understanding of the elements of character by adopting thoughts, feelings and gestures relevant to the role being played (e.g. use facial expressions, body movement, and words).</p>	<p>Retell favourite stories (folktales and fairy tales) and re-enact the stories in a mini-skit format</p> <p>Dialogues</p> <p>Zones of Regulation</p>
<p>Dance</p> <p>Create and present a variety of dances using different forms and styles in order to communicate feelings and ideas</p>	<p>Listen to and discuss a variety of music</p> <p>Use body parts to accompany a variety of music pieces</p> <p>Teacher modelling, peer modelling</p>
<p>Music</p> <p>Apply the elements of music when singing/playing</p>	

<p>Create simple musical compositions</p> <p>Show rhythm and beat using manipulatives (hand, body, rhythm instruments)</p> <p>Identify the elements of music in the repertoire they perform, listen to, and create, and describe how they are used</p> <p>Demonstrate an awareness of the use of music and musical instruments in various traditions</p> <p>Listen to music from different cultures</p>	<p>rote teaching of songs</p> <p>direct instruction of musical concepts</p> <p>special performances</p> <p>Continue learning new songs and adding them to personal songbooks</p>
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Physical Education

CURRICULUM HIGHLIGHTS	TEACHING STRATEGIES
<p>Active Living</p> <p>Continue to actively participate in a wide variety of activities</p> <p>Identify physical signs of excursion (heart beats faster, body gets warmer)</p> <p>Movement Competence</p> <p>perform static balances using various body parts, move in different directions using various body parts, further develop throwing and catching skills</p> <p>Healthy Living</p>	<p>O.P.H.E.A.</p> <p>Participation, discussion, video clips (5 a Day, Cosmic Kids), Jump Rope for Heart, D.P.A. (Daily Physical Activity)</p> <p>individual, small and large group activities</p>

<p>Personal Safety and Injury Prevention-- understand and practise personal safety measures in a variety of situations</p> <p>Human Development and Sexual Health-- identify the major parts of the body by their proper names</p>	<p>discussion and follow-up activities</p> <p>Be Safe Program</p>
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Science

CURRICULUM HIGHLIGHTS	TEACHING STRATEGIES
<p>Needs and Characteristics of Living Things</p> <p>Basic needs (food, air, water)</p> <p>Plants and animals are living things</p> <p>Living things grow and therefore need food for energy</p> <p>Energy in Our Lives</p> <p>Identify the sun as the principal source of energy</p> <p>Describe how we use energy at home and school</p>	<p>Daily work and small presentations</p> <p>DVD/Video</p> <p>Stories</p> <p>Hands-on experiments</p> <p>Scientists in School</p>

Social Studies

CURRICULUM HIGHLIGHTS	TEACHING STRATEGIES
<p>People and Environments: The Local Community</p> <p>Describe some aspects of the interrelationships between people and the natural and built features of their community</p> <p>Describe how the features of services in the community meet people’s needs</p> <p>Investigate how our actions can have an impact on the natural and built features of the community</p> <p>Describe significant aspects of their community with reference to different areas, services and natural and built features</p>	<p>Daily work and small presentations</p> <p>Stories</p> <p>Community walk/ exploration highlighting key buildings and structures that address community needs</p> <p>Visit a community service building</p> <p>In-class discussion, brainstorming</p> <p>Integrate with language, media and arts curriculum</p> <p>Build a model of a community with various important features</p> <p>In-school visits by parents who wish to share information about their career and how it meets the needs of the community</p> <p>Develop mapping skills and use elements of maps to help extract information</p>

Assessment Across the subject areas

TEACHER	STUDENT
<p>Ongoing observations</p> <p>Checklists to note observable skills</p> <p>Anecdotal records</p> <p>One-to-one conferencing</p> <p>Photos and videos</p>	<p>Short oral presentations</p> <p>Individual student work</p> <p>Group work</p> <p>Individual participation</p>