**Grade One Overview – Term One**

**September – December 2017**

**Mrs. Zirnhelt**

All areas of the Grade One Curriculum will be taught through cross-curricular themes when possible, and will emphasize each child’s development and learning through the three Core competencies:

* **Communication - Thinking - Personal & Social**

Communication – *The students will be involved in activities where they will:*

* Connect and engage with others
* Acquire and present information
* Collaborate to plan, carry out and review constructions and activities
* Explain and reflect on experiences and accomplishments

Thinking – *The students will be involved in activities where they will:*

* Think creatively
* Think critically

Personal And Social – *The students will be encourages to develop:*

* Positive personal and cultural identity
* Personal awareness and responsibility
* Social responsibility

The Core Competencies are interwoven in all teaching through all subject areas.

Throughout the grade one day:

* The children will be encouraged to develop a realistic and positive self-concept and to share and co-operate with others in every activity. The use of programs, such as *The Virtues Project*, as well as *Bucket Filling*, will help fulfil this goal.
* The children will be encouraged to become responsible citizens – to take care of their belongings as well as the classroom materials.
* The children will be encouraged to take responsibility for their behaviour and the choices that they make. Children are encouraged to follow our *AIR* acronym (**A**ccountability, **I**ntegrity, & **R**espect), *The Virtues Project*, and use our school-wide strategy *TILT* (**T**alk it out, **I**gnore, **L**eave the situation, **T**ell and adult) to problem solve.
* The children will be encouraged to respect cultural similarities and differences. The First People’s Principles will be woven through the curriculum.

**TERM ONE**

***Although the following details my plan for the term, adjustments will be made as necessary throughout the year to accommodate learning styles, needs, and interests.***

To meet curricular content, I use a thematic approach when planning and teaching. In an integrated program the theme is a vehicle we use to plan activities across the subject areas in order to make learning more meaningful and relevant for children. Through Inquiry and Project –Based Learning, the children’s interests may take our learning in a different direction; however, the themes that I intend to cover this term are:

* Fall Changes with a focus on apples and pumpkins
* Thanksgiving
* Hallowe’en
* Me; My Family; My Community
* Bats
* Remembrance Day

**English Language Arts:**

**Reading**

Using Reading Power and the CAFÉ approach, the students will be learning a variety of reading strategies as they read to self, read to someone and listen to reading. We will focus on:

The **c**omprehension strategies of

* “Warming up a Book” (reading the author, title, deciding on a purpose, is it fiction or non-fiction, predicting what it will be about and activating prior knowledge)
* Checking for understanding – “Who did what?” and retelling
* Connecting to feelings, characters, words or pictures

The **a**ccuracy strategies of

* Sounding out and Chunking Words (finding known word parts, finding vowels)
* Rereading and Reading on

The **f**luency strategies of

* Building a solid base of sight words
* Reading punctuation
* Reading an abundance of independent level reading materials

The **e**xpand vocabulary strategy of

* Tuning into interesting words

We will also cover:

* Word wall collection
* Participate in a home reading program in which they will read aloud to an adult or older sibling four times per week
* Practice sounding out 2-3 letter phonetically correct words, blending
* Phonological awareness of sounds (beginning/middle/end sounds)
* Rhyming words
* Silent e (the bossy e)
* Independent reading (silent reading 10-15 minutes daily)
* Participate in guided reading sessions, literacy centers, digital media (iPad – RAZ KIDZ)
* Short vowel sounds and basic phonetic word endings, word families
* Have the opportunity to respond to various reading lessons in oral, illustrated and written form
* View stories through various media sources

**Assessment for Learning**: student conferencing, observation, written and oral response, freshgrade

**Evaluation of Learning**: PM Benchmarks reading test, one to one observation, written assignments, self-assessment, anecdotal records

**Writing**

* Learning/reviewing correct letter formation (Handwriting Without Tears Program)
* Copying poems around our various themes
* Attempt to spell unknown words using knowledge of letter sounds “kid writing”
* Practice weekly sight words and spelling activities
* Personal Journals – be able to write a complete sentence at the end of first term
* Mini books – theme or literature related
* Beginning to use punctuation and capitals
* Printing on interlined paper using proper spacing
* Printing neatly and legibly (all letters and numbers start at the top)
* Partake in word work time in which they will work with various word games and activities to develop their work/spelling knowledge

**Assessment for Learning**: observation, peer feedback, teacher feedback, criteria-referenced assessment, freshgrade

**Evaluation of Learning**: writing rubric, criteria referenced assessment, teacher critique, tests

**Speaking and Listening**

Students practice speaking and listening skills through partner work, small group or class discussions, teacher directed lessons, peer presentations and guest speakers. They used speaking and listening to interact with others for many purposes: contributing to a class goal, exchanging ideas on a topic, making connections, completing tasks, solving problems and engaging in play.

Students will also:

* Participate in class discussions and during calendar time
* Use a clear voice and respond to audience questions/comments during their Show and Share
* Present their *Me Bags* with a clear voice and respond to audience questions/comments
* Demonstrate whole body listening (actively listening during announcements, carpet time, lessons)
* Work cooperatively in groups (taking turns, making connections, solving minor problems)

**Assessment for Learning**: observation, anecdotal records

**Evaluation of Learning**: criteria-referenced assessment, self-assessment

**Math**

As a class, we complete daily Calendar activities, including math concepts such as place value, skip counting, addition/subtraction equations and money.

