

Grade 1 Overall Expectations

Overall Expectations: Language	
Oral Communication	<ul style="list-style-type: none"> ❖ Use speaking skills to communicate with different audiences. ❖ Respond appropriately in a variety of situations.
Reading	<ul style="list-style-type: none"> ❖ Read and demonstrate an understanding of a variety of texts. ❖ Recognize a variety of text forms and text features, and demonstrate understanding of how they help communicate meaning. ❖ Use knowledge of words and reading strategies to read fluently. ❖ Identify strengths as readers, areas for improvement, and the strategies found to be helpful before, during, and after reading.
Writing	<ul style="list-style-type: none"> ❖ Organize ideas to write for an intended purpose and audience. ❖ Draft and revise their writing, using appropriate graphic forms appropriate for the purpose and audience. ❖ Use editing, proofreading, and publishing skills to present work effectively.
Media Literacy	<ul style="list-style-type: none"> ❖ Identify media forms and create one media text with a specific audience, purpose and form in mind.

Overall Expectations: Mathematics	
Number Sense	<ul style="list-style-type: none"> ❖ Read, represent, compare, and order whole numbers to 50. ❖ Counting forward to 100 and backwards from 20. ❖ Solve problems involving addition and subtraction.
Patterning and Algebra	<ul style="list-style-type: none"> ❖ Identify, describe, extend, and create repeating patterns. ❖ Understanding concepts of equality, using addition and subtraction to 10.
Data Management and Probability	<ul style="list-style-type: none"> ❖ Organize and display data using graphs and pictographs. ❖ Read and describe data presented in graphs and pictographs. ❖ Describe the likelihood that everyday events will happen.
Geometry and Spatial Sense	<ul style="list-style-type: none"> ❖ Identify and sort 2D and 3D shapes.

Wellness Activities

Activity One *Visualization*

Think about your breathing. Take a deep breath in and exhale slowly. Think about how you would feel floating on a soft cloud.

Picture this as your mind takes you to a favourite place or think about something that makes you happy. Listen to the pace of your breathing, and concentrate on positive and happy thoughts.

Activity Two *Living Things*

Practice posing as the following living things. Take 3 to 4 deep breaths and for each pose exhale slowly and try to let go of all thoughts in your mind as you do this exercise. What other animals can you pose like?

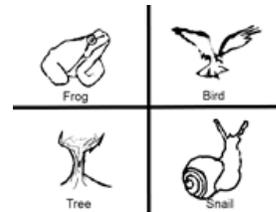


Image: TDSB



Activity Three *Daily Physical Activity*

- ❖ Move different body parts of your choice (arms, legs, neck, shoulders etc.) fast and then slow. Repeat each set five times.
- ❖ Try to move your body in any comfortable way, and "shake the sillies out" e.g., wiggling your arms, shaking your head etc.
- ❖ If there is someone to do this activity with, make up exercises and follow/ copy each other.

Activity Four *Singing*

Sing a song daily that makes you feel happy. It can be a song that you learned at school, a song that your family sings on a regular basis or a song that you've heard on the radio or television and you really enjoy singing it.

How does the song make you feel happy?
Try performing it with actions, in front of someone, softly or loudly.

Charts to support reading and writing

Remove this and keep available when working.

High Frequency Word List				
of	as	for	look	they
can	get	got	are	be
going	this	said	see	do
here	man	big	not	if
on	you	she	had	out
up	play	come	have	day
was	home	be	too	stop

Source: TDSB, 2000, Teaching Children to Read and Write, Toronto, ON: Toronto District School Board, Library and Learning Services.

<p>Say the first letter sound in the word.</p> <p><u>S</u>nake Sssssssss</p>	<p>Try a different vowel sound. a, e, i, o, u</p> <p>'a' like apple or 'a' like ma<u>k</u>e</p>	<p>Think of a rhyming word.</p> <p>If c-a-n is can, then m-a-n is man.</p>
<p>Read the word again and ask yourself:</p> <p><i>Does this make sense?</i> <i>Does this sound right?</i> <i>Does it look right?</i></p>	<p>You can look for a part of the word that you already know:</p> <p><u>w</u>onder</p>	<p>Break the word up into parts.</p> <p>Cupboard = cup/board Two syllables - clap two times (once for 'cup' and once for 'board')</p>

<p>En français - is there a word in English or your home language that looks or sounds like the word?</p>	<p>En français - read the words before and after. Can you make a guess and check to see if it makes sense?</p>
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Developing a relationship with nature

Inquiry Goal/Question: What is my relationship with the natural environment around me and how do I view nature?

