

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?

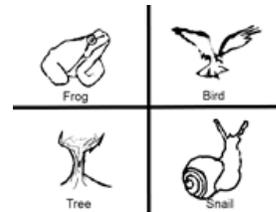


Image: TDSB



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>
-----------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------

Cultivating an Ecological Identity

Inquiry Goal/Question: How might I develop a sense of who I am in relation to the environment?

Lessons One and Two: How am I connected to nature?

1. Read the poem. Think about the words that have the letter “i” in them. Listen carefully to the sound the letter “i” makes in each of those words.

My Word List/Les Mots Français	
Sounds like “i” in <i>kite</i>	Sounds like “i” in <i>sit</i>
J’entends ‘i’ comme <i>ami</i>	J’entends ‘in’ comme <i>lapin</i>

Appreciation

When I wake up in the morning,
I say hello to the land around me.
I smell the fresh air.
I say thank you to the trees.
I appreciate the beauty of plants and flowers.
I smile at the living things.
They are my family. They are my friends.
We are connected.

Source: TDSB, J. Chisholm

L’appréciation

Quand je me réveille le matin,
Je dis bonjour au terrain qui m’entoure
Je sens l’air frais.
Je remercie les arbres.
J’apprécie la beauté des plantes et des fleurs.
Je souris aux êtres vivants.
Ils sont de ma famille. Ils sont mes amis.
On est liés.

Source: TDSB, J. Chisholm
Traduction: TDSB, K. Johnston

2. What do you think the word “appreciate” means? Draw and label a picture.
3. How do you connect with your family and friends? Describe some of the things you do together to create a special bond or friendship.

French Immersion: do you remember these activity words in French? Jouer, se promener, lire, regarder, dessiner, danser, écouter, je, avec, j’aime.

Describe the things you do together in French.

REFLECTION QUESTION

How do I connect with nature and show appreciation?

Lessons Three & Four: Where might I feel a sense of place?

1. Reread the poem from Lesson 1 (p.4).
2. Find words that have the following number of letters. For students in French Immersion, you can read the poem in French.

Two Letter Words	Three Letter Words	Four Letter Words	Five Letter Words

3. Can you think of any other words to add to your chart?
4. Where might be a special place (imaginary or real) that you enjoy visiting? Fill in the chart using point form to share more information about your special place.

Who do you go there with?	Why do you enjoy visiting there?	When do you visit this place?	How do you visit this place?

5. Write a story about a special place (it could be a real or an imaginary place). Include the 5 Ws and H (who, what, where, why, when and how) to provide the reader with lots of details.

REFLECTION QUESTION

What places are special to me in nature or my surroundings?

Lesson Five: All living things have stories. How might we share these with others?

<p>1. Telling stories: Share your story from Lesson 4 with someone. Have someone share a story with you about a special place they like to visit or would like to visit.</p>	<p>2. What story might this snail tell? Share your story orally with someone. Try to include some of the words from the word list in Lesson 4 as you share.</p>	 <p>Source: TDSB</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------

REFLECTION QUESTION

How do we connect to living things?

Cultivating an Ecological Identity

Inquiry Goal/Question: What shapes occur naturally in the environment?

Lesson One: Two dimensional shapes can be found all around us.

Math words: circles, triangles, rectangles, squares

En français: cercle, carré, triangle, rectangle

1. What two-dimensional face (2D shape) do you see in this photograph of a tree trunk? (Source: TDSB)



2. What other two dimensional shapes can you find in nature?

Object/Thing	2D shape it looks like

3. Draw a picture of one of the items listed above.

REFLECTION QUESTION

Which 2D shapes do you see the most in nature? Explain your thinking.

Lesson Two: Three dimensional (3D) figures can be found all around us.

Math words: cube, cone, cylinder, sphere, prism, pyramid, face

En français: sphère, cube, cylindre, prisme rectangulaire, pyramide, face

1. What 3D figures do you see in this picture of a tree trunk? (Source: TDSB)



2. Can you think of any other objects or living things that might look like a 3D figure?

Object/Thing	3D shape it looks like

3. Choose one item from above and share, orally, how it is similar to a 3D figure.

REFLECTION QUESTION

Where might I see 3D figures in nature? How are they the same? Different?

Lesson Three: Symmetry occurs in both plants and animals.

A line of symmetry is a line that divides a shape into identical parts that can be matched by folding the shape in half.

- ❖ Draw one living thing and show the line(s) of symmetry.

REFLECTION QUESTION

Where might we find lines of symmetry in nature?

Lessons Four & Five: Shape Animal or Living Thing

1. Draw a living thing using different shapes in your picture. (Source: TDSB)



2. Can you think of any other objects or living things that might look like a 3D figure?

Name of Shape	Number of Sides	Number of Each Shape Used

REFLECTION QUESTION

What shapes do you see when looking closely at living things?