In addition, children complete a brief morning math page where each day focuses on a different math strand: Patterning and Algebra, Number Sense, Geometry and Spatial Sense, Measurement and Data Management. These questions are marked and corrected daily.

Other areas we will cover this term are:

* Calendar (counting, graphing, patterns)
* Number Sense/Number Recognition up to 20
* Counting by 1s to 100, 2s to 20, 5s and 10s to 100 (practice yearlong)
* Printing numbers correctly from 1 to 20
* Sight recognition of numbers 1 to 10
* Recognize odd and even numbers; more than/less than; greater than/fewer than
* Addition and subtraction facts up to 18
* Use strategies to solve equations (fingers, manipulatives, number line, counting on and drawing)
* Participate in math games

**Assessment for Learning**: Teacher observation of oral and written work

**Evaluation of Learning**: Oral and written work, one to one assessment, written tests, self-assessments

**Science:**

Students will:

* Identify daily weather and seasonal changes and their effects on living things with respect to the season Fall
* Identify common objects found in the sky (stars, moon, sun)
* Participate in a mini unit on Bats (anatomy, food , habitat, and life cycle)
* Have the opportunity to explore various forms of technology: computer lab, IPad, smartboard
* Students will participate in a project based learning activity in which they will design their own bat house

**Assessment for Learning**: observation, written assignments, oral contributions, freshgrade

**Evaluation of Learning**: criteria reference, written assignments, anecdotal records, self - assessment

**Social Studies:**

* Development and understanding of class rules
* Roles, Rights, and Responsibilities at school, in the classroom, at home, and in the community
* Decision making in groups, the classroom and the school
* Mini units on “All About Me” and “Family”
* Mini unit on Remembrance Day, discussing at an introductory, age-appropriate level the concept of war, freedom and peace.

**Assessment for Learning:** observation, written assignments, oral contributions, freshgrade

**Evaluation of Learning:** criteria reference, written assignments, anecdotal records, self – assessment

**Career Education:**

We will be focusing a lot of attention on good work habits. Establishing solid routines and expectations will assist students with improved success now as well as in the future. Areas of focus have included: daily use of the Agenda and Home Reading, following classroom routines, staying on task, time management, listening to the speaker and working cooperatively with others.

Students will also:

* Work cooperatively with classmates, teachers and all of the Westmount community
* Be introduced to the traffic light for behaviour expectations and social responsibility
* Be familiar with the AIR (Accountability, Integrity, Respect) matrix and the behaviours outlined throughout the matrix
* Be able to identify their own personal qualities
* Identify and practice the qualities that make a good friend and classmate (focus on *Bucket Filling* concept)
* Share materials with others and respect the different opinions of others
* Use their agendas each day to communicate important information, track homework and identify important dates/events
* Understand and discuss the school wide virtue each month

**Assessment for Learning**: oral contributions, teacher observation, written assignments, freshgrade

**Evaluation of Learning**: evaluation of written assignments using criteria, teacher observation

**Arts Education:**

The students will have the opportunity to enjoy many art, music and drama activities. Students will:

* Experiment with and be able to identify the use of line, shape, space and texture in various visual art projects
* Fall Leaf art
* Remembrance Day art
* Abstract drawings
* Acting out poems (performing a poem at the October Assembly)
* Winter Tree Art
* Art Card drawing
* Variety of songs
* View various Arts presentations brought to Westmount School

**Assessment for Learning**: oral contributions, art project review, teacher observation

**Evaluation of Learning**: evaluation of art projects using criteria, self-assessment

**Music/Drama: (Mrs. Eagles)**

The students will:

* Explore characteristics of dance, music and drama
* Express feelings, ideas, stories, observations, and experiences through the arts
* Experience beat/pulse, rhythm, tempo, dynamics, and form while exploring songs and movement activities

**Assessment for Learning:** observations, active participation in activities, self-assessment

**Social Responsibility/Social Emotional:**

* Gaining independence (remembering to bring agenda, homework, and set up for the day)
* Learning to be responsible for their own work space
* Taking turns doing different jobs around the classroom

The grade ones have more classroom responsibility than they did in kindergarten and they are developing a pride in the jobs they do.

**Applied Design, Skills and Technologies:**

The Big Ideas that 1) Designs grow out of natural curiosity; 2) Skills can be developed through play; 3) Technologies are tools that extend human capabilities will be the guiding principles of this Curriculum. They will be interwoven throughout content from other subject areas of learning. Students will engage in cross-curricular activities to develop foundational mindsets and skills in design thinking and making.

* Students will use applied design to participate in a project based learning activity in which they will design their own bat house

**Assessment for Learning**: observation oral feedback from teacher and peers

**Evaluation of Learning**: criteria reference, written assignments, anecdotal records

**Physical and Health Education (Mrs. Caputo):**

*Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living. The class will be exploring movement and body awareness by participating in games and activities that allow for practice of safety and fair play in the gym such as soccer and volleyball skills, tag games and curling.*

• develop and demonstrate safety, fair play, and leadership in physical activities

• participate daily in physical activity at moderate to vigorous intensity levels

• develop and demonstrate respectful behaviour when participating in activities with others

• identify personal skills, interests and preferences

**Assessment:**

• running record of ability to follow directions, safe play, good sportsmanship, skill level

• participation and behaviour

• preparedness (proper footwear and comfortable clothing)

Students will also be participating in Daily Physical Activity (DPA) for 15 minutes, three times a week, with Mrs. Zirnhelt

Thank you for your continued support with your child’s learning. If you ever have any questions or concerns, please feel free to contact me at:

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Mrs. A. Zirnhelt