



Fall Term Preview: September – November 2015

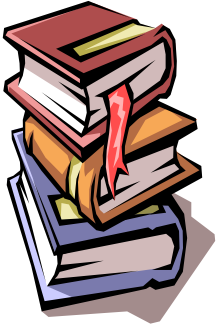
Grade One – Mrs. Flett

I know parents appreciate knowing what their child should be able to do at the end of each term in Grade One. Please take some time to read through the following first term preview that outlines our learning goals and expectations for this term. ☺



Social Responsibility

- Is friendly, kind and helpful in the classroom and on the playground
- Participates and contributes to class and group activities
- Treats others and property respectfully
- Follows school and classroom rules and expectations
- Identifies feelings and manages emotions appropriately
- Identifies simple problems and uses strategies to solve
- Completes work within the given time frame
- Listens politely, works quietly, focuses on a task
- Takes turns and shares



Reading

- shows interest in books and reading and realizes that print conveys meaning
- recognizes and names letters of the alphabet (upper and lower case) with 80% accuracy
- identifies the letter sounds with 80% accuracy
- is beginning to use a variety of strategies to determine new words (i.e., uses Beanie Baby reading strategies: *Lips the Fish*, *Stretchy the Snake*, *Eagle Eye*, etc.) *refer to handout
- recognizes 80% of the pre-primer sight words –refer to final page
- reads Level 5 text at an instructional level
- Reads 'good fit' books independently for 5-10 minutes
- participates in the home reading and sight word program



Writing

- holds a pencil correctly
- is beginning to form letters properly and use lines and spaces to guide printing
- participates in class-generated criteria
- represents ideas through words, simple sentences and images that connect to a topic
- follows a form modeled by the teacher, such as a list or card (organization)
- develops sentence fluency by using simple sentences, patterns, labels and captions
- uses a period to mark the end of a sentence
- uses knowledge of consonant and short vowel sounds to spell phonically regular one-syllable words



Listening and Speaking ~ Oral Language

- follows two-step directions
- prepares for listening and focuses on the speaker
- takes turns as a speaker and listener
- participates in group sharing times
- uses clear speech and basic grammar
- demonstrates phonological awareness (i.e., hears the beginning and ending sounds in words, creates rhyming words)
- uses language to positively interact and play with others



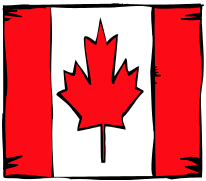
Math

Patterns

- demonstrates an understanding of repeating patterns that have two to four attributes (e.g., colour, shape, size and number)
- describes, creates and extends a pattern with two to four attributes
- uses manipulatives, diagrams and actions correctly when working with patterns
- names and sequences the days of the week

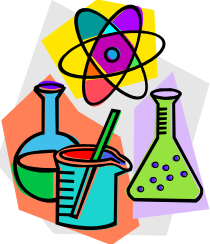
Number Sense

- counts orally by 1s towards 50
- counts backwards from 50, using a number chart
- counts between any two given numbers (0 – 50), using a number chart
- counts orally by 10s to 100
- prints the numerals 0 to 9 correctly
- demonstrates an understanding of counting by showing that the last number identifies “how many”
- makes, counts and compares sets to 20
- communicates and uses mental math strategies (i.e., counting on, counting back and making 10)



Social Studies

- describe changes that occur in their lives
- explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members
- identify a variety of social structures in which they live, learn, work, and play together
- describe basic human needs
- demonstrate responsible behaviour in caring for their immediate and school environments



Science

Physical Science: Force and Motion

- communicates their observations, experiences and thinking in a variety of ways (i.e., verbally, pictorially, graphically)
- classifies objects
- demonstrates how force can be applied to move an object
- compares the effect of friction on the movement of an object over a variety of surfaces
- demonstrates and describe the effects of magnets on different materials



Health and Career Education

- describe their personal skills and interests (i.e., things they are good at, things they like to do, things they've learned)
- describe a variety of jobs and responsibilities they have at home and at school
- identify ways families provide support and nurturing for growth and development (i.e., encouragement, advice, affection, sharing)
- demonstrate an understanding of appropriate and inappropriate ways to express feelings (i.e., appropriate – using “I feel” statements; inappropriate – name-calling, hitting)
- differentiate between positive and negative behaviours in friendships (i.e., positive – sharing, listening; negative – teasing, excluding)
- describe strategies for dealing with common interpersonal conflicts (i.e., taking turns, going to an adult or third party for help)



Music

With Music Specialist, Mrs. Gwen Plitt

- Participates in a variety of classroom songs and singing games
- Represents personal thoughts, images, and feelings experienced in classroom repertoire
- Responds to specific aspects of a music work or performance
- Creates sounds to accompany stories, nursery rhymes, or songs

Physical Education

- describes benefits of regular participation in physical activity (e.g. fun, good for body)
- participates daily (e.g., five times a week) in moderate to vigorous physical activities
- moves through general space while maintaining control
- demonstrates proper technique for performing specific locomotor movement skill including but not limited to the following: skip-gallop or slide-two-foot stop
- describes why safety guidelines for physical activity are important
- responds appropriately to instructions and safety guidelines when participating in physical activity
- skips, gallops, hops, jumps
- balance walks forward (heel-to-toe), balance walks backwards (toe-to-heel)
- drops to the ground and gets back up
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Dolch Basic Pre-Primer and Primer Word List

First Term – Grade One

Your child should be able to read these words quickly by sight by the end of Term One.

| <i>Pre-Primer</i> (Yellow Cards) | | <i>Primer</i> (Pink Cards) | |
|-------------------------------------|--------|-------------------------------|--------|
| a | little | all | please |
| and | look | am | pretty |
| away | make | are | ran |
| at | me | at | ride |
| big | my | ate | saw |
| blue | not | be | say |
| can | one | black | she |
| come | play | brown | so |
| down | red | but | soon |
| find | run | came | that |
| for | said | did | there |
| funny | see | do | they |
| go | the | eat | this |
| help | three | four | too |
| here | to | get | under |
| I | two | good | want |
| in | up | have | was |
| is | we | he | well |
| it | where | into | went |
| jump | yellow | like | what |
| | | must | white |
| | | news | who |
| | | no | will |
| | | now | with |
| | | on | yes |
| | | out | |

