

Dear Parents,

The purpose of this newsletter is to share with you our plans for the **Second Term of Grade 1**. Listed below are the curriculum expectations for this term, as well as the teaching strategies and assessment methods that we will be implementing.

### FRENCH - Reading / Writing

Demonstrate visible thinking of reading strategies and encourage discussion through read alouds and shared reading.

Be able to read back their own writing

Communicate a clear basic message

Develop an understanding of letters, words, and sentences within texts

Attempt familiar forms of writing such as lists, labels, signs, posters, a “how to” book, and simple stories.

#### **Assessment Strategies:**

-descriptive feedback

-observations

-anecdotes

-conferences

-track use of vocabulary / knowledge of sounds

-problem solving

-weekly reflection (ma semaine)

- ‘Alpha Jeunes’

- dictées

### FRENCH - Listening / Speaking

Listen to and follow basic oral instructions

Use verbal/visual cues

Can say basic simple sentences

Express a basic need

#### **Assessment Strategies:**

-descriptive feedback

-observations

-anecdotes

-conferences

-track use of vocabulary / knowledge of sounds

MATH	
<p>Represent and Solve Problems Involving Addition and Subtraction</p> <p>(B: Number, C: Algebra, E: Spatial Sense)</p>	<ul style="list-style-type: none"> <li>-represent, describe, and solve various math problems involving addition and subtraction of whole numbers (that add up to no more than 50) using objects, diagrams and equations</li> <li>-use fundamental number skills developed to this point in the year (composing and decomposing numbers, addition and subtraction facts to 10, mental math strategies, estimation, etc.) to solve and verify solutions to various math problems</li> <li>-continue to practice and develop fundamental number skills (composing and decomposing numbers, addition and subtraction facts to 10, mental math strategies, estimation, etc.)</li> <li>-read and alter existing code, as well as write and execute code to solve and represent math problems, especially those involving sequences of events</li> <li>-describe the relative locations of objects or people and give and follow directions for moving from one location to another</li> </ul>
<p>Parts and Wholes</p> <p>(B: Number, E: Spatial Sense)</p>	<ul style="list-style-type: none"> <li>-develop an understanding that “wholes” can be decomposed into “parts” and “parts” can be recomposed to make “wholes”</li> <li>-construct and describe 2D shapes and 3D objects that have matching halves</li> <li>-use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively</li> <li>-recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts</li> <li>-use drawings to compare and order fractions representing the individual portions that result when a whole is shared up to a maximum of 10 portions</li> <li>-represent and solve equal-group problems where the total number of items is no more than 10, including problems in which each group is a half</li> </ul>
<p>Patterns and Likelihood of Events</p> <p>(C: Algebra, D: Data)</p>	<ul style="list-style-type: none"> <li>-determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns</li> <li>-create and identify patterns using movements, sounds, objects, shapes, letters, and numbers</li> <li>-solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential events</li> <li>-use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions</li> </ul>
<p>Mathematical Modelling</p>	<ul style="list-style-type: none"> <li>-consolidate learning in order to solve real-life problems that require the process of mathematical modelling</li> </ul>

(C: Algebra)	<ul style="list-style-type: none"> <li>-identify elements of a situation that change (variable) and things that remain the same.</li> <li>-identify quantities that can change and quantities that always remain the same in real-life contexts</li> <li>-use coding as a tool in mathematical modelling</li> </ul>
Assessment Strategies	<ul style="list-style-type: none"> <li>-descriptive feedback</li> <li>-observations</li> <li>-anecdotes</li> <li>-conferences</li> <li>-track use of math vocabulary</li> <li>-problem solving</li> <li>-weekly reflection (ma semaine)</li> </ul>

## ART

Apply a creative process to create 2-dimensional and 3-dimensional works of art while focusing on line, shape, form, space, colour, texture and value and contrast.  
Express feelings and ideas about their works of art.

## Dance

Apply the creative process to compose (replace with use/express and or describe) a variety of dance pieces exploring body, space, time, energy and relationship.

## DRAMA

Apply the creative process to dramatic play using the elements and conventions of drama to communicate feelings, ideas and stories.

## PHYSICAL EDUCATION

Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives.  
Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

## Health

Demonstrate an understanding of factors that contribute to healthy development.

Demonstrate the ability to apply health knowledge and social-emotional learning skills to reasoned decisions and take appropriate actions relating to their personal health and well-being.

Demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.