

Learning Goals

Grade 1 - Term 2

<u>Speaking and Listening</u>	<u>Reading and Viewing</u>	<u>Writing and Representing</u>	<u>Math</u>
<ul style="list-style-type: none">engages in simple oral presentations and responds to oral presentations and other textsuses intonation, facial expressions, and gestures to communicate ideas and feelingsdevelops the concepts / vocabulary of feelings and an awareness that some vocabulary choices can hurt people	<p><i>Reading Behaviours:</i></p> <ul style="list-style-type: none">begins to see self as a reader and talks about own readingmay ask for favorite stories to be readparticipates in shared readingchooses appropriate books and reads during independent reading timebegins to read phrases fluently, rather than word-by-word <p><i>Reading Strategies:</i></p> <ul style="list-style-type: none">uses pictures cues, context cues, story patterns and also known vocabulary to help predict meaning and particular wordscontinues to use self-monitoring strategiesmakes predictions about a text that make senserecognizes some common high-frequency words (ex. approximately 66% of Trehearne's 103 High Frequency sight words) and personally significant words	<p><i>Writing Process and Behaviors:</i></p> <ul style="list-style-type: none">uses the writing process with prompting from teacher and classroom charts/checklists.re-reads to revise (may need prompting).uses word wall/classroom resources to edit spelling (may need prompting)understands a planning web or graphic organizeris able to choose own topicgenerally, stays on task <p><i>Content/Ideas:</i></p> <ul style="list-style-type: none">generates ideas that are personally significantstays on topic. <p><i>Organization:</i></p> <ul style="list-style-type: none">begins to show an understanding of writing sequence <p><i>Word Choice:</i></p> <ul style="list-style-type: none">uses basic vocabulary <p><i>Sentence Structure:</i></p> <ul style="list-style-type: none">uses simple, direct sentence structures	<p><i>Patterning:</i></p> <ul style="list-style-type: none">records equalities using the equal symbol <p><i>Numbers to 100:</i></p> <ul style="list-style-type: none">says the number sequence, 0 to 100, by: 1s forward and backward, between any two given numbers, 2s to 20, forward starting at 0, 5s and 10s to 100, forwarddemonstrates an understanding of counting by: indicating that the last number said identifies "how many"; showing that any set has only one countestimates quantities to 20 by using referentsdemonstrates, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles. <p><i>Addition and Subtraction :</i></p> <ul style="list-style-type: none">demonstrates an understanding of counting by: using the counting on strategy; using parts or equal groups to count setsrepresents and describes numbers to 20 concretely, pictorially and symbolically.demonstrates, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without

	<ul style="list-style-type: none"> • decodes simple consonant digraphs (sh, ch, th, wh..), consonant blends (pl, br, st,...), vowel digraphs (ai, ea,...) and some vowel diphthongs (oi, oy,...), as well as short and long vowels in 1 syllable words. <p><i>Comprehension:</i></p> <ul style="list-style-type: none"> • connects to personal experiences in the text • makes connections to other texts • makes inferences from texts • can retell a simple story with a beginning, middle and end • reads with more fluency and attention to meaning <p><i>Text Complexity:</i></p> <ul style="list-style-type: none"> • reads unknown text independently at levels E, F, G with good comprehension 	<p><i>Conventions:</i></p> <ul style="list-style-type: none"> • sentences include periods most of the time. • uses lower/upper case letters properly most of the time • uses capitals at the beginning of a sentence most of the time • uses correct word spacing • sounds out words with increasing accuracy • uses word wall to spell high frequency words 	<p>singles.</p> <ul style="list-style-type: none"> • identifies the number, up to 20, that is one more, two more, one less and two less than a given number • demonstrates an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically by: using familiar and mathematical language to describe additive and subtractive actions from their experience, creating and solving problems in context that involve addition and subtraction, modeling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically. • describes and uses mental mathematics strategies (memorization not intended), such as: counting on and counting back; making 10; doubles; using addition to subtract to determine the basic addition facts to 18 and related subtraction facts.
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