

# Grade 1 Overall Expectations

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

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

# 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?

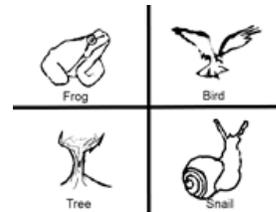


Image: TDSB



## 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><b>'a' like</b> apple or <b>'a' like</b> 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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# Fostering a sense of respect and responsibility

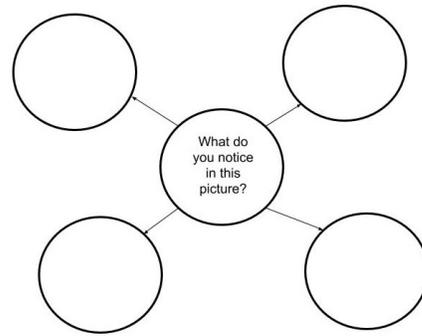
**Inquiry Goal/Question:** How might I show respect and responsibility towards the natural environment?

## Lesson One: We are connected to the earth.

1. Write four words or phrases to describe what you notice in this image. You can use this graphic organizer to record your ideas.



Source: TDSB



2. Think of a title or name to give this picture. What would you name it and why?

**REFLECTION QUESTION:** How are we connected to the Earth and the natural environment?

## Lesson Two: How do you show care for the Earth?

Using the words you wrote in Lesson 1, choose one of these activities.

- |   |  |
|---|--|
| 1. Draw and label a picture to show how you care for the Earth. | 2. Write 3 to 5 sentences, explaining what you do to care for the Earth. |
|---|--|

**REFLECTION QUESTION:** Why is it important to show care towards the Earth and living things?

**Lessons Three: The Earth and its living things give each other gifts to ensure they take care of one other.**

Read the poem below.

**Gift**

A gift is something special,  
 We give it to show we care,  
 It's given anytime,  
 It's given anywhere.  
 It might be something we can hold and see,  
 But doesn't always have to be.  
 A gift is something special.

Source: TDSB, J. Chisholm

**Un Cadeau**

Un cadeau est spécial  
 Entre amis, c'est génial!  
 On l'offre n'importe où  
 On l'offre n'importe quand  
 C'est peut être quelque chose qu'on touche et on  
 voit  
 Mais ceci n'est pas toujours le cas  
 Un cadeau est spécial

Adaptation: TDSB K. Johnston

1. What "gifts" might you give to the Earth to show that you care? Consider the land, water and air.
2. What "gifts" does the Earth provide to living things, so that they can survive and live a healthy life?

**REFLECTION QUESTION:** How do the Earth and its living things depend on each other?

**Lesson Four: Giving to each other to flourish and grow.**

1. Words that are different but have the same meaning are called synonyms. Reread the poem from Lesson 3. Think of a synonym for each of the words.

Special/ Génial	
Care/Offre (offrir)	

2. The words "something", "anytime" and "anywhere" are made up of two words joined together. These types of words are called **compound words**. Can you think of four other compound words (e.g., cupboard)?

**REFLECTION QUESTION:** How might writers use synonyms to make their writing more interesting?

**Lesson Five: Similar to how we show respect to people, we can also show respect for the environment.**

1. How might we show respect to people? Now consider, how might we show respect to the environment? Brainstorm some ideas around what respect could look, sound, and feel like.
2. Draw a picture of how you and your family show respect for the environment. Write 3 to 5 sentences explaining your picture.

**REFLECTION QUESTION:** Why is it important to show respect towards the environment?

# Fostering a sense of respect and responsibility

**Inquiry Goal/Question:** Patterning is part of our natural environment.

## Lesson One: Patterns can be found in our natural environment.



Source: TDSB

1. What patterns do you see in this picture? Describe the pattern.
2. What might the next three snails look like, following one of the patterns you see?
3. Draw a living thing that has a pattern on it. Describe your pattern orally.

**REFLECTION QUESTION:** What unique patterns do you notice around you?

## Lesson Two: Patterns can be found on both plants and animals.



Source: TDSB

1. Continue the pattern that you see in the photograph of the pine cones by drawing a picture.
2. Describe the pattern to someone, or ask them to guess the pattern rule (i.e., how the pattern is changing).

**REFLECTION QUESTION:** Where do you notice patterns in the natural environment?

## Lesson Three: How do we count to make two sides balance?

Math thinking: Count the number of flowers in each column. How might we make both sides have the same number of flowers?

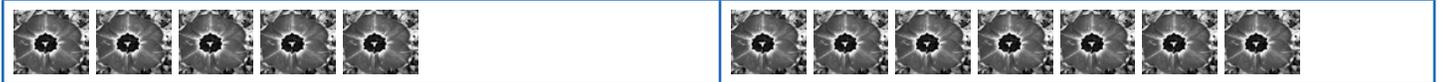


Image source: TDSB

**REFLECTION QUESTION:** Can you make the sides balance in another way?

**Lesson Four**

Math thinking: How might this pattern continue to repeat if it is an “ABA” pattern?

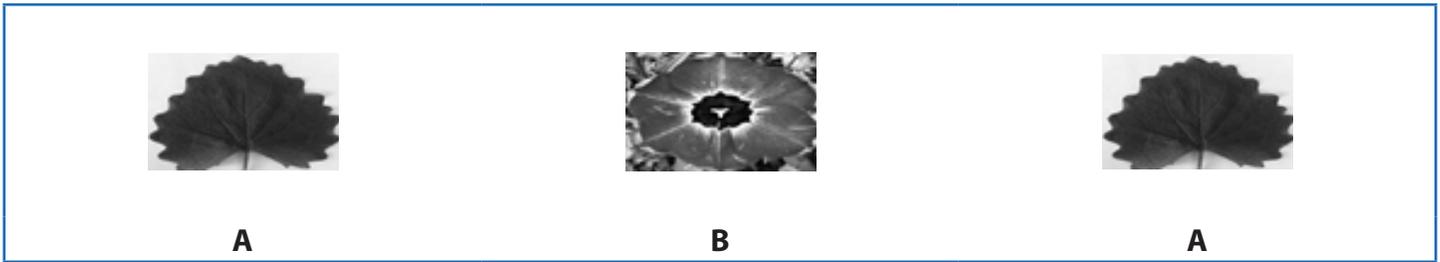


Image source: TDSB

**REFLECTION QUESTION:** How could you represent the ABA pattern through sound if you used an action like clapping?

**Lesson Five: What pattern can I create?**

1. Create your own pattern:
  
2. Explain how your pattern is changing and identify the pattern rule using letters (e.g., “This is an AB, AB pattern”).

**REFLECTION QUESTION:** Can you make a more challenging pattern?