Lesson One: My Relationship with Nature

Read the poem below. How do you think the authors of the poem feel about Earth? Explain your thinking to someone.

I love my Earth

It gives me food
It gives me water
It's full of plants and animals
It has beautiful skies and oceans
It's my favourite planet
I want to keep it clean and safe
My Earth is my home.

La terre

La Terre est la demeure*
De mes parents.
La Terre est le terrain de jeu
De mes amis.
La Terre est ma maison,
Ton abri*, Notre amie.
Protégeons-la!

JK, Rm. 23 Palmerston Ave. P.S.(2018). I love my earth. Urban Voices/
L'écho de la ville (pp. 194). Toronto, ON: Toronto District School
Board, Library and Learning Services.

*demeure = maison; *abri = shelter
Logan, K. (2016), Urban Voices/Echos de la ville (pp.118) Toronto, ON:
Toronto District School Board, Library and Learning Services.

List words from the poem that help you understand how the author(s) feel about the Earth:

Les mots du poèmes que m'aident à comprendre:

REFLECTION QUESTIONS

1. What are some things you might enjoy doing in the natural environment?
2. How might we keep our earth healthy?

Lessons Two & Three: Interacting with nature and thinking about my role

Think of respectful behaviours you demonstrate towards nature and the natural environment. Choose one below:

1. Draw and label a picture of yourself or take a photograph, showing how you interact with nature and some of the things you do to take care of your natural environment.
2. Write at least two to three sentences about how you show respect to nature.
Reflection Question: How do you connect with nature and demonstrate respect?

French Immersion: Can you label your picture in French? Write using the sounds you hear.

Lesson Four: Where might I visualize myself when I think about the natural environment?

As Time Goes By, So Will Nature
by Nicole Delos Reyes



Reyes, D.N. (2017). As Time Goes By, So Will Nature. Urban Voices/L' écho de la ville (pp. 3). Toronto, ON: Toronto District School Board, Library and Learning Services.

<p>1. What do you see?</p>	<p>I notice ... I observe ... There is a ... It looks like ...</p>
<p>2. What do you think?</p>	<p>I think ... I infer ...</p>
<p>3. What do you wonder?</p>	<p>I am wondering ... Who ... What ... Where ... Why ... When ...</p>

4. Look at the drawing of the hourglass. Write what you think is happening in the picture. Include at least three different ideas in your writing

Words to support with writing:

Community, buildings, environment, air, pollution, natural, beautiful, responsibility, caring, respect

French words:

La communauté, les bâtiments, l'environnement, l'air, la pollution, naturel(le), la beauté, la responsabilité, le soins, le respect

REFLECTION QUESTIONS

1. Where do I fit into the natural environment?
2. What might my role(s) be?

Lesson Five: What words might I use to describe my environment?

- ❖ Say the words listed in Lesson 4. Think about the number of syllables in each word as you clap them. Clap one time for each syllable in the word e.g. build/ings has two syllables.
- ❖ Can you say these words in another language?
- ❖ Using the words, create 3-5 sentences orally or in writing.

REFLECTION QUESTION

1. How can I use syllables to help me when I encounter tricky words in reading?

Developing a relationship with nature

Inquiry Goal/Question: Where do we see numbers that are part of our environment?

Lesson One: Numbers are all around us in our environment.

1. Find things to count to 50 that are around you. Sort and organize these items.
2. Now try to count some of these items backwards, starting from 20.

REFLECTION QUESTION

Was it easier to count forward or backwards?

French Immersion: Can you say those numbers in French? Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf...

Lessons Two & Three: We use estimation to guess how many items/objects are in a set.



Source: TDSB

1. Estimate (guess) the number of objects. My estimate is _____. I think this because:
2. Count the number of objects. How many are there? _____.
3. How did you count the objects?
4. How does the actual number of objects compare to your estimate? Use math words like “more than”, “less than”, or “equal”.

REFLECTION QUESTION

What different strategies do you use to estimate?

Lesson Four: Counting forward in different ways to get to 100.

1. How many circles do you see in each set of cubes? _____, _____



Source: TDSB



Source: TDSB

2. Continue to count forward to 100 following the pattern you used in the previous question. What would the next numbers be?

REFLECTION QUESTION

How might I count forward to 100 in a different way?

Lesson Five: Creating word problems that connect to the natural environment

1. Create a math problem using numbers up to 20. Include nature and living things as part of your word problem.
2. How might you solve the problem you created?

REFLECTION QUESTION

How is addition and subtraction related to each